UNIT 6 : EDUCATION IN NEW ERA

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6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- describe the concept of globalisation;
- state the different aspects of globalisation;
- identify the relationship between globalisation and educational changes;
- explain the various issues and concerns related to privatisation of higher education; and
- discuss the impact of globalisation on different aspects of higher education in India.

6.2 INTRODUCTION

We are living in a fast changing world where we have been experiencing dramatic changes in our socio-economic-cultural life and in our communication pattern. Life no longer remains what it was thirty years before. We all have experienced many unprecedented and unbelievable changes in our lives and in our surroundings. We are now in a position to get any information or any things from any corner of the world instantly. Our movement across the world is much easier, faster and comfortable than what it was before 30/40 years ago. This has all happened due to the globalisation process. This is a process through which the world becomes a barrier free 'Global Village' characterised by liberalisation and privatisation. The impact of the globalisation process is all pervasive and perceivable concretely in all aspects of our life. Education is also no exception which has seen a massive impact of globalisation.

In this Unit, we are going to discuss the globalisation process, privatisation of education and emerging trends or issues of higher education that have resulted in the context of globalisation.

6.3 CONCEPT OF GLOBALISATION

We are now living in a 'Global Village'. This is possible for the ongoing process of globalisation which has eased out the political, economic, social, ecological, geographical and educational barriers and integrated the world into a 'Global Village'. The process of globalisation has made the world invariably as well as increasingly inter-connected and inter-dependent. Mobility of products, services, resources and ideas is fundamental to the process of globalisation.

Globalisation is not a single concept; rather a multidimensional one. It includes economic integration; the exchange of policies across borders; knowledge transmission and cultural influences. These processes have been defined by many persons and organisations in the following ways:

According to Charles W. L. Hill, globalisation refers to the shift toward a more integrated and interdependent world economy.

According to the International Monetary Fund, “Globalization refers to the growing economic interdependence of countries worldwide through the increasing volume and variety of cross-border transactions in goods and services and of international capital flows, and also through the more rapid and widespread diffusion of technology.”

According to the Organisation for Economic Co-operation and Development (OECD), “The term ‘globalisation’ has been widely used to describe the increasing internationalisation of financial markets and of markets for goods and services. Globalisation refers above all to a dynamic and multidimensional process of economic integration whereby national resources become more and more internationally mobile while national economies become increasingly interdependent.”

According to Fredric Jameson, “As cultural process, globalization names the explosion of a plurality of mutually intersecting, individually syncretic, local differences; the emergence of new, hitherto suppressed identities; and the expansion of a world-wide media and technology culture with the promise of popular democratization. As economic process…the assimilation or integration of markets, of labour, of nations.”

According to David Henderson, globalisation refers “…free movement of goods, services, labour and capital thereby creating a single market in inputs and outputs; and full national treatment for foreign investors (and nationals working abroad) so that, economically speaking, there are no foreigners.”

Analysing the above definitions, globalisation can be defined as an extensive network of economic, cultural, social and political interconnections and processes which go well beyond national boundaries. In other words, it is the integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. Globalisation has a huge impact in the world order. However, it is not correct to assume that globalisation has purely economic dimensions. Likewise, it is also not a purely cultural phenomenon. The impact of globalisation is vastly uneven and the magnitude of its impact is more or less context specific. So, it affects some societies more than others and some parts of some societies more than others.

6.3.1 Features of Globalisation

Globalisation process encompasses the following important features (Bolashetty, S.S., 2005):

- Operating and planning to expand business throughout the world,
- Erasing the differences between domestic market and foreign market,
- Buying and selling goods and services from/to any country in the world,
- Establishing manufacturing and distribution facilities in any part of the world based on the feasibility and viability rather than national consideration,
- Product planning and development are based on market consideration of the entire world,
- Sourcing of factors of production and inputs like raw materials, machinery, finance, technology, human resources (labours/ workers), managerial skills from the entire world,
- Global orientation in strategies, organisational structure, organisational culture and managerial expertise, and
- Setting the mind and attitude to view the entire globe as a single market.

6.3.2 Conditions for Globalisation

In globalised world, a company or an institute not only plans or venture for the national market but also has to venture globally. So they should view themselves as a global company or a global institute. And their employees should be trained and tuned for world-wide operations. As essential conditions for globalisation, the government of different countries need to provide the following conditions for facilitating the globalisation process (Bolashetty, S. S., 2005):

- Liberalising the rules and regulation of control
- Removal of Quotas and Tariffs
- Providing freedom to the business and industry
- Providing infrastructural facilities
- Remove of bureaucratic hurdles
- Encouraging research and development
- Encouraging the competitiveness based on quality, price, delivery, customer service etc.
- Providing autonomy to the public sector to compete with private sector companies
- Providing administrative and governmental support
- Developing money and capital markets.

6.3.3 Facilitators of Globalisation

Swedish Journalist Thomas Larsson, in his book *The Race to the Top: The Real Story of Globalization,* states that globalisation is the process of world shrinkage, of distance getting shorter, things moving closer. Following are the prime facilitators of globalisation:

- **Global accessibility:** The global economy has virtually shrunk with multi model global accessibility in terms of speed and time taken to travel for which tourism become accessible and comfortable for many people and marketing channels are enhanced.
- **Telecommunication revolution:** Both in terms of global tele-density and reach, it has made a revolution. Technology intensive telephony is cost effective and provides cheaper mode of telecommunication. A video telecommunication with anyone in every nook and corner of the world has become a normal way of life everyone.
- **Information metamorphosis:** It is a metamorphosis of the form of information from physical gathering, books, literature, magazines, previously known as 'information asymmetry' (less information) to that of now 'symmetrical information (complete

information). It has not only increased awareness and speed but also knowledge base of people.

- **Media transformation:** A gradual shift has been observed from print media to electronic media (news, web portal, blogs etc.) with the advent of technology transfer among countries.
- **Living standards:** The availability of various electronic and non electronic gadgets imported and adopted from developed nations has changed the way of life to a comfort position. The erstwhile high priced luxury items are now accessible to almost everyone with globalisation.

6.3.4 Movers and Shakers of Liberalisation, Privatisation and Globalisation (LPG)

The major agencies which may be considered as movers and shakers of LPG in World Trade are the following:

(i) ***Group of Seven or Eight (G-7 or G-8) Countries:*** This consists of the countries of the first world like USA, Japan, Germany, France, Italy, UK and Canada. After inclusion of Russia, now these countries in together called as G-8. These countries, through their superior technology and knowledge, dominate the world trade especially in the developing countries of Asia, Africa and Latin America.

(ii) ***Multinational (Transnational) Corporations (TNCs or MNCs):*** TNCs are large corporate bodies whose activities are spread across a number of countries and they provide trade and services in various fields cutting across national boundaries. The world trade is dominated by TNCs. Nearly 70% of the world trade is controlled by just 500 largest corporations, rightly known as the Global 500 or Fortune 500.

(iii) ***World Trade Organisation (WTO):*** The World Trade Organisation was established on January 1, 1995 with a comprehensive mandate covering economic governance, trade

and investment of member countries. It is to monitor trends in global production, trade and flow of capital from one country to another and devise reforms and regulations from time to time.

(iv) ***World Bank (WB) and International Monetary Fund (IMF):*** Both are created by UNO to help revamp the war ravaged economies of its member countries. The WB and IMF have helped Third World (Developing) countries to integrate their economies in the new world economy through three measures: increase in exchange of goods and services, raising transnational production, and helping in financial and exchange rate transactions.



CHECK YOUR PROGRESS

Q. 1: Define the concept Globalisation.

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Q. 2: Write down three main features of Globalisation.

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Q. 3: Describe briefly about WTO.

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6.4 GLOBALISATION AND HIGHER EDUCATION

In the age of globalisation, economies of the countries have dramatically transformed and got integrated into the global economy. This new economy is characterised by not only free trade in goods and services but also in free movement of labour, capital, skill and entrepreneurship. This has happened due to the agreement signed by member countries of the World Trade Organisation (WTO) in 1996 which is known as the General Agreement on Trade in Services (GATS). The GATS is a legally enforceable

multilateral agreement under WTO with one of the main objectives of progressively liberalising trade in services. Among various services envisaged under GATS, education is one of them. One of the important reasons for the "commodification" of services like higher education is the increasing importance of services in international trade. The WTO has perceived education, in the context of GATS, as a tradable item with a huge global market. Being one of the signatory of GATS, India has also opened its higher education sector. As such, privatisation of higher education has become a new trend, and the impact of the LPG on Indian higher education has become quite evident. In India, however, education has been considered as a pious mission since the dawn of its civilisation. Now at the age globalisation, when education is projected as a tradable commodity, obviously many issues have emerged from the country's socio-cultural milieu. There have been many agreements and disagreements among citizens for privatisation of education in India. Further, due to globalisation, the picture of India's higher education has been changed in its input, process and product as well. Many positive and many negative trends have been evolved in the field of India's higher education. Since globalisation evolves gradually, therefore, many new changes are expected to surface in the higher education of India too. Let us first discuss some aspects of privatisation of India's higher education.

6.5 CONCEPT OF PRIVATISATION

As stated above, the present world is characterised by liberalisation, privatisation and globalisation. These forces control the political, economic, social, educational and idealistic thoughts of the contemporary world.

Privatisation, in a narrow sense, means change in control or ownership from public to private. On the other hand, in broad sense, it is an act of reducing the role of government and increasing the role of the private sector in managing any activity. So, privatisation process can be defined as the transfer of assets, management, functions or responsibilities previously owned or carried out by the state to the private. However, privatisation in

higher education in particular and education in general is somewhat different from the concept discussed in economic literature. In economics, privatisation is mostly done by the process of disinvestment in public enterprises. But privatisation of higher education implies predominance of private providers. It is perceived that private institutions ensure quality in higher education, but its validity cannot be generalised in India. Some of the prospective actors of private institutions in India are individual owners or trusts, Non Government Organisations, Religious bodies, Corporate houses etc. Privatisation of education is not new, but existed earlier at the level of school education and now spread over HEIs. Southern India has taken the lead in establishing number of private HEIs. Recently, Mukesh Ambani is starting Jio University at Mumbai with an investment of Rs. 1000 crore having world class campus which may be another milestone in the field of higher education in India.

6.5.1 Causes of Privatisation in education

The concept of privatisation is supported by ideologists and pragmatists. They thought that privatisation would give more effective education to our children due to high competition among the service providers. Privatisation of higher education is a global phenomenon. In India, the following are the main causes of privatisation of higher education:

- Government needs a huge amount of money for providing educational infrastructure and to develop the quality of education. Being a developing country, it is not possible for the government to bear the entire cost of education of the country. In that case, privatisation of education is necessary to minimise the cost of Government in meeting the different needs of education.
- Privatisation of higher education will increase the efficiency of the teacher. It can arrange different kinds of training services for the teacher which help to enhance their effectiveness in teaching.

- Through the different plans and policies, the Government of India gives more emphasis on developing human resources. Yet our education system fails to ensure interaction among industry and society. In the context of globalisation interaction among education, industry and society is very essential and that can be ensured by privatisation of education only.
- The investment in education is economically and socially productive one. It creates human resources. To implement multidisciplinary courses in education and satisfy the students' diverse needs, privatisation is necessary.
- Private institutions do not require long procedures for procurement of human as well as material resources. In order to purchase and maintain good qualitative infrastructure and equipment like furniture, buildings, different types of laboratories and qualified and competent academic staff, who can be paid as per the demand, there is a need for privatisation.
- Information revolution has been brought about and strengthened by technological developments such as microchips, genetics, communications, robots, lasers, growth of satellite TV and computer and information technologies. Due to limited resources public sector cannot meet the demands of the industry and other sectors of economy. Thus, private sector should undertake to train manpower in technology and respond to market demands.
- Over the years, education has been considered as a free public good, thereby, devaluing education. Privatisation of education where the recipient will bear the full cost will help bring greater responsibility in them. As a consequence, students are likely to demand greater efficiency and quality in teaching.
- Government cannot solely take the responsibility of higher educating the ever increasing population of the country by providing the world class infrastructure and industry specific demands in India for which private parties must come forward

holistically for ensuring quality higher education to a segment of population.

- There is general pressure to privatise education system. One of factor is global economic and social change. Whenever globalisation is linked with market liberalisation, it will result in encouraging government to seek more efficient, more flexible and more expensive systems.

6.5.2 Models for Private Higher Education

Four distinct models of private higher education are seen in India:

- **The Manipal model**: This approach is to provide access to students who can pay and who may not have got admission for various reasons in a public sector university. The Manipal Academy of Higher Education is a pioneering centre of it.
- **The Marketing model**: The existing institutions already receiving aid from the government are allowed to start some professional courses at the undergraduate and postgraduate level on the self financing pattern.
- **The Sponsoring model**: It is popular with the corporate sector in which it sponsors its managerial and executive personnel to enable them to update their skills and knowledge. For this, they are attached to some leading institutions for a short period of training.
- **The franchising model**: Under this, self-financing institutions have to select courses designed by the university and follow the teaching according to norms prescribed by the affiliating university. However, these colleges do not receive grants from the government. Guru Gobind Singh Indraprastha University, Delhi has several privately managed self-financing courses in different professional fields.

6.5.3 Criticism against Privatisation in Education

1. Education is a right of the citizens of the country and, therefore, it is the duty of the government to provide it. Privatisation of education goes against the tradition of considering education as a public service. The benefits of higher education should be enjoyed by the whole nation. It cannot be confined merely to the capable consumers of education.
2. If higher education is thrown open to the market forces it will have adverse consequences on the growth of knowledge. Because, privatisation of education may encourages only those research which have immediate market value or utility at the cost of fundamental research. Therefore, it is not fair to consider higher education as a commodity to be sold in the open market for profit.
3. If the higher education is treated as a trade then there will erode the autonomy of the university and the academic freedom of the university teachers. This may happen because of the private management's consideration of profit and loss, as such the freedom, leisure time and job security of a teacher may be eroded.
4. Education offered by the Foreign Service providers may not be in tune with the country's national policy of education which is framed in consonance with its culture, historical traditions, and socio-economic needs.
5. Privatisation in most cases runs by profit motive. So, private parties will run those courses or subjects which have high market value such as engineering, medicine, information technologies etc. As such, the general subjects including humanities will remain neglected.
6. With the reduction or complete elimination of public funding, fee-deregulation along with increased self-financed courses will become the norm. As a result, the access to higher education will depend on the financial capabilities of a student

rather than his/her intellectual worth. It may create a gap between rich and poor people as the cost of education is very high. Only rich people can attend private education institutions.

7. It fails to develop the social qualities among the child as primary focus of education is to fulfil the market demands.
8. It can create partiality in achievement of educational goals.
9. It also creates the following problems:
   (a) Survival of the fittest.
   (b) Intelligent but poor students may not get the opportunity.
   (c) Not bring healthy competition.
   (d) Democracy means opportunity to all but back door policy may be notable in this process.
10. There are some unhealthy practices have seen in private institutions such as appointment of poorly qualified faculties and take services for fewer sums. By exploiting these faculty members many private institutions earn considerable amount of profit but in return unable to provide better quality education.
11. Many self-financed college and universities are being run with inadequate infrastructure and they do not have separate buildings for staff and library, no proper class room, no proper ICT facilities, etc. Moreover, basic facilities such as drinking water, hygienic toilet and equipped laboratories are also not available in many colleges which affect not only the learning environment but also the overall quality of education.
12. Privatisation promotes commercialisation of education. As such, there is rapid increase of private colleges and many such colleges are becoming the centres for selling degrees. They sell degree and diploma on payment of huge amount of money. Such institutions are seen more in professional courses like Engineering, Pharmacy, Teacher Education and Management courses.
13. Capitation fee refers to an illegal transaction whereby an institution that provides educational services collects a fee that

is more than what is approved by regulatory norms. In the context of Indian law, a capitation fee refers to the collection of payment by educational bodies not included in the prospectus of the institution, usually in exchange for admission to the institution. Private institutions have collected such capitation fee from the students illegally.

14. There is lack of transparency in private sector and stakeholders do not get the complete information about the functionality of the enterprise.
15. Privatisation creates disparity in access to higher education. There are usually seen four kinds of disparities in higher education in India- gender disparity, geographical disparity, minority-majority based disparity, and disparity based on economic class. And due to privatisation, these disparities have been seen in access to higher education across the country.



CHECK YOUR PROGRESS

Q. 4: What do you mean by Privatisation?

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Q. 5: Identify two causes of privatisation of higher education.

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Q. 6. Describe the franchising model.

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ACTIVITY 6.1

Compare the educational services provided by the public educational institutions and private educational institutions in your district and find out which one's service is better and why it is better.

6.6 EMERGING ISSUES/TRENDS IN PRESENT HIGHER EDUCATION

Globalisation has changed the context of education at the global level, which has further led to changes in the adoption and practice of higher education at the national and sub-national levels across the space. Some of the important global current trends in higher education relevant to the Indian context include:

- **An increasing thrust towards internationalisation of higher education:** Every national government, particularly in the developing countries, is today trying hard to improve its position in the global ranks of higher educational institutions (HEIs). Though a few HEI from India have been able to make it to the Global top 250 spot, still the overall ranking of the Indian HEIs are gradually improving. Indian Institute of Technology (IIT) Kharagpur has featured in the top 100 in the Times Higher Education (THE) Impact Rankings 2020. The institute has been ranked 57th for making progress in 'social impact' aligned with the UN's sustainable development goals.
- **National focus on quality assurance:** Over the last decade, the global enrolment ratio in higher education has been increased gradually. Such a rapid massification of HE also necessitated that due importance is laid on quality from the perspective of global benchmarks. It is observed that many universities/colleges of India have been unable to meet the global quality – major shortcomings being shortage of qualified faculty, lack in quality control and continuation of the age-old, outdated teaching methods.
- **Graduate employability takes centre stage:** Recent studies indicate that a large chunk of graduates remain unsuitable for employment. For example, a survey showed that in India, only 7 percent of Engineering Graduates were found to be job ready. The skills that were particularly lacking included English language skills and the ability to innovate by applying conceptual learning to real-world problems. Similar cases were also found in other developing countries. On

account of such findings, Times Higher Education (THE) and other international agencies engaged in the preparation of international ratings of HEIs, today also include a rating scale based on the survey of employers among other indicators.

- **A greater demand for higher education:** India is currently holding the tag of the world's largest youth population and the current Gross Enrolment Ratio of 27.1 per cent (*as per All India Survey on Higher Education 2019-20*) needs to be much higher for the country's workforce to be a competent and competitive one. Thus, it indicates a very high demand for higher education in the very near future. There are 1043 Universities, 42343 Colleges and 11779 Stand Alone Institutions listed on AISHE web portal as per All India Survey of Higher Education, 2019-20. There are more than 78.6% colleges running in Private sector; aided and unaided taken together, but it caters to only 66.3% of the total enrolment.
- **International mobility and emerging foreign destinations:** As the Indian economy continues to grow and the middle class gradually expands, more students are willing to invest in a quality foreign education. After some problems in USA and UK, the current interests are being shown towards New Zealand, Ireland, Germany, China, France, the UAE and Russia.
- **Continued emphasis on skill development:** 12.8 million individuals enter the labour market in India each year; however, lack of jobs and a further lack of skills for the existing jobs pose a major employment challenge. Towards solving such problems, the Government has made several policy decisions, e.g., creating a National Policy on Skill Development and Entrepreneurship, Amendments to the Apprentices Act, forming a National Skills Qualifications framework, and categorising skill development as an activity under Corporate Social Responsibility. Various programmes have been launched under the flagship Skill India campaign, which include various schemes such as the Prime Minister's Skill Development Program (PMKVY) and Scheme for Higher Education Youth in Apprenticeship and Skills (SHREYAS).

- **Growth of online education and skill development:** At the higher education level, courses offered by online learning platforms such as Coursera, Udemy, EdX, etc. are immensely popular among students looking to gain new skills to meet the demands of a rapidly changing job market. The government of India's initiatives like SWAYAM (for education) and India Skills online (aiming at Skill Development and Entrepreneurship) as well as directives by the University Grants Commission to permit offering online degrees and certificate programmes, all indicate a move towards embracing online education. The online education space is, thus, ripe with opportunities for international collaborations and partnerships to further access to quality education in India.
- **To make the higher education system artificial intelligence (AI) ready:** Many Indian institutions and the Indian government are recognising the need to revamp the current education system to meet the challenges and opportunities presented by increased automation and the advancements in AI. Private companies, especially ed-tech start-ups are also increasingly capitalising on the transformative potential that AI holds for the process of delivering learning; whether in the fields of adaptive learning tools, intelligent & interactive tutoring systems or customised individual feedback. There is, thus, a hospitable environment for international players who can partner/ help domestic firms grow their companies and enable them to innovate further.
- **Growing demand for more practical, holistic and interdisciplinary curricula:** While government universities and colleges are yet to adopt the liberal arts model, many institutions, especially technical and business schools, are setting up innovation and entrepreneurship cells on campus. Curricular reform over time has also ensured that students are not just grounded in the skills required by their discipline but must also take courses in other fields to get a more well-rounded education. Flexibility in course selection is also emerging, but mainly at private colleges and institutes.
- **Growing emphasis on R&D and innovation:** Research is a growing

and continued priority of the government. Schemes like VAJRA (Visiting Advanced Joint Research- aimed at promoting India as a research destination for overseas scientists and academics) and SPARC (Scheme for Promotion of Academic Research and Collaboration- aimed at promoting international research collaborations between universities in India and 27 other countries) are important in this context. Private research foundations such as the Infosys Science Foundation, Azim Premji foundation and the Wadhwani Foundation, and private universities and institutes within them are also emerging as significant players in the India's research ecosystem. However, India needs to spend far more than just 0.8 per cent of its GDP on R&D if it wants to develop and innovate its way into the future.

- **Internationalisation of private higher education***:* While internationalisation in India's higher education sector, overall, has been slow, private colleges and universities have led the way by implementing multiple strategies to establish global campuses as well as global presences. Private institutions like Symbiosis International University, Birla Institute of Technology and Manipal University boast twinning programmes, dual degree programmes, study abroad programmes and branch campuses in other countries. This is a growing trend and one of the many reasons why higher education at private universities is a highly popular alternative among the rising Indian middle class.
- ***Internationalisation of public higher education:*** While earlier, international engagement at the public university was limited to a few select institutes, this trend is fast disappearing. Recent schemes such as SPARC and IMPRESS are targeted at promoting collaborations in research and academia between Indian and foreign institutes. Additionally, Study India is a government initiative aimed at promoting India as a destination for international students. However, such efforts need to be more streamlined and perhaps be guided by a single strategy to promote India as a destination for a global educational experience.

- ***Enrolment of Foreign Students:*** Various schemes like 'Study India Programme' have been launched to attract foreign students to India. All India Survey of Higher Education, 2019-20 data shows that the number of foreign students to India is gradually increasing. The total number of foreign students enrolled in higher education is 49,348. The foreign students come from 168 different countries from across the globe. The top 10 countries constitute 63.9% of the total foreign students enrolled. Highest share of foreign students come from the neighbouring countries of which Nepal is 28.1% of the total, followed by, Afghanistan 9.1%, Bangladesh 4.6%, Bhutan 3.8% and Sudan 3.6%.
- ***Collaboration with Foreign Universities:*** The UGC has notified, on the 11th July, 2016, the UGC (Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign Educational Institutions) Regulations regarding collaboration with Foreign Higher Educational Institutions leading to the award of a degree. Similarly, All India Council for Technical Education (AICTE) has set norms for regulating collaboration and twinning program with Foreign University/ Institutions in the field of Technical Education Research and Training with an objective to safeguard the interest of student community in India and ensure uniform maintenance of Norms & Standards as prescribed by various statutory bodies (Press Information Bureau, 20 July, 2017). However, such collaboration is still at a nascent stage. Only private University like Amity has made some collaboration.
- ***Faculty Mobility or Faculty Exchange Programme:*** Faculty mobility through collaborative research and faculty exchange programmes are currently increasing. However, significant progress is yet to be made in this regard. The Government of India through the GIAN programme has tried to pool foreign experts to India. On the contrary, promotions of Indian faculties to move to foreign Universities are yet to take a momentum. However, many Indian faculty members have visited foreign universities for certain academic programmes on personal capacities.

- ***Offshore Campuses:*** Certain private Universities like Amity Group of Education, Manipal Group of Institutions have remained the forerunners in establishing offshore campuses. There are 232 institutions that have branch campuses across the world and there are eight Indian institutions having campuses overseas, with three host countries including UAE, Australia and Singapore. As per the data, the Indian institutions such as SP Jain, BITS, IMT, Manipal University, Bharti Vidyapeeth and Madurai Kamraj University have offshore campuses.

6.7 RECENT INITIATIVES IN THE INDIAN HIGHER EDUCATION FOR QUALITY EDUCATION

Just like other countries, India also has undertaken a concerted effort to raise the quality of its higher education: both in terms of the various inputs and the outputs. Particularly, in the last 4-5 years, a number of initiatives have been taken. Some of the important initiatives include:

- ***Impacting Research Innovation & Technology (IMPRINT):*** Under the IMPRINT, the Government has taken the initiative to address major engineering challenges through the collaborative efforts of the IITs and Indian Institute of Science (IISc).
- ***Uchchtar Avishkar Yojna (UAY):*** The objectives of UAY scheme are to promote innovation in IITs, addressing issues of manufacturing industries; to spur innovative mindset; to co-ordinate action between academia & industry and to strengthen labs & research facilities.
- ***Global Initiative of Academic Networks (GIAN):*** GIAN scheme facilitates partnership between Higher Educational Institutions of the country and other countries in order to tap international talent pool of scientists and entrepreneurs.
- ***Rashtriya Uchchatar Shiksha Abhiyan (RUSA):*** This has been undertaken particularly with the aim of promoting access, equity and quality. Under this Centrally Sponsored Scheme, assistance is provided, inter alia, for components such as Infrastructure grants to

colleges and universities, up gradation of existing colleges to model degree colleges etc.

- ***Focus on Teacher Training:*** To train newly appointed teachers in Universities and Colleges, *Pandit Madan Mohan Malaviya National Mission for Teachers Training (PMMMNMTT)* scheme has been launched. Under this scheme, more than 1,00,000 newly appointed college and university teachers will undergo a six month pedagogical training, so that they can make good rapport with students and the quality of teaching improves.
- ***New Criteria for Institutional Assessment and Accreditation:*** To make the assessment and accreditation of the HEIs more effective and relevant to the present norms, a New Methodology of Grading by NAAC has been launched.
- ***Initiatives undertaken by the All India Council for Technical Education (AICTE):*** Just like as UGC, AICTE also has undertaken a number of initiatives for enhancing the quality of technical education in the country. These *include*: (i) Training Policy for Technical Teachers, (ii) Perspective Plan for Technical Education, (iii) Induction Programme for Engineering students, (iv) Model Curriculum for Engineering and Management Courses, (v) Examinations Reforms, (vi) Start up Initiative, (vii) NBA Accreditation for approval of technical courses and (viii) Unnat Bharat Abhiyan (Press Information Bureau, July 19, 2018).
- ***Initiatives to promote Research and Development:*** In order to encourage research and development in the country, UGC has laid out schemes, awards, fellowships, chairs and programmes under which financial assistance is provided to institutions of higher education as well as faculty members working therein to undertake quality research covering areas of knowledge across disciplines including revival & promotion of indigenous languages.
- ***Initiatives to upgrade academic programmes to meet international benchmarks:*** UGC has launched the Choice-based Credit System (CBCS) to facilitate freedom to learners to choose courses as per their own choices and to make the academic

programmes conform to international norms.

- ***Changes in pedagogy:*** Today, education has become more student-focused. More emphasis has been laid on active student participation in the process of learning and fulfilling individual learning needs. As a result, a few distinct learning models have emerged. These include: (a) adaptive learning and (b) blended and (c) online learning among others.
- ***Greater role for technologies:*** The notable changes in the field of higher education in the regard have been the 'UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016'. As per this regulation, students can opt for certain courses (maximum 20 percent credit transfer is allowed) though the Study Webs of Active–Learning for Young Aspiring Minds (SWAYAM) platform.
- ***More personalised approach to learning:*** Advancement in the field of ICT has facilitated to offer a customised learning environment. Today, students get access to ample resources in the form of Audio-Video materials which can be easily customised as per one's learning needs. Not only that, today, when we move with the Choice Based Credit System (CBCS), ample freedom has been offered to the students to get a 'customised' degree of their own choice.
- ***Greater role of open and distance learning:*** Even when distance education started in India in 1962 with an enrolment figure of 1,112 students, over the years, the system has grown leaps and bounds. As per the All India Survey on Higher Education (AISHE), 2019-20, distance enrolment constitutes about 11.0 per cent of the total enrolment in higher education, of which 41.9 per cent are female students.
- ***Changing regulatory environment:*** With a view to improve the quality of higher education and initiate academic reforms, the University Grants Commission (UGC) and the All India Council of Teachers Education (AICTE) had initiated a number of regulatory measures in the last 4-5 years. Some of such important regulations include:
  - UGC (Minimum Standards and Procedure for Award of M.Phil./

Ph.D Degrees) Regulations, 2016;

- UGC (Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign Educational Institutions) Regulations, 2016;
- UGC (Open and Distance Learning) Regulations, 2017;
- UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017;
- UGC (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2018;
- UGC (Categorization of Universities (only) for Grant of Graded Autonomy) Regulations, 2018. (Indian Brand Equity Forum, April 3, 2018).
- All India Council for Technical Education (Career Advancement Scheme for the Teachers and other Academic Staff in Technical Institutions) (Degree) Regulations, 2012.



CHECK YOUR PROGRESS

Q. 7: Why is the demand for higher education being increased in present time?

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Q. 8: Write briefly about RUSA.

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6.8 LET US SUM UP

- The process of globalisation has made the world invariably as well as increasingly inter-connected and inter-dependent.
- Globalisation can be defined as an extensive network of economic, cultural, social and political interconnections and processes which go

well beyond national boundaries.

- The World Bank and IMF have helped Third World (Developing) countries to integrate their economies in the new world economy.
- Among various services envisaged under GATS, education is one of them.
- Privatisation process can be defined as the transfer of assets, management, functions or responsibilities previously owned or carried out by the state to the private.
- Privatisation of education goes against the tradition of considering education as a public service.
- As the Indian economy continues to grow and the middle class gradually expands, more students are willing to invest in a quality foreign education.
- Various schemes like 'Study India Programme' have been launched to attract foreign students to India.
- *Rashtriya Uchchatar Shiksha Abhiyan (RUSA)* is a Centrally Sponsored Scheme, aims to promote access, equity and quality in higher education.



6.9 FURTHER READING

1) Bolashetty, S.S. (2005). Trade in Indian Higher Education Service Sector: Implications of WTO's GATS. *University News,* 43(36), September 05-11

2) Kharbirymbai, B.B. (2012). *Globalisation and Higher Education.* Guwahati : EBH Publishers (India).

3) Sarmah, B. &Saikia, P. (2019). Internationalisation of India's Higher Education: A Critical Reflection on Issues, Challenges and Policy Framework. *The Educational Horizon*, 5(1), 6-18.

6.10 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Globalisation can be defined as an extensive network of economic, cultural, social and political interconnections and processes which go well beyond national boundaries. In other words, it is the integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people.

Ans. to Q. No. 2: The three main features of Globalisation are as follows:

- Operating and planning to expand business throughout the world;
- Erasing the differences between domestic market and foreign market; and
- Buying and selling goods and services from/to any country in the world.

Ans. to Q. No. 3: The World Trade Organisation was established on January 1, 1995 with a comprehensive mandate covering economic governance, trade and investment of member countries. It is to monitor trends in global production, trade and flow of capital from one country to another and devise reforms and regulations from time to time.

Ans. to Q. No. 4: Privatisation process can be defined as the transfer of assets, management, functions or responsibilities previously owned or carried out by the state to the private.

Ans. to Q. No. 5: The following are the two causes of privatisation of higher education:

(i) Privatisation of higher education will increase the efficiency of the teacher. It can arrange different kinds of training services for the teacher which help to enhance their effectiveness in teaching.

(ii) The investment in education is economically and socially productive one. It creates human resources. To implement multidisciplinary courses in education and satisfy the students'

diverse needs, privatisation is necessary.

Ans. to Q. No. 6: Under the franchising model, self-financing institutions have to select courses designed by the university and follow the teaching according to norms prescribed by the affiliating university. However, these colleges do not receive grants from the government.

Ans. to Q. No. 7: India is currently holding the tag of the world's largest youth population and the current Gross Enrolment Ratio of 27.1 per cent needs to be much higher for the country's workforce to be a competent and competitive one. Thus, it indicates a very high demand for higher education in the very near future.

Ans. to Q. No. 8: RUSA has been undertaken particularly with the aim of promoting access, equity and quality. Under this Centrally Sponsored Scheme, assistance is provided, inter alia, for components such as Infrastructure grants to colleges and universities, up gradation of existing colleges to model degree colleges etc.



6.11 POSSIBLE QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q. 1: Write two facilitators of Globalisation.

Q. 2: Describe the Manipal model for higher education.

Q. 3: What are the objectives of *Uchchtar Avishkar Yojna?*

Q. 4: Why is the efficiency of the teacher to be enhanced in a globalised world?

B) Long Questions (Answer each question in about 300- 500 words)

Q. 1: Discuss the causes of privatization of higher education in India.

Q. 2: Explain the current trends in higher education.

Q. 3: Highlight the recent initiatives in the Indian higher education for quality education.

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