# Education and Hegemony

# Education and Hegemony: Social Construction of Knowledge in India in the Era of Globalisation

By

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To
My parents
Nagemdram Gundemeda (Mother)
Narayana Gundemeda (Father)

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# FOREWORD

It gives me pleasure to write a foreword for this monograph. The book arose out of the Ph.D. thesis of Dr. Nagaraju Gundimeda for which I mentored him. The decade of 1990s was a watershed in the history of IT in India as the decade opened up enormous overseas opportunities for the Indian IT-trained graduates with the problem of Y2K and the general thrust towards digitization of business operations across the world. Enormous demand was created for human resources trained in various tools in IT and IT-enabled services at various levels. This global demand was a boon to thousands of graduates in various disciplines of engineering and basic sciences including some social sciences. It is in this context that several enterprising individuals started training centres/institutes to provide short-term training in various platforms and tools of the application. With the courses adding value to the degrees they already possessed, they found relatively more attractive jobs compared to the bleak employment scenario for thousands of graduates. This led to the demand for engineering education and education in computer sciences at the undergraduate level and graduate level (Master's Degree Programme in Computer Application- MCA). As a result, enterprising individuals- from business and politics started engineering colleges. In the 1990s and the first decade of the 21st century, no matter from which discipline in engineering that one graduated s/he joined IT (soft- ware) companies. Today in India there are thousands of engineering colleges owned and managed by education-entrepreneurs which have been trained engineering graduates in thousands. The present monograph is an attempt to understand this scenario which continues to be discernible today. Dr. Nagaraju conceptualizes the problem in terms of globalization and the role of national economies and education systems in the context of globalization. His study attempts to understand the linkages among the global economy on the one hand and state policies of liberalization, privatization in different domains of the economy, including education in India by employing conceptual resources drawn from the Marxist tradition. He attempts to explore the questions of the aspirations of the young men and women graduates, especially form engineering and natural science disciplines drawn from different caste groups, classes from rural and urban areas in the context of globalization and expansion of software

industry and IT-enabled services in the country. The ultimate dream of almost every young person is to become a software engineer and migrate to developed countries in the West. However, the concept of offshore work which is an Indian invention, facilitated by the ICT enabled a large number of the young graduates to work for Indian software companies from Indian soil which were carrying out projects for the overseas clients. In a sense the global multinational companies and smaller ones could access the human resources of developing countries such as India without having to allow them into their home countries as immigrants in large numbers. The developed capitalist democracies in the West tend to use their immigration policies selectively and discreetly through their visa regulations in allowing only the skilled professionals who could contribute to their economy. This is another dimension of hegemony.

Dr. Nagaraju's work opens up several research opportunities in the area of internationalization of production and services and mobility of labour and shifting of production and service units from developing country to another, depending on the relative cost advantage and social and economic consequences of such shifts for the educated youth in the developing countries such as India. The education policy makers in India should learn lessons from the dynamics of global capital and evolve a policy that would improve the quality of education, especially in engineering and natural sciences and see that they become innovative and participate in the nation's economic and social development in addition to contributing to the economies of other countries. This monograph is a welcome addition to the body of literature in the broad area of IT-society and education interface.

**Prof. E. Haribabu**
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# LIST OF ACRONYMS

| | |
|---|---|
| ACC | Andhra Christian College |
| AICTE | All India Council for Technical Education |
| AMC | Andhra Muslim College |
| B.A | Batchelor of Arts |
| B.Com | Batchelor of Arts |
| B.E | Batchelor of Engineering |
| B.Sc | Batchelor of Arts |
| B.Tech | Batchelor of Technology |
| BC | Backward Classes |
| BCA | Batchelor of Computer Application |
| BCA | Bachelor of Computer Applications |
| Bi.P C | Biology, Physics & Chemistry |
| CEC | Civics-Economics & Commerce |
| CMC | Computer Education Company |
| HDR | Human Development Report 1999). |
| HEC | History, Economics & Civics |
| IGNOU | Indira Gandhi National Open University |
| IMF- | International Monetary Fund |
| ISA | Ideological State Apparatus |
| ITES | Information Technology enabled services |
| IT | Information Technology |
| LPG | Liberalization, Privatization, Globalization |
| M.A | Master of Arts |
| M.Com | Master of Commerce |
| M.E | Master of Engineering |
| M.Sc | Master of Science |
| M.Tech | Master of Technology |
| MCA | Master of Computer Application |
| MEC | Maths, Economics & Commerce |
| MNC | Multinational Company |
| MPC | Maths, Physics & Chemistry |
| NIIT | National Institute of Information Technology |
| *OC* | Other castes |
| PGDCA | Post Graduate Diploma in Computer Application |
| PUC | Pre university Certificate |

| | |
|---|---|
| SAP | Structural Adjustment Policy |
| SC | Scheduled Castes |
| SOE | Sociology of education |
| SSI computers | A registered IT education company based Chennai in India |
| SSLC | Secondary School Certificate |
| ST | Scheduled Tribes |
| TDP | Telugu Desam Party |
| UGC | University Grants Commission |

# GLOSSARY

*Avarna*—A section of people who were declared as untouchables.
Brahman—an upper caste in social order.
Kshatriyas—an upper caste in social order, but inferior to Brahmins.
Shudra—constitutes a large share of the Hindu caste order, broadly, divided into peasant castes and service castes. The peasant castes enjoy social and economic power, whereas the service castes are located at the bottom of the social ladder.
Reddy, Kamma, Kapu and Velama—the dominant peasant castes in Andhra Pradesh and Telengana.
Chaturvarna—fourfold caste system.
Andhra—coastal region of Andhra Pradesh.
*Jati*—indigenous term for caste.
Kanyasulkam—bride price. An evil social practice, according to which an old man would marry young girls by paying cash or in kind to the girls' parents, practised up to the middle part of the twentieth century in Andhra Pradesh.
Varakatnam—bridegroom price. The parents of the bride are expected to pay cash or kind or both at the time of marriage to the groom's party. It has become a widespread phenomenon across the country where poor parents find it difficult to arrange a marriage for their daughters.
Mantra—a religious or mystical syllable or poem, typically from the Sanskrit language.
Dalits/ Panchamas (Fifth Varna ex-Untouchables).
Adi-Andhra—the indigenous people of Andhra.
Adi-Hindu—the indigenous people of Hindu religion.
Patashala—traditional school.
Parentocracy—the new ideology of parents.
Rayalaseema—a sub-region in Andhra Pradesh.
Sangam—association.
Savarna castes—superior upper castes in the caste system.
Avarna castes—low castes who are excluded from the caste order.
Shudras—lower caste groups.
Adivasi—the indigenous people.
*telivi-tetalu*—intelligence/awareness.

*Telengana*- a sub-region in Andhra Pradesh, government of India, declared it as a separate state on 2/6/2014

Vishalandhra—an imagined greater Andhra Pradesh consisting of all Telugu-speaking regions of South India.

Zamindars—landlords

# PREFACE

The idea of publishing my doctoral work as a book is a dream of the last ten years, and it came about as a result of the professional demands and personal commitment to the vocation of teaching and research. It was primarily driven by the dynamic nexus between the political economy of globalization and the sociological context of educational reforms and transitions in Andhra Pradesh since the 1990s. The transition in global economy introduced a new mode of economic opportunities and a new means of educational orientation to the emerging but aspiring social communities. The idea of responding to the contextual social demands came from my guru, Ph.D supervisor and mentor Prof. E. Haribabu. I am highly indebted to him for his encouragement and support during all my academic endeavours. Teaching courses in the sociology of India and education for the last seven years gave me an opportunity to revisit the frames of sociological analysis on the issues of education and contemporary Indian society. I am thankful to all my professors, Chandrasekhar Bhat, K. Laxminarayana, Vinod K. Jairath, K. Vijayatilakam, Aparna Rayaporl and Surinder S. Jodhka, who taught me the concepts, theories and methods of sociological analysis. I am indebted to Prof. N. Sudhakarrao, Department of Anthropology, for his encouragement and for sparing his time for intellectual engagement. I am very much thankful to my friend Dr. Eswarappa Kasi for his moral support, and timely help at different stages of this work. I acknowledge with gratitude the support given by the Department of Sociology and various administrative branches of the University of Hyderabad for all forms of academic support. This work would not have been completed without the support and help of my wife Tejasmitha. I appreciate the little sacrifices of my kids Neeharika and Nischay. I am extremely thankful to Ms. Amanda Millar of Cambridge Scholars Publishers for accepting to publish my work and reminding me of the deadlines. I also acknowledge Ms. Ekta Singla and Mr. Graham Clarke for their help in proofreading the draft.

# INTRODUCTION

Historically, human beings as toolmakers transformed the techniques of production and gained control over nature. The countries that were under colonial rule and gained independence in the twentieth century recognized the potential of modern science and technology for economic development and social transformation. The governments of developing countries announced policies related to the development and propagation of modern science and technology in various sectors of production and services through expanding the existing institutions and establishing new ones devoted to the development of human resources to carry out teaching and research. Information Technology (IT) brought about far-reaching changes in production, services and cultural patterns in the twenty-first century. The advanced countries that have undergone transformations through the wider application of information technology are usually referred to as information societies. All the developing countries have also recognized the potential of IT for their economic and social development. Political, cultural and education sectors are gradually transforming through IT, creating conditions for major social change in these societies. Thus, the wider application of information and communication technology (ICT) in diverse spheres of life across societies has led to the rise of the knowledge economy.

To sustain the knowledge economy, it is necessary to develop skilled individuals who meet the global demands imposed by capitalist economies. It is here that education plays an important role. Countries which provide education oriented towards creating IT professionals tend to have greater advantages in the present context. The demand for IT professionals has created conditions for the easy flow of trained IT personnel across countries and continents. IT professionals from developing countries like India have migrated to the USA and Europe, as well as Asian countries like Singapore, Thailand and Malaysia. These professionals migrate in lieu of high salaries, social recognition within the country, rich lifestyles and better employment opportunities in other countries.

Such perks lend a great deal of importance to the information technology education. As a result, a number of IT education institutions have emerged over the last two decades across the country, both in the

public and private sectors, providing IT education at various stages. Although a wide range of people have obtained degrees and diplomas provided by the government or private institutions, access to IT education and employment opportunities tends to be influenced by the patterns of organization in terms of rural or urban background, government-private and fee charges. On the other hand, aspiration to access education is determined by the socioeconomic and cultural background of the students.

Indian society is stratified according to religion, caste, class, gender, education and region. Access to opportunities in education is conditioned by the socioeconomic position of a particular individual in the system of stratification. A number of social scientists and sociologists, such as Aikara (2004), Atal (2007), Chanana (2002; 2007), Chitnis (2000), Gore (1976), Indira (1997), N.Jayaram (1977; 1990), Shiva Kumar (1982), Kumar (1997), Nayak (1997), Srinivas (1995), Thapan (2006), Nambissan (2013), Tilak (2012), Rao (1985) and Rao (2006) have worked on the range of issues related to the inequalities, identities and ideologies of the educational system within the framework of education and societal dynamics and linkages. These studies have examined the issues of stratification, gender, rural or urban origins, the role of language, and discrimination at various stages of education, ranging from primary to post graduation, in the context of Indian society. However, there are very few sociological studies examining the issues and challenges associated with technical education in general, and IT education in particular. Given the huge demand for IT education and the resources directed towards its expansion, it is crucial to map the history of IT education in the country. The aim of this book is to explore how accessible IT education is to different social groups in a highly stratified society like India.

Attempts to understand the anthropological and sociological dimensions of information technology have primarily focused on the economic, cultural and symbolic forms of capital associated with the IT industry and articulated the ideologies of the diverse social groups. They also highlight the importance of religion, region, caste, class, gender, education and occupational background in negotiating the multiple layers of IT opportunities and spaces. The studies on sociology of information technology, such as those by Narasimhan & Fuller (2006; 2007; 2008), Upadhyay (2007; 2009), Upadhyay &Vasavi (2008), Biao (2005), Ilavarasan (2008) and Radhakrishnan (2012), focus more on the sociology of IT professionals and their cultural and corporate values. There are few studies on the sociology of information technology and education in Indian society. Therefore, the present book aims to discuss the dynamic nexus

between the impact of the political economy of globalisation and in shaping the social imagination of IT education in contemporary Andhra Pradesh.

In this context, this book aims to map the political economy of IT education and examine the social economy of the new degrees or diplomas distributed by the IT institutions and the degree of access to IT of different social groups. The study also takes into account the economic background of students and captures the sociological imaginations associated with the globalisation and liberalization of local economies and cultural practices. At the micro level the reasons and reflections of students in approaching education and appropriating IT education as knowledge capital are discussed. It is indispensable to outline a conceptual view of the origins and growth of information technology, its role in shaping the evolution of the information society, and its far-reaching implications for the diverse sectors, including education, in developing countries like India.

Research publications on education in the era of IT revolution and globalisation highlight the changing focus on education and its implications for Indian society. Sociologists have yet to look at the social roots of the recent demand for information technology education and its access to different social groups. The aim of the present study is to explore the social factors that determine access to IT education and how the socioeconomic background and rural/urban origins of individuals affect their access to IT education.

## The Context

The present study focuses briefly on the evolution of IT education within the framework of globalisation, as well as the rise of the information society in the West and the IT industry in India. The study broadly addresses the issues of economy and education in shaping the direction of IT education and their implications for the accessibility of social groups in India in general and Andhra Pradesh in particular. It also presents a detailed analysis of the relationship between the social background of aspirants and their access to IT education. The differential social indicators comprise of caste, rural/urban income and gender. The study also covers the attitudes and perceptions of the students about IT education, particularly in the times of financial crisis experienced by IT industry.

The theory of social exclusion, founded on the writings of neo-Weberain sociology as developed by Parkin (1979), Collins (1979) and Murphy (1984), argues that the capitalist societies of the West have

experienced a shift in the nature of social exclusion. Parkins (1979) observes:

> In modern capitalist society the two main exclusionary devices by which the bourgeoisie constructs and maintains itself as a class are first those surrounding the institutions of property, and second academic or professional qualifications and credentials. Each represents a set of legal arrangements for restricting access to rewards and privileges. Property ownership is a form of closure designed to prevent general access to the means of production and its outcomes, credentials is a form designed to control and monitor the entry to a key position in the division of labour.

According to this conceptualization, social exclusion is individualistic in nature rather than "collectivist," and the entry to elite groups is possible through an "open" competition for credentials. Whereas the collectivist approach to exclusion operates through the direct transmission of advantage to other group members on the basis of their origins in a caste, class and gender. The source of exclusion is not based on the specific attributes of individuals, but the generalized attributes of social collectivities (Crompten 1993). To address the question of education and the occupational structure, Collins (1979) has chosen social exclusion theory. According to Collins, the changing relationship between education and occupational stratification should be understood as a group conflict over scarce resources (i.e. credentials, income and occupational status).

Middle-class overdependence on education as a channel to professional occupations, providing social status and privileges to the next generations, has led to intense competition in the educational system. The changing recruitment pattern also emphasizes occupational careers, acquiring social mobility through formal entrance examinations in an elite system of higher education (Bourdieu & Passeron 1990; Brown 1997). The possession of higher qualifications (degrees or diploma/credentials) is a passport into professional and managerial occupations. The reason for the growing competition for IT degrees is the overemphasis of employers in the selection of high achieving graduates for recruitment.

The over-supply of graduate labour has also accelerated the problem of "credential inflation" (Dore 1976), the focus on which also intensifies the competition for accumulating credits from the elite and most popular educational institutions, because degree holders stand as "relative" to one another in a hierarchy consisting of academic and social worth. Even market gives priority to status credentials (Hirsh 1977). The process of acquiring the credentials or diplomas and degrees in IT education has acquired significant importance in the wake of the phenomenal growth of the IT industry, and IT enabled industries, in India. The private sector has

taken the lead role in promoting and sustaining the IT education industry in the country. It is important to understand the social-economic background of the social groups who have attached a lot of significance to IT education. The study assumes that the stratification system influences the extent to which access to IT education is equally distributed. Given this perspective, one can say that the degree of access to educational opportunities, especially at a higher level, is unequally distributed. The unequal distribution of access arises from structured social inequalities based on social stratification systems such as caste, class, religion, gender, region, and rural or urban distinctions.

IT education has assumed great significance in the wake of the phenomenal growth of the IT industry both in India and abroad, training software professionals and a workforce in medical transcriptions and call centres. The offshore business transactions of the multinational companies have also accelerated the growth of the IT industry. Due to the monetary benefits and social prestige associated with the IT jobs, social groups from diverse backgrounds also seem to attach much significance to IT education.

This book aims to understand how and in what ways the organizational structures of IT education in the government and the private sector differentiates the pattern of accessibility. The private corporate initiatives in shaping IT education, training and its integration with the world economy have larger implications for the diverse sections (IT education seekers and providers) associated with IT education. The study primarily focuses on how the organization of IT education in the private sector influences patterns of accessibility, and it tries to analyse the relationship between socioeconomic background and degree of access to IT education.

The objectives of the study are to:

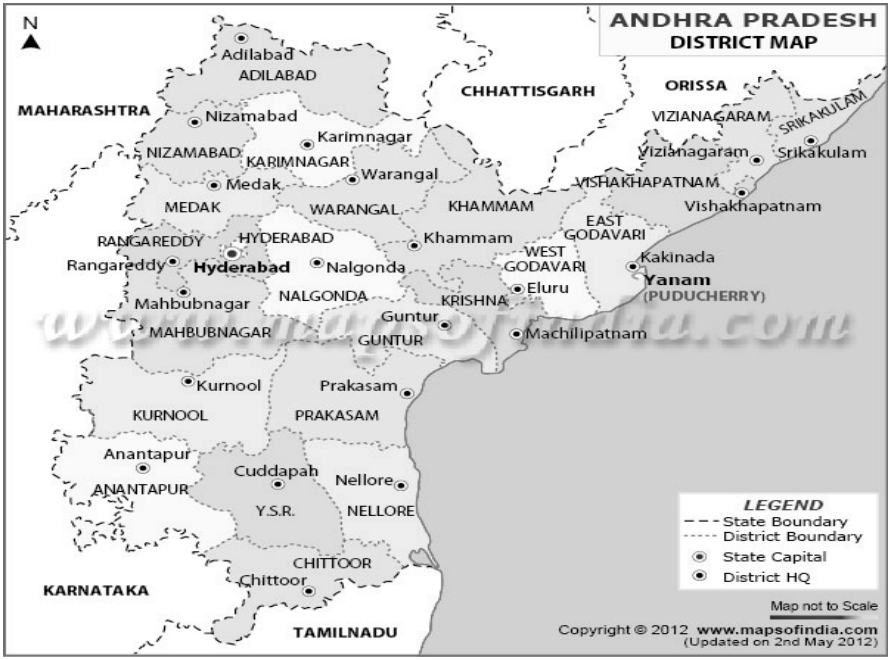
(1) map the political economy of globalisation and its impact on shaping education for a developing country like India
(2) analyse the sociological foundations shaping the new knowledge regimes in the era of globalisation in Andhra Pradesh
(3) map the multiple strategies adopted by diverse social groups in accessing IT education and training
(4) examine the relationship between the socio-cultural, economic-educational background of parents and the degree of access to IT education.

This book assumes that there is variability in the degree of access to information technology education across various social groups, influenced by the positions of the social groups in the stratification system (i.e. caste, class and gender).

As discussed, the aim of the present study is to examine the relationship between social background and access to IT education. Within this framework, an empirical study was conducted on the question of access to different social groups. The present chapter discusses the methodology adopted in the selection of the sample, and the rationale behind the selection of field sites such as cities, IT education institutes and student respondents. This chapter also covers the tools and techniques of data collection employed in the study. The present book adopts cross-sectional design as a research design, and shows how social background influences the accessibility to IT education and the training opportunities for people drawn from different social categories in Andhra Pradesh. The study also demonstrates the relationship between social background and patterns of response and strategies to access IT education.

Andhra Pradesh is one of the major hubs for human resources, training in the field of IT in India. On average, 25% of the total software personnel originates from the cities and towns of Andhra Pradesh, and IT jobs are highly coveted among the members of the middle class and the upper castes in Andhra Pradesh. Following a review of the literature of information technology and society linkages and their implications for IT jobs, the researcher used a questionnaire and interview method to conduct a pilot survey among 40 students pursuing IT courses in two IT training institutes based in Hyderabad. In accordance with the objectives of the study and research design, the researcher selected four cities: Hyderabad, Vijayawada, Warangal and Tirupathi. The rationale behind selecting these four cities as field sites is that, firstly, apart from Hyderabad, the other three cities represent three sub-regions of the erstwhile Andhra Pradesh, namely coastal Andhra, Telangana and Rayalaseema. Secondly, a significant number of IT Education institutes are concentrated within these cities. Thirdly, all four cities have acquired reputations for imparting quality education at different levels. Finally, the political economies of these cities are unique in nature compared to the other cities of Andhra Pradesh.

Fig. I.1. Political map of Andhra Pradesh




Source: www.mapsofindia.com.

The rationale behind selecting Hyderabad is that it has been projected as the future capital of the information technology industry in India. As a result of several proactive policies by the state government, a significant number of software and hardware companies have been established in Hyderabad (Kamat 2004; 2011). As a corollary to these developments, hundreds of IT education institutes have emerged across the city, ranging from international to local institutions that offer a wide range of courses.

Vijayawada, known as a major commercial and educational centre of Andhra Pradesh, is located on the banks of river Krishna. The hinterland of Vijayawada is agriculturally prosperous due to the availability of water from the Krishna river for irrigation. Because of the green revolution and the strategic location of the city, a significant number of educational institutions have started to meet the demands of the city aspirants and the students from nearby towns and villages (Parthasaradhy 1998). It appears that some of the economically resourceful people of certain castes and classes, by virtue of their land ownership, deploy their agrarian surplus in

IT education as an avenue of investment. IT institutions have become yet another avenue for investments and the accumulation of capital (Upadhyay 1989).

Warangal is a historical city and known as the major commercial and educational centre in the Telangana region. The city and district of Warangal are relatively prosperous in agriculture compared to other cities of Telangana, and a significant number of government and private educational institutions have been established in the city. Similarly, a significant amount of IT education institutes have emerged in the city, which range from local to internationally reputed institutions like NIIT and Aptech. Tirupathi is more popular as a temple city because of local deity Lord Venkateswara. The temple management has invested in a number of educational institutions ranging from elementary to university education. On the other hand, a significant number of privately managed colleges shaped Tirupati as a centre for educational activity including IT education and training.

NIIT was the first training centre to emerge in Tirupati offering different types of courses in IT related fields (the number has since increased to 20). In contrast to other cities, most of the IT education and training seekers in Hyderabad belong to social groups like the middle classes, comprising professionals, the self-employed (business), civil servants, and white-collar workers. The other three cities are primarily situated in the rural hinterland. The compositions of IT education and training seekers tend to be different in terms of social composition and economic and occupational backgrounds in the four cities selected for study. Primary data were collected from a sample of students drawn from the IT education and training institutes in the four cities, which are academic and industrial organizations in the public and private sectors (predominately the latter). Sixteen branches or franchises of reputed IT education institutes run by the private educational companies were observed, which are NIIT, Aptech, CMC and SSI. The rationale behind choosing these institutes was that, firstly, the total strength of these institutes is significantly higher when compared to other training institutes; secondly, all the above institutes are spread across the selected cities; and thirdly, the selected institutes seem to be more popular when compared to others in terms of training in the IT industry. They have also evolved innovative new trends in extending the scope of IT education and training.

The major focus of the study is students. To understand the organizational details, data have been collected from the management of the IT education institutes. At the time of this study enrolment at each centre varied from 150 to 160 students. The management of each centre

refused to provide the list of total students enrolled in different courses, and the enrolment numbers changed every month. Under these circumstances, 15 students from each of the 16 institutes were selected on the basis of their willingness to participate in the study, a sample constituting approximately 10% of enrolled students. The respondents (students) for the present study pursuing IT education courses at different levels, in terms of short- and long-term courses and level of IT knowledge, fall within the age group of 18–30. This may be termed a purposive sample. The administrative staff of the institutes allowed for interaction with students. The total sample of the study is 240, and, as 15 incomplete questionnaires were not included in the analysis data obtained, 225 respondents were analysed. Table 1.1 below provides details on the selected cities and number of institutes covered, along with the sample size (number of students).

**Table I.1. Sample of the respondents**

| Name of the city | IT institutes | Sample |
|---|---|---|
| Hyderabad | 04 | 60 |
| Vijayawada | 04 | 60 |
| Warangal | 04 | 60 |
| Tirupati | 04 | 60 |
| Total | 16 | 240 |

Primary data consist of the rural/urban, caste, social class and gender backgrounds of the students. Apart from this, some of the motivational factors and the meanings students attached to IT education were collected. The data also consist of information about students' parents, like their educational qualifications, occupations and social networks.

The data were drawn from a diverse range of information sources, such as government reports on the growth and development of the IT industry, the spread of information technology education in India in general and reports about Andhra Pradesh, based on their relevance for the current study.

The present study employs both qualitative and quantitative techniques. In addition to the questionnaire, other methods used were personal in-depth interviews to understand the personal profile and attitudes of the respondents, and focus group discussions conducted to get an idea of how students collectively perceive IT education and training and their prospects. Data pertaining to their experiences with the training staff and their peer groups were also captured in detail. For the quantitative data the

researcher used the questionnaire method, consisting of questions related to socioeconomic background, motivation, expectations and experiences. The data were collected over a period of eight months, from January to August 2002.

In this study, caste background, social class, rural/urban origin, gender, and the educational and professional backgrounds of the students are considered as independent variables. The degree of access, perceptions and attitudes of the students are considered as dependent variables. Contingency analysis of the data was carried out to understand the relationship between social class and caste background of the respondents and the degree of access to IT education.

The researcher experienced major problems in convincing the administrative staff of IT education institutes and he was stopped at the entrance gate of those places. The managers insisted that the policy of the centre did not allow “outsiders” within institute premises, and they were suspicious of the researcher's intention. To establish rapport, the researcher explained to the managers that his purpose was an academic one. He made the questionnaires available to the managers for their full scrutiny and satisfaction. The managers did not want any questions asked about the IT courses offered by the centre, the fees for the particular courses, the facilities like number of computers, the power supplies or the qualifications of the teachers, etc. They were also suspicious that the researcher would use the data for reporting to the press. The heads of the IT institutes also objected to some of the questions primarily focusing on the organizational structure of the institutions.

The centre managers were hesitant to reveal any information pertaining to their students’ socio-economic backgrounds and were also not interested in disclosing the fee structures and salaries of the employees, as well as information about the infrastructure. Moreover, since the researcher was a student, they did not take him seriously and dismissed his request to conduct the study. Even after repeated visits to the four institutes, the researcher couldnt get any information, and these experiences were frustrating. To overcome the problem, the researcher slightly changed the strategy by framing indirect questions in the questionnaire and interviews meant for the managers. These modifications removed their reservations and allowed the researcher to interact with the students. The researcher approached the institute heads through students of the same institute, helping to obtain information from the management as well as the respondents. The new strategy worked well and the institutes gave their permission to conduct the study. The attitudinal change also provided an

opportunity for the researcher to explain the objectives and motives behind the study.

## Structure of the Book

The present study is organized into five chapters with an introduction. The social context of information technology, the significance of the study, the objectives, methodological issues and fieldwork experiences are discussed in the introduction chapter. Chapter one, deals with the theoretical propositions behind the central themes in the book such as globalisation, IT and education.

Chapter two examines the linkages between the political economy of liberalization, privatization and globalisation (LPG) on the one hand, and the domestication of LPG on the other, in India in general and Andhra Pradesh in particular. Chapter three, titled Pathways to the IT Society, reasons and manifests the latent meanings associated with appropriating IT education. Chapter four shows the relationship between the forms of capital and patterns of access to IT by examining the nature of the relationship between the independent variables (social background variables) and dependent variables (the degree of access to different levels of IT education). A systematic analysis is presented by blending the empirical data with the theoretical framework of forms of capital and access to educational opportunities. Chapter five provides a brief summary of the findings and conclusions emerging from the study.