

International Conference-2010

Symbiosis International
Deemed University, PUNE

14 - 15th October, 2010

*Topic:- Global Holistic Approach of Higher
Education – Indian Perspective*

Dr. M.S. RAWAT

Prof. & Principal

D.C.A.C. (University of Delhi)

INDIA

I. Introduction

- Whatever terminology we use, change is in the air in higher education.
- Value and demand for higher education is increasing world-wide.
- Higher Education increasingly finds itself pushed out of its traditional protected national role into competitive global market place.

- The government has to strike a delicate balance between growth, an equitable and inclusive development of H.E.

II. Global Perspective of Higher Education

- Globalization has thrown opportunities but posed challenges of a hitherto unknown nature to national states.
- UNESCO paper 2004 on globalization of H.E. has given rise to new developments, namely:
 1. The emergence of new education providers such as, multinational companies, corporate universities and media companies.

2. New forms of delivery education including distance, virtual and face to face,
3. Greater diversification of qualifications and certificates,
4. Increasing mobility of students and programme providers across national borders,

5. More emphasis of life long learning which in turn increases demand for post secondary education, and
6. Increasing amount of private investment in H.E.

III. Indian Higher Education Globally Connected but Unregulated

- Reforms in education is an ongoing process.
- India historically, has restricted the entry of foreign education providers, which cannot confer university degrees in the country.
- But in the absence of regulatory framework more than hundred of programmes now exist.

- These are collaborative arrangements and partnerships between foreign universities and private Indian institutions.
- Foreign providers have been around in India since the 1990's.
- India in late 1990's admits concerns of gross commercialization and fraud by foreign providers.

- On other side it is also realised that foreign providers could add much needed capacity and provide:-
 - enhanced choices of H.E,
 - increase competition among providers, and
 - provide benchmarked quality.
- It is a known fact that private higher education has grown outside the legislative framework that too within the knowledge of government.

- UKIERI Reports (2008) that:-
 - 143 institutions and,
 - 161 Foreign Universities were involved,
 - in total of 641 Collaborative programmes particularly in the field of management, engineering, I.T. and Hotel Management.
- AICTE shows on its website 67 collaborations accorded registration and 6 unapproved institutions running technical programmes.

- This reflects the inefficiency and negligence on the part of regulatory bodies such as AICTE/UGC.
- Practices have further tainted with allegations of being corrupt, bureaucratic, inflexible and out of cynic with needs of higher education.
- Many institutions are using the foreign collaboration tag to mislead students.
- Thus, foreign collaborations in India have come to a stage where genuine high quality collaborations are co-existing with poor quality, misleading public.

IV. Why Foreign Institutions of H.E. Needed in India?

- **NKC** recommended the need of entry of foreign institutions in India.
- Promotion of Indian institutions abroad.
- Incentive for good institutions and a disincentive for sub-standard institutions.
- A level playing field should be ensured to all.
- Expansion abroad should not be at the cost of domestic provision, either at present or in the future.

➤ **Foreign exchange outflow:**

- At present approx.5 lakh students emigrate and there is an outflow of foreign exchange approximately Rs.70,200 crore every year.
- An amount sufficient to open around 20 management and engineering institutes in India.
- Problem of brain drain, loss of potentially skilled manpower.

➤ **Inflow:**

Foreign students inflow is only 27,000 from developing countries like Nepal, Mauritius, Kenya, Bangladesh and Sri Lanka.

- As per the World Bank study 85% of the graduates from general education and 70-75% from technical education are unfit for employment.
- GER is below world's average GER.
- Hon'ble Minister of MHRD, Mr. Kapil Sibal categorically stated: we need to get private sector, it includes also foreign private sector.
- We are not going to let fly-by-night operators come in.
- Comparing with China foreign providers are governed by Rules since 2003.

V **Awaited Foreign Institutions(Regulation of Entry and Operation) Bill, 2010**

- The Bill was first drafted four years ago, but due to its political opposition, it was shelved.
- The final text of the Bill is now available.
- Foreign education institution has been clearly defined as “one offering a degree, diploma or certificate, through conventional method.
- It does not allow **distant educational mode**.
- It exempts foreign providers from **fee regulations and quota in admissions**.

- Initial investment of **\$11 million in corpus fund** is supposed to be a potential barrier with exemption as well.
- Provision has twin objectives:
 - i) **Firstly**, it safeguards the interest of the stakeholders
 - ii) **Secondly**, low rated universities to be discouraged.
- **Sending back the profits** to the home country, under this Bill is not allowed.
- However, profit generated out of **consultancy services/projects are exempted**.
- It is going to restrict the numbers of interested foreign universities dramatically.

VI **Concluding Remarks**

- India recognizes that reforms with long term perspective are both complex and difficult.
- It is essential to stimulate private investment in higher education, including foreign institution.
- Allow partnerships between foreign universities of repute with Indian public universities.
- Private Indian universities of higher rankings may also be allowed to have such partnership with foreign universities of ranking.

- No compromises be made with quality education within inside and from outside India.
- Country will be gaining rather than losing brains, if modest incentives are provided and thus create pool of world class scholars providing desired quality education. Fair competition among scholars will enhance the mission.
- Hopefully, mission may come true with open mind for H.E.

Thanks