

**INFORMAL SECTOR OF IT EDUCATION:
A STUDY OF URBAN DELHI**

By

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DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

Submitted

in fulfillment of the requirements of the degree of Doctor of Philosophy

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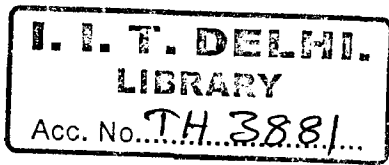


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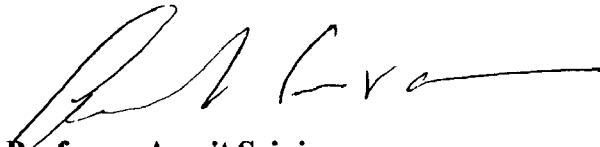
CERTIFICATE

I am satisfied that the thesis entitled “**Informal sector of IT Education: A Study of Urban Delhi**” submitted by Prachi Awsthi is worthy of consideration for the degree of Doctor of Philosophy and is a record of the original bonafide research work carried out by her under my guidance and supervision and that the result contained in it have not been submitted in part or full to any other University or Institute for award of any degree/diploma.

I certify that she has pursued the prescribed course of research.

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ABSTRACT

Global Information and Communication revolution has made knowledge accumulation and application central to a country's competitive advantage in the world economy. Given its crucial role in building a nation's technical and professional capacity, the shape, mode and very purpose of tertiary education is under intense scrutiny today. The setting up of General Agreement on Trade and in Services (GATS) has transformed education from 'public good' to marketed 'consumer service' and has created an unprecedented demand for diversified education.

The boom in Information and Technology sector resulted in the growth of IT education, which seemed to be an immediate opportunity provider, and thus became an answer to people's aspirations. When the state was struggling to provide basic education at different levels and was unable to provide enough provisions for increasing demand of IT education. Consequently, the private sector (both non-formal and informal), emerged as an alternative to meet the demands of people aspiring for IT education, while also serving the needs of the burgeoning IT industry that required trained human resource.

The present study examines the scenario in Delhi. It tries to locate the various IT education providers and their role in imparting education and training to different socio-economic sections of the society. This study shows that informal IT education institutes are used by people belonging to the lower-to middle income group and by those who just want to learn basic computer skills, and therefore these institutes effectively help to bridge the existing urban digital divide. Despite the fact that the number of informal institutions in the urban areas of India has increased significantly, such institutes are ignored in research and political programmes. Little attention has been paid so far to this obviously successful

market-driven model. An optimal implementation of the policy and regulatory process in a country like India requires attention. The policy focus needs to first address recognition of this sector in the legal framework and then facilitation should begin with a policy of 'inclusion' rather than 'exclusion'. In principle, the state must recognize this service unit in the educational sphere. Regulations need to be formed to help and improve this sector rather than causing shut-downs.

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