

Liberalization and its Impact on Education among the Weaker Section of Patna Town : A Sociological Analysis



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ABSTRACT

The paper initiates with a specific objective, that is, to analyse, evaluate and examine the altogether liberalization and its impacts on education of the economically and socially weaker section, who, till today have not been benefited by the various developmental schemes, including that of education, and living in Patna (Town), i.e., capital of Bihar.

The paper examines the educational profile of economically depressed masses and the possibility for them to cope economically in this globalized scenario in their endeavours to educate their children properly.

The methodology adopted for this study is area survey, in which the economically depressed people have been living collectively. Briefly, the study has conducted its survey work mainly in the slum areas.

The conclusion has been certified by some other studies of this type. The method of study has been a scientific acumen to understand the problem.

Keywords : New Economic Policy, Importance of Education, A review of Some Earlier Sociological Studies on Education & Globalization, Socio-Economic Conditions.

I. INTRODUCTION

Indian economy just after independence was inspired by the Soviet model of economic development, with a large public sector, high import duties combined with interventionist policies, leading to massive inefficiencies and widespread corruptions. However, later on India adopted free market principles and liberalized its economy to international trade under the leadership of Mr. P.V. Narasimha Rao, the then Prime Minister of India, who eliminated License Raj a pre and post British Era mechanism of strict government control on setting up of new industry,

and also focusing on developing national infrastructure.

New Economic policy which was implemented in India in 1991 includes Liberalization, Privatization and Globalization. Liberalization means freeing the economic activities and business from unnecessary bureaucratic and other controls imported by the governments. Globalization means flow of capital, flow of technology, movement of labour, free movement of goods and services among countries. Privatization or disinvestment means selling the govt. owned public sector enterprises to private

industrialists and opening the govt. operating sectors for private investment.

The Indian socio-economic fabric had been essentially anti-market till the beginning of the 1990s. Poverty, unemployment, starvation, backwardness, social injustice, castocracy, etc. were dominating in the society. There was greater emphasis on Social Justice and development. But neither Social Justice nor the development was possible without change in the "Socio-Cultural Fabric". Therefore, if the new policies are to be implemented, one of the first tasks would be to educate the people and the ruling elite that the economic and political restructuring requires restructuring of the traditional values and behaviour in all the fields. After keeping in mind the importance of education, the Indian govt. through its Eighty-sixth Amendment in 2002 made democracy education a fundamental right by inserting Article 21A in Indian Constitution, which says that "the state shall provide free and compulsory education to all the children of the age of six to fourteen years in such manner as the state may, by law, determine". (Govt. of India [GOI], 2007, p. 11) The policy changes along with constitutional guarantee for education have given more scope to critically evaluate the role of state in educational governance, in fulfilling the constitutional right to education.

The two themes 'liberalization' and 'education' combined together, have given a shape to a problem i.e., the impacts of liberalization on education on India and the property of such an education policy of India, for multilingualistic country.

Importance of Education :

The word 'Education' has three roots in Latin language

- (i) Educatum - to train
- (ii) Educere - to draw out inner power

- (iii) Educare - to bring up.

Thus, Education means drawing out the innate capacities of the individual to develop his personality to the full by training or teaching. Education is a continuous process that starts with life and ends with death. It is because innate capacities are to restricted to age. **Drever** writes "Education is a process in which and by which knowledge, character and behaviour of the young are shaped and moulded. According to **Brown**, "Education is a consciously motivating process whereby changes in behaviour are produced in the person and through the person within the group."

The responsibilities of the child increases with age. When he is fully grown up, he needs a job to support his family. He is also expected to develop a good social relation with his relatives, neighbours and the people at large. All these skills are taught to him through the process of education and he is prepared to lead a responsible life in the society.

A number of skills and techniques are needed to perform various types of productive and non-productive tasks in the society. Such skilled and semi skilled workers are supplied by formal and non-formal educational institutes.

In this way it is clear that education plays the most important role in the life of a child. For being a country good; its citizens should also be good and responsible. Education tells him how to exercise their rights and how to perform the duties. Education tries to eradicate the unfounded beliefs, senseless traditions, evil customs and unsound social practices. In this way it becomes a major reform process also.

A review of some earlier Sociological studies on education and globalization

The much spoken economic system emanated out of globalization, marketization and openness, to be

followed as the basic economic creed of the economic management all over the world, has posed various questions which require to be answered in new objective conditions. We have to see the relationship between the globalized economic system and education, and a consideration of how this newly emerged co-relationship acts, whether positively or negatively, to integrate the society as a whole, and particularly in the case of weaker section, who live an economically precarious life. Now we have to see the views of the functionalist and the Marxist in each one's probe.

The basic ingredients, which the functionalist views start with, are to focus on the positive contributions made by education to the maintenance of the social system. Accepting the major function of education as being the transmission of society's norms and values, the French sociologist **Emile Durkheim**, maintains that 'Society can survive only if there exists among its members a sufficient degree of homogeneity; education perpetuates and re-enforces that homogeneity by finding in the child, from the beginning, the essential similarities which collective life demands. Laying down the importance of school in a complex industrial society **Durkheim** comes to a general conclusion that the roles of schools for imparting education can never be substituted either by family or peer groups.

In the final resort Durkheim refers education as a vital device that teaches individual, in a complex industrial society, the skill required for him to opt his future occupation. He says that education in a complex industrial society has come to clash with the basic approach with which education in the globalized society has been designed today. He had shown his belief in Uniformity of schools and guided by a single authority. Under globalization state has gradually been withdrawing itself from the responsibilities of imparting education and private agencies, corporate sectors, etc. are being allowed to inter in the educational activities. It means that the

education system, thus controlled will fully negate the social interest and what it will out and propagate will be the corporate interests which is obviously against the common interests of the society as a whole. Besides it, globalization has turned education as a profit making sector, organized not to impart education for social harmony but for profit earning. it will be becoming more and more a sector which will be beyond the financial approachability of the weaker sections of the society.

Another functionalist, **Talcott Parsons**, deals with the roles of education, with its imparting agencies like family and school, plays in socialization process, schools in **Parsons** view, act as a bridge between the family and the society. He advocates that each and every individual should be given the same situation in class rooms and to allow them to compete in examination on equal terms. However, what **Parsons** attaches as a role to be played by education in social restructuring of human society appears to be an imaginary view. The value which education imparts among its taught is never a value of a society but the value of the ruling elites, the governing class which plans to teach the younger generation for its submission to the ideology of the ruling class. But in the modern society, privately owned educational institutions and imparting education against heavy monetary payment always debar weaker section from being properly educated and to avail equal opportunities for attainment of education. In Indian context, the deprivation of Dalits from educational opportunities has been caused mainly due to economic reasons more than any other factors.

Besides the functional view, there is a liberal view on education which summarises education as : "Education fosters personal development and self-fulfilment. this view examines what roles education can and should play in a modern democratic society. There is a strong and close relationship between educational qualification and occupational status of individuals. As the educational attainment of the

worker rises, their bargaining power in the labour market rises correspondingly, which also raise their wages.

In the Marxist view education has been placed as an infrastructure like social and economy, which fully correspond to the basic structure of society that is the relation of production. Being an infrastructure the educational system of a society responds to the ideology of the ruling class and therefore, its evaluation requires to be made in context of the links between power and education system of the said society, the ideology that the education system preaches and the relation of production under which the work of imparting education is accomplished. French sociologist **Louis Althusser**, who infers that education in the Marxist theoretical precinct is an infrastructure which reflects the relation of production and serves the interest of the ruling class. He argues that in the capitalist society, reproduction of labour power involves two process viz reproduction of skills, necessary for an efficient labour force and second, the reproduction of ruling class ideology and socialization of workers in terms of it.

In **Bowles and Gintis** concept we find a postulation that Marxism has propounded in its theory of "**Base and Structure**". Capitalism being the base; the education system of America, as a superstructure of that base, serves the economic requirements of the capitalists American Society. Inequality in availing opportunities, creation of individuals personality trait to correspond positively to accelerate the process of exploitation and to justify it etc. are the basic ingredients of education. **Bowles and Gintis** concept of education is a real replica of the education system in capitalist economy and it is what globalization imposes upon the world masses-an education system that will reproduce work force steered in the ideology of imperialism without earing for the education to the economically weaker people.

R. Roy and V.B. Singh have attended to locate how the system of education has accelerated a process whereby an elite class has emerged from amongst Dalits. In no way the work can be said to have been novel attempt because the elite class in Harijans / Dalits encompasses those section of Dalits whose economic conditions were commendably raised in independent India during to their specific position in social and economic stratification due to availing by them special facilities provided to Dalit masses in the constitution of India. There emergence of an elite class from amongst the traditionally opposed Harijans, leaving the bulck of their population in miseries, social and economic both, can not be regarded as a satisfactory development process. Such aspects of the problem are required to be investigated into, have been totally been left in the work.

Thus, on the basis of above discussions, we can say that, the education system, in globalized economy, is being moulded in a manner which could deprive the poorer section from attainment of higher and technical education. Privatization of educational institutions and heavy fee charged for imparting education are tactical lines of action that globalized economy has adopted. to educate poorer section of people, education must be under state control and privatization must be stopped.

Socio-economic condition of the respondents

In dealing with the socio-economic condition of the respondents the paper has relied mostly on the data and information collected through the personal interviews of the respondents from various areas of Patna Municipal Corporation. Around 310 respondents were interviewed. To score data on the socio-economic condition of the respondents the variable, constituted on the basis information obtained herein, have covered mainly the details on the near such as respondents age, education, caste, occupation, types of family, number of earning members, number of unemployed persons, monthly income and other such details which are related to

the exposure of respondent's social and economic conditions.

All the respondent's families are found to have the elders persons as families heads. This social tradition of occupying the seat of family-head by the elder person has yet been followed by the most of the families. Out of 310 respondents 16.12% do not have any education, 54.83% are literates without having any educational certificates, 22.58% having matriculate, 3.22%, having graduation and post graduation.

How much privatization of education will affect these families has been clearly examined, out of 310 respondents, 250 (80.64%) respondents are sending their children in govt. schools and 60 respondents i.e., (19.35%) sending in private schools. The high tuition fees and other expenses incurred on the education in the privately owned schools have gone beyond their financial approach ability and it is exactly what that has compelled the families to opt govt. schools for their children's education knowing all the deficiencies the govt. schools have today.

When the data on income scores of the respondents are examined on the present price index, and in terms of purchasing capabilities, there would be found hardly a few families with 5 members each as its components, which can provide that calorie intake that has been decided by the U.N. Report as back in 1989. The respondents are also studied on the other basis of other socio-economic conditions which are mentioned earlier.

II. SUMMARY AND CONCLUSION

The problem, as it has sprung up under the so-called structural re-adjustment programmes, has given birth to severe polemic among the social scientist, some of them favouring it as an inevitable panacea for removal of all ills, economic, social, educational, cultural and other alike. On the other brink there are

opponents of liberalization who accuse it as in economic gimmick on the part of imperialism which has designed to shift its economic crisis arisen out of developing contradiction between the social forces of production and the relation of production in imperialist countries, the conceptualized themes of liberalization have been focused through marketization, openness of economy, allowance of unrestricted inflow of foreign capital, etc. Education, being a service sector, is going to be affected by the liberalization policy of the govt. of India, which, in name of fiscal arrangement, has gradually been reducing govt expenses on education and opening the secotr for private investors. Liberalization has started a new trend in the education impartation work and that is commoditization of education and its sale and purchase through market mechanism. The paper has investigated into its impacts on the economically depressed people and in its findings has recorded its multi-dimensional impacts on the poor people.

The study inferred that the adoption by the govt. of India of the policy of liberalization, the constitutional provision for free and compulsory education to all the children up to the age of 14 yrs has lost its significance. Education has assumed the character of class education whether the concerns to teach and educate economically depressed mases has become a myth, of no body concerns, and it is exactly what the education policy of present day Indian has been striving to achieve. The impacts of liberalization on the education of the downtrodden masses have been analysed under this theoretical periphery. In dealing with the review of past literatures the study has paid adequate attention to analyse the literatures into their theoretical frames which they opted in course of their explanation and analysis. the study has paid more attention to two schools of theories viz. the functionalist theory and the Marxist theory.

In the analysis of data collected through interviews certain very much alarming facts have been received.

Most of the families heads are in the age group between 31 yrs to 40 years, which indicates that the longevity of life among the economically weaker people is shorter than the general masses of other section. That may be caused due to malnutrition, ill health, use of alcohol, and others. Although this collective does not lag far behind than general population in literacy rate but the rate of higher education among them is very low, extremely lower than the average rate among general population. More than 80% of the respondents are sending their children to the govt. school. This figure is an indication that closer of govt. schools and full privatization of education would bring to them menacing affects on their children's education. Among the economically weaker section of people residing at Patna the colossal majority is of the backward castes and scheduled caste people combined. The percentage of upper caste people among them is in microscopic minority. Privatization of education would, thus, affect these two segments of the population most severely. The huge majority of them are self-employed persons, like petty shopkeepers, rickshaw pullers, daily wage earners, etc and majority of them are leading a life of nucleus family life with their meager income ranging around Rs. 1000 to Rs. 5000 p.m. Privatization of schooling system would definitely take education of their children beyond their financial approachabilities.

The total numbers of children who are under the school going age in all the 310 families are 950, of which 400 are girls child 550 male child. The educational profiles of these families show that there is less than 50% families which send their all children to schools and more than 50% families which send some of their children to schools and mostly male child. 3.22% of them do not send their children to school at all. The drop-out cases at every class from lower to higher was observed. Barring a few families most of these families pay a meager amount as fee or tuition fee for education of their

children. Similarly, barring a few families majority of them, nearly two-third of them, do not afford private tuition for their children and depend exclusively on what has been taught in school. Even a few families, which send their children to private coaching, their payment for that is so meager that the standard of low teaching appears to be evident. In govt. schools as the salaries given to newly appointed teachers was so low that the quality of teaching was affected, their extent of job satisfaction was also very low, which ultimately affected their teaching standard.

The findings above are explicit examples that the downtrodden masses, although not fully equipped with the concepts of liberalization, globalization, marketization and privatization of education, are opposed to the policy of privatization of education. Their opinions are based on their actual experiences of their lives; which have taught them about severe impacts on their children's education would necessarily be an imposition upon the poor people who would definitely encounter it with collective voice.

III. CONCLUSION

The null hypothesis was rejected, and the study hypothesis was accepted. This result indicated that the documentary film is effective positively, and successfully in increasing khat risk' awareness among the study participants. The documentary film should apply at all Girls' intermediate school in Jazan Region

IV. REFERENCES

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