



Manufacturing Blue Collars at The Expense of Knowledge : The Education System

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Abstract : The Education System of India, in that case any country is one of the basic foundations to construct a resourceful future. This requires a process of nurturing the students with knowledge and skill sets. However, lately with the capitalist economy flourishing and in the course of time driving the route of educational practices. This has resulted in the functioning of schools and colleges as a factory to produce a mass number of workers for the capitalist to hire. Moreover, all this is done at the expense of a society where human beings acquire knowledge and a capability to think critically. Education, in contemporary India is no less than a tool, an ideological apparatus employed by the capitalist to reinforce the authoritative say of the ruling class.

IndexTerms - Education System, Economy, Factory Model, Ideological Apparatus, Knowledge, Capitalist.

INTRODUCTION

From the Gurukul system of schooling in the ancient times to modern day formal schooling in the Capitalist times, the education system in India has seen turbulent changes and reforms. These reforms have always been with respect to the social, political and economical aspects of that particular hour. At this hour, one question seeks our attention — How effective is the current education system? India has one of the youngest population packets in the world making it valuable as well as vulnerable. Such a young population demands a fine and effective education system in order to yield value, which means imparting knowledge and necessary skills. However, the system may have concealed flaws to the very structure. Among the above mentioned dormant aspects shaping the education system, our departure point to assess those flaws will be the economy.

NEED OF THE STUDY.

The Indian education system, although started with the Gurukul system, has roots deep in the colonial structures as its traces are quite visible till date. Plus, the economic system that emerged in the imperial era, followed suit the English or Modern Education with spread across missionaries and colleges in British India were serious landmarks in the changing course of Education in India; exactly the point when 'globalisation' or 'modernisation' was claimed by colonial history. Thus, the notion of development, especially implying economic activities should be noted, for the education system of a capitalist state largely goes hand in hand with the socio-economic situation of the same. In the contemporary world, the economy often tends to become the driving force of many social institutions and Education happens to be one of them. Post independent India took a toll on these factors and it was time to not only boost the economy but also raise the 'literacy rate'. Numerous prestigious higher education institutions opened up and the Sarva Siksha Abhiyan enforced free and compulsory education for all aged from 6 to 14 as a fundamental right. With all necessary factors in consideration, the concept of mass education paved the way to a Factory Model of Education. This very model along with the involvement of the economy as the driving factor is necessary to understand, assess and accordingly take actions for effective working of educational institutions.

ABSTRACTION AND THEORY

The factory model of education exactly as it sounds refers to a system of standardisation, rote learning and uniformity that produces a mass number of loyal blue collars for the capitalists. The framework does so by sabotaging real life chances of the students with a rigid and industrial curriculum. This is the stage where education or say schools act as an ideological apparatus of the ruling class in a highly commercialised society. The Education system as an ISA (Ideological State Apparatus) helps maintain the social order and fulfill the constant need of labour power with interpellation of students as subjects assigned to unequal positions in the capitalist system. (Althusser, 1971) The Education system gropes on the ideology of the students, training and grooming them to abide by

the rules, follow instructions of the dominant class in order to land a good paying job. The factory model of education can be seen manifesting itself in few of these forms: coaching institutions, placement cells, vocational training's etc.

With the rise of technology (especially during colonial and post colonial stages with respect to India) and bureaucratic control in a complex society there is always an overemphasis on specialisation in order to meet the economic demands via the process of Division of Labor. (Gramsci, 1971) What better place to do so, then in schools shaping the minds of young to produce docile subjects to reproduce the power of the ruling class using education as the modern day weapon. Meaning how Education system has a hidden curriculum that incorporates all the unspoken rules and values that are transmitted via course to prepare the students for their future position in the workplace.(Bowles & Gintis, 1979)

DISCUSSION

The results of the Education system playing an ISA of the ruling class while employing the factory model impact the society in numerous ways. With such a huge set of young population in a country like India, the continued employment factory model of education can spoil an entire generation into cheap labour, pushed into alienation rather than reasoned human beings living up to their full potential. This mechanical system ends up fixating students into a rigid curriculum only preparing them for an instructed job in the market.

In the light of arguments made in this article, an example is in order so as to simplify the crisis once and for all—

Question 1. Read 5 chapters and answers in total 25 questions that follow at the end of the chapters.

Question 2. Write an article on any topic of your choice with suitable literature.

Our higher education system frequently oscillates between these two types of questions. The former demands the students to read a prescribed reading material and then write answers to questions while fishing for the answers from what they have read. The latter however, demands for students to come up with an idea or a topic that they might be interested or curious about and therefore curate their readings from sources they see fit and write on their own words. One produces instructions and the other lays down a blank page for the students to fill. Students more often than not face greater difficulty in attending the second question than the first one. This simple comparison might appear like a matter of two different question numbers. This is a peak into the underlying problem our Education System is facing and it is clearly chronic. This difficulty in coming up with one's topics of interest is a result of long term rote learning, completing syllabus without internalisation and restrictive nature of the system. The factory system adopted by the social institution of education surely yields a large sum of graduates and postgraduates, colleges exhibit their number of students placed and every possible place to earn a living is again wired with the very system but the way knowledge is imparted is practically vandalism of the very word "knowledge". And as much as holistic and comprehensive a policy NEP 2020 is, the question of its contextual efficiency and execution of the same takes up a different shape altogether, which is a story for another time.

Education is supposed to be liberating, but the current education system is more domesticating. The need for the education system to operate independently without the influence of the economic system is essential, so that instead of playing a staff to the ruling class, the education system can operate on creating critical thinkers and assets rather than assembly line workers with a script in their hands. Human beings are human beings because of the capability to think, "I think, therefore I am". (Descartes, 1637) What good will human beings bring if a huge number of them are used like machines who only follow instructions.

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