Conclusion

CITIZENS AND EDUCATION

As we are drawn towards the end of the thesis, it is worth recapitulating the major arguments. First, in a sense the socio-political development is the quest for citizenship. Citizenship envisages participation of the individual citizen in the collective arena of socio-political community, located into an interrelated system of rights and duties. This way citizenship contributes to democracy. Democracy respects the socio-political identity of the human being, and allows for the development of various faculties of the citizen, by allowing liberty, and by opening the doors to talent. In a developing society where democracy is assured, citizenship strives to pursue these ends. This way socio-political development involves a quest for citizenship.

Citizenship, we have seen, requires a community, to enable citizens to participate. As the school intends to train the young to become useful members of the society, one might be provoked to imagine the school as a community.

Curriculum is the agency through which the citizens are trained in a socially expected direction. Curriculum in the school are most concretely represented by textbooks. We have found that for students in Delhi, social science textbooks have most relevant materials for the growth of citizenship, followed by textbooks on literature. For Calcutta students,
the reverse is the order. In both cites, science textbooks make little but significant contribution to inculcate values on citizenship.

However, due to various factors, majority of students in both cities like science as subject more than social sciences and literature. They are relatively more popular among middle classes in both Delhi and Calcutta. There is a dominating popularity of science subjects. Thus the role of curriculum in building citizenship, did not appear too great. Students, however are not very ill-prepared as trainee citizens. This training, they learn from informal sources - media, social interaction and their experience etc. However, it is too early to decide their success in citizenship; that can be done only after they become full fledged citizens.

Teachers can contribute the making of democratic citizens by practising democracy and professionalism in the school. Practice of democracy by teachers contribute to the growth of democratic culture in the school. In schools representing well-to-do section of the society, teachers appeared to be more involved in the school process. In Modern school, one teacher was informally telling me that the school represents the whole country. When I disagreed, he was little upset: "Don’t see the economy alone!" In St.Lawrence School, one teacher said that if crass money making alone was the goal of his school, they would have erected few more buildings in those large play grounds (he
compared to a leading public school, which I myself wanted to study but was denied permission). But this school sincerely cares for education, he added. In school representing middle class citizens, teachers appeared as if they just have come to their places of work. In lower class school too, teachers did not seem to be highly motivated, though in Calcutta, some sense of belonging with students was seen. The professionalism of teachers are questioned in the schools representing poor socio-economic strata, and to some extent also in the school representing middle class in Delhi.

Finally, very few schools are fully endowed with satisfactory physical environment. The picture is more appalling in cases of schools representing poor socio-economic section of citizen. thus, it must by concluded that for school system to be successful, massive investment is necessary. Regarding psycho-human environment, relations among students, teachers non teaching employees and administration is satisfactory in many cases, according to my information.

We have already discussed those points in detail in the previous chapters. We shall now review what citizens in two cities representing the three socio-economic strata thinks about the educational system and about their expectations.
Citizens on Education

We intend to analyse the expectations and experiences of the citizens towards the educational process. We shall remember few points before starting the discussion. The data in both the cities were collected from specific areas, and few indices were used: housing, fees and the area. There are few exceptions: for instance, one respondent in Calcutta's well-to-do area pays Rs. 250.00 as school fees. It was included among the data of well-to-do sections because the house was located in a rich area of Calcutta, and it was quite comfortable and plush, along with suitable furniture and other household gadgets including a car. I did not ask about the income of the residents because often many respondents find it as an attack to their privacy and many understate. For instance, I remember to have visited a household in 1994 in one of the rich areas in Delhi. It was a big family, and the three storeyed house, a big car and cost of land, on my calculation, then accounted for about 30 lakhs in total. The respondent stated that the family income of his household per month was Rs. 2500.00. Therefore, I use housing as an indice; those who can rent or own a decent private accommodation, are classified into well-to-do category. The location also mattered under this category. The place should be a pleasant residential area, with some greenery, relative cleanliness, the shops selling priced articles etc. In Delhi, the areas I collected are data from Safdurjung enclave and Vasant Kunj, for well-to-do household
both of them are in planned residential areas, and some celebrities in various fields stay in these areas. In Calcutta, the areas are Hindustan Park and Salt Lake. They too meet the respective criteria, and many celebrities also stay here. In fact, the official residence of the chief minister of West Bengal is in Hindustan Park. The indices for middle class household are: decent housing. In Delhi, data was collected from non-teaching lower ranking employees of JNU, and from Sarojini Nagar, where many government quarters are located. Housing is a big problem in metropolitan cities in India, and to this category, it is provided by government at a cheap rate. Then locality is clean, and the markets are not very costly. In fact, Sarojini Nagar market is considered popular for many University students because there is a belief that articles are cheaper there than in other places. In Calcutta, data was collected from Belgachia Railway quarters and Shyam Bazaar. Though accommodation in Shyam bazaar was mostly private, in the market you will find many articles at quite cheaper rate, and until recently, there was a large pavement market. Moreover, there are few respondents who could afford decent housing in slum areas. They are included under this category. The area, however, cannot be said as a pleasant residential area, as in Shyam bazaar, it is situated within a big market and busy traffic intersections. In Belgachia, though some greenery is there, the place cannot exactly be
called as clean, drains are open, papers littered here and there, and the pond is quite dirty and unhygienic.

With these points in detail we shall analyse the view of citizens on education. Twelve of the respondents from well-to-do section in Delhi were in business or self-employed like architects, doctor etc. Eight were in service, normally at executive rank. Seven of their Calcutta counterparts were in business, other thirteen in service especially at the executive rank, except one, who is a head clerk, but have sufficient family resources to maintain a high standard of living. In Delhi, the minimum school fees paid well-to-do respondents per children was Rupees 6000 per year, and the maximum amount was rupees 50,000 per year. This sum was paid by only one respondent. Excluding him, the range would come down to Rupees 30000. In Calcutta, the minimum fee paid by the respondents per educand was rupees 30000 per year, the case which we mentioned above, the highest paid was was rupees 15,000 per year. In Delhi, 19 out of 20 middle class respondents were government employees. The another one was a contractor. Fees varied between Rupees 22 to Rupees 2,400 per year. In Calcutta, 19 respondents were in service, and one was a small industrialist. Annual fees varied between no fee to Rupee 3,000. Four respondents among the poor socio-economic strata in Delhi were construction workers, nine self-employed (eg fruit seller, rickshaw puller etc.) and seven were office workers. Annual fees varied between Rs. 4.80 to
Rs. 200.00 a year. In Calcutta seven respondents were self employed then wherein service, two were unskilled workers an one is now unemployed. Annual fees varied from nothing to Rs. 200 a year. Among twenty well-to-do citizens in Delhi, 18 feel that the school keeps them informed about child's development, fourteen find teachers as easily approachable, eight never found teachers negligent towards their duties, fourteen never found teacher intended to exploit any undue advantage from them fourteen are invited by the school three-four times a year for decision regarding their ward only and they attended, to know about problems and progress. Those who do not attended are due to lack of time or satisfaction regarding child's performances. Fifteen respondents want their children to be taught about socio-political issues on neutral manner, because knowledge about the society they live in is important. Three remains undecided, leave it upon school and question whether neutral education is possible. Two does not want it because it is not suitable in the days of professionalism, where better jobs could be acquired only on the strength of professional qualification. Another found it as a burden on the already heavy syllabus, and "politics is quite dirty today".

Among the twenty well-to-do respondents in Calcutta, 18 are kept in formed in the progress of their wards, 13 receive all sorts of co-operation regarding the progress of their ward, 18 find the teachers are easily approachable in most of the cases, fourteen never found teachers neglected
towards their duties, eighteen never found any tendency in teachers to exploit them, ten are invited by school three times or more regarding their wards only, seventeen go to school meeting about problems and progress of their ward, the other do not go as time does not permit. Seventeen respondents supported the cause for socio-political education for their wards, emphasizing on knowledge about the society, ability to form opinion, to open doors for career, and to know about politics as a citizen, without getting actively involved. Three others consented for social education but not political education because they believed political issue cannot be naturally interpreted, politics is a dirty business, and they will learn about it from newspapers.

Sixteen middle class citizens among twenty in Delhi are kept regularly informed about the progresses of their ward, eleven receive co-operation, eighteen found many teachers are approachable, four never found teachers as negligent to their duties, nobody found teachers to exploit undue advantages and four of them are invited in school more than thrice a year regarding their child's progress, fourteen attend the meetings to enquire about their ward's progress, conduct or problem, others do not because of work pressure. Eighteen supported socio-political education of for their ward for all round knowledge, for upliftment, one also advocated legal education. Socio-political education was
favoured by that respondent "to learn human relations, political affairs of the country and how law takes shape".

Ten out of twenty middle class respondents in Calcutta are regularly informed about the progress of their ward, seven receive all sorts of co-operation, five never found teachers as negligent, twelve never found teachers as exploiting them for some undue advantages, three are invited by the school more than thrice a year, ten attend the meetings to exchange opinions and enquire about problem and progresses of their ward. Ten supported socio-political education for their wards, mostly for sake to knowledge. One believes socio political knowledge is necessary to build character, other seven disapproved as the political atmosphere is vitiated, it cannot be neutral, politics is not good for decent people, the course creates extra burden and politics creates addiction which will divert mind and jeopardise study. Three respondents supported social education but disapproved political education more or less for the same reason, in addition to the opinion that it is necessary to learn about society: "... She will learn about politics later".

Ten respondents from poor socio-economic strata are not informed by their wards progress, fifteen do not receive any co-operation. Fifteen found teachers as approachable. In most cases, five found teachers negligent in most cases, eighteen never found teachers in an exploiting role. Three were invited by teachers more than thrice a year, fourteen
attended to enquire about problems and progresses, eighteen supported socio-political education as necessary for knowledge to serve the public purpose, and since girl are also educated it is necessary. Two disapproved one put priority on career, while the mother said: "politicians are thieves, what to know about them?"

In Calcutta, twelve respondents are kept informed about their child's progress only three receive all sort of cooperation about their ward; 19 found many teachers are approachable, five are invited by the school more than thrice a year, fifteen attended the school meetings to enquire about ward's progress or problems. Ten approved socio-political education, for knowledge from neutral source. Four disapproved that politics will not be understood by them, it will disrupt their studies, one feared then his children will be assertive enough to turn against him and one apprehended politics will disrupt peace. Four respondents approved social education, but not political education, thinking social education desirable, and political education unnecessary and undesirable.

The account above brings out a few conclusions the more you invest, the better quality of education will you receive. Again, citizens in middle and lower socio-economic strata are usually more apprehensive of political education. This can be attributed to the fact that they are more exposed to the ill affects of the political process. It is usually students from these classes, who are drawn into
politics. Usually students from higher well-to-do sections nowadays go to professional courses more, and even if they go into politics, somehow they manage to book the comfortable slots.

Education plays the role in building citizenship by enlightening citizens about their rights and duties, and their role on society. Citizenship contribute to the process of education by opening new areas of problems, with the demand that all social enterprises-science, arts etc. must tangibly contribute to the development of human society.