

## **Impact of Globalization on Education: A Study with Reference to Slum Dwellers in Agra, India**

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### **Abstract**

*Globalization has brought with it several debates about its socio-cultural, economic and political implications. One of the most debated issues is education. Education is an essential instrument for the emancipation of humankind. The major function of education is the transformation of society's norms and values. Indian national leadership during the colonial and post Independent era acknowledged the critical role of education and has given utmost importance to it in the process of nation building. Insofar, the primary objective of the paper is to throw light upon the dynamic relation between the external demands and internal responses, which tend to facilitate the rise of educational empires in developing countries in general and India in particular. This paper aims at understanding the concept of globalization and to assess its impact on the education of slum dwellers.*

**Keywords:** Socio-Cultural, weaker sections

### **Introduction**

Globalization is a multidimensional process of socio-cultural, economic and political transformation. It also has its impact on the environment as well as on human physical and social well-being. The whole world is now interconnected in the context of socio-cultural, economic and political currents. It has indeed affected almost every society of the world; however the degree of its impact varies from society to society and also within various sections of a society.

An important dimension of the process of globalization is the gradual spread of ideas and values. Globalization has been opening up prospects for inevitable changes concerning development as well as posing challenges to certain sections of society. It is not a new phenomenon for the 21<sup>st</sup> century yet it is being treated as a most recent, mainly because certain aspects of globalization have posed several challenging threats to the developing and under developed countries primarily in generating social and economic inequalities. And from this particular point of view of inequality and poverty and their potential impacts on slum dwellers, lots of debates are raging on, yet conclusions have been very hard to arrive at.

The educational impact of globalization refers to the impact of globalization on the education, mobility, social institutions, women's status and their relations. The educational dimension also encompasses social security, social justice, identity, equality, inclusion or exclusion and the cohesiveness of families and communities. Globalization brings new potentials for development and wealth creation. But there are divergent views among people over its economic and social impact, and indeed widely varying impacts on the interests and opportunities of different sections could be observed.

Some<sup>1</sup> argue that the present model of globalization has exacerbated problems of unemployment, inequality, and poverty, while others<sup>2</sup> contend that globalization helps to reduce them.

### ***Review of Literature***

- 1- Bhagwati (2007) "In defense of globalization" emphasizes that properly regulated globalization is the most powerful force for social good in the world. In general, the author's suggestions rest on two principles: 1) Start narrow, creating expectations, then go broad; 2) Let globalization go forward, creating wealth, but use a portion of the gains to help the inevitable casualties. He reiterates that globalization needs no defense. It is simply a phenomenon that is happening before our eyes and without which, many of us, could not imagine life anymore. He finds that globalization is not a threat but rather beneficial.
- 2- Rizzini and Bush (2002) "Globalization and children" say that globalization also describes forces that have produced enormous changes in the lives of children. The UN Millennium Goals for children set out concrete improvements in such areas as infant and maternal mortality, child poverty and child labor. The authors note that children won't be good informants about the consequences of decisions made by the IMF. But they will be the best, though still fallible, informants about what it is like to grow up in the Mississippi Delta, the slums of Bombay, or the favelas of Sao Paulo.
- 3- Rodrik, (1997) "Has Globalization Gone Too Far? Washington DC: Institute for International Economics" states that globalization is exposing social fissures between those with the education, skills, and mobility to flourish in an unfettered world market-the apparent "winners"-and those without. These apparent "losers" are increasingly anxious about their standards of living and their precarious place in an integrated world economy.

### ***Objectives of the Study***

1. To understand the concept of Globalization.
2. To study the Globalization and recent trend in education of slum dwellers.
3. To examine the "policies and programmes" of the government, which in turn lead to the rise of educational empires.

### ***Methodology***

The purpose of this research paper is to analyze how globalization serves to promote education in slums. An understanding of the framing processes of educational pattern used in slums has important implications for understanding the effectiveness of globalization, stimulating social consciousness and mobilizing the society. Globalization has produced some calamitous consequences for human resources, humanity and slums.

As the study is confined to Agra city, we obtained the list of wards of Agra city from the office of Agra Development Authority (Agra Nagar Nigam). The list consists of 90 wards out of which 20 wards have the maximum concentration of slums in the city. Out of 20 wards (with concentration of slums), four wards viz. Bhoghipura, Garhi Bhadouria, Kedar Nagar and Ram Nagar of Agra city were selected randomly by (Lottery Method). This paper is based on simple and rapid comparisons of frequencies percentages are suggested as an alternative to scoring and scaling method in analyzing simple percentage of status of slum dwellers.

### ***Profile of the Respondents***

For this study, 305 respondents from four wards were selected. In these respondents, 213 are male and 92 are female. It was also found that 201 respondents were educated, but a majority had their education up to metric level (8<sup>th</sup> Standard) and 104 were illiterate. A majority were occupied with labour work. This paper is based on primary data collected from the slum dwellers of Agra city. An interview schedule has been used as a tool of data collection for this study.

### ***Analysis of Data***

Present research paper analyzes the process of Globalization and its impact on the education of slum dwellers. The sample consisted of 305 respondents.

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<sup>1</sup> The World Commission on Social Dimension of Globalization Report 2004

<sup>2</sup> African Journal of Business Management Vol.5(2011)

**Table No.1: Type of Education Received**

What type of education did you get?	Frequency (f)	Percentage (%)
General	174	57
Professional	9	3
Technical	11	4
Vocational	5	2
No	104	34
Grand Total	305	100

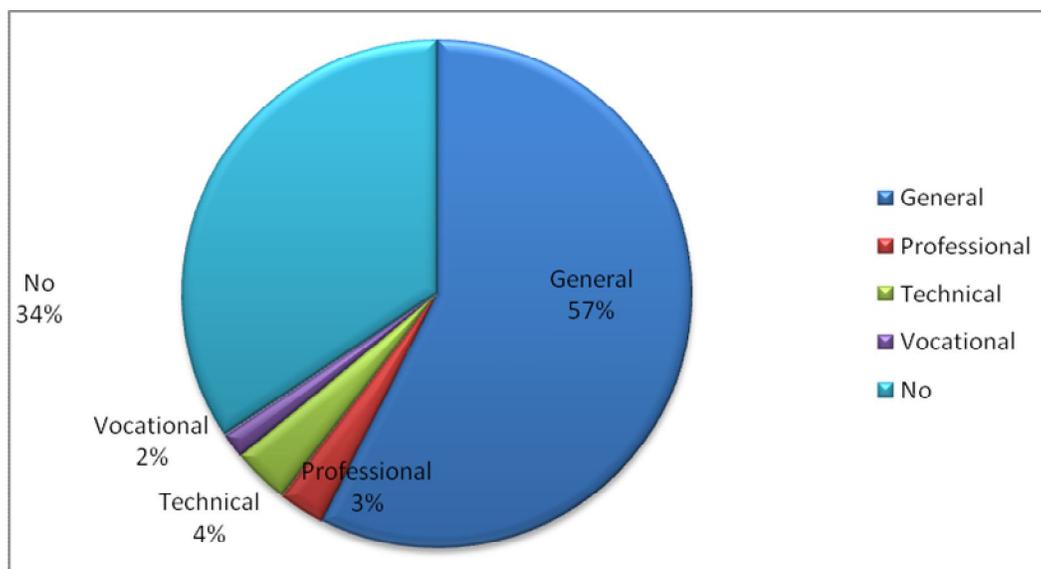
**Figure 1: Type of Education**

Table No.1 shows the type of education received by the respondents 57% respondents got general education, 4% respondents got technical education, and 34% didn't get any type of education which means that they are illiterate persons and had no awareness about the significance of education. The reasons they reported for having no education were the absence of schools in nearby locality. On account of economic backwardness, they were unable to send their children to schools in distant locations, 2% respondents had taken vocational education, 3% respondents had professional education but they argued that as this type of education was very expensive, very few of them were in a position to bear its high expenses. Majority of slum dwellers are enrolled in general education due to their poor social and economic background.

**Table No. 2: Type of School Studied In**

In which type of school?	Frequency (f)	Percentage (%)
Private school	16	5
Government school	109	36
Government aided school	76	25
No School	104	34
Grand total	305	100

Table No. 2 indicates the type of school in which the respondents had studied in. 36% respondents got primary education from State managed government schools; they said that the State Government School provided free education and were located nearby to their house. The respondents said that the mid-day meal scheme running in these schools was an incentive for the students to go to school. 25% respondents got education from government aided schools. 5% respondents got education from private schools. Interestingly, they mentioned that their parents were educated and relatively better off, so they took admission in private schools. They were found to be aware of the importance of education. At present, they are in jobs solely due to their educational qualifications. 34% respondents didn't get education, the reasons being that they had no money enough to sustain them for education or that their conditions were not favorable for attaining education.

**Table No.3: Medium of Instruction (Parents)**

language medium in which got education?	Frequency (f)	Percentage (%)
English	16	8
Other Vernacular	7	3
Hindi	178	89
Grand total	201	100

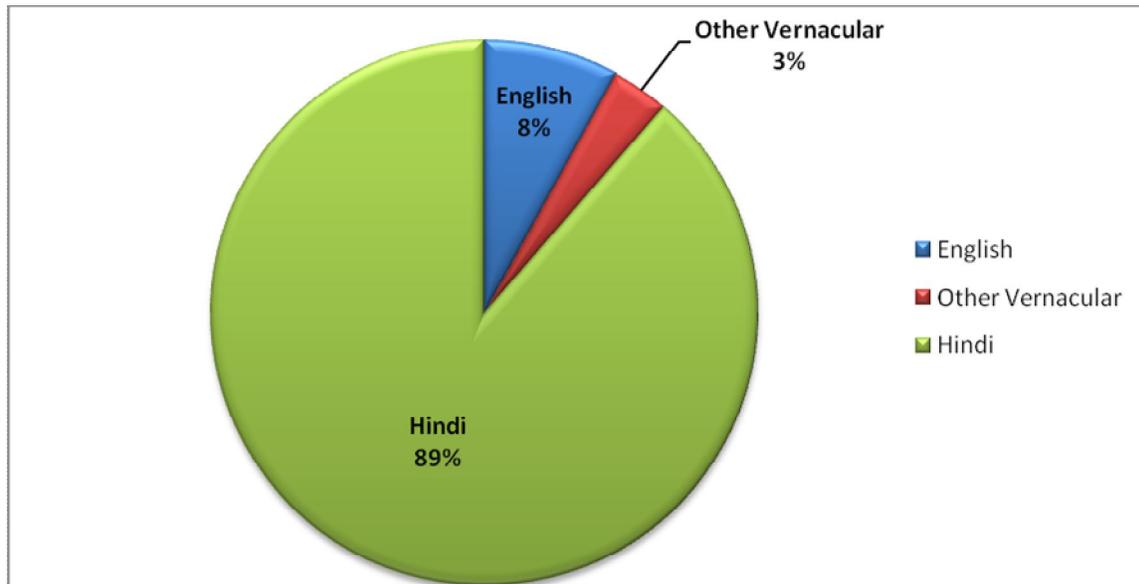
**Figure 2: Language**

Table No. 3 shows the medium of instruction of education, only a meager 8% respondents said that they got education in English medium. They mentioned that they were able to afford the required expenses. 89% majority of respondents got their education government schools or government aided schools in Hindi medium, 3% respondents got education in other vernacular mediums like Urdu.

**Table No. 4: Medium of Education (Children)**

Are your children studying in English medium?	Frequency(f)	Percentage (%)
Yes	97	32
No	37	12
Interested but can't afford to pay	171	56
Grand total	305	100

When they were asked about sending their children to English medium schools, 32% respondents said that they had enrolled their children in English medium schools, their share is 32%. These were the respondents who were aware about the importance of English medium schools. While 12% of the respondents gave no as answer and they were the ones who were not aware about the importance of English medium schools. Furthermore, there were 56% respondents who were willing to send their children to English medium schools but could not bear the expenses of English medium schools; they formed the highest percentage among others.

When we compare Table No. 3 with Table No. 4, it clearly illustrates that there has been a significant change in the preference of medium of instruction from Hindi to English. This clearly indicates that the recent trend due to globalization on education.

**Table No. 5: Enrollment in School: Aged 7 Years and Above**

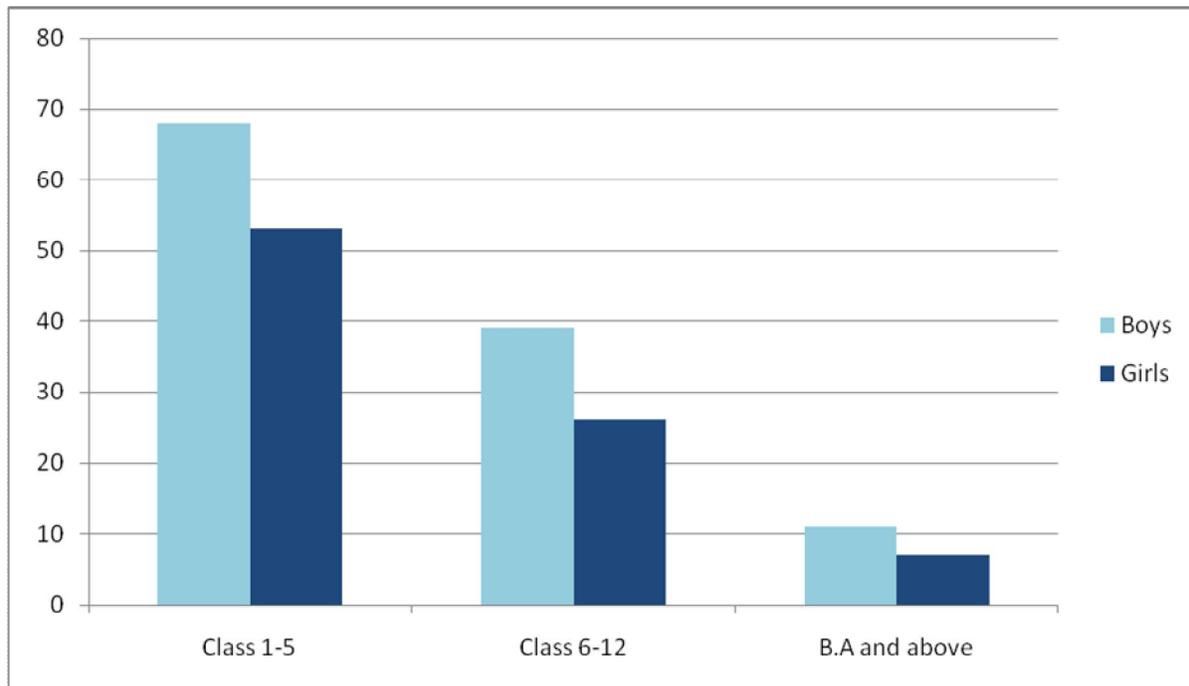
Is your child enrolled at school? (Age 7 or above years)	Frequency (f)	Percentage (%)
Yes	218	71
No	87	29
Grand total	305	100

Table No. 5 reveals the enrollment ratio of the children (age 7 and above). 71% were going to school; this category secured the maximum percentage. 29% children were not going to school; these were the children who were not in a position to go to school. Their parents were not in a position to send their kids to school due to poverty or lack of awareness about education.

**Table No. 6: Class of Study of Children**

In which class do they study?	Frequency (f)	
	Boy	Girls
(class 1-5)	68 (22%)	53 (17%)
(class 6-12)	39 (13%)	26 (9%)
(B.A. and Above)	11 (4%)	7 (2%)
No education	40 (13%)	61 (20%)
Grand total	305	

**Figure- 3: Class Group of Children**



Due to the government’s scheme of “Right to Education”, 22% children are enrolled in class 1-5 standards. The major cause for their enrollment is free education to the children of the age group of 7-14; it also provides them with a free mid-day meal. Due to these reasons the frequency of children attending to school has increased. 13% boys got education from 6<sup>th</sup> to 12<sup>th</sup> class. The percentage of students who reaches the graduation and above level was very less due various reasons, high dropout rate at lower classes being one of the major reasons. Only 4% boys reached the graduation level. On further analysis, this data reveal that the dropout rate was highest at the entry level of class 6.

The number of school going girls in the class range 1-5 was 17%. When compared to boys for the same class range, the number of girls was less; these girls were interested in going to school due to the policies of free education, mid-day meal scheme; free uniforms and due to the availability of scholarship. They were able to get admission in primary education. 9% girls took admission in the class range 6-12 and this number was very less as compared to boys due to the traditional mindset of parents who give priority to boys education as compared to that of girls. The dropout rate of girls was also found to be much higher than that of boys. The data also reveals that at the level of class 6-12, the dropout rate of girls was relatively less than that prevail in the class range 1-5. On observing the data enrollment in higher education, it reveals that girls have 2 % enrolment which is half that of boys.

The number of girls who were pursuing graduation, post-graduation or research was 2%. The children who could not seek education was a massive 33%. Most of the children felt that higher education was expensive and they were not in a position to afford it.

**Table No. 7: Reason for Not Going to School**

If no, then why?	Frequency (f)	Percentage (%)
No school nearby	10	11
Expensive education	56	65
Any other reason	21	24
Grand total	87	100

When respondents were asked about reasons for not going to school, 11% said that there was no school nearby their place of residence and they were not financially strong enough to bear the transportation charges for schools located in distant places. 65% respondents said that the financial condition of their family was weak, that's why they could not afford to bear the school expenses. While 24% respondents assign various reasons for not going to school like lack of awareness in their family, early marriage, child labour etc.

**Table No. 8: Knowledge about "Right to Education"**

Do you know about Right to Education?	Frequency (f)	Percentage (%)
Yes	163	54
No	142	46
Grand total	305	100

When respondents were asked about whether they were aware about the "Right to free and compulsory Education" policy, 54% respondents said yes and they said that they were using this right and sending their children to primary schools and that their children were getting free education along with a mid-day meal which was making their children healthier and some of them also replied that it was helpful in developing the overall personality of their children. While nearly half (46%) of the respondents said no and they were totally unaware of the policy of "Right to Education".

**Table No. 9: Understanding about "Right to Education"**

If yes, how was it understood?	Frequency(f)	Percentage (%)
It is a free and compulsory education	107	65
Six to Fourteen years aged children are covered	19	12
Parents are bound to this Act	11	7
It provides free school uniform and books	26	16
Grand total	163	99.98

This table describes the response of the respondents whose answers were yes when they were asked about what they understood by Right to education. First, 107 of them answered that this Right provides free and compulsory education; this category included 65% of respondents. Secondly, 19 replied that Right to education is meant for the education of children between six to fourteen years and they formed 12% of the respondents.

Thirdly, 11 of them answered that parents are bound under this law to send their children to school and if they are not doing so then the government might take strict action against them. This category constitutes 07% of the respondents. Lastly, 26 i.e.16% of respondents replied that this right provides for free school uniform and books.

### **Major Findings**

1. A large number of slum dwellers got general education but globalization affects slum dwellers. (3%) got professional education and (4%) got technical education. It shows that globalization has had a role in making these people aware of such opportunities of education.
2. It was observed in this study that a majority of slum dwellers got primary education from government schools and constitutes maximum number of 36percentage.

3. English medium education was available to the Slum dwellers but only 8% got education in English medium and the maximum (89%) got education in Hindi medium. Though globalization has made them to get interested in English medium but their percentage is very less. Since traditionally, they are trained in vernacular/Hindi medium, most of them seek education in Hindi medium. Furthermore, the English medium schools being expensive, their financial conditions are not allowing them to bear the expenses of English medium schools.
4. Child enrollment in school is (71%) it shows that awareness and importance about education has been increasing under the influence of globalization. But some told that they are not in position to afford the expenses of schools.
5. Maximum number of slum dwellers (54%) are aware about “Rights to Education”, they are aware that it is a free and compulsory education and they know that under “Right to Education” children in the age group of six to fourteen are covered. And they are also aware of the mid-day meals, dress and other book expenses.

### **Conclusion**

After analyzing the data, we found that Globalization has a positive impact on the slums in the context of education; it has increased and spread more awareness about the importance of education in improving a person’s life, now parents have become more concerned about their children’s schooling, and they chose the best available school for the future of their children. Although, they feel much burden on their pocket, many parents still think that the investment made for schooling will have better returns when their children secure a job and settle in the future. So many parents mentioned that it was a struggle time for them, yet they chose good schools nearby to their homes or colonies especially the government schools. Yet, it must be mentioned that a majority of the parents were interested in English medium schools but their financial condition did not allow them to bear the expenses of this type of school.

As per our analysis, the persons of the slums are quite hard working, but due to lack of awareness about career opportunities, they do not make money as per their levels of hard work. Mike Davis (2006) had mentioned in his book that there is no facility in the slums for education. Adam W. Parsons (2010) had emphasized that education is a basic route for eradicating poverty from slums and he said that the slum persons put God responsible for their problems, but the reality is that they themselves are highly responsible for their pitiable conditions. They are not educated and are not interested in doing hard work. But this is not true as per our analysis.

Our analysis matches with the conclusions made by Robertson in the context of policy making. There are many difficulties of providing even basic education in low income countries. Despite these difficulties education continues to be aspiration and inspirational, it can change lives and increase living standards. Robertson (2007) emphasizes on formal and informal education in his book, he recognized the particular difficulties of working in the education area, largely because of the differing and in many cases contradictory mandates for education to be used as an engine for economic growth.

We analyze that education has a primary role in setting the social fabric in the right direction. Robertson in his book “Globalization, education and development: ideas actors and dynamics” concluded that education is responsible for justice and injustice. For this it is important that the policy makers should try to get it right. The school enrollments had increased due to globalization, now the slum persons give more importance to education. However, there are still a number of slum children do not go to school because they are not aware of the importance of education and they are not able to take admission for education.

The Indian government has enacted the Right to Education Bill, and through this act, awareness about significance of education has increased, as it provides for free and compulsory education to all the nation’s children up to the age of 14. Another Government scheme called the “Mid- Day Meal scheme” has also made desirable impact on education of the slum dwellers. It has improved upon the attendance of students in Government schools and has also made a dent on the dropout rate

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