

Social Control on Education

SANDHYA VARSHNEY

Associate Professor

Dyal Singh College (University of Delhi), New Delhi (India)

ABSTRACT

Education system works with many materials which are numerous, specialized and Learning process is open minded. Higher education systems involve decentralization and diffusion of control but can be overlapping in some instances.

Key Words : Higher education, Control, Specialized, Authority, Knowledge

INTRODUCTION

Higher education has always been in the realm of the 'organized' sector, and has an upper edge over control of specialized knowledge and techniques. Knowledge is multi-dimensional and can impact via different ways.

- (i) Multiple specializations are present in Higher education.
- (ii) These specializations are run by different departments.
- (iii) Knowledge is ever evolving.
- (iv) Knowledge has deep implications on the society.

Summing up, education system works with many dimensions. It involves a lot of decentralization and diffusion of control but can be overlapping at times.

Organization of higher education :

Clark (1988) has analyses of higher education, examining the role of different influences which work simultaneously with different interests.

They subvert the catalyst of change and also influenced by external factors Clark has put fourth many theories regarding organizing of higher education sphere and to enhance the stature of basic components of higher education in the perspectives of management and control of education particularly higher education. The basic tenet is to link the Bureaucratic Setup with professional management Later comes the question of organization

of education and inter dependence of the above two. Three basic elements of organization which emerge are:

- (i) Division of labour by tasks and subjects .
- (ii) Primary beliefs and norms.
- (iii) Distribution of legal authority and power.

Academic systems have different kinds of institutions by way of affiliations and levels of hierarchies. They have more diffusion of control relative to firms and work is segregated by subjects and specialization.

The primary forms of organization are also the powerful sources of belief. There can be raring work and ethics culture. Also classification can depend on

- (i) Access
- (ii) Types of employment
- (iii) Kind of Research done

Integration of Higher education Systems:

The next question relates to the kind of integration of state market and Oligarchy. There can be different forms of integration with their own dynamics and change will be initiated by the existing environment and dynamics of power play.

In the context of discussing 'Social Control' on higher education, it is important to note three interrelated concepts.

They are 'Social Control', 'Social responsibility' of higher education and 'Social responsibility' for higher education.

According to Dee (2013), an important role assigned to higher education has been addressing the change in attitudes and instilling civic behavior and right values. This is of immense importance for economic development and development of sustainable education systems. In the words of Becker, role of human capital is very important for development. This has also been stated by Haushek. It leads to creation of many positive externalities, (Moreti), and for advancement of knowledge according to Lyndon. To ensure that this role is performed by higher education, society has major contributions like policy formulation planning and financing higher education Social Control of Higher education as emphasized by Tilak (2018)

It is in the light of the above context, we have to look at social control of education. In this light, the issue of social control becomes important as several participants such as state, markets, households, higher education institutions and society are there.

An increase in the role of one factor can be only at the cost of the other. While the state considers education as a public or merit good according to Tilak and Mc Mohan, markets considers education as a profitable commodity. Higher education sector often gets embedded in those conflicting interests. Therefore, the question of who should control higher education is important.

Privatization and related commercialization of education can restrict the social and economically weaker sections. Further it also misrepresents the sphere of higher education. Though problems in state control are there but they are few and interests of academic are protected Financing of Higher education.

Higher education is a quasi publicgood in the words of Chattopadhyaya (2012), it has many externalities and there are social returns to education.

They may not be realized by the individual, but the government can foresee the implications and set accordingly. So, with the presence of goodness, the actual debate arises, it, whether to provide it free or at subsidized cost. Education Sector's needs are increasingly rapidly Public budgets are unable to bank roll higher education and privatization is not a solution. At the same time, there is need to experiment with several alternatives including students fees, loans or taxes (Tilak). Public, private partnerships can also be thought of. Basically there are two schools of thought:

- (i) The structuralists argue in favour of the role of state.
- (ii) The neoliberals argue in favour of cutting state

finances and increased reliance on markets.

There is also a middle path where the state can provide the role of a facilitator but the finances are provided jointly.

According to Geeta Rani (2016), there are both equity and efficiency issues in financing higher education. Higher education must be accessible by all the individuals on merit basis. It has been firmly recognized the reforms done in macro-economic factors and the extent of globalization trigger competitive pressures in any sector.

The pattern is also found in education. The neo liberal models give arguments against state financing. The efficiency arguments is that social subsidies should be reduced and there should be emphasis on cost recovery. There is also a resource, crunch, structural adjustment polices involve reduction in public expenditure so some resources can be released from public spending.

Higher education should be financed by both public and private resources. These concerns have to be examined in depth governments have to devise means for equal access and participation of all sections.

Conclusion:

Higher education cannot be solely in the hands of the private sector. Broad based programmes should cover direct and indirect costs. Involvement of state and retention of public services is best for equal involvement of all sections of the society. Higher education has always been in the realm of the organized sector and has an upper edge over control of specialized knowledge and technique. These functions can be shared with the private sector.

In this light the issue of social control becomes important, so a middle path should be thought.

REFERENCES

- Becker, G (1962). 'Investment in human capital: A Theoretical Analysis. *J. Political Economy*, **70** (5) : 9-49.
- Chattopadhyay, S. (2012), 'Education and Economics.' OUT (2012).
- Clark, B. (1988). *The Higher Education Systems. 'Academic Organization in Cross National Perspectives.* University of California Press.
- Dee, T. (2013). 'Are there civic returns to Education.' Circle Working Paper July 2003.
- Geeta Rani, P. (2014). 'Disparities in earnings and education in

- India.' Cogent Economics and Finance Vol 2. : 1-18
- Hanushek, E. (2013). Economic Growth in developing countries, the role of human Capital. *Economics of Education Review*, **37** Issue C : 204-212.
- Lydon, G. *et al.* (2017) Positive Externality of Education Energy Education.
- Mc Mohan, W. (2002). 'Education and Development, Measuring the Social Benefits.' OUT.
- Morelto, E. (1988). ' Social Returns to Education and Human Capital.' Mimeo U C Berkeley.
- Tilak, J.B.G. (2003). Higher education and Development in Asia. *Higher Educational Review*, **42** (2) : 151-171.
- Tilak, J.B.G. (2018). Higher education, Public Goods and Markets. Routledge 2018.
