ABSTRACT
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Ph D TITLE

PRIVATIZATION OF HIGHER EDUCATION: ITS IMPACT ON DALIT STUDENTS IN TELANGANA

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INTRODUCTION

Education is a very important determinant of employment, income and mobility of the people. This is all the more so in a knowledge driven economy and society. An inclusive educational system with access to students from different socio-economic backgrounds is necessary to tap the diversity of their talents and creativity. Inclusive society with equal opportunities to all is essential for social and economic mobility so vital for a stable society. More importantly, equal access to education, is increasingly viewed as a basic duty of a progressive government and mature society.

“Schumacher is right when he says that development does not start with goods, it starts with people and their education, organization and discipline”.

The term ‘development’, in a value-free understanding, would mean a process of maximizing human potential towards well-being. Similarly, education, in its real meaning, could be understood as a realization of human potential. While education
is considered as an important factor in the process of development, advancement in educational status is considered as an important indicator of development itself. However, education in a broader sense would involve the process of acquiring knowledge and skills, appropriate in a particular situation and cultural context, in order to put into its maximum use for productive and creative purposes, in the progress of a particular individual or society. On the other hand, development always implies the progressive expansion of the existing potentialities towards higher outcome. Thus, development and education have common grounds in the process of making human existence worthy and meaningful. Development means different things to different people. However, in a value-free understanding, it could mean maximizing human potential, progressing towards a better condition, etc., as realized by the insiders who are affected by it. However, the question arises, what is better? It should normally imply better conditions in meeting the physical and biological requirements, realizing increased recognition, enhanced identity, and respectable interaction, higher realization of knowledge potentiality, greater celebration of life, higher intimacy to nature and closer to an aesthetic way of life, thus activating the human treasures of multiple intelligence and potentiality. On the other side, in the name of development, what could happen is to get into the web of market force, subjecting and subjugating the originality, getting exposed to all kinds of exploitations, becoming enslaved to the evils of civilization, throwing into the clutches of capitalistic masters and power mongers and getting alienated from all ownership and cultural identity. It has to be decided in the first instance what is required or aimed at, when talking of development, before proceeding further.
Education has been regarded as one of the most important inputs in any programme for all-round development of backward communities. It is widely held that education opens the door to modernization. It prepares the mind of people for acceptance of developmental programmes. It also encourages their participation in the developmental process. Education also enables people to use the income derived from schemes for economic development in such a way as they can maximize their benefit. It encourages at the same time inculcation of such skills and expertise which has hitherto been unknown. The possession of these skills opens up fresh vistas of employment besides their traditional occupations. The exposure to new ideas helps them raise their level of aspirations. They begin to make efforts for better living and a more prosperous future.

**STATE MINIMIZATION FOR MARKET MAXIMIZATION: CHANGING COMMITMENTS IN HIGHER EDUCATION**

Recent shift in the Indian economy opened up yet another entry for private universities, both domestically and globally, to enhance qualitative human resources and to contemplate with a new set of requirements in society. The state too has made couple of attempt to rationalize privatization of education. To begin with, while presenting country paper in the UNESCO World Conference on Higher Education in 1998, HRD minister of India proclaimed that ‘efforts have been mounted for mobilization of resources and recommended for a firm commitment to higher education, institutions of higher education should make efforts to raise their own resources by raising the fee levels, encouraging private donations and by generating revenues through consultancy and other activities’. Followed by it, the
debates on private members Bill for Private Universities in the Parliament in 1995 and the new Act on the Establishment and Maintenance of Standards in Private Universities Regulations, 2008 can be seen in this context. Moreover, a series of Supreme Court verdicts in favour private players in education showed the attitude towards private investments in higher education.

The basic objective of privatization of higher education in India was to reduce the number of public funded colleges and universities, authorize decentralization of academic administration and promote creativity, innovation and higher standard. In addition to that, in the post-reform period, the state, as it was stated earlier, brought about new avenues on how to mobilize alternative resources in the form of raising fee levels up to 20 percent of the annual recurring cost per student, mobilization of internal and external sources such as sale of output, voluntary donations from industry, students loan and consultancy. In other words, establishment of self-financing colleges which had twin advantages in effects. Obviously, it would reduce the burden of the state, but at the same time these colleges get permission to charge high fees and mobilize their own resources as they wish. But the concept of autonomous college and program for their establishment brought severe criticism mainly because of the failure of delivering better education. Moreover, though the proclamation of government was to encourage private funding without commercialization, in reality the intention of private agencies was to commercialize education system.

**STATEMENT OF THE RESEARCH PROBLEM**
One of the inevitable consequences of globalization is internationalization of higher education as a part of trading education services across borders. Countries in Europe and America, which had heavily invested in creating excellent higher education infrastructure systems in the past are currently in a state of economic crisis owing to demographic transformation in their societies. The native student population in colleges and universities is dwindling and therefore there is an urgent need to mobilize students to sustain their languishing higher education systems. An obvious option in this direction is privatization of higher education. Privatization of higher education is both boon and bane. It becomes boon for those who can afford higher educations costs for want of quality and the same is bane for those who can not afford it. Privatization of higher education especially becomes bane for the students who come from Dalit communities since they are not only socially and culturally backward but also economically backward segment. On the one hand privatization of higher education offered Dalit students a plethora of opportunities in the arena of higher education and on the one hand their poverty comes in their way of attainment of higher education. The present study intends to address the problems encountered by the Dalit students and opportunities awaiting them.

**OBJECTIVES OF THE STUDY**

1. To analyze the current status of Dalit students in higher education.
2. To assess the effects of privatization of higher education on dalit students as viewed by Dalit elite.
3. To analyze the effects of privatization of higher education as perceived by Dalit students.
4. To suggest measures to counter the adverse effects of privatization of higher education in a manner to the benefit of Dalit students.

**HYPOTHESES OF THE STUDY**

1. Dalit students are still lagging behind the students of socially advanced communities in the arena of higher education.

2. In the wake of mounting out of pocket costs, higher education became a severe burden for Dalit students.

**METHODOLOGY**

Towards the end of the objectives and hypotheses, the following methodology is adopted.

**SAMPLE DESIGN**

Towards the end of the study, the data were obtained from 200 students positioned in higher education from Karimnagar, Warangal, Rangareddy, and Hyderabad districts. The data were also obtained from 120 Dalit elite who occupy the prominent positions in different walks of life and who also know
mostly the in and out of the dynamics of Dalit development. Thus, the study is finally based on the data from 200 students and 120 dalit elite.

**SOURCES OF DATA**

The present study made use of both primary and secondary sources of data. The sources of secondary data included the reports of ministry of social justice and MHRD. The primary data are collected directly from the respondents by administering a pre designed questionnaire/ schedules.

**PERIOD OF THE STUDY**

The present study considered the 2012-13 as the year for the collection of data from the respondents.

**SCOPE OF THE STUDY**

The present study confines itself to assess the impact of privatization not on all the students but only on the Dalit students.

**TECHNIQUES OF ANALYSIS**

The present study made use of interview method to collect the data. Simple percentages, frequencies, and other relevant techniques are used.

The current research effort is divided in to five chapters. The chapter scheme is presented as follows.

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THE VIEWS OF DALITT ELITE ON EFFECTS OF PRIVATIZATION OF HIGHER EDUCATION ON DALIT STUDENTS

AN ANALYSIS OF DALIT STUDENTS’ VIEWS ON THE EFFECTS OF PRIVATIZATION OF HIGHER EDUCATION

MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

MAJOR FINDINGS

1. Low representation of Dalit students in technical education.
2. Increase in aspiration levels among the Dalit students.
3. Dalit students are not just confined to general education.
4. Unemployment problem is mounting among the Dalit students.
5. Equity problem among Dalit students is still unaddressed.
6. Stress is experienced by Dalit students in adjustment processes.
7. All sub castes are not equally represented in higher education.
8. Highly educated Dalits could mop up most of the opportunities generated in higher education.
9. Correlation between poverty and performance is evident in case of Dalit students.
10. Non availability of collaterals for Dalit students.
11. Severity of financial problems is high for Dalit students.
12. Privatization of higher education created more opportunities for Dalit students.
13. Privatization of higher education has created wide choice for Dalit students.

14. Dalit students could reap the benefits of better infrastructure facilities.

15. Better interaction made possible for Dalit students with different strata of the society.

16. Campus placements made easy for Dalit students.

17. Competitive environment is created.

18. Out of pocket cost became a burden for Dalit students.

19. Increase in expenditure became a blockade for higher education.

20. Dalits with limited means suffered a lot in higher education.

21. Loan burden has increased.

22. Distorted structure of higher education is attributed to privatization of higher education.

23. Emergence of private organized forces due to privatization of higher education.

24. Increased in inequalities due to privatization.

25. Increase in placement opportunities.

26. Wide variations in the marks.

27. Second grade citizens’ treatment problem is faced by Dalit students.

28. Dalit students are forced to spend beyond their means.

29. Dalit students are caught in Debt trap.

30. Sub optimal life led by Dalit students at social gatherings.

31. Increase on out of pocket costs is mostly the case for Dalit students.

32. Decline in access to higher education in the arena of higher education.

33. Narrowing opportunities in Post Graduation.
34. Unequal competition in job market attributable to private education.

35. Privatization of higher education has created a big Socio-economic and cultural disappointment for Dalit students.

36. Mismatch between scale and skill in case of most of Dalit students.

37. The first hypothesis “Dalit students are still lagging behind the students of socially advanced communities in the arena of higher education” is accepted.

38. The second hypothesis “In the wake of mounting out of pocket costs, higher education became a severe burden for Dalit students” is accepted.

SUGGESTIONS

On the basis of the findings and conclusions, the following suggestions are made to benefit Dalit students out of the processes of privatization of higher education which include

1. The state should ensure complete free education for the Dalit students including out of pocket costs.

2. A provision must be made dalit students need to repay the banks only after they get jobs.

3. Finishing schools must be arranged for dalit students at every stage entry in to a new course.
4. Higher percentage of reservation in technical education and low percentage of reservation in general education facilitates the redistribution of Dalit students in favor of technical education.

5. A separate innovation fund for Dalit students must be arranged in order to draw their attention in a focused manner.

6. More number of teachers from Dalit community must be recruited in higher education.

7. The state should design the structure of higher education in a manner to be comprehensive, relevant and proactive and private players of higher education should be asked to adopt it.

8. Professional education at post graduate and research levels must be widened and also allow private players to enter in to it so as to sustain the growth of it.

**LIMITATIONS OF THE STUDY**

1. The study is based mostly on personal feelings and value judgments of the respondents and objective reality can not be obtained accurately.

2. The study is based on the experiences of limited number of respondents and hence, the results can not be universalized.

3. The limited data base regarding the performance of Dalit students at various levels of higher education also became a limiting factor of the validity of the study.
AREAS OF FURTHER RESEARCH

The following areas of knowledge in the arena of privatization of higher education and its implications for Dalits will be of more academic and policy use which include

1. A comparative study of perceptions of the students of various social strata of the society.
2. A study of course specific problems and prospects for dalit students.
3. Dalit women students in higher education and their placement- problems and prospects.