
**GLOBALIZATION AND HIGHER EDUCATION IN INDIA: THE
CHANGING TRENDS**

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ABSTRACT

The latest phase of capitalist expansion is called “globalisation”. That no state is an autarky but enjoys comparative advantage over others with certain resources and that free trade among these states would work for mutual benefit is the essence of it. Consequently, it advocates the minimization of the governmental intervention in economic affairs and encourages free play of market forces to foster economic development. The argument that this rationale is also applicable to higher education is increasingly gaining currency. But this paper attempts to problematise such a proposition and in contrary argues that this may prove inimical to national development. Education and especially higher education is considered to be one of the factors that help state to promoting national development. However, apologists of globalisation call for its commercialization and argue for the “withdrawal of the state” from this realm. This has only resulted in mystifying profound class inequalities within and without state. Higher education in India is not immune to this ideology in the guise of good economics. It is being structured in such a fashion since 1991 that it has been primarily coupled with the process of economic liberalization and privatization. International financial institutions like World Bank, IMF, GATT, GATS, etc are its votaries. Education was acknowledged as one of the key sectors to be traded. As a result, higher education as a “social good” is fast shifting to being a commodity in the market. In the process India’s post-independence vision of education being a catalyst to effecting social development is getting blurred.

Instead, the higher education visions are being set by corporate houses, the case in the point here is the report of Ambani-Birla Committee which proposes converting education into an industry and the trend is already been set in motion. The priority of higher educational institutions is no more toward promoting public good but to assuming a commercial character: as entrepreneurial ventures catering to the needs of students as customers/clients. It is creating a great concern and anxiety, for the trend is offsetting the issues of equity and that of provisioning access of quality education to the marginalised sections in the society.

Keywords: *Globalization, education in India, marketing strategies, governance; management.*

INTRODUCTION

The paper highlights present University education scenario in India through University Grants Commission, which needs for competition with intervention of Foreign and Private Universities.

The healthy growth of any nation requires educated citizens with skills and expertise in all disciplines in all subjects both at basic and professional levels with equal emphasis and importance. The objective of higher education is to contribute to the initiation and strengthening the process of development with the equity, justice, solidarity and liberty as the key elements. The core mission of higher education is to educate, to train, to undertake research and to provide services to the community-must be preserved and re-inforced and further expanded. This requires that higher education should enjoy autonomy and freedom exercised with responsibility.

The scenario of higher education has been changing in 21st century, as India entered into World Trade Organisation (WTO) and its affiliate, General Agreement on Trade in services (GATs). To meet the world class demand the system has to change to suite future needs of generations, ever change in quality, continuous development research, linking with business and industry, encourage new information and communication technologies, Management of finance and export of higher education and seeking international cooperation. How is it that lowering standards to make an extra buck? Making allowances for bright through socially deprived pupils become social engineering.

To gear up the University system performance radars for different universities are being developed for ranking the University, while overseas education is an attractive and increasingly viable option for many Indian students. Almost all the institutions of government in the United States, Japan, Singapore,

Korea and the countries in the European Union have effective performance appraisal systems for review and rewards.

Origin and Development of Universities

At the time of independence, in 1947, there were 20 Universities and 500 Colleges in the country. The number of students and teachers in higher education system was also very small. But, after independence, there has been an exponential increase in all these numbers. It has been regarded a fifteen - fold increase in the number of Universities and thirty fold increase in the number of colleges while student enrolment has gone up by nearly thirty - four times. The University Colleges with affiliated colleges increased from 10,678 in 1997-98 to 15,343 in 2002-03 year, registered 46 per cent. Regarding student enrollment was 52.65 lakhs in 1991-92 year raised to 92.28 lakhs i.e. increased 75 per cent. In the year 2002-2003, faculty wise student enrolment was 45 *per cent* in Arts, 20 *per cent* in Science and 18 *per cent* in Commerce/ management. In faculty wise 11,899 number of doctorate degrees were awarded in 2001-2002, out of which 38 *per cent* in Arts, 34 *per cent* in Science and 7 *per cent* from agriculture.

Management of Higher Education

To make efficient, effective and responsive Higher Education and to bring socio-economic changes, University Grants Commission (UGC) is implementing the following programme in Tenth plan.

Resources Mobilisation by Universities

- ◆ to encourage Universities to mobilise resources by participation/ contribution of society in their development.
- ◆ to evolve a process for participation of society in University development.
- ◆ to encourage and enhance the flow of resources coming from the society for university development.
- ◆ to encourage Universities to provide consultancy on payment basis not only to the industries but to the government, and other bodies and society at large on vital issues of national importance and

- ◆ to provide incentives to the Universities which involve society in their development activities.

Universities may mobilise external resources through participation/ contribution/ consultancy from individual Indians or non-resident Indians - Alumni Associations, Public and Family Trusts, Industrial/ Business houses, Cooperatives, Professional Associations, Unions/ Association of employees, Municipalities/ Panchayats, M.P/ M.L.A/ Counsellor's funds for encouraging their internal resources. The contribution of the UGC will be upto the extent of 25 *per cent* of the contribution received by the University, subject to a maximum of Rs.25 lakhs *per annum*.

During the 2002-03 year, an amount of Rs.63.17 lakhs was given as UGC share to 4 State Universities. In addition to this an amount of Rs.23.79 lakhs was sanctioned to the Indian Institute of Technology, Roorkee (Non - University Institution). In money terms, International students brought over 13 billion to the US economy in money spent on tuition, living expenses and related costs-placing Higher education among the top 10 largest service sector exports for the U.S.

GATS: Quality in Higher Education

General Agreement in Trade in Services under World Trade Organisation (GATs) has opened the eyes and ears of Higher education system, that education is a service, which is to be given like as high quality durable good to the society. U.K, U.S.A. Australia, Canada have been constantly maintaining the quality, due to assessment and accreditation of institutions. Many Indian students are moving for those countries, the reason is high quality of education. UGC introduced National Assessment and Accreditation Council (NAAC) in September 16, 1994 at Bangalore. The objective of NAAC is to promote the development of quality higher education infrastructure in the Country. To develop criteria for assessment and accreditation, periodically review the criteria, publicise widely, devise and establish mechanisms for assessment, encourage self - evaluation and initiate research on the process of assessment and accreditation. The target group of NAAC are the Universities and colleges in India. It has completed the process of accreditation of 94 Universities and 409 colleges during the past eight

years. It is proposed that approximately 1000 colleges would be reviewed per year for the next five years. To promote quality, NAAC has popularized the concept by conducting seminars, conferences, workshops, manuals, NAAC News. *Indian Higher education caters to only 7% of the 17-23 age group. In any developed country this group is between 50-80%. Even in China 17% of college age student find place in Universities.*⁶ Very lately it was found as 11 per cent in India.

Inter-University Resources for promotion of Quality

The main objectives for establishing these Centres are to provide common advanced centralised facilities/ services for universities, to offering the best expertise in each field to teachers and researchers, excellent library facilities. The UGC is instrumental in producing more than a thousand educational films or programmes. The first “Country Wide Classroom Programme” was telecast on the network of Dooradarshan on August 15th, 1984. On an average, 300 to 400 programmes have been packaged every year at consortium of Educational communication for telecast on *Dooradarshan, Gyandarshan* and other Educational channels for dissemination of Higher Education beyond the classrooms. In the field of Humanities and Social Sciences, Indo-American Centre for International studies, Hyderabad would provide dynamic and vibrant platform for academicians from India, SAARC region, South-East, Central Asian and other countries. The main objective of the Centre would be to address contemporary development issues with multi-disciplinary approach, such as Education, Commerce and Economics of development of above countries along with interface with the developed countries; World trade GATs, Intellectual Property Rights (IPR), financial management for international understanding; conflict management, diplomacy, development and peace initiatives between various countries; Human rights, Human values, life skills and learning to live together and Art, literature and other allied areas.

Inter - University centres and their objectives : 2009-2010

S. No.	Name	Year of establishment	Objectives
1.	Nuclear Science Centre, New Delhi	1984	Nuclear Science Research
2.	Inter-University Centre for Astronomy and Astrophysics, Pune	1988	State of the Art Instrumentation for Research in Astronomy
3.	Inter-University Consortium for DAE facilities, Indore	1989	use of facilities of Department of Atomic Energy
4.	Information and Library Network (INFLIBNET) Ahmedabad	1991	Networking of University Libraries through electronic media
5.	Consortium of Educational Communication, New Delhi	1993	To disseminate Country Wide Classroom Programme through television
6.	National Assessment and Accreditation, Council Bangalore	1994	To assess and accredit public and private institutions of higher learning.

Source UGC (2009), Annual Report 2009-10, p.157

Promotion and preservation of Indian Culture Heritage and values

India has a heritage of great thinkers and social leaders whose revolutionary and path breaking thoughts and actions have left a lasting impact not only in India but also on the whole world. To acquaint teachers and students in Universities with their thoughts and actions and to involve them on studies and research, the UGC has been providing assistance to the Universities on selective basis, for setting up and running the Centres of Gandhian, Buddhist, Nehru, Ambedkar, Swami Vivekananda, Dr.Rabindranath Tagore, Dr.Zakir Hussain, Pt. Madanmohan Malviya, Dr.S. Radhakrishnan and

Sardar Vallabai Patel Studies.

To promote values education in Universities/ Colleges is essential for student and society. It is ingrained in various regular courses and programmes. Further, Human Rights and Duties Education is promoting in various Universities and colleges.

Development of Universities award of P.G. Scholarships State/ Deemed Universities, Management, Computer and Women Universities are emerging to meet the World Challenges and opportunities.

Eradication of illiteracy from the country, various programmes in Higher Education system were introduced, such as National Adult Education programme (NAEP 1978-1983), Adult Continuing Education programme (ACEP-1983-1990), Area Based Approach programme (ABAP-1989 to 1992), Total Literacy Campaign Programme (TLCP-1992-1997), Continuing Education, Extension and Field outreach (ACEE & FO 1997 to 2002) by involving the Centres/ Departments/ Universities and Institutions. These institutions, in turn involving the Centres/ Department/ Universities and Institutions. These institutions, in turn involving students and teachers, have organised programmes such as literacy, post literacy, continuing Education, Science for the People, Environment education, legal literacy and technology transfer.

Facilities for Scheduled Castes and Tribes

The Scheduled Castes and Scheduled Tribes have been identified as most depressed/oppressed groups of Indian Society which constitute about 15 per cent and 7.5 per cent respectively to the total Indian population. To safeguard their interests specific provisions have been made by providing reservation in various services under Central and State Governments. SC/ST Cells are started in 113 universities to ensure effective implementation and monitoring of the reservation policy of SC/STs and Programmes of the Government. In 1994, a special scheme namely Remedial Coaching for the benefit of the Under Graduate and Post Graduate students belonging to SC/STs. The other programme in 1994 for minorities/ weaker sections among educationally backward communities was implemented to enable them to compete in various competitive examinations. In 1999-2000 year, Teachers Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (HEPSN) were

introduced to develop courses for special teachers and counselors and also to provide facilities in various forms for the differently abled persons. If possible open more Dalit and Tribal Universities in the country, where the population is sizable and concentration.

Role of Women in Higher Education

Sam Pitroda's recommendations of recommending 1500 Universities is highly laudable and implementable. Further add specialized subjects wise Universities like Mathematics and interrelated subjects as one University etc.

In Ninth plan, to reduce gender imbalances technological courses for women in Women Universities for providing financial assistance was given. In Tenth plan, technical courses for Women Universities have been extended. To migrate women, pursue higher education and with safe environment, construction of Women's Hostels were promoted. Since 1986 year, Studies on Women were promoted and arranged facilities to undertake research, development, extension work, economic self reliance of women, girls education, population issues, human rights and exploitation. There are 34 Women Studies Centres are functioning in Universities. For combating violence and sexual harassment in Universities, Cells were started in 45 Universities. The unemployed Ph.D degree women scholars for pursuing research in any course, 100 slots per year are opened and available. Day Care Centres are started in Universities to provide facilities on payment basis for children around three months to six years, whose parents are working for pursuing their academic career.

Promotion Physical Education and Sports

The Ministry of Human Resource Development has introduced the Scheme of creation of Sports infrastructure in Universities and Colleges. The National Adventure Foundation (NAF) was implementing the programme for promotion of Adventure Sports in Universities and Colleges. The Scheme of three year Degree Centre in Physical Education, Health Education and Sports was introduced. The courses like Forest trekking, Mountaineering, Skating, Cycle Safari, Rock climbing, Water rafting, Hill Climbing, Jurdle trail watch and Bird watch expedition.

Since 1993 Yoga education and practice Centres were promoted in the Universities. At present, 64 Universities are running Yoga Centres. Further 10 Universities are established department of Human Consciousness and Yogic Sciences.

International Cooperation

In India, with 51 countries bilateral Exchange programmes are established under University Sector. Foreign language teachers are encouraged in Universities, whoever interested. Fellowships and Scholarships, Social Scientists Exchange Programmes, Higher Education Link Programme, SAARC Fellowships, Common Wealth Academic Staff Fellowships, Shastri Indo-Canadian Programmes, UNESCO Programmes, Travel Grant to Teachers to visit foreign countries were liberally promoted.

Development of Human Resources for Teaching and Research

The UGC conducts a national level test to determine eligibility for lectureship (1989) and Junior Research Fellowships (1984) to ensure minimum standards for the entrants in the teaching profession and research in Humanities, Social Sciences, Computer, Electronic Science, Forensic Science and Environmental Sciences. The test for other Science subjects is conducted by the CSIR jointly with UGC. The tests are conducted twice a year generally in the months of June and December. For candidates who desire to pursue research, Junior Research Fellowship is available for four years. The subject of Defence and Strategic studies was introduced from June, 2002 NET Exam, thus making the total number of subjects in which NET is held as seventy six. Presently, NET Examination is being conducted in 76 subjects at 65 Centres spread across the country and six Centres abroad for Indian nationals.

In response to the proposal of some States to conduct their own examination for eligibility for lectureship, the UGC has so far granted accreditation to conduct State Level Eligibility Test (SLET) for Lectureship only. At present, 19 States are using this SLET, which is reviewed periodically by UGC, SLET became a failure scheme. The reason is Universities are not giving employment to the passed candidates. Universities and Colleges are giving employment by their own advertisements.

Research keeps the process of inquiry vibrant and alive. The Universities are major training ground of researchers. The UGC inputs provide the base to the teachers for attracting very large research funds from other funding agencies. The financial assistance is provided to permanent, regular, working/retired teachers in the Universities and Colleges. Priority is given to inter-disciplinary research and inter-institutional collaborative research. The scheme of award of Research Scientists was originally initiated

in 1983 to check the brain drain and also to attract the meritorious scientists of Indian Origin, who may be working abroad, with a view to promote high quality research in Science, Engineering, Technology, Humanities and Social Science and to build a cadre of Research Scientists in Indian Universities by providing opportunities to persons with outstanding merit. Under this scheme, 200 awards were made available at any given time. The Research awards scheme, Emeritus fellowships visiting professor/fellowship, National Lectureship were promoted liberally.

Studies in Emerging and Inter-disciplinary areas

To implement emerging areas and innovative programmes, identified various disciplines with respect to educational, national and global priorities. They are Environment, Biotechnology, Electronics, Atmosphere Science, Remote Sensing, Super Conductivity, Innovative and Computer application. Further, "**Area Study Centres**" identified for undertaking studies relating to Social, Economic, Political and Cultural affairs of a given area and for developing inter-disciplinary research and teaching with a comparative framework. They are on SAARC, Nepal, South and South East Asian Studies, Chinese and Japan Studies, Canadian Studies, Latin and American Studies, Indian Diaspora, Federal Studies, Russian, Central Asian, East European, West Asian and African Studies, Manipuri, African, Central Eurasian, Indian Ocean, Himalayan, Indo-China studies etc.,

Vocationalisation of Education

Vocationalisation of Education at undergraduate level is being implemented since 1994-95. The programme has been designed to ensure that the graduate who pass-out after completing these courses, would have knowledge, skills and aptitude for gainful employment in wage sector in general and self employment in particular. 35 vocational courses were identified with detailed syllabi. Subsequently, seven subjects were not in demand, were dropped and fourteen other subjects were included to cater to the needs of students from rural, hilly and tribal. The revised list of 42 vocational subjects is as follows.

Table - 2

Vocational Subjects

S.No.	Discipline/Area	Subjects
1.	Arts, Humanities and Social Sciences	1. Functional Hindi 2. Functional Sanskrit 3. Functional English 4. Archaeology and Museology 5. Rural Handicrafts 6. Early Childhood Care and Education 7. Fashion Designing 8. Gemology and Jewellery Designing 9. Cosmetology
2.	Commerce, Economics and Management	10. Principles and Practices of Insurance 11. Office Management and Secretarial Practices 12. Tax Procedures and Practices 13. Foreign Trade Practices and Procedures 14. Tourism and Travel Management 15. Advertising, Sales Promotion and Sales Management 16. Computer Applications
3.	Sciences	17. Industrial Chemistry (Seven Streams) 18. Food Science and Quality Control 19. Clinical Nutrition and Dietetics 20. Industrial Microbiology 21. Bio-technology 22. Biological Techniques and Specimen Preparation 23. Sericulture

		24. Seed Technology 25. Information Technology
4.	Engineering and Technology	26. Industrial Fish and Fishery 27. Instrumentation 28. Geo-exploration and Drilling Technology 29. Mass Communication and Video Production 30. Still Photography and Audio Production 31. Electronic Equipment Maintenance 32. Computer Maintenance 33. Electrical Equipment Maintenance 34. Environment and Water Management
5.	Subjects - Relevant to Rural, Hilly and Tribal Areas	35. Agro-Services 36. Domestic Animal Farming 37. Forestry and Wildlife Management 38. Social Conservation and Water Management 39. Hill Agriculture 40. Non Conventional Energy Sources 41. Dry land Agriculture 42. Silvipasture

Source : UGC (2009), Annual Report 2009-'10 p.117.

Since inception of the scheme in 1994-95, 2186 colleges and 32 universities have been selected for support for the introduction of different vocational subjects.

Impact of Foreign and Private Universities

Indians heading to the US for further studies are seeing a strange sight these days. Their American counterparts packing their suitcases, to do a stint in Indian Universities. Slowly, but surely American students are finding their way into Indian campuses as well. In 2002 - 03, 703 Americans received credits from their US institutes for study they spent in India. That is a rise of over 12% from 627 reported in 2001 - 02⁷. Higher education in India has become a global market for investment by Foreign Universities, NRIs, industrialists, Politicians. All this can be paid for the easy installments by

interest accruing on deposits of high fee structures paid by end users. The number of International Students in higher education across the world is estimated 1.8 million (50 percent of these go to U.K and U.S.A). This mobile population of international students has created an interesting situation as source of revenue, creative ideas that can be translated into wealth in various sectors ranging from health, engineering, medicine, agro - veterinary sciences to IT etc. China has the largest population and it also contributes maximally to the fraternity of mobile international students followed by South Korea, India, Japan and Greece. Creamy layer of students from IITs, IIMs, Central Universities and other are leaving country for bright prospects. Only 17 per cent of youth is able to get into professional courses leaving behind 83 per cent in general education.

Merit is dead in Indian Universities:

Poor syllabi, low teaching standards, lack of inter - disciplinary courses, very low dedicated teachers, dilapidated buildings, dysfunctional libraries, rank indiscipline amongst faculty, politically polarised unions of students, faculty and non-teaching staff; administrative mismanagement, corruption at every level, malpractices in recruitment, political and caste based Vice-chancellors are the few symptoms, which are very difficult to remove. State apparatus has failed to run higher education. Universities were turned as State Public understandings. The coterie of politicians in nexus with subservient civil servants, sycophants and pseudo- intellectuals has created an atmosphere where any intelligent and independent view is branded as opposition. Merit is moved to information technology sector and abroad assignments. At present, University system is on pains, which has to deliver intellectuals and make Universities on par Cambridge, Oxford and Harvard, which are to sustainable for centuries together.

Need of an `U' turn

One would welcome establishment of Foreign and Private Universities with adequate safeguards, monitoring and auditing system. One has to be alive to the possibilities of indoctrination of our youth by ideologies that may be in conflict with our heritage, culture, moral values, traditions and practices. Caution must also be exercised to ensure that they do not become centres of espionage, brainwashing etc.

The impact of foreign universities and private universities should be taken as a catalyst of change in our 300 plus Universities and over 15,000 colleges. They should gear up to develop their curriculae, teaching, research, management on the basis of national priorities and global interests. The aim should

be to compete for not only stemming the westward mobility of 'Creamy layer' of our youth by providing them with state of the art facilities and training but also develop programmes which bring students from China, Japan, Korea, USA, UK, Australia and Canada for Indian Colleges and Universities. Our Universities can survive only when they can compete positively. It is not a revolutionary suggestion that the government should gradually phase out from areas of higher education in terms of financial, administrative and academic control. Higher education need free from politics and government interference. Pressures for drastic changes are mounting⁸. State should play as a facilitator than provider and producer.

Conclusions

Under the GATs, University education system is continuously changing its scenario, to meet world class demand. Exporting of educational became an important item not only in developed nations but also in developing nations like India. Performance appraisal is taken as a yardstick for measuring it in all countries. Earlier, State initiated the university system, at present, it is better to withdraw from this scenario. Mobilisation of resources, quality, inter-university promotion, preservation of heritage and values, placement of women, facilities to SCs and STs, Development of Human resources, Inter-disciplinary areas and Vocationalisation of education were observed changing to suite international competition. Foreign and Private Universities are to be nurtured to keep positive competition among traditional Indian Universities. So that developed countries children have to come for learning in India. Time is ripe to keep politics and government intervention far away to University system, so that a healthy and prosperous development can be seen forth –with by introducing Regulatory Authority.

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