

# Globalization and Higher Education of Dalith Youth

(A study of Scheduled Caste Students in Medical, Engineering & PG Courses)

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## Abstract

India, for long remained as vertically frozen hierarchy of castes with differential levels of education and economic standing. Planning, in the post-independent India, tried to forge an egalitarian, secular, democratic society, by providing various measures of protective discrimination to the underprivileged, disadvantaged groups to catch up with the mainstream society. The dawn of 21st century has ushered in an era of sweeping changes even in a country like India, known for its multifarious, groups based on, language, caste, creed, and color. The forces of change swaying the world is that of Globalization, which while sweeping the developing countries, is forcing them to make structural adjustments to catch up with the pace and degree of modernization, with concomitants of liberalization, privatization to cope up with the new forces of change. Societies, loaded with various forms of inequalities are caught up in a dilemma of whether to remain committed to establishing egalitarian society to ensure social justice or to catch up with excellence to compete worldwide competition in the new economic world order based on market forces. The present paper examines the educational progress of Dalits in Higher education vis-à-vis the context of globalization enumerating their educational attainments, perceptions, attitudes. The paper also examines to what extent they are equipped to face changing scenario in education brought forth by Globalization.

**Key Words:** Disadvantaged, Globalization, Global Village, Global Mobility, Information, Communication Technology, Modernization

## Introduction

Globalization is the process of change sweeping the world affecting every aspect of social life. Innovation in the information and communicative technology has virtually removed the cultural and inter-continental barriers shrinking the world into a 'global village'. As a process of change it affects the social structure, value system, norms, stratification system and the priorities of societies dragging them into the forging of an universal culture and a new world order. India, for long, remained as vertically frozen hierarchy of castes with differential levels of education and economic standing. Planning, in the post-independent India, tried to forge an egalitarian, secular, democratic society, by providing various measures of protective discrimination to the underprivileged, disadvantaged groups to catch up with the mainstream society. These measures included reservation in educational institutions,

political bodies, jobs. They were also provided economic inputs for their upliftment.

Five and half decades of provision of welfare inputs has resulted in the disadvantaged sections coming up educationally with better levels of education, attain better levels of income and active political participation compared to their preceding generations. These measures have created an atmosphere wherein equality of opportunity was evident. It is now the third generation of Dalits, who have come up utilizing the special inputs provided for their educational, economic and political mobility. It is an established fact that the special privileges, protective discrimination have registered moderate to fair levels of amelioration Scheduled Castes, Scheduled Tribes and Backward Castes. The educational progress of the Scheduled Castes is a case in point. The reservations did help them to scale higher levels of education Technological, Medical and Premier Post-graduate courses in the universities.

The dawn of 21st century has ushered in an era of sweeping changes even in a country like India,

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which is known for its multifarious, groups based on, language, caste, creed, and color. The forces of change swaying the world is that of Globalization, which while sweeping the developing countries, is forcing them to make structural adjustments to catch up with the pace and degree of modernization, with concomitants of liberalization, privatization to cope up with the new forces of change. Societies, loaded with various forms of inequalities, limp caught up in a dilemma of whether to remain committed to establishing egalitarian society to ensure social justice or to catch up with excellence to complete world wide competition in the new economic world order based on market forces. This dilemma is becoming known through the extent of privatization witnessed in Industry and Education.

### **Global Perspective of Higher Education**

Globalization is a formidable force which every society has to come to terms with. Indian society has been trying to cope up with the inroads made by the globalization, which is being felt by the educational sector, where the demands for software professionals in IT sector, persons with technological and communicative skills have already sent shocking waves making the foundation of education tremble in this developing country, sidelining the traditional courses of education founded by the British. In a way globalization has thrown open new vistas for the youth of the nation wherein the job opportunities beckon them all over the world for their skills and professional competence. The jobseekers hitherto were aiming only jobs in the industrial and service sectors which were not that lucrative. But the globalization has opened new avenues seen never before precipitating global mobility with lucrative financial packages. The shift in the job market for the software professionals has driven the educational sector to cater to the needs of these market driven forces. The higher education in our country is in this sort of global perspective. In this scenario only merit, excellence matter and the cry for equality of opportunity welfare of the disadvantaged through protective discrimination is bound to lose place at the face of global competition and standards. The educational scenario at present is one of a gloomy, disenchanting, down cast, with

tremendous amount of frustration, alienation and uncertainty.

This is not proved in this study. Being second and third generation learners, they did make use of the inputs provided to them and have attained better levels of education. Now, globalization requires a radical shift in plan priorities where in the policies of welfare, protective discrimination are bound to be questioned on the count of cost and benefit accrued basis. The cry for equality and social justice may get lost in the din and bustle of the market forces sweeping the globe.

### **Objectives**

The important objectives of this paper are (1) To examine the educational progress of Dalits in Higher education vis-à-vis the context of globalization enumerating their educational attainments, perceptions, attitudes.(2) To know to what extent they are equipped to face changing scenario in education brought forth by Globalization.

This study is based upon the survey of 300 Scheduled Caste students enrolled in Medicine, Engineering and Premier PG Courses in Institutions of Higher Learning in Anantapur town. Extensive data on their familial, educational background, academic achievements were examined to know how far the reservations have helped them to achieve higher education. The study also tries to know their levels of awareness, attitude, vis-a-vis the changing scenario brought about by globalization.

### **Findings and Discussions**

The Respondents of the study comprised of 62.33% males and 37.67% females which indicates that girls from Dalit sections are equally entering into the portals of higher education.

Their average age ranges between 18-24(94%) which indicates that they have consistent unbroken academic career.

Considering the places of present residence 64.67% of the respondents hail from Rural and semi-urban places. This indicates the eagerness to attain higher and premier academic qualifications is very much existent in the parents and the students who hail from predominantly rural and semi urban areas.

It is heartening to know that 63.33% have got

college and course of their choice which is an indication of their focus and certain achievement in terms of getting the professional education, primarily from premier government institutions.

The parents of respondents to an extent of 60.33% own less than 2 acres of land. Which are primarily dry? They hail from poorest among the poor from the rural areas.

In terms of the quality of educational attainments, the respondents have shown consistency at VIIth Class, Xth class and intermediate examinations at an average of 79.28%, which is quite remarkable considering their poor socio-economic background.

Analysis of the consistency in the professional course reveals that the marks range of 50-60 percent is attained by 91.67% of 1st year respondents, 84.72% of IInd year respondents, 82.48 percent of IIIrd year respondents and 93.17% of 4th year respondents.

The Scheduled Castes students academic attainments are excellent both level-wise and quality-wise. Even they show consistency of high second class to first class marks in their professional studies.

As far as their aims – 55.66% of the Scheduled Castes respondents wish to pursue Post-graduation in their respective courses, while those in post graduation courses want to go far a professional course like Bachelor of Education or research. This indicates how they are positively oriented and focused on future to acquire better skills.

The positive attitude that the respondents exhibit ranges between moderate to excellent levels. Aware of social problems, faith in hard work and the consistency they exhibit in their

academic performance are clear evidences of their overall educational mobility both quantitatively and qualitatively.

The quantitative progress reflected in the enrolment of Schedule Castes from poorer sections of rural and semi urban areas is a clear case of excellent progress attained by them on par with other sections. Their levels of academic consistency and positive value orientation, mental makeup focused on better levels of learning are certain to lead them to better job prospect within the country as well as abroad. The Protective discrimination has certainly enabled the Dalits in higher education and they are quite confident of making much of the opportunities, globalization can offer in term of job prospectus inside and outside India.

### Conclusion

The sweeping changes compelled by globalization has started to creep into the social planning which are reflected in privatization of education, disinvestment patterns which is indicative of the mind of the planners who are caught up in a dilemma whether to tune in to the pattern of planning suitable to the new emerging challenges in social, educational, economic sectors, or to slowly give up the agenda for social upliftment of the disadvantaged sections in a phased manner. Centuries old deprivation would not be possible to be rectified by mere five decades of special privileges, but the facts on hand do suggest that particularly in education, Scheduled Castes did make progress even in the era of globalization. It is hoped that a harmonious balance is struck between the persistence of the special privileges as a means of social justice with the effort to catch up with the current tide of globalization.

**Table No. 1, Distribution of Respondents by Age**

Age	No. of Respondents	Percent
18-20	65	21.67
20-22	120	40.00
22-24	97	32.33
24-26	14	04.67
26-28	03	01.00
28-30	01	00.33
Total	300	100.00

**Table No. 2, Distribution of Respondents by their places of birth**

Place of Birth	No. of Respondents	Percent
1.Rural	116	38.67
2.Semi-Urban	90	30.00
3.Urban	94	31.33
Total	300	100.00

**Table No. 3, Distribution of Respondents by Extent of Land owned**

Extent of Land	No. of Respondents	Percent
0-2	181	60.33
2-5	61	20.33
More than 5acres	58	19.34
Total	300	100.00

**Table No. 4, Distribution of Respondents by Educational inputs availed**

Facilities	Availed facilities		Did not avail facilities		Total
	Number	Percent	Number	Percent	
1. Residential School	132	44.00	168	56.00	300
2. Scholarships	233	77.67	67	22.33	300
3. Hostel	293	97.67	07	02.33	300
4. Remedial Coaching	165	55.00	135	45.00	300
5. Text Books	208	69.33	92	30.67	300
6. Note Books	190	63.33	110	36.67	300
7. Reservations	280	93.33	20	6.67	300

**Table No. 5, Distributions of Respondents by the level of Education they wish to achieve**

Level of Education	No. of Respondents	Percent
MS. & MD	53	25.00
M.Tech	65	30.66
B.Ed	47	22.17
M.Ed	15	7.08
M.Phil	12	5.66
Ph.D	20	9.43
Total	212	100.00

**Table No. 6, Distribution of Respondents by their response to how Reservations are helpful to Scheduled Castes to obtain Jobs**

Whether reservations had helped Scheduled castes to obtain Jobs	No .of Respondents	Percent
1.Helpfull to a very large extent	130	43.33
2. It has enabled them to secure only Government jobs	86	28.67
3.If has not enabled them to obtain private jobs	57	19.00
4. If has not helped them much to Obtain jobs.	27	09.00
Total	300	100.00

**Table No. 7, Consistency of Academic Performance of Respondents**

Sl. No.	% of Marks	Class VII	Class X	Inter Ist Year	Inter IInd Year
1.	< 40	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.33)
2.	40 - 50	10 (03.33)	1 (0.33)	11 (3.67)	4 (1.33)
3.	50 - 60	28 (9.33)	29 (9.67)	34 (11.33)	25 (8.33)
4.	60 - 70	66 (22.00)	59 (19.67)	69 (23.00)	79 (26.33)
5.	70 - 80	83 (27.67)	79 (26.33)	64 (21.33)	91 (30.34)
6.	80 - 90	87 (29.00)	109 (36.33)	67 (22.33)	93 (31.00)
7.	90 >	26 (8.67)	23 (7.67)	55 (18.34)	7 (2.34)
8.	Total	300 (100.00)	300 (100.00)	300 (100.00)	300 (100.00)

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