

## **Globalization and Liberalization its Impacts on Education in India**

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### **Abstract**

Globalization and liberalization is transforming the institutional framework globally. It is changing the way in which governments perceive their role in the society. It has also far reaching implications for socio economic development and educational systems of countries all over the world. It is well known that the growth of the global economy has increased opportunities for those countries with good levels of education. Globalization has a multi-dimensional impact on the system of education. It promotes new tools and techniques in areas like E-learning, flexible learning. Distance Education and Overseas training. Developing and transition countries are challenged in a highly competitive world economy because their higher education systems are not adequately developed for the creation and use of knowledge. The free market philosophy has already entered the educational world in a big way. Commercialization of education is the order of the day.

**Keyword:** *Globalization, liberalization, education, institutes, countries*

### **INTRODUCTION**

Globalization in its wake has revolutionized the institutional frame work of economies world over. In the present day globalized scenario, the education has acquired a new role and a new dimension in promoting faster socio economic development of the countries globally. The need for innovation and creativity in educating and training people is more conspicuous and critical than in any other socio economic Endeavour's. For a country like India, with a distinct advantage of demographic dividends as well as a highly accelerated process of socio economic development, there is a discernible need to entirely revamp its education system to successfully face the challenges of globalized world. This is one of the top most priority items of development agenda. India appears to catch up in quantitative terms but seems to be lagging much behind qualitatively. It also emerges that with rising education spread the gap between what is delivered and what is desirable is widening very fast. The conventional reliance on government to arrange for adequate education is also very far away from being even just adequate. Hence, there is a clear need to find creative ways to massively increase investment in education.

Liberalization refers to relaxing certain reforms and policies in India. These reforms can be termed as relaxation of previous government's restrictions usually in areas of social or economic policy. Usually, the term is used in reference to Economic Liberalization. Though India is Economically Liberal, the Education System is not Liberal. There are many reasons, one of them is that the national education industry does not want competitiveness and Government does not want to give away its control. The higher education system in India suffers from lack of autonomy and burden of affiliation. It is characterized by extreme rigidity and lack of flexibility. The real weakness of the higher education is in the structure itself, and there is a need for introspection and reflection. Also, the public mindset is for the shortcut and easy going. Our policy in terms of education is focused more on only expanding the system with no focus on for quality education. One of the basic problems today is the inability of the university system to provide higher education to all who aspire

for it. Also, there is no political commitment of public funds. Lack of research-oriented education devalues the quality of education to a large extent. There are very few institutes and companies that really carry out research work which is useful for the masses.

According to study India ranks 25<sup>th</sup> in the world when it comes to quality of research and scientific impact with a country with an academic system comprising of about 2.5 million graduates each year, this statistic indicates a clear inability for the system to sustain itself. India's literacy rate of around 60 per cent places it in the company of countries such as Uganda, Rwanda, Malawi, Sudan, Burundi, and Ghana. Broadly speaking, India accounts for 50 per cent of the world's illiterates even though India accounts for around 17 per cent of the world's population.

**Education Policy (2009)** According to the Article 25 of the Companies Registration Act, educational institutes in India can be set up only by trusts, societies and charitable companies, but the profits cannot be taken out of the institution and have to be reinvested. However, the government does not define and clarify rules for foreign universities to set up campuses in India. Interested parties have been hesitant about moving forward until they are clear about the degree of regulation, funding, and other issues. Though foreign educational institutions are not permitted to offer degree certifications in India, the education department has allowed nearly 150 foreign institutes to offer courses with Indian varsities under an arrangement that, a part of the course will be done in India and the rest will be done abroad. Foreign universities have adequate experience and the required prerequisite to immediately begin training new future researchers and teachers and their disappointment is obvious.

### **Objectives of the Study:**

The paper attempts to highlight important issues in Indian education system scenario.

1. Academic Infrastructure.
2. Standardization and regulation of delivery and value addition systems in education.
3. Developing and promoting effective modes of education and training.
4. Emerging forms of public – private initiatives.

### **Analysis & Discussion**

#### **Academic Infrastructure**

The basic task of education is to help people to acquire relevant skills. In this context, the role of skill providers is highly critical. There is an acute shortage of competent faculty to educate and train people. The global hunt for competent faculty has rendered the problem more severe. There is a huge gap between supply and demand. The abrupt rise in the number of educational institutions has created a huge demand for trained faculty. The quality of the faculty is extremely critical in ensuring the quality of the delivery. The available faculty resource is extremely inadequate both in terms of numbers as well as relevant training and professionalism. Even the efforts to create and train the relevant faculty are abysmal. The Physical infrastructure in most cases has also been found wanting. The physical infrastructure in terms of relevant type classrooms, delivery technologies, IT enabled learning resources centers, scope for effective indulgence in off campus training and learning as well as participation in co-curricular and extra-curricular events and effective placements are all crucial components of academic infrastructure. We need to create a world class academic infrastructure. The economic and non economic rewards of career in education are very poor compared to other career avenues. There has to be serious and sincere efforts to train and

develop the faculty as there is a complete absence of proper apparatus. A separate institutional frame work must be created for this purpose.

### **Standardization and Regulation of Delivery and Value Addition Systems in Education**

Education as a supply chain has many diverse interrelated value adding components such as admissions, curriculum, pedagogy, evaluation, faculty training and development and effective student export. At present different institutes follow different standards in all these areas. These standards are highly ambiguous and fail to promote universal acceptance across institutes and cultures. The toothless regulators are helpless witnesses to the blatant and brazen violations of these so called standards. There is a clear need for a super regulator who can develop, promote and regulate the universally acceptable standards of admissions, curriculum, design, pedagogy, evaluation and faculty development. This standardization will make the education processes highly explicit, transparent and fair and honest. This standardization is different from the commercial standardization followed by corporate in pursuit of profit motive.

### **Developing and Promoting Effective Modes of Education and Training**

The modern technology has opened up new and diverse modes of education production and delivery. The full time close face to face proximity is inevitable in the traditional mode of education while the modern technology has opened up opportunities of remote and distance learning. The necessary condition of close proximity has been rendered redundant. The conventional class room is being slowly replaced by the globally accessible virtual class room. This has helped governments to attain the goal of cent percent mass education. The varying career and life needs of the people are being attended by increasing multiplicity of modes of producing and delivering education. The traditional fixed mode is being replaced by flexi mode. However; this raises the question of relevance, equivalence and standardization across the institutes and nations.

The conventional bounded, limited and constrained educational modes and avenues need to be expanded, multiplied and replaced by modern and relevant educational avenues and modes. Corporatization of education complimented by the IT technologies has certainly accelerated this process. The public system is also getting revamped with increasing state outlays as well as its own fund raising initiatives. Corporatization is inevitable but is also laden with inherent dangers of profit maximization. The profit goal is best attained through the process of standardization and packaging of educational products in compact and measurable offering which may be inadequate to meet the real demand for relevant education and training. Education must promote openness, inquiry, diversity, research and learning. Therefore the delivery of public goods should remain the primary responsibility of the state.

### **Emerging Forms of Public – Private Initiatives**

The multiple socio political and economic demands on state have always rendered education the first casualty. The increasing incidences of private investments are evident in recent years. The number of private institutions has outnumbered the public institutions. Even the student enrolment has also raised many folds. Commoditification of education is an inevitable outcome of globalization and today's Indian education sector is a multi billion rupee market.

### **Higher Education in India**

India has more than 100 million people in the 18-24 yrs age group. Only 10% of these have access to higher education. For an economy that is growing at 9% and more and projected to grow even more rapidly, and with an industrial growth of over 10.4% the need for skilled work force and trained graduates is estimated at 750000 annually. To achieve this quality and quantity of education institutions needs to be augmented. With this in mind the Government of India set up an advisory

body – the knowledge commission in 2005 with a view to bridge this gap and makes India a knowledge powerhouse. The knowledge commission has submitted its report and recommendations on educational reforms to the government. Here below is a brief description of the Indian Education System. At present there exist 354 universities or university level institutions in India. Of these 172 are conventional universities (including 33 institutions for specialized studies in different disciplines) 37 institutions provide education in agriculture, 16 in Health Science, 38 in engineering and technology, 1 in journalism, 5 in law and 10 are open universities. Apart from this there are a very large number of deemed universities as well as autonomous institutions that may be public or private. Despite such a large and extensive education system, India is woefully short of adequate higher education institutions in view of its young population.

Prevailing thought: In India education has always been governed by the tenets of accessibility quality and social inclusion. In plain speak this translates to low tuition fee.

Accreditation by Governmental authorities and reservation quotas on caste basis In India where the number of higher education institutions (358 universities and about 200 professional colleges of repute) is so scarce, the common student finds himself at a loss due to the quota system, as qualifying for these exams becomes more a matter of elimination than selection. Education reforms on the one hand are supported by liberal leaders such as the prime minister Manmohan Singh, Mr. Montes Singh Ahluwalia (Deputy Chairman of Planning commission) and Mr. Kamal nath (the commerce minister) who advocate a complete revamp of the existing system in keeping with the recommendations of the knowledge commission and also support private investment as well as FDI (foreign direct investment) in education on the other hand education reforms as seen by an intelligentsia (read most academics as well as Mr Arjun singh with strong socialist leanings) mean quota system seats and stemming the foreign education providers or at least making their entry extremely difficult.

Measuring efficiency and effectiveness in education is of great relevance considering that resources are usually limited, while needs for such resources are often limitless. The underlying objective of making best use of resources devoted to education requires a drive to maximizing both the efficiency and effectiveness. Thus, these concepts are applied in order to monitor and evaluate how well resources are used in an educational system and to priorities the use of such resources. Yet, as useful as they are, these concepts can be rather abstract in the sense that they are Difficult to quantify, and tricky to measure through the use of standard statistical techniques.

The problems of measuring efficiency in education are considerable, and include the following:

Comparability in the data collected concerning the expenditure on education due to cost provision differences. No matter what transformations are made to spending on data, comparability between countries cannot be assured. Thus it can be strongly argued that physical inputs and outputs have the important advantage of being comparable across countries without the need of any questionable transformation.

Measuring educational output - How educational output is measured is dependent on the nature of the objectives of the educational system. The objectives of educational systems will differ between countries.

Efficiency and effectiveness in relation to higher education<sup>1</sup> were defined as follows:

Efficiency - "An ability to perform well or achieve a result without wasted resources, effort, time, or money (using the smallest quantity of resources possible)" ... "Educational efficiency can be measured in physical terms (technical efficiency) or in terms of cost (economic efficiency)".

Effectiveness - “An output of specific review/analyses that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements”.

#### Positive Impact of Liberalization on Education System in India

- Liberalization will bring a constant stream of funding which will also facilitate a research-based career and make it a viable option for the future of Indian teachers and students.
- It will expand the supply which is in shortage and the competition among educational institutions will ensure that they do not charge an excessive premium for education. Increase in the supply of education will automatically result in the fall in education expenditure.
- The Indian economy which is majorly fuelled by the service industry will get a boost with the education sector becoming a large chunk of the economic source.
- Hundreds of thousands of Indian students study abroad at an annual estimated cost of around US\$ 1 billion and it can even stem the exodus of thousands of students who left the country to study abroad. This will save India immense capital.
- Allowing corporate would ensure the development of better industry oriented graduates with specific skill sets.
- Increased in educated population implies rapid developments in technology and communications. It also implies the shift of society from industrialization based towards an information-based society.
- Liberalization offers students an option of studying close to home with the added benefit of a degree which will be valid worldwide. It also curbs brain drain which is also a nation's loss.

#### Negative Impact of Liberalization on Education System in India

- The international higher education is largely an unregulated market. While no doubt that there are prestigious universities hoping to build links overseas, recruit top students to their home campuses and strengthen their brand abroad. But there is no dearth of mere sub-prime and low-end private institutions which are seeking to stave off bankruptcy through the export market and there are even a few respectable universities which have been forced by government funding cutbacks to raise cash elsewhere.
- Students and local institutions in developing countries are also similarly unregulated. At many times ill-informed and often naive. Students tend to avail such services without much information or understanding. A foreign label in degree is tempting enough to make them drop their wisdom. Uninformed or simply dubious institutions in developing countries may form partnerships with low-quality colleges and universities in India
- There is also the risk of fake institutes which are looking to stuff their pockets whenever the opportunity arises.
- Corruption is rampant in India. There is little left to the imagination as to what might be the outcome of such a policy in terms of bribes, false degrees, partial marking etc. There may be unforeseen outcomes which come to light only after the outcome occurs

- Local institutes which have limited capital will not be able to survive, rendering many jobless. Even the reputed ones will face competition as their national certificates will be less valued as compared to the world recognized certificates.

### **Possible Solution**

- A possible solution to this policy is that the government should be kept out of the education business, partially if not fully. Its role should be restricted to regulating the sector. Just like in other markets, the educational market might have its share of market failures. Rectifying these should be the responsibility of the regulator and it must be independent of the government.
- To ensure that national interests are served and the students do not receive an inferior service from unscrupulous providers, there needs to be transparency. It can be done by the government authority. This will also help universities think about their motivations for entering the market.
- An effective educational regulator in India like SEBI, the RBI or TRAI is also needed which will regulate the capital markets, the banking sector, and the telecom sector respectively.
- Certain independent rating agencies like CRISIL, ICRA or CARE are also required to rate the institutes and these ratings need to be made public as well
- Another possible solution can be that no less than half the members of the governing body of the institution must be Indian citizens and the post of president or the equivalent must be an Indian citizen residing in India.
- Another way to protect the fleecing of the candidates is that tuition fees will not be raised without the approval of local concerned authorities.
- Foreign universities can also be regulated by giving them a limited period trial, a sort of probation period. And it would on the basis of performance in the trial period that these universities will be allowed to set up long-term operations. The proposed system should be applied to all modes of operation - franchise agreements, twinning programmes, study centers programme collaborations and offshore or branch campuses.
- Strong disincentives, such as forfeiture of substantial security deposits. This will ensure that foreign players and their partners do not discontinue their operations after a few years, leaving students in the lurch.
- Priority should be given to those institutes which have been accredited in their country of origin. The institution will also be expected to submit the latest audit report of the accreditation agency. To avoid a kind of monopoly, the system will be made transparent and quick.
- Though a bit strict measure, prohibition of sending profits back home to parent institutions abroad can also be a conservative measure
- Also, only foreign universities from countries that offer Indian universities a business opportunity abroad should be allowed in.

- Effective registration and certification systems are also needed. Such a regulation should prevent unapproved institutions from partnering, protects and informs the consumers, enables good quality foreign institutions to enter the Indian market and which create a level playing field between domestic and foreign institutions so that the former can compete effectively in a liberalized environment. This way the benefit from the liberalization of higher education services will be unilaterally and multilateral, on the import as well as export fronts. Furthermore, this will ensure that students are fully informed about the educational institutions.

Through these and other intelligent reforms, jobs which are more productive and human-capital enhancing, from a much more organized private sectors will be a reality. These regulations will go a long way towards fostering accountability and responsibility on the part of the foreign universities and institutions. The same can be implied on all Indian universities and institutions as well, whether public or private. India needs to improve the availability, affordability, and quality of high education. This can be achieved through Effective Liberalization of the education system, encouraging the migration of students from one state to another and providing more scholarships and loans to students from the poor and middle class. Only then the Indian Education system will become a sound one and one which will be the foundation of sustained growth.

## Conclusions

There are pockets of growth and we have to march a long way to attain the true holistic growth. Still a majority of India is illiterate, poor, undernourished and abysmally cared for. Our ranking on the index of Human Development is extremely poor. India has effectively caught up with globalization and resultant economic growth. The fastest growing economy of the world and yet far distanced from the prime goal of inclusive growth. Even our educational institutions do not figure in the highest-ranked global institutes. How many educational institutes India has is less important than how good they are. The financial requirements of world class institutes are very large. Unless we find creative ways to massively increase investments, India's potential demographic dividend may fail to translate into a real dividend.

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