

**GLOBALIZATION AND HIGHER EDUCATION:
A COMPARATIVE STUDY OF THE
BRITISH AND INDIAN SYSTEMS**

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**GLOBALIZATION AND HIGHER EDUCATION:
A COMPARATIVE STUDY OF THE
BRITISH AND INDIAN SYSTEMS**

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CERTIFICATE

This is to certify the thesis entitled, “ GLOBALIZATION AND HIGHER EDUCATION: A COMPARATIVE STUDY OF THE BRITISH AND INDIAN SYSTEMS” , submitted by RUATDIKI HMAR for the award of the degree of DOCTOR OF PHILOSOPHY, is a research work, done under my supervision and guidance. The thesis, submitted by her has not formed the basis of the award to the scholar for any degree or any other similar title and it has not yet been submitted as a dissertation or thesis in any university. I also certify that the thesis represents objective study and independent work of the scholar.

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I, RUATDIKI HMAR, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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ABBREVIATIONS

AAU-Academic Audit Unit

AD-Anno Domino

AICTE-All India Council of Technical Education

ASEAN- Association of Southeast Asian Nations

AUT-Association of University Teachers

BOP-Balance of Payment

BTEC-Business and Technical Education Council

CABE-Central Advisory Board of Education

CAS- Centre of Advanced Study

CATE-Council for the Accreditation of Teacher Education

CNAA- Council for National Academic Awards

COHSSIP-College Humanities and Social Science Improvement Programme

COSIP-College Science Improvement Programme

COSIST- Committee for Strengthening of Infrastructure in Science and Technology

CSS-Centrally Sponsored Scheme

CUC-Committee of University Chairs

CVCP-Committee of Vice-Chancellors and Principals

DBIS- Department for Business, Innovation and Skills

Dip.HE- Diploma in Higher Education

DRS-Department of Research Support

DSA-Department of Special Assistance

EEC-European Economic Community

EFA- Education For All

EU-European Union

FDI-Foreign Direct Investment

FHEQ- Framework for Higher Education Qualifications in England, Wales and Northern Ireland

GATT-General Agreement on Tariffs and Trade

GATS-General Agreement on Trade in Services

GDP-Gross Domestic Product

GER- Gross Enrolment Ratio

GNP-Gross National Product

GPA- Grade Point Average

G7-Group of Seven

HEAR- Higher Education Achievement Report

HECI-Higher Education Commission of India

HEI-Higher Education Institution

HEQC-Higher Education Quality Council

HNC- the Higher National Certificate

HND- Higher National Diploma

ICT- Information and Communication Technology

IGNOU-Indira Gandhi National Open University

IIM-Indian Institute of Management

IISER- Indian Institutes of Science Education and Research

IIT-Indian Institute of Technology

IMF-International Monetary Fund

IT -Information Technology

KFC- Kentucky Fried Chicken

LPG- Liberalization Privatization Globalization

MCI-Medical Council of India

MFN-Most Favoured Nations

MHRD-Ministry of Human Resource Development

MIT-Massachusetts Institute of Technology

MNCs-Multinational Corporations
MTV-Music Television
NAAC-National Assessment and Accreditation Council
NAB - National Advisory Board
NAM-Non Aligned Movement
NATFHE-National Association of Teachers in Further and Higher Education
NBA-National Board of Accreditation
NCTE -National Council for Teacher Education
NEP, 1991- New Economic Policy, 1991
NEP, 2020-National Education Policy, 2020
NIEO-New International Economic Order
NIT-National Institutes of Technology
NPE-National Policy on Education
NUS-National Union of Students
ODL-Open Distance Learning
OECD-Organization for Economic Co-operation and Development
OPEC-The Organization of the Petroleum Exporting Countries
PCFC-Polytechnics and Colleges Funding Council
PhD-Doctor of Philosophy
PMCTI-Prime Minister's Council on Trade and Industry
PMI- Prime Minister's Initiatives
PMI2- Prime Minister's Initiatives 2
POA-Programme of Action
QAA-Quality Assurance Agency
RAE- Research Assessment Exercise
RUSA-Rashtriya Uchcharat Shiksha Abhiyan
SAARC- South Asian Association for Regional Co-operation
SAP-Special Assistance Programme

SLC-Student Loans Company
TNCs-Transnational Corporations
TTA-Teacher Training Agency
UCAS- Universities and Colleges Admission Service
UFC-Universities Funding Council
UGC, India-University Grants Commission, India
UGC, UK- University Grants Committee, UK
UK- United Kingdom
UN-United Nations
UNDP-United Nations Development Programme
UNESCO-United Nations Educational, Scientific and Cultural Organization
USA-United States of America
USD-United States Dollar
USIC-University Science Instrument Centres
USSR-Union of Soviet Socialist Republics
WCHE-World Conference on Higher Education
WTO- World Trade Organization

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CHAPTER 1

INTRODUCTION

This chapter is the introductory chapter which will acquaint readers to the critical direction which has been pursued throughout the research. The chapter offers an elaboration on the multi-dimensional components that have been witnessed throughout the historicity of globalization. The chapter highlights the changing nature of higher education systems across the globe while offering a microscopic analysis on the Indian and British higher education systems. Factors and developments that have shaped the higher education system owing to the components of globalization are also highlighted. The theoretical foundation which dictates the course of the study is also elaborated. The chapter thus throws light on the changing dimensions of higher education systems which have been universalized, interconnected and interrelated due to the tides of changes that have been heralded by globalization forces. The central themes, available literature reviewed for the research, research gaps identified and research methods being adopted to cater to the research objectives are also included in this chapter.

Globalization in simple terms is elaborated as a system of ‘*interdependence that has led to the homogenization of cultural, economic, political spheres of life across the globe*’.¹ In the contemporary world, globalization has generated a network of interdependence and interconnectivity. The level of interdependence and interconnectivity has seeped into every dimension of life ranging from the social, political, economic, cultural dimensions. Globalization brings direct and indirect implications in terms of relations between nation-states, regions and non-state actors.

In simple terms, globalization is defined as the process of increasing interconnectedness between societies such that events in one part of the world increasingly have effects on societies located far away.² Malcolm Waters defined

¹ Ray, James Lee & Juliet Kaarbo. (2005). *Global Politics*. (8th ed). USA: Houghton Mifflin Company, p.517

² Baylis, John et al. (2011). *The Globalization of World Politics: An introduction to international relations*. (5th ed). New York: Oxford University Press, p.8

globalization as “*the social process in which the constraints of geography on economic, political, social and cultural arrangements recede, in which people become increasingly aware that they are receding and in which people act accordingly*”.³ According to John Baylis, “*globalization is characterized by the stretching of social, political and economic activities across nations; the deep rooted intensification of interconnectedness in almost every aspect of life; the growing pace of global interactions and processes and the deepening enmeshment of local events with global consequences of global events with local consequences*”.⁴ Globalization refers to a multidimensional set of social processes that create, multiply, stretch, and intensify worldwide social interdependencies and exchanges while at the same time fostering in people a growing awareness of deepening connections between the local and the distant.⁵ To broaden the gambits of globalization, globalization can be defined as a process which symbolizes a transmutation and a change in terms of social relations and the nature of transactions being conducted through a network of interactions at both the transnational and the international areas.

Based on the above definitions, certain features or defining characteristics of globalization are deduced as follows:

- 1) Globalization has led to the generation of new frontiers in the existing set up of social networks. It has led to the enlargement and insertion of new modes of networks as well as social activities across the globe.
- 2) The levels of deepening and stimulation of transfers and activities were witnessed with the role of global events and developments in shaping regional policies. The spatial segments of regional domains and the global domains were merging into a single, whole unit which was dominated greatly by the global segment. One vital tool which intensified the blurring of borderlines between local and global domains was the Information and Communication Technology (ICT) revolution which led to a reorientation of social, political, cultural and economic dimensions of society.

³Paul James, “Globalization” in Martin Griffiths.(2008). *Encyclopaedia of International Relations and Global Politics*. New York:Routledge,p.332

⁴ Baylis ,John et al.,op.cit.,p.18

⁵ Steger, B. Manfred. (2010).*Globalization: A Brief Insight*. New York: Sterling, p.13

- 3) Deep rooted levels of integration and interdependence due to the escalation of social actions.
- 4) At the individual sub-consciousness level, individuals who were also members of society developed a sense of global acceptance and adherence to a global culture i.e. societies across the globe were unified as a global whole which led to a change in the individual and collective identities of the society.

While studies related to globalization are diverse and multidisciplinary in nature, there are three broad categorizations in which globalization is earmarked, namely economic, political, cultural globalization. The three broad categorizations are elaborated as follows:

- 1) **Economic globalization** was accepted by the majority of writers as the first dimension of globalization. In the year of 1985, the Economist Theodore Levitt defined globalization as *“the changes and developments witnessed in the economies at the global level which had a great impact on investment and production patterns.”*⁶ The term ‘globalization’ from an economic perspective was later explored in the domains of the non-economic contexts. Historical writings have a high volume of records where the early capitalist expansionary tendencies of the western, developed nations intensified a desire amongst these nations to expand their markets in other areas of the globe. It was evident that globalization is a phenomena that was guided by economic, market based principles. It was also earmarked by the upsurge in trade, cross trade in goods and services, the flow and exchanges of finances and market policies, the dominant rise in Multinational and International Corporations and other non-state international organizations, the rise in global players and market conditions at global levels which dictated regional level economies. The trends of global trade and global financing further promoted global markets which as a process harnessed a *‘single global capitalist economy’*.⁷ The global economy is dictated by the capitalist principles of free trade and free operation of market forces.

⁶ Spring, Joel. “Research on Globalization and Education”. *Review of Educational Research*. Vol.78, No.2 (June,2008), p.332

⁷ Baylis ,John et al.,op.cit.,p.19

- 2) **Political globalization** in simple words is the escalation of political interconnectedness and correlations with nations across the globe. Political globalization also entails the arrival of new political actors and transnational political activities. International organizations like the United Nations (UN) form part of the system where they are engaged in policies that may time and again challenge state sovereignty. Political globalization and its roots can be traced to the periods where colonial expansion guided by economic interests was carried out by the capitalist, developed nations. Citing an example, the colonial rule of the Britishers in India was guided by economic interests where colonial rulers began to infiltrate the economic and non-economic dimensions of Indian society. The nation-states appear to be greatly weakened especially on the lines of sovereignty and territorial border superiority where activities of nation-states could no longer remain ignorant of the global forces.
- 3) **Cultural globalization** denotes the spread of values, norms, traditions, practices, symbols from one culture to another. The spread of democracy as a political system and its association with the spread of democratic values form a part of cultural globalization. Cultural globalization signifies a standardization of culture and identities. Citing certain examples, the global consumption patterns of fast food chains and brands like Coca Cola, McDonalds and Kentucky Fried Chicken (KFC) have promoted a single culture related to consumerism. Heterogeneity of cultures is being replaced by homogeneity of cultures. These trends were intensified greatly by the ICT boom and expansion leading to the dawn of a global cultural identity. The attributes of cultural homogeneity were located in the global migration trends, consumer choices and preferences, lifestyle choices and consumption patterns.

There arose many debates and divergent viewpoints with regards to the conceptualization and the theorization of Globalization. For the purpose of the study, the three fold divergent views of globalization that were propounded by David Held and his three colleagues namely Anthony Mc Grew, David Goldblatt and Jonathan Perraton is analysed. The threefold perspective i.e. the Hyperglobalists perspective,

the Sceptics⁸ perspective and the Transformationalist perspective are elaborated as follows:

- 1) **For the Hyperglobalizers** (i.e.Hyperglobalists), globalization in the contemporary world was defined as a new era in human history where people located everywhere were being subjected to the dictates and systems that were set by the global marketplaces.⁹ Globalization was viewed under an optimistic lens and was established as a positive process that was closely related to neo liberalism. The defining hallmarks of globalization were the rising trends witnessed in terms of economic growth coupled with the rapid spread of democracy across the globe.¹⁰ Amongst the eminent economists who were regarded as Hyperglobalists, one eminent Japanese Economist and Management Consultant was Dr. Keinichi Ohmae. Ohame was regarded as “Japan’s only Management Guru” and was one of the top management gurus in the world (Economist in the year of 1994).¹¹ Amongst his many acclaimed works, *Borderless World* (1990) and *End of Nation State* (1995) gave significant emphasis on the hyperglobalist perspective of globalization.
- 2) **For the Sceptics**, globalization was established as a myth of sorts where the pertaining realities of an international global economy with divisions in terms of regional blocs were dominant. The regional governments were still powerful.¹² The positive implications of globalization failed to make up for the many ill effects which globalization imposed on the society. The most prominent sceptics included Ralph Dahrendrof, David Held, Anthony McGrew and Graham Thomspson. The role of the regional players and the regional (national) governments were not to be underplayed as they were actually the key players

⁸ Throughout the study, the term “sceptics” and “skeptics” will be used interchangeably.

⁹ Held, David et al.(1999). *Contents and Introduction in Global Transformations: Politics, Economics and Culture*. Stanford: Stanford University Press, p.2

¹⁰ “The Hyper-Globalist/Optimist View of Globalization” in *Revise Sociology* Retrieved from <https://revisesociology.com/2015/09/19/optimist-globalization-hyper-globalism-neoliberalism/>

¹¹ “BIOGRAPHY OF KENICHI OHMAE” in *OHMAE Report* Retrieved from <http://www.ohmae-report.com/pro/bioe.html>

¹² Held, David et al., *ibid.*,p.2

who facilitated the interplay of cross border trade and internationalization.¹³ The sceptical perspective offers a ‘pessimist lens’ contextualization of globalization.

- 3) **For the Transformationalists**, globalization was laid down as a complex set of interactions and interplay between inter-connected relationships where globalization could be controlled to a certain extent. The cultures of smaller groups of people from the developing areas of people were not on the verge of extinction due to assimilation towards western culture. Instead, there arose a cultural diffusion where the local cultures adopted only elements of the western practices which suited their society. There was also a two directional flow of culture i.e. the western culture flowing into the developing nations and the regional or local cultures flowing into the western nations. There arose a hybridity of culture, preferences and lifestyles. A new global class of consumers arose and there was intensification of pluralism and diversity of culture across the globe.¹⁴ Globalization was viewed as a positive phenomenon and was regarded by many as a post-modernist perspective.

Globalization has led to a profound transmutation and development in the sphere of education. Nations across the globe have time and again, redefined and restructured educational systems and corresponding policies in accordance with the dictates of globalization. The propositions set forth by globalization adhere to uniformity, standardization of education systems across the globe. In the field of education, globalization with its widespread diffusion of ideas and values in all aspects of human activities promoted greater degrees of dependency and integration of education to cater to the prevailing market conditions along with the prevailing social, economic, political and cultural inequalities. Global diffusion led to the mobilisation of international issues and promoted uniform, standardised patterns at a global level. Higher education in a globalized era became a critical element towards the smooth integration of regions across the globe where nations were able to *learn*

¹³ “Opposing Camps over Globalization: Skeptics and Hyper-globalizers” Retrieved from <https://www.yourarticlelibrary.com/globalization/opposing-camps-over-globalization-skeptics-and-hyper-globalizers/30735>

¹⁴ “The Transformationalist View of Globalization” in *Revise Sociology* Retrieved from <https://revisesociology.com/2015/09/24/transformationalist-globalization/>

to live together'.¹⁵ Nation states, non-governmental organizations and transnational or international corporations contributed immensely toward the re-orientation and restructuring of higher education systems across the globe. Majority of the higher education policies share similarity in terms of objectives which were steered towards the promotion of economic growth, development of human capacity and adherence towards the global market demands.

During the 1980s, the world was witnessing the concurrent fall of the socialist based regimes across the globe and the end of the Cold War in 1991. In the context of India, the Indian economy was already showing signs of restraints and sluggish progress especially by the dawn of the 1980s. India was facing grave financial and administrative crisis. Since the attainment of independence in 1947, the Indian economy and developmental plans were largely inspired by the socialist pattern of Planned Economies. However, owing to the dire financial situation that India was facing, the Prime Minister of India, Narasimha Rao and the Finance Minister Manmohan Singh launched the New Economic Policy (NEP,1991) of 1991. Under the New Economic Policy of 1991, a major restructuring was introduced in the Indian economy. The Indian markets were no longer guided by protectionist based policies, high tariff rates and quota based policies. Liberalization, Privatization and Globalization became the latest trends which dominated both the economic and the non-economic sectors of Indian society.

The educational system in general and higher education sector in particular underwent a series of changes and reforms in India with the advent of Globalization. During the pre-British era, the higher education system in India was religious in nature. Many learned scholars from nations like Nepal, China, Bhutan and Tibet were attracted to the Indian universities. The universities located at Vikramshila, Vallabhai and Nalanda were considered to be great centres for higher learning. Subjects ranging from religious studies, astronomy, administration, medicine, mathematics, law, logic were some of the courses that were available in the higher

¹⁵ Madhukar, Indira .(2003). *Impact of Globalization on Education: Learning to Live Together* .Delhi: Authorspress, p.121

educational institutions. With the advent of British rule in India, the education system witnessed a series of changes and developments. The British established a formal system of higher education in India during their colonial rule. Under this system emphasis was given on history, philosophy, languages and literature. Based on Sir Charles Wood's Despatch on Education in 1854, the three universities of Calcutta, Madras and Bombay were established. The Indian Universities Act of 1904 and the Sadler University Commission of 1917-1919 were certain undertakings in the field of higher education during the British regime. The introduction of Lord Macaulay's Minutes of 1835 led to the recognition and imposition of English language as a medium for the promotion of education and a formal acknowledgement towards western education. Many landmark committees and policies pertaining to education were introduced by the colonial rulers in India. Certain significant Committees and policies were the Charter Act of 1813, Lord Macaulay's Minutes of 1835, Woods Education Despatch of 1854 (which was known as the Magna Carta of English Education in India), the Indian Education Commission of 1882, the Hunter Commission of 1883, the Indian University Act of 1904, the Calcutta University Commission of 1917, the Government of India Act of 1935. The nature of the education system in India since attaining independence in 1947 till 1991 were aligned with the socialist pattern of development whereas post 1991, the education system was in accordance with the patterns set forth under globalization. India's educational system witnessed progressive reforms ranging from the inclusion of Right to Education as a Fundamental Right, laying down the mandates of the state for ensuring free education under the Directive Principles of State Policy, creating provisions for the establishment of more institutions for higher education, the establishment of National Council for Teacher Education (NCTE). Post-independence, education was regarded as the key variable towards the promotion of national development. In the context of higher education system, establishment of the University Grants Commission (UGC, India), the Medical Council of India (MCI), the All India Council of Technical Education (AICTE) along with provisions in the National Policy on Education 1968, National Policy on Education 1986, and the Education Commission Report of 1966 were some major reforms that were introduced in the system of higher education in India. With the

onset of globalization, certain visible changes ranging from the privatization of educational institutions, foreign direct investments in the higher education sector, rigorous adoption of the latest developments in technology in the higher education system were witnessed. There is a possibility of identifying certain shortcomings and loopholes in the higher education system of India when compared to the higher education system of other developed nations. The British higher education system has a deep rooted influence on India's higher education system prior to independence and is regarded by many as the parameters to be considered when establishing reforms and policies in the field of higher education.

The globalization of higher education in India had a multidimensional combination of various elements which brought about reforms. The series of reforms led to a broader usage of ICT, promoted greater importance towards research in the educational field, emphasized on education as a key aspect for the development of human resources and the advent of knowledge of society. Certain key features¹⁶ are highlighted below:

- 1) **Economic Reforms:** The economic reforms that were introduced in India especially under the NEP of 1991 brought major significant changes that promoted the reorientation of social welfare, the restructuring the existing educational, agriculture and health systems along with the nature of employment. Higher education which was monopolized by the elitist section of society was further redefined on the lines of massification and access across all regions and sections of the nation.
- 2) **Commercialisation of Higher Education:** Globalization intensified the growth of profit motivated, self-financing institutions in nations like India where at the time of independence, the literacy rate was very low. Higher education was redefined to meet the conditions of the global markets. It was elaborated as a commodity which was exchangeable and tradable across borders. The role of the government was greatly reduced while profit motive was a key motive for the non-public providers of higher education.

¹⁶ Nark, Pramod Kumar. "Globalization and its Impact on Higher Education in India". *International Journal of Humanities and Management Sciences*. Vol.3, No.6 (2015), p.416

- 3) **Privatization of Higher Education:** Opening up of the Indian economy coupled with the development of private entrants in the previously public sector dominated avenues greatly heightened the participation and role of private players in the higher education sector of India. Education in terms of the quality and output was re-engineered towards the needs, demands that were identified in the industrial sector. Today, a large area of the educational sector in India is under the private domain. It has promoted decentralization in the educational gambit.
- 4) **Knowledge Transition:** Universities developed into centres where knowledge was not only acquired but transmitted across the society i.e. became knowledge centres. This led to the generation of a knowledge society. Knowledge transmission was a key component of globalization.
- 5) **The Entry of Foreign Universities:** The reduction in government expenditure in higher education and creating favourable conditions for the flow of foreign investments brought many changes in the higher education sector in India. Besides bringing funds, there was enhanced competition which brought more quantitative and qualitative changes.
- 6) **Skills:** The demand for skills and knowledge to cater to the global markets was being largely provided through higher education. The training of manpower to meet the global needs and possess competitive skills was being entrusted to the higher education sector.
- 7) **Massification of Higher Education:** The heightened growth of urbanisation and the expansion of access for higher education across various regions of the nation brought a rise in enrolment. Women enrolment and literacy rate also witnessed a rise. The development of higher education for women contributed immensely towards the advancements of the nation.
- 8) **Role played by ICT:** ICT and its continued development brought paradigm shifts in higher education. In a globalized world, with the birth of the knowledge society the role of ICT towards the generation of a knowledge based, information laden society was instrumental. ICT contributed immensely towards the promotion of professional skill sets and heightened the promotion of accessibility of higher education. There was also a generation of new modes of

providers of education and forms of education. The huge volumes of demands and needs imposed on higher education by the globalized markets were best solved¹⁷ through the adoption of ICT in higher education.

- 9) **E-Learning¹⁸ and Distance mode of Education:** E-learning promoted by ICT introduced a new form of delivering and accessing education i.e. E-Learning. More and more courses and materials were made available through electronic (i.e. online) mode. Faculty members and students alike became more reliant on electronic means in higher education. E-learning further entailed the majority of the procedures, administrative aspects besides the academic aspects in higher education.
- 10) **Distance Mode of Education:** The system of open universities and institutions promoted distance learning while offering a variety of correspondence courses. Students from socially deprived and backward sections of society were able to pursue higher education through the open learning structures. Students who did not have sufficient resources to attend full time formal institutions or were unable to secure admissions in full time courses were able to pursue higher education. Distance education was able to harness the skills of a large percentage of the population to be at par with the global standards in terms of competitiveness and needs.
- 11) **Quality Assurances:** At the beginning of the 21st century, educational institutions were required to set up internal systems for the improvement of quality and for the adoption of feasible solutions. Quality assurances and the definition of standards at the global level are current issues and developments. National Assessment and Accreditation Council (NAAC) and the National Board of Accreditation (NBA) are the key bodies which define and maintain quality standards.¹⁹

¹⁷Powar, K.B.(2002). *Indian Higher Education: A Conglomerate of Concepts, Facts and Practises*. New Delhi: Concept Publishing Company, p.77

¹⁸ Electronic Learning is commonly referred to as E-learning where learning is imparted through electronic resources

¹⁹ Powar, K.B.,*ibid.*, pp.82-83

Higher education in the context of the British system witnessed many changes and developments. Oxford University was recorded to have existed since 1096 and is considered to be one of the oldest universities for the English speaking people. Oxford University is not the only university with a long and rich legacy. Other well-known universities who possess a long legacy include the University of Edinburgh, the University of Cambridge, and Durham University. The neo liberal forces that were propagated under the former Prime Minister of Britain, Margaret Thatcher also brought reformations in the higher education sector. Globalization coupled with neo liberal principles compelled the higher education system in Britain to reorient its functions. The traditional functions of universities as centres for learning that catered to a minor section of society was no longer valid. Higher education became a commodity; a private service which was exposed to marketization, massification, privatization. Public control and financial allocation in higher education was greatly reduced. Taking the British educational system into context, the United Kingdom's (UK) educational system had objectives aimed at raising the standards at different levels. Making higher education more accessible and responsive to meet the needs of the economy, increase in parental choice, achieving favourable returns from the resources invested in the educational sector were certain objectives.²⁰ Attention was also given towards provisions that would ensure pre-vocational education and training in schools and colleges besides ensuring provisions that would enable the extension of knowledge and use of information technology in educational institutions. Certain policies encouraging children from ethnic minorities towards achieving their full potential were also laid down.²¹ These objectives were aligned with the objectives laid down by international organizations and confer to the uniformity in education that globalization has brought. Post 1945, British educational policies witnessed the inclusion of new systems and the reshaping of existing ones due to many factors ranging from increase in the number of pupils, expansion of higher education, spread of educational facilities and institutions within and beyond its political boundaries, emergence of new objectives and goals laid

²⁰ Sharma, Y.K..(2004).*Comparative Education: A Comparative Study of Educational Systems*. New Delhi: Kanishka Publishers&Distributors,p.329

²¹Y.K.Sharma.,op cit.,p.330

down by international organizations like the World Bank and the United Nations. With special emphasis on the system of British higher education, there were two dominant parts. One part comprised of the universities while the other part comprised of the polytechnics and colleges. The British University Grants Committee (UGC, UK) was established in 1919. From the 1950s to early 1960s, the British University Grants Committee was viewed as an ideal set up for the appropriation and distribution of funds to the various universities. In 1967, a proposal for the establishment of a privately owned institution for higher education was put forth. The University College of Buckingham was opened in 1976. Subsequent propositions voiced support for privatisation of higher education.²² The establishment of Higher Education Funding Councils in 1992 brought a number of fundamental changes to the system of higher education.

Education is regarded as the backbone of the nation where higher education lies at the apex of the educational pyramid. In the context of India, higher education is earmarked as the education which is pursued after the completion of secondary education²³ and is viewed as the education obtained after completion of twelve years of schooling or its equivalent. The type of education availed in higher education may be general, vocational, technical or professional in nature. In today's globalized world, higher education is viewed as a crucial process for the transformation of citizens into valuable resources who can make contributions for the development of the nation. Higher education is viewed as a valuable tool for the development of regional and national economies and for the expansion of knowledge based intensive educational initiatives. In the policy domain, policies for higher education have become a grave concern. Transformations in the system of higher education have been guided by privatisation, marketization and globalization.²⁴ Globalization has generated the demand for education based on two angles. The first angle is based on the lines of generating higher education based on the needs of the economy. The

²²Walford, Geoffrey . "The Privatisation of British Higher Education". *European Journal of Education*. Vol. 23, No.1/2(1988),pp.48-51

²³Naik, Promod Kumar., op cit., p.414

²⁴ Jamshidi, Laleh et al. "Developmental patterns of privatisation in higher education: a comparative study". *Higher Education*. Vol.64, No. 6(December, 2012), p.793

second angle is the rise in the need to provide access to higher education to a more diversified pool of people with the spearheading of socio-political democratic ideals.

The higher education system of India post globalization possess many similarities with the British higher education system in avenues ranging from adherence to agendas laid down by international organizations, access to higher education and skill development, adoption of information and technology in the field of education. The integrative nature of globalization in the sphere of educational policies in the context of higher education, the changes in India's system of higher education in the pre-globalization era and post globalization era, the variations and congruence between the British and Indian system of higher education is analysed.

REVIEW OF LITERATURE

The world has witnessed paradigm shifts from the economic to the non-economic dimensions due to globalization. In the domains of higher education, there has been a progressive continued change of structure, goals and nature across the globe. India and British systems of higher education also witnessed massive transformations across the decades, especially after the end of the Second World War. The magnitude of literature available in the areas of globalization and higher education is enormous and the available volume of literature continues to grow in terms of quantity and quality. Numerous writings in the form of journals, books, articles and other published works are available for reference. The reviewed literatures for the study are highlighted below:

In "An International View of British Education" published in *Higher Education* (August, 1974), Ladislav Cerych aims to locate the growing tension areas that developed in the British higher education system. Cerych is able to offer causes for rising tensions in higher education system ranging from rising demand, issues between various sections of the society, limitations pertaining to available resources and shortcomings located in the existing systems.

In "India in 1991: New Beginnings" in *Asian Survey* (February, 1992), K. Shankar Bajpai eloquently described the hardships that India was facing with the fall

of the USSR and the end of the Cold War. He offered a historical backdrop of India's financial crisis and the path towards economic reforms under the New Economic Policy which was introduced under the prime ministership of Narasimha Rao. Bajpai is able to provide a historical analysis of the factors leading to the adoption of the New Economic Policy of 1991 which was viewed as the ushering of globalization in India.

”Regulatory Reform in Higher Education in the UK: Incentives for Efficiency and Product Quality” in *Oxford Review of Economic Policy* (1992) by Martin Cave, Ruth Dodsworth , David Thompson give readers an understanding of facts related to the development of financial regulations and reforms in UK from the 1970s onwards. Their writings reflect on the structure and the system adopted by the Universities. Until the mid-1970s, it was established that the main role of universities was confined to research and teaching. Universities were non-competitive, non-profit motivated institutions. The University Grants Committee (UGC) in the UK was singled out due to its important role in the gambit of funding and funding patterns. It was mentioned that by the later part of the 1970s, financial constraints arose in the university (higher education) sector. Readers are able to make a comparative analysis of the changes that are witnessed in the financial aspects and funding reforms of universities across the UK which were key components of higher education reforms.

“Financing Higher Education in India: Principles, Practice and Policy Issues” in *Higher Education* (1993) by Jandhyala B.G.Tilak critically analyses the relevance of privatisation in higher education from a financial dimension in the Indian context. Tilak elaborates on various degrees of privatisation in a fourfold system. The first fold was the total privatisation where the institutions were fully controlled and financed by the private players. The second fold was a pseudo form of privatisation where higher education was financed under the public funds and provided under the private sector. The third fold was a high degree of privatisation where the costs incurred in higher education was recovered from the students while being publicly funded. The fourth fold was a moderate degree of privatisation under which higher education was provided under public funds while to a certain extent, finances for

higher education was generated through the non-governmental sources. Tracing financial reforms and measures of return rates from higher education were depicted in his writings, which serve as a base for analysing financial dimensions located in higher education.

In “*Global Transformations: Politics, Economics and Culture*” (1997), David Held and his colleagues have provided clarity in terms of definition, conceptualization and a theoretical dimension on globalization. The writings shed light on the emerging divergent perspectives of globalization from a hyperglobalist, sceptic and transformationalist thesis. Readers are able to generate imageries on the divergence and convergence that arise within these three perspectives in terms of the role of nation-states, the domain occupied by transnational non state entities, the global patterns in culture and society, extensive degrees of influence that neo liberal policies contribute under the various segments of globalization. Also, readers are able to highlight the core element that initially and ultimately dictates globalization i.e. the economic dimension.

“Impact of British Colonial Policy on Society Relating to Education in Western India During the 19th Century” in *Bulletin of the Deccan College Post-Graduate and Research Institute (Diamond Jubilee Volume, 2000-2001)* by Mani P. Kamerkar offers an elaboration on the prevailing education system in India. He writes extensively on the religious nature of education under ancient India where studies were largely confined to religion, philosophy, literature while dissecting the various factors that could be deemed responsible for the demise of the indigenous system of education in India. From the role of the Christian missionaries to the implications of Commissions and policy documents, the colonial implications were reflected throughout the writings.

In “*Indian Higher Education: A Conglomerate of Concepts, Facts and Practises*” (2002), KB Powar examines the changing roles and functions of universities. He describes the global shift in universities from a position of high status to a position that indulges in mass level teaching and learning while bearing

many similarities to commercial organizations. The description of universities along with the various existing models of universities is also included in his writings. Discussions relating to the reforms located in higher education in India from financial, institutional, quality and regulatory reforms were also highlighted. Powar's writings help to understand the changing nature of higher education and the Indian context of reforms in higher education.

In his book, "*Impact of Globalization on Education: Learning to Live Together*" (2003), Indira Madhukar offers a detailed insight into globalization from a social, economic, political and cultural perspective and also highlighted a multi-dimensional nature for globalization. Madhukar highlighted the increasing demand for generation of learning societies which was brought about by the information and technology revolution where education was centered as the binding force for bringing a fusion of social and professional dimensions. He also wrote about the major reforms that were prevailing in educational policies which had tendencies and goals that were aligned to globalization. Specific mention of global educational goals and policies were emphasized by mentioning the World Declaration on Education for All (EFA) which included sections for guaranteeing the rights of adults, young people and children across the globe. The two major aims of the EFA, attainment of universal education at the primary level by the year of 2005, removal of inequality in gender at the secondary education and the primary education by the year of 2005 were core global educational goals that were also confirmed in the United Nations Millennium Declaration of 2000. The writer clearly stated that education was to be regarded as a social process for becoming a global or world citizen where educational policies aimed at balancing the economic, social, cultural interests; introducing curricula aimed at concern for human rights and securing the participation of different protagonists are spearheaded. His writings offer an insight into the processes and elements that gave birth to the progressive form of educational policies which were dictated by globalization.

In his book, "*Comparative Education: A Comparative Study of Educational Systems*" (2003), YK Sharma examines the development of comparative education and the basic requirements of education in various countries which are influenced by

factors ranging from cultural heritage and values, national character, national interests, issue of majority and minority, language, political background, economic capability. Constitutional provisions for comparative education in the UK, United States of America (USA), Japan and India are also highlighted. In the context of Britain, the changes brought about in the field of education including establishing measures for attainment of standards were highlighted. Sharma's writings also offered a microscopic insight into the educational policies, reforms and developments in India. The nature of Indian educational policies in the pre-1976 phase was earmarked as the sole responsibility of the state. The Constitutional Amendment of 1976 which led to the inclusion of education in the Concurrent List was a milestone for sharing of responsibilities in the avenue of education between the centre and the states as emphasized by the writer. Major changes prior to globalization that were undertaken in India's educational sector were included in his writings. These changes included establishment of the University Grants Commission in 1956, establishment of the National Council of Educational Research and Training in 1961, setting up of Narvodaya Vidyalas (fully residential co-educational institutions), launch of the National Talent Search Scheme in 1963, establishment of more institutions of higher education, establishment of Indira Gandhi National Open University in 1985. Sharma's writings were detailed and inclusive in terms of comparative studies in general while offering an understanding of developments that were taking place in Indian higher education post-independence.

In "*Globalization: A Very Short Introduction*" (2003), Manfred Steger gives a detailed account on the conflictual meanings that arose for globalization and also made attempts to trace the onset of globalization. Steger's writings offer valuable insights into the foundations that determined globalization. He gave valid standpoints for the infiltration of globalization across different regions.

The Report titled, "*Approaches for Systematic Planning of Development Projects: Higher Education*" (2004) published by the Institute for International Cooperation Japan Cooperation Agency assist the readers in gaining a closer insight into the various levels under higher education. The report was able to establish the

evolving environmental conditions ranging from the boom of ICT, international events like the end of the Cold War, new global issues, push towards a knowledge society and globalization led market system which led to a more diverse nature of higher education systems. Readers are able to analyse the factors and trends leading to the constant redefinition of higher education.

In the sixth edition of “*Textbook of Comparative Education*” (2004), TS Sodhi’s writings cater to the educational needs and necessities of a multiple pool of readers ranging from students, researchers, administrators, teachers who were engaged in the educational field. The educational patterns across four nations (UK, USA, China and India) and their educational history, structure, curriculum, financial and mode of examination were also reflected in Sodhi’s writings. A comparative study shines across his writings which enables readers to identify issues or trends that may be deemed applicable in other nations.

In the eight edition of their book, “*Global Politics*” (2005), James Lee Ray and Juliet Kaarbo give an insight into the theories of global politics and provide a historical backdrop on the advent and growth of global politics. Topics ranging from the making of foreign policies of the state and the respective power of these states in the international arena, the dominant role of international actors and organizations in the areas of security relations, international law and conflict resolution are also clearly highlighted. The last chapter in their book offers a detailed description on globalization and also mention its similarity with the term *interdependence*. Globalization is laid down as a process which aims to propagate a rise in interconnection and interdependence among nations where the world will ultimately become entwined into a single market. A threefold classification of globalization i.e. economic, political and cultural is earmarked in this book where economic globalization is regarded as one of the most commonly held notions of globalization. Economic globalization led to the advent of a global market where distance and borders are no longer considered as obstacles. Political globalization was widely spearheaded by international institutions like the World Trade Organization (WTO) and International Monetary Fund (IMF). Political activities transcending the

boundaries of states along with the political roles of transnational organizations and non-state transnational actors have propagated the emergence of global governance. Cultural globalization encompasses the global spread of norms, practices, symbols and values from one culture to another culture and has also taken a linguistic form. This chapter views the technological revolution as the main factor behind the rapid growth of globalization. The technological revolution is changing the nature of relationships between states and it cannot be taken in isolation from politics. A critical analysis of the three dimensions of globalization is clearly described throughout the book allowing readers to understand the leverage that economic dimension possess in the gambits of globalization.

In “*National Policy on Education*” (2005), Chitrangada Singh gives a well recorded series on the evolution of the important constitutional provisions and policies pertaining to education in India. Singh’s writings largely reflected on the commissions and policies which arose after independence. As suggested by the title of his book, a huge volume of the book is dedicated towards an elaboration of the features of the National Education Policies which were drafted in India up till the year of 1992. Singh enable readers to gain an insight into the step by step development of educational policies in India.

“Research on Globalization and Education” in *Review of Educational Research* (June, 2008) was based on a study conducted by the writer, Joel Spring. The study was conducted on the basis of interconnectedness of worldwide discourses, processes and institutions and its impact on local educational patterns and processes. The study made attempts to define the field of globalization and the major theoretical framework for its interpretation. Based on the findings derived from the study, Spring was able to identify different aspects likely to be taken into account for the field of globalization which included the global curriculum, the knowledge and technological economy, multiculturalism, gender equality, the propagation of English as a global language. The study also highlighted the contribution and role played by the intergovernmental and non-governmental organizations like the World Bank, World Trade Organization, United Nations, Organization for Economic Cooperation and Development (OECD) and other non-governmental organizations associated

with human rights and education of women. Spring provided a correlation between the role of non-state transnational organizations and educational policies along with key tangents which dictated the process of globalization.

“Higher Education in India: A Socio-Historical Journey from Ancient Period to 2006-07” in *Journal of Educational Enquiry* (2008) by Sujit Kumar Choudhary offers a comprehensive elaboration of higher education by tracing the evolution of higher education in India across various periods of time. During the ancient period higher education was religious in nature and catered to traditional studies that were deep rooted in the ancient Indian society. Following the advent of colonial rule in India, the changing structure of higher education in India along with the important commissions and policies were also included by the writer. There was an inclusion of commissions and policies which arose after the attainment of independence especially the first Commission after independence, which was the Radhakrishnan Commission. The writer clearly enunciated on the importance of the Radhakrishnan Commission which led to the establishment of the University Grants Commission (UGC), the Kothari Commission and the emergence of the National Policy on Education of 1986. The writer not only offers a systematic historical account of higher education and its development in India, but was able to highlight the key changes which has shaped the system of higher education.

In “*Education Policy in India: 1992 And Review 2000 and 2005*” (republished in 2009), J.C.Aggarwal’s writings attempt to offer a detailed account and analysis on the development of the national educational policy in India. Aggarwal reflected on a historical context with regards to the National Policy on Education of 1992. Studies related to the actions taken for the implementation of the National Policy on Education were also incorporated. The writings act as a knowledge storehouse for the reforms, re-organization and changes that were witnessed in the national policy on education.

In his book, “*Global Politics*” (2011), Andrew Haywood gives a detailed explanation for the causes behind the transformation of global politics. Under the notion of global politics, Haywood highlighted events that occurred within the states

and among the states whose impact had moved beyond the traditional confinements of international relations. His writings help readers to understand the complexity of globalization which lies in the fact that it has been used in congruence with processes, policies, marketing strategies and ideologies.

In “*The Globalization of World Politics: An introduction to international relations*” (2011), John Baylis, et.al offers a detailed insight and description of globalization and its various connotations. Based on their writings, globalization is seen as a contentious issue in world politics as it leads to the continued widening, deepening of worldwide interconnectedness. It is viewed as a process characterized by the growing magnitude of interconnectedness in almost every aspect of social existence. The growing pace of global interactions, the continued stretching of activities across political boundaries and the cross relational dependence of local events with global consequences or global events with local consequences were certain key occurrences located under the globalization process. The writers reflect on the variations in contemporary globalization which has recorded visible patterns in the economic, military, cultural, social and ecological front. On the economic front, contemporary globalization is rapidly spearheading the establishment of a single global capitalist economy. On the military front, there is a discourse of global insecurity. On the cultural front, there exists a mixture of homogenization and heterogeneity due to the global diffusion of popular culture, global communication networks. On the social front, migration has become a major issue with the shifting patterns of migration from south to north and east to west. On the ecological front, there exist shared environmental problems due to the sharing of the ecology. The writers offer a multi-dimensional understanding and conceptualization of globalization.

“Globalization and its Impact on Education and Culture” in *World Journal of Islamic History and Civilization* (2011) is Mohd Abbas Abdul Razak’s exploration on the definitions of globalization and the extent of its influence in the culture and educational system of the countries located in the Eastern part of the globe. The genesis of globalization is also traced, leading to the characterization of globalization as a pre-modern phenomenon. Globalization maybe held in congruence with

concepts such as internationalization, liberalization, universalization and westernization or modernization. In the context of modern day globalization, Razak writes that globalization is expounded as the free flow of capital, people, and information which will propagate the establishment of a single global village where people will reside and carry out their multidimensional activities in a borderless world. With the advent of a global village, the old ideals of education, according to Rzak have been diluted and overridden by the ever growing currents generated by globalization. Readers gain a critical analysis on the nature of trends and modern phase of globalization.

In *“Introduction to Global Politics”*(2012), Richard W.Mansbach and Kirsten L.Taylor’s writings highlight the basis or fundamental theories which are responsible for the restructuring and reengineering of global politics They were able to elaborate on the advent of globalization delimiting the various factors that shaped global events related to the World Wars, the decolonization movement, the end of cold war and the emergence of a global society. The writers offered a detailed insight into the divergent arguments that arose in the context of globalization while making attempts to help readers identify the possible gaps where further studies could be undertaken.

“Globalization and Higher Education in India” (2012) is a collection of various writings which was compiled by K.N.Panikkar and M.Bhaskaran Nair. The various writings offered a clear conceptualization and an analysis of the trends and developments that were witnessed in globalization and its influence on higher education in India. The compiled writings reflect commonly used terms i.e. knowledge society, public-private partnership, internationalisation amongst the developed and the developing nations. The compiled writings offer a compact collection for the genesis, factors and changing environmental conditions that offer a vivacious character for studies related to globalization and higher education.

“A Half Century of Indian Higher Education” (2012) is a compilation of 34 works written by Altbach. The collection is divided into seven parts where the first section dives into writings based on higher education and modernisation. The first

part of the book makes an analysis of the institutions related to higher education from a social, cultural and historical context based on the emerging growth trends. The context of India's higher education in the 21st century coupled with the future projections, hurdles and possible avenues were also highlighted. In the fourth part of the book, the writings are related to the advent of foreign universities and institutions in India along with a transformation of higher education from a global perspective and the generation of global level institutions in India. The first section and fourth section offers an insight into globality in the context of higher education in India and the diverse multitude of roles that were increasingly ascribed to universities in modern society.

In "*Contemporary Political Theory*" (2013), MJ Vinod and Meena Deshpande make an extensive analysis of the contemporary political theories and trends that are seen in the state and societal relationships. Principles pertaining to communalism, market socialism, libertarianism, and neo liberalism were also included in their writings. Their writings conceptualized globalization in the context of the changing roles of the state, the changing definitions of sovereignty, feminism and advent of modern events like the Green Revolution. The writers have eloquently described contemporary political theories and offer a well-crafted analysis of these theories in the context of trending patterns, which were promoted by globalization. A detailed perspective on the emerging contemporary theories and their relevance in various dimensions of the global system is also provided.

"Goals and governance of higher education in India" in *Higher Education* (2013) by Martin Carnoy and Rafiq Dossani covers the gambit of higher education in India and its progression based on three phases: during the era of Jawaharlal Nehru (1947-1964), the Indira Gandhi era (1966-1984) and the era of Rajiv Gandhi (1984-1989). Higher education in the colonial period was portrayed as a service being provided to upper class Indians who would be able to serve the colonial bureaucrats. The writers also mentioned the establishment of the Central Advisory Board of Education (CABE) in 1921. Their writings mentioned the changes in governance from 1984 onwards where power in terms of politics began to be more globalized.

During the era of Indira Gandhi, the Education Commission Report of 1966 and the National Policy on Education of 1968 were expressed as reflective of the priorities of Indira Gandhi where multilingual instruction, adult education and agro based education were key objectives. The writers offer a compilation of higher education systems from a policy wise analysis.

“Analysis of Globalization Driven Reforms in Education: Critical Theory” in *Educational Technology* (2013) by Nasir Hussain Shah Bukahri, et al. is a study based on the relationship that can be established between higher education, neo liberalism and globalization. The writings highlight the nature of reforms which globalization has ushered in the domain of higher education. Finance driven reforms through the reduction of public expenses incurred in education, competitive driven reforms which promote advancement of labour productivity, equity driven reforms for improvements in terms of access to qualitative education were the key globalization led reforms. The writings establish globalization as a product of neo liberalism i.e. it was a transformation stage of neo liberalism.

In “*Building the Links Between Funding and Quality in Higher Education*” (2013) by Lindsay Daughtery et.al, readers can locate a detailed account on the quantitative growth of universities and higher education institutions in India. According to their writings, there was an outline of the number of institutions which had grown over the years. From less than 6000 institutions before 1990-1991, the present decade recorded more than 46,000 institutions. According to the writers, the rapid increase in the number of institutions was linked with the privatisation patterns that were progressing and the cuts in the public investment that was made for higher education. Their writings highlight the decline that was growing in terms of quality of institutions from an input and output perspective. The decline in quality was measured in terms of unemployability figures amongst the graduates and the low skillset level of labour.

In “*Globalization of World Politics*” (2014), Tapas Deo provides a storehouse for events and issues that shape contemporary global politics along with the most profound theories which has shaped international relations across the ages.

He gave due emphasis on the principles of Realism, Marxism, Social Constructivism for explaining the causes for emergence of various global events or issues. Deo allows the readers to gain a deepened level of understanding and comprehension of international relations and the changing dimensions in the global systems, where globalization was a key component.

“Globalization and its Impact on Higher Education in India” in *International Journal of Humanities and Management Studies* (2015) by Dr. Pramod Kumar Naik offers a comprehensive description of higher education and the demarcation of the India higher education into three main stages i.e. the undergraduate courses, the postgraduate courses and the research courses. Naik writes about the constant rise in demands for higher education due to the need for developing equity in terms of access across the non-economic dimensions of society and due to the increased demand to produce economic returns. The writer made a critical analysis of globalization in the context of higher education focusing on the patterns of commercialisation, privatisation, market forces in education sector, role of the information and technology evolution. The issues pertaining to higher education were listed by the writers. These issues were related to the overarching control of the bureaucracy, paucity of funds, absence of sufficient deregulation. A connection between higher education and globalization, where globalization forces being entwined and engulfed into the higher education system is portrayed by the writer.

“Impact of Globalization on Higher Education in India: Issues, Challenges and Alternative” in *The International Journal of Indian Psychology* (January-March, 2016) by Dr. Shailendra Singh examines the profound effect that globalization has generated on education in the 21st century. In the globalized world, education is seen as a major tool for incorporating the society into the knowledge society coupled with the technological economy. In the context of higher education, for the first time large segments of the student population were able to gain access to a global marketplace of higher education. Singh also writes about the growth in educational facilities in developing countries due to the entry of institutions from the western countries with the onset of globalization. Singh was able to eloquently reach opposing viewpoints related to the growth of educational institutions promoting higher education as well

as the rise in the portion of the population with access to higher education. Singh also raised questions related to the true impact of globalization on educational policies in India. In depth critical evaluations on the increase in educational institutions and popularizing of access were provided by the writer.

“The Meaning, Idea and History of University/ Higher Education in Africa: A Brief Literature Review” in FIRE (2018) by Sintayehu Kassaye Alemu covers the re-definitions that were made for the term higher education and universities from a traditional to a modern sense. The writer details higher education as the main set where the university component is one subset of higher education. The writings help readers to analyse the reshaping of higher education. From a *public good* that was orientated mainly towards teaching and research, higher education was shaped as a modern institution which was aligned to the goals of commercial institutions.

RESEARCH GAP

On the basis of the reviewed literature, it is apparent that significant research and related studies have been pursued in the areas related to globalization and higher education systems. The existing literature relays the enormous volume of studies pursued in the context of globalization from a historical description, an ideological or theoretical perspective, an economic or non-economic perspective at the global and regional levels. Readings related to higher education systems have shown the availability of literature related to the elaboration and description of various higher educational systems and studies dedicated towards a comparative analysis of higher education systems. There is however lack of significant literature and available readings in areas related to the connection of globalization as a binding phenomenon or force that leads to interdependence, interconnectedness and integration (towards standardisation, a high degree of universalization) in higher education systems. Even though there is available literature related to higher education under the context of globalization, a theoretical analysis from divergent perspectives coupled with a comparative analysis of the British higher education system and the Indian higher education system is lacking. The study provides knowledge on the mentioned areas and aims to fill the existing gap in literature.

STATEMENT OF PROBLEM

Globalization has led to the integration of nations across all dimensions. Globalization, which was initially attributed as a phenomena that was categorized under the economic dimension has transcended across all dimensions. From an economic, political, social, cultural, theoretical or ideological dimension globalization has ushered unprecedented trends or patterns across the globe. In the contemporary world, globalization has ushered in paradigm shifts and transmutations across almost all dimensions of nations and societies. In the early part of the 20th century, the impact of globalization was widely accepted as an economic condition where the capitalist model of a laissez faire doctrine dictated the objectives of globalization. From an economic front, with the passage of time globalization began to play a significant role in terms of global developments. From a social dimension, societies began to adhere towards values and principles that had a global character i.e. supported the dawn of a global civil society. From a cultural dimension, cultures and people across the globe began to develop acceptance towards choices, preferences, practices, lifestyles that were aligned towards a global, standardised culture. From a political dimension, the regional political regimes can no longer remain isolated from global issues and developments. The international arena was a key determinant that shaped and influenced policies, goals, ideologies that were drafted and adopted by political powers across the globe. Globalization appeared to have promoted the integration of nations in a multi-dimensional context. When streamlining the nature and extent of integration, there was a system of interconnectedness and interdependence that binded policies and systems across the globe.

In the context of higher education systems, there arose a trend where the demands, output and standards were dictated by the forces of globalization. The Indian higher education system has witnessed high degrees of transformative patterns during colonial rule and post-independence. The colonial rule paved the way for the spread of the modern system of higher education across India. After independence, the higher education system in India began to reach the masses across all sections of the Indian society and was made more accessible. The adoption of the New

Economic Policy of 1991 in India formalized the presence of liberalization, globalization and privatization across the private and public sectors. The phase of Indian higher education system post 1991 witnessed a reduction and dilution of vesting national interest through higher education. The global trends and standards gained more prominence over the majority of the national self-preserving interests. Higher education was entrusted with the role of catering to the needs and demands that were introduced post 1991. Higher education was also placed with the task of aiding the nation towards achieving its economic objectives in a globalized world. From a socialist planned model, higher education system was now exposed to a capitalist neo liberal based model which operated in accordance with the prevailing market forces. The British system of higher education is one of the oldest and most developed systems in the world. It was not a stranger to the tendencies and implications that globalization introduced in higher education. The development of a globalized market system was at its zenith especially during the leadership of the former prime minister of Britain, Margaret Thatcher. The 200 years of colonial rule in India had a huge influence even in the higher education system of India in the contemporary world. Certain traces of British influence and impact on higher education are still visible in the educational landscape.

With the necessity to adhere to the conditionalities that were ushered by globalization, India was embarking on a process of synthesizing its higher education system in accordance with the dictates located under Liberalization, Privatization, and Globalization (LPG). There is a necessity for examining the nature and divergent degrees of transmutations that higher education has undergone in India. While comparative studies in the areas of higher education have been conducted, there are certain limitations in terms of availability of studies focused wholly on a critical analysis of British and Indian higher educational systems under the backdrop of globalization. A comparative analysis offers insights regarding the similarity patterns, the attainments and possible shortcomings under both systems in a globalized framework. Linking integration of nations in a globalized structure under a microscopic study of a *two nation higher education system* will provide significant literature and explore new areas for future research.

SCOPE OF STUDY

The study focuses on the various dimensions and connotations of globalization that have promoted unification, integration and interdependence of systems across the globe. An analysis is made on the diversity of conceptualizations that can be deduced from globalization from a historical and a theoretical framework, under the three divergent views expressed by David Held and his colleagues i.e. the Sceptics, Hyperglobalists and the Transformationalists. Higher education systems in the context of India are traced from the ancient times, colonial era, independence era and the years followed by the adoption of the New Economic Policy of 1991. The study covers the historical context, while examining the major policies and reforms that have occurred over the different time periods. The period prior to 1991 is regarded as the pre-globalized era in India where the underlying principles of policy formulation, implementation and reforms in the various systems were more or less aligned with the socialist mode of development. The period from 1991-2018 denotes the post globalization phase in India. From 1991-2018, policy formulation and implementation along with reforms in the various systems were guided by a capitalist neo liberal outlook. The major reforms in the system of higher education in India were spearheaded by globalization from 1991 onwards. The system of higher education in India, with special focus on the corresponding policies from 1991-2018 were analysed accordingly. The reforms in the British higher education system and its deep rooted impact on the Indian higher education system were also examined. The changes in the British and Indian higher education systems in the context of globalization are comparatively analysed in the final concluding chapter.

DELIMITATIONS

The delimitations for the study are as follows:

- 1) A separate chapter that comprises of a comparative analysis of British and Indian higher education systems is not included in the study. The comparative analysis is included in the final concluding chapter as the study is not directed towards an in depth comparative analysis of higher education systems. It is directed towards establishing a contextual linkage that has been deduced

under the framework of Globalization which ultimately leads to the integration of higher education systems in the British and Indian Systems.

- 2) A sequential approach, where the majority of the data was obtained from secondary sources was adopted throughout the study. Primary data obtained from the Questionnaire and Scheduled Interviews were utilized as indicators to refute, justify or elaborate on any findings that were obtained from the secondary sources. The data obtained served the purpose of conducting small scale analysis on the claims that were obtained from the secondary sources. Thus, the sample size is not defined nor determined in terms of a proportionate representation of the population.

SIGNIFICANCE OF STUDY

The significance of the study are indicated in the following ways,

1. There is an addition towards the already existing literature and body of knowledge. These additions pertain to the linkage of globalization as an integrative global phenomenon from a theoretical, economic and non-economic perspective. The extent or degrees of integration is analysed in the context of higher education systems in particular.
2. It provides a detailed description on the historicity and patterns witnessed in the higher education landscape in India prior to the formal globalized era i.e. before the adoption of the New Economic Policy of 1991. There is a generation of knowledge for pursuing a detailed, critical study on the changing nature of the higher education system in India.
3. The British higher education system in the context of globalization provides a base for the execution of comparative studies in future research initiatives.
4. It provides an insight into the patterns of similarities and dissimilarities located across the British and Indian higher education systems under the framework of globalization.
5. From a micro level elaboration of globalization and its implications on the British and Indian higher education systems, it also provides additional

knowledge pertaining to macro level studies on higher education as a subset of Globalization under an integrated, independent system.

6. It provides indicators that may provide assistance in future research studies.

OBJECTIVES

The objectives of the study are highlighted below:

- 1) To enhance the understanding on globalization as a phenomenon that seeks to integrate the higher educational systems of nations.
- 2) To historically trace the growth and development of the system of higher education in India prior to 1991.
- 3) To study the major reforms in the Indian higher education system from 1991-2018.
- 4) To study the major reforms in the British higher education system up to 2018.
- 5) To make a comparative analysis of the British and Indian higher education systems in the context of globalization.

RESEARCH QUESTIONS

- 1) Does globalization as an international phenomenon integrate the higher educational systems of nations?
- 2) How has the system of higher education evolved in India prior to 1991?
- 3) What are the major reforms in the Indian higher education system from 1991-2018?
- 4) What are the major reforms in the British higher education system up to 2018?
- 5) What are the variations and similarities between the British and Indian systems of higher education in a globalized context?

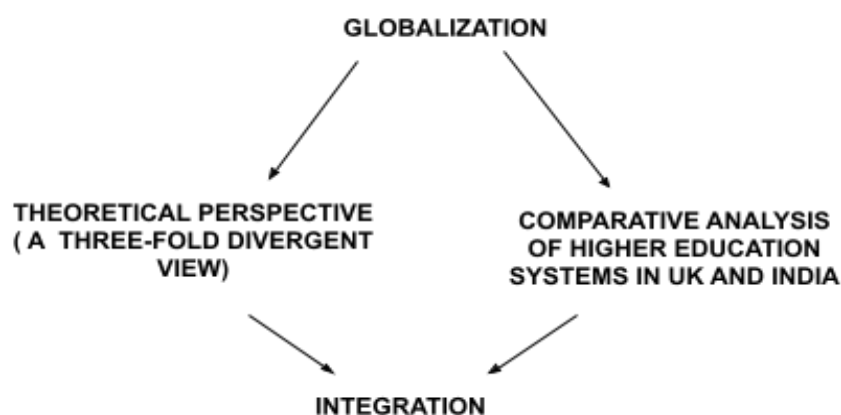
METHODOLOGY

The study is based on a Mixed Method Approach as both qualitative and quantitative methods have been adopted. A sequential approach has been adopted to enable fact building of qualitative findings through quantitative data. The study is historical, descriptive, exploratory and analytical in nature. Data is obtained from both primary and secondary sources.

The study has adopted a range of research methods and tools for the objectives that have been established for the chosen area of study. The study is interdisciplinary in nature. The contents ranging from analysis and inclusion of reviewed literature, data obtained from quantitative and qualitative methods, sources obtained from documents which may possess national or international nature are drawn from various disciplines.

The study is cascaded in nature, which is represented in the form of a diagram as depicted below:

Figure 1.1: The cascading nature depicting Globalization, theoretical perspective, comparative analysis of higher education systems and integration



Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

Based on the figure, the study has 4 key components. Globalization is the first component of the study, where it is analysed in the form of two broad classifications:

a threefold theoretical perspective and a comparative analysis of higher education systems. While these two components are divergent components that are deduced from Globalization, both of these components are described, explored and analysed to justify the convergence of all the components under the broader framework of the fourth component i.e. integration.

For the study, the connotations and features of each component that are considered are as highlighted below:

1. Globalization

Figure 1.2: Key features/components of Globalization



Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

The figure depicts certain key features of globalization which play determinant roles during the conceptualization of globalization. A historical, descriptive and exploratory mode of research was executed to deduce commonalities and patterns which formed core segments of globalization across a historical context.

These features which form central themes for the study are elaborated below:²⁵

- a. Advent of a new society which is defined as the ‘network society’ across different regions of the globe. The network society is driven by the increasing developments and innovations in technology, the heightened significance of information and the expansionary nature of Internet Technology across all corners of the globe.
- b. The global economic system witnessed the birth of new industrialized nations, the reorientation of the global economy that was driven by a knowledge laden economy, the rise of systems promoting integration and dependencies of economies across the globe.
- c. Besides the patterns developing under the global economic system, there arose a restructuring of the global political system. Under the formation of a new global political system, there was also a rise in global insecurities and national to international level issues. There was a change in the nature of international power and its determinants. There also arose new economies that posed challenges and increased competition especially after the end of the Cold War.
- d. The developments in the political and economic system at a global level included the rapid reduction of the territorial sovereignty of nation states as a sovereign power which had been able to determine its own policies.
- e. The movement of goods and services, capital and knowledge across borders, the integration of societies and economies across the globe were all further intensified by the internet technology and connectivity.
- f. The economic and political developments also transcended into the social and cultural phases of human life. There arose homogeneity in culture due to cross border cultural exchanges. There was a streamlining of communication of languages towards English language. The globe witnessed the birth of new domains of mass level migration which posed global threats and issues. The globe also witnessed the advent of a consumer culture that was unified towards a commercially induced system.

²⁵ Page 1- 2 Dirk, Van Damme .“Higher Education in the age of globalization: The need for a new regulatory framework for recognition, quality assurance and accreditation”. *Introductory paper for the UNESCO Expert Meeting Paris*. (10-11 September 2001), p.1-2

2. Theoretical perspective (a threefold divergent view)

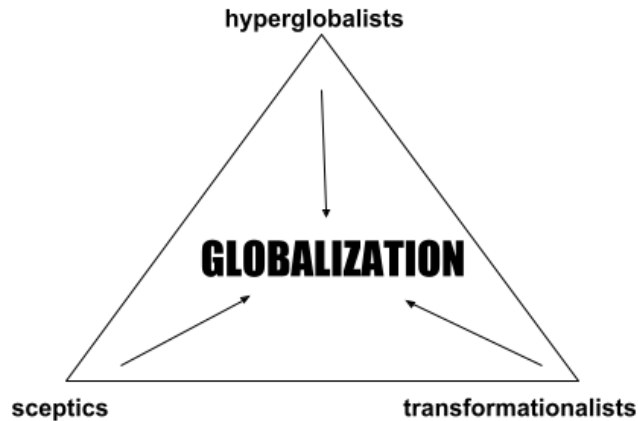
The three fold perspectives of globalization that were identified by David Held and his colleagues are divergent in nature. These three divergent views are:

- a. The Hyperglobalists focused on the economic dimension of globalization. This view offered an optimistic perspective towards Globalization and propounded the phrases of “borderless economies”, “deterritorialization of nations and economies” and regulation of nation states as mere transmission belts.²⁶ There arose a global unified market and heightened roles of non-state transnational players, promoting intensified global integration.
- b. The Sceptics also focused on the economic dimension of globalization. This view placed the nation state as the key player which operated the forces of internationalization and global trade. The role and authority of national governments were not reduced but enjoyed greater powers. There was a pattern of regionalization in terms of unions and blocs at a global level. There was no global integration but a regionalisation of global economies.
- c. The Transformationalists focused on globalization as a complex set of interactions between inter-connected relationships. Globalization was highlighted as a multidisciplinary phenomenon²⁷ where recognition was accorded to the increased role of transnational corporations, the prevailing realities in the reduced role and authority of nation states, the societal and cultural developments leading to the dawn of a hybrid culture.

²⁶ Mansbach ,W. Richard, et al (2012) *Introduction to Global Politics*.(2nd ed).London and New York:Routledge, p.190

²⁷“The Transformationalist View of Globalization”. op cit.

Figure 1.3: Threefold triangulation for Globalization (Hyperglobalists-Sceptics-Transformationalists)



Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

A triangulation is obtained where the three points are indicated by the Hyperglobalists, the Sceptics and the Transformationalists. While these three perspectives are divergent and appear to be opposing standpoints or countering arguments to each other, a content analysis was executed. The analysis indicated that each perspective comprised of elements which were located under the core features of globalization. The triangulation thus obtained is the second component.

3. Comparative Analysis of British and Indian Higher Education Systems

Evolution and developmental patterns that are witnessed in higher education systems across the globe are largely shaped by globalization. A historical study of the genesis, evolution and changing nature of higher education systems and policies in India is executed. The same method is adopted for the British higher education system. Based on the historical context, a descriptive study of the emerging patterns and implications under a globalized framework is pursued. A comparative analysis is conducted accordingly.

4. Integration

From the threefold perspective to the comparative analysis of higher education systems, the commonalities in terms of development and trends which form essential hallmarks of globalization will be examined. Globalization as an integrative factor in higher education systems will be deduced accordingly.

DATA CLASSIFICATION AND COLLECTION

Primary and secondary data are obtained for the study.

Tools of data collection

The tools employed for the collection of primary data are as follows:

1. *Questionnaire*: A scheduled questionnaire was prepared to reflect the perceptions of the respondents.
2. *Telephonic interview*: Telephonic interviews were conducted to gain the experiences and viewpoints of the different stakeholders.
3. *Observation*: Non participant observations on the emerging developments in the Indian and British higher education system through policy documents and the media were conducted.

A. Primary data: Primary data was obtained from qualitative and quantitative sources, which are as follows:

1. Policy documents, Acts and other official records were obtained from electronic governmental channels and non-government, international channels. Reports, Commissions, Policy Documents, Acts, Amendments, Study Reports, White Papers, Proceedings, Papers and Conference Documents were utilised as primary sources for the study which included:

- a. Important Commissions, Acts during the Colonial Rule in India.

b. Policies, Commissions, Reports pertaining to higher education that were issued by the Government of India (the various ministries, departments, councils, committees and other bodies under the Government of India).

c. Papers, Action Plans, Vision Plans and other related documents issued by the IMF, World Bank, UN, UNESCO, WTO and other international organizations.

d. Policy Documents and other such publications that were issued by the Government of UK.

2. Telephonic interview with people who had prior or current experiences in the areas pertaining to higher education systems and policies, survey reports for higher education in India, international relations and area studies, digital literacy and digital policies were conducted. On the basis of the parameters highlighted above, a telephonic interview with 15 people was scheduled, out of which 10 interviews were conducted. The telephonic interviews were conducted with:

- i. Ankit Saraf, Senior Consultant, Oxford Policy Management on the 22nd of February, 2022(3:00PM IST)
- ii. Avih Ngouri, ASER Associate, PRATHAM on the 22nd of July, 2022(7:00PM IST)
- iii. Dr Lal Lawmzuali, Assistant Professor, Department of Political Science, Pachhunga University College, Mizoram on the 21st of January , 2022 (6:00 PM IST)
- iv. Dr Lalmuanzuali, Assistant Professor, Department of Education, Mizoram University, Mizoram on the 21st of January , 2022 (8:00 PM IST)
- v. Dr Ruth Lalsawmzuali, Associate Professor, Department of Education, Govt. Johnson College, Aizawl, Mizoram on the 20th of January , 2022 (9:00PM IST)
- vi. Dr. Zonunmawia, Assistant Professor, Department of Political Science, Pachhunga University College, Mizoram on the 20th of January , 2022(7:00PM IST)
- vii. Laldinkima Sailo, Senior Manager, International Affairs, Friedrich-Ebert-Stiftung (FES) & Adjunct Lecturer, Singapore Institute of Technology (former Senior Director in Public Affairs and Government Relations,

REDHILL; M.Phil in Development Studies from University of Cambridge; M.Soc.Sc in International Studies from National University of Singapore) on the 28th of January , 2022 (6:00 PM IST)

- viii. Lalrinngheti Sangsiamama, PhD Graduate Student, Swiss Business School (LLB Honours in Cardiff University; Bar in City law School, University of London) on the 1st of February, 2022 (6:00 PM IST)
- ix. Patrina, ASER Manager, PRATHAM on the 18th of July, 2022(6:00 PM IST)
- x. Zothan Mawii, PhD Graduate Student, University of Maryland (Former Research Fellow at Tandem Research India; Former Senior Associate in Research and Advocacy at Digital Empowerment Foundation; Master's Degree in King's College London) on the 21st of February, 2022 (8:00 AM IST)

3. Scheduled Questionnaire was conducted on a small sample size (22 respondents) to substantiate the available literature.

4. Non participant observation of emerging trends and developments of the higher education systems through printed and visual media.

B. Secondary data: Secondary data was obtained from books, magazines, newspaper articles, journals and websites related to the study.

Sample size and selection techniques

The main inclusion of primary data obtained from the questionnaire and the interview was to justify, elaborate or refute certain propositions or statements that were located when describing and analysing the qualitative and quantitative data that was obtained from other sources. Based on these conditions, the sample size is small in number and is not intended to reflect the final analysis or findings. The main role of the data interpreted from the responses is to substantiate the overall findings (aiding role to data obtained from other sources only).

The sample for the scheduled questionnaire was determined and the emerging perceptions in higher education and globalization were collected using purposive sampling. The population was defined on the basis of people who had first-hand experiences in availing of higher education in UK (and India). A questionnaire comprising of both close and open ended questions was prepared by utilizing Google forms and distributed accordingly (in the online mode).

The Telephonic interview was conducted under defined parameters where the sample was determined using purposive sampling. The population was defined on the conditions where engagement in areas pertaining to policy and higher education systems, globalization and digital policies, surveys on higher education and area studies were the central themes.

The sample size for the scheduled questionnaire was designated at 40 respondents (out of which 22 responses were received) and for the telephonic interview, was designated at 15 interviews (out of which 10 responses were recorded).

ANALYSIS OF DATA

1. Qualitative content analysis: Content and descriptive analysis of the collected primary and secondary data was executed. All data collected from primary and secondary sources was cross examined and analysed accordingly.

2. Quantitative analysis: Analysis of the responses collected from the scheduled questionnaire was executed accordingly where MS Excel software was utilized for data scoring and data tabulation. The tabulated data is represented in tabular and pictorial forms.

LIMITATIONS

The limitations during the course of the study are as follows:

1. The identification of respondents with substantial knowledge in areas pertaining to globalization and higher education along with educational backgrounds in both India and Britain was a tedious task. The number of respondents obtained was low.

2. Many records and documents pertaining to the study are not freely or readily available.
3. The multidisciplinary nature of the research and the need for a strong theoretical foundation were elements that time and again were lacking in the researcher, which caused great delay during the conduct of the research work.
4. The outbreak of the Covid -19 pandemic prohibited the researcher from conducting site visits and physically scheduled interviews with stakeholders engaged in the field of higher education systems and globalization as restrictions within and outside the state were imposed.

CHAPTERIZATION

The study is divided into six chapters, which are highlighted as follows:

Chapter 1: Introduction

This chapter consists of an introduction to globalization and the changing systems of higher education in the context of the Indian and British higher education systems. A description of the dimensions of globalization and the three divergent folds of globalization from a theoretical perspective are also incorporated. The review of relevant literature, the statement of the problem, the objectives and research questions, the scope and significance of the study, research gaps, methodology, limitations of study and chapterization for the study are also included in this chapter.

Chapter 2: Globalization and Higher Education

This chapter consists of the varying definitions and descriptions that are available under Globalization. Theories of globalization and its various connotations are also incorporated. The meaning and changing roles of higher education are described. A study on the theoretical framework pertaining to the threefold perspective i.e. the hyperglobalists, the sceptics and the transformationalists and an

analysis on the defining aspects of the globalization of higher education is executed in this chapter.

Chapter 3: Higher Education in India

This chapter discusses the advent and development of the system of higher education in India prior to 1991. The changes in the system across different time periods and the reforms in the policies related to higher education were highlighted accordingly.

Chapter 4: Globalization and Higher Education in India (1991-2018)

This chapter examines the politico-economic conditions leading to advent of globalization in India. A detailed analysis on the reforms and changes in the system of higher education in India brought about by the onset of globalization, with special emphasis on the corresponding policies was also incorporated.

Chapter 5: The British Higher Education System

This chapter highlights the advent and nature of higher education in the British context. The trends and reforms introduced in the British system of higher education in the context of globalization in general and the changes in the system until 2018 was also analysed.

Chapter 6: Conclusion

This chapter offer a comparative study on The British and Indian higher education systems in the context of globalization. The findings that were obtained and the conclusions that were drawn are also incorporated in the chapter.

CHAPTER 2

GLOBALIZATION AND HIGHER EDUCATION

This chapter provides an insight into the meaning, onset and the defining characteristics of globalization. A theoretical perspective is elaborated, where the different frameworks of globalization and the three fold dimensions that are commonly located in globalization are elucidated accordingly. An analysis of the varying global trends, the global diffusion and dispersal that has engulfed the globe is made. An insight into the meaning and growing trends in higher education is highlighted. The theoretical framework which guides the direction of the study is examined through the lens of David Held's threefold proposition - the Hyperglobalists, the Sceptics and the Transformationalists. The last section of the chapter covers the analysis of the contextual linkages that have been deduced in higher education and globalization where higher education appears to be reshaping and reengineering itself based on the conditions and dictates laid down by globalization.

2.1. GLOBALIZATION: MEANING AND THEORIES

2.1.1. MEANING

Globalization is an intricate term which is multi-dimensional and fluid i.e. is continuously evolving. Concrete definitions or elaborations which are generalized cannot be conclusively deduced for globalization. There are certain terms or concepts which are used in synonym with globalization. The similar terms that are commonly used in synonym with globalization are modernization, global governance, westernization, global interdependence, internationalization and globalism. Globalization in the academic sense emerged in the academic writings, teachings and discussions from the early part of the 1980s to explain the changes that were occurring at the global economies. In the later years, globalization was also applied in the political and cultural developments that had direct or indirect impact on societies across the globe.

The conceptualization of globalization has to take into account the varied situations or the tangents (i.e. the contextual backdrop) in which globalization is explained or defined. Depending on the contextual situations or the dimensions that were taken into consideration globalization may be conceptualized as a single concept or a multitude of concepts which may be elaborated as follows:

A. GLOBALIZATION AS A PROCESS: Globalization is deemed as a process that has revolutionized the global environment in the social, cultural, political and economic dimensions. Globalization has generated a system of interconnectedness across the world and amongst various societies located across the entire globe. It has created a web of networks of people and societies; of economies and spatial arrangements that have transcended the possible limitations of location and geographical disadvantages. In clear terms, far flung to close regions of the world are entwined under a single network. In the encapsulation of globalization as a process, the key elements that can be deduced entail the rapidity and intensity in connection to the spread/dispersal of people, knowledge, goods, technology, resources, corporations, ideas and innovations; the dilution with regards to the heterogeneous or diverse nature of choices and preferences of people, goods, profit and other market factors. The process of globalization has generated a trend promoting globality where far flung corners around the globe are connected with the highly developed centric located nations from an economic to a more multi-dimensional aspect. The globe has become more unified with the passage of time.

B. GLOBALIZATION AS A FRAMEWORK: As a framework, globalization has ushered a system where the concepts of deterritorialization, time-space compression and shrinking world¹ gained prominence. Under the new emerging global structure, the entities of the global system (i.e. the nations) have ceased to be remotely located to each other. Nations located in the western or northern hemispheres; in the southern or eastern hemispheres, nations separated by water bodies or miles and miles of land masses are no longer as distant as before. The world appears to be shriveling i.e. reducing and contracting due to globalization.

¹Baylis, John et al., op.cit., p.17

C. GLOBALIZATION AS A CHANGEMAKER: With the emergence of the concepts of shrinking world, compression in the time-space dimension, the nations who were global players also witnessed paradigm shifts with regards to the nature of power in the international platform. In the contemporary world, the majority of the nations could no longer remain isolated or secluded from the events and developments that were occurring at regions located at great distances. The role and dominance of territorial borders and territorial areas as a key feature for determining power in the domain of international relations lose its relevance. Nations were no longer lone players who dictated the progressions of the global system. Many non-state actors, who were in possession of transnational and international characters (the Transnational and Multinational Corporations; the UN, WTO, World Bank etc.) rose to prominence. These emerging non state actors were able to wield power and authority mainly through the economic dimension.

D. GLOBALIZATION AS A BUSINESS MODEL: As a business mode, globalization is confined to the economic dimension alone. The elements of the globalization model i.e. privatization, removal of barriers on trade, optimum use of resources, free movement of labour, capital and services; attaining maximum returns from the outputs were favorable business prototypes or models.

E. GLOBALIZATION AS AN EPOCH OR PERIOD: As an epoch or period, globalization is regarded by many writers and scholars as a phase that is dictating the contemporary society under the modernization process. It is the phase where the globe is experiencing interconnectedness across different corners of the globe; where the economic dependence has infiltrated the social, political systems to such an extent that there is an entwinement of the social, economic and political systems.

To illustrate the meaning of Globalization, various definitions are highlighted as follows:

- a. *Malcolm Waters* defined globalization as “*the social process in which the constraints of geography on economic, political, social and cultural arrangements recede, in which people become increasingly aware that they are receding and in which people act accordingly*”.²
- b. *Scholte* defines globalization as “*De- territorialization or the growth of supra territorial relations between people*”.³
- c. According to *Anthony Giddens*, “*Globalization can thus be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa.*”⁴
- d. According to *Roland Robertson*, “*Globalization as a concept refers both to the compression of the world and the intensification of consciousness of the world as a whole.*”⁵
- e. According to *David Held* and his colleagues, globalization is *the widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life, from the cultural to the criminal, the financial to the spiritual*”.⁶
- f. According to *John Baylis*, “*globalization is characterized by the stretching of social, political and economic activities across nations; the deep rooted intensification of interconnectedness in almost every aspect of life; the growing pace of global interactions and processes and the deepening enmeshment of local events with global consequences of global events with local consequences*”.⁷

²Paul James.,op cit., p.332

³ Baylis,John et al.,op.cit.,p.17

⁴ Steger, B. Manfred., op. cit., p.10

⁵ Ibid., p.10

⁶ Mansbach ,W. Richard et.al.,op.cit., p.173

⁷ Baylis, John et al.,op.cit.,p.18

Globalization may also be identified as a process which embodies a transformation in the spatial organization of social relations and transactions, assessed in terms of their extensity, intensity, velocity and impact generating transcontinental or inter-regional flows and networks of activity.

Globalization being a multi-dimensional concept transcending across all dimensions (political, cultural, economic, and social) has various versions in terms of historicity and theoretical frameworks. Based on the underlying situations and environments in which Globalization is theorized or conceptualized across nations and societies, globalization has brought many transformations that engulfed the globe.

2.1.2. THEORIES ON GLOBALIZATION

The advent and nature of globalization is neither uniform nor definable in one compact format. The diversity in terms of nature and possible origins has also led to the presence of many theoretical frameworks for globalization. The general framework of globalization under a Realist, Constructivist, Marxist, Liberal and a Neo Liberal framework are elaborated as follows:

A. REALIST FRAMEWORK: In a Realist framework, the key actors are the individual nation states. The nation states are guided by the desire to fulfill the national interests of their individual territories and develop survival instincts. The policies (both national and international) for each nation state were molded towards enhancement of power. Their actions on the international stage were solely guided by national interests and power struggle. The virtues of openness and democratic diplomacy failed to occupy a permanent role during the conduct of international affairs. The leaders aimed to cater to the interests of their respective nations. The nation states enjoyed complete freedom and independence. Each nation state operated as a sovereign territory. The role of the government occupied greater permanence in comparison to the role played by the society. Each nation state was on a quest to gain relative benefits in terms of development over the possible absolute benefits at the global level. Under the Realist framework, the context of national power and international relations did not

witness major changes even with the intensification of globalization. The notions of territory as independent and free units without any limitations binding each territory were and will still be a dominant factor. The national interests located within the areas of military and economic security still held key positions. There was no support or positive views raised in favor of the operation of free trade across nations. The roadblocks that prevented a comprehensive global interconnectedness could not be removed. The global evils (war, poverty, etc.) were controllable evils that could not be eliminated. To a certain degree, interdependence and interconnectedness may be witnessed in various segments across the nation states but within the political segment, each nation is on the constant quest for attaining power in global politics. Struggles that existed in the political domain amongst the nations were not reduced in the globalized era.

B. CONSTRUCTIVIST FRAMEWORK: Under a Constructivist framework, the key elements were the human consciousness, human ideas and the identities that determine society (from an individual level). There was an accepted viewpoint where the perception of realities for the individual was greatly determined by his rationality and self-conception of the prevailing situations (i.e. within his ideational domains). The main change makers of the existing systems were dictated by the ideas that were imparted from an individual level. The states and other collective units or organizations were the results of ideational factors that were developed from an individual level which later factored into the societal level. National level interests were largely determined by the national identities which were in turn derived from the societal consensus. Under constructivism, globalization was regarded as a force that was acting on the states from an outside perspective. Globalization forces created ripples in the states that were highly fluid and gave a base for the conduct of political actions and the setup of systems for the state. Globalization is fluid mainly due to changing ideas that produced new identities and new national interests which led to a new materialization of factors or elements that is encapsulated in a global framework.

C. MARXIST FRAMEWORK: Under the Marxist framework, the key actors are the different economic classes which exist in society. Traditional Marxism was

concerned with the dominant system (in terms of economy) that was established at the state level whereas Neo-Marxism prioritized on the global systems that pertained to the liaisons that excited been the rich (developed , mostly Northern Nations⁸) and the poor (developing, mostly Southern Nations⁹). The role of the state was to merely cater to the interests of the dominant economic class i.e. the bourgeois. The national interest of the state was dictated by the operations of economic imperialism and control over the lesser developed states. A historical process existed where changes in the economic forces ultimately led to a revolution by the working classes i.e. the proletariats. The conflicts between the two economic classes would finally lead to war. When the dominant economic class i.e. the bourgeois class was overthrown and their economic ideology of capitalism was brought to an end, human beings would be able to live in harmony. The global setup would eventually refute capitalism and propagate socialism, leading to an end to the class conflict. Globalization in a Marxist perspective is considered as a western based phenomenon for capitalism which attempted to extend the longevity of capitalism at the global stage. The concepts of core, periphery and semi-periphery nations were intensified under globalization. Globalization was regarded as a later phase of capitalism¹⁰ i.e. as a current phase that was inscribed in the process of capitalism.

D. LIBERAL FRAMEWORK: Under a Liberal framework, the key actors were the individuals. The liberal views were opposed to any sort of restraints which may curtail the individual and expressed trust in the rationality of the individual. There existed a mutual harmony between the interests of the individuals. The role of the state was limited. The state was a mere facilitator and provider for the conditions needed to enhance the individual's interest and well-being; for the operation of free trade; for the promotion of justice. There existed a congenial relationship

⁸ *Northern Nations* was the common terminology for the western, developed nations. These nations were also known as the West or the First world nations due to their economic and non-economic wealth and capabilities. These nations enjoy global dominance over the developing or lesser developed nations.

⁹ *Southern Nations* was the common terminology for the developing or the less developed nations. Majority of the southern nations were also known as Third World nations in the past with a shared history rooted in colonial rule.

¹⁰ Baylis, John et al., op.cit., p.10

between the individuals and the nation state or the collective units operating within the nation state. This propagated cooperation at the global level. Global cooperation and inter-connectedness was capable of eliminating the global evils. The players were guided by absolute benefits over relative benefits at the global level. The global economy under a liberal framework promoted a democratic political system where capitalism was the dominant ideology which guided the nations. The doctrine of *laissez faire*¹¹ was propagated amongst the economic systems. The final goal was to seek a replacement for the many roles and functions performed by the state. These roles and functions that were previously adopted by the state were to be taken over by a number of players. Globalization was a part of the process under the liberal model. It was the final product for securing a global transformation. There arose an inter dependence of the various players, both state and non-state players to cater to the global needs.

E. NEO LIBERAL FRAMEWORK: Under a Neo liberal framework, there was an expansion and elaboration of the *Laissez Faire* policy from the economic to the non-economic spheres. There was a general consensus where man in his pursuit of economic activities was liberal and enjoyed freedom to a great degree due to the *rolling back of the state*¹² in many essential and key areas. The involvement of the state and the functions assigned towards the state was deduced to a bare minimum. The Neo Liberal framework promoted the dominance of non-state, non-governmental players i.e. the private players and their subsequent involvement in the areas of social welfare and public services. Privatization coupled with the phases of liberalization in the economy, the deregulation of market related rigid controls and checks were also trends that were witnessed under a neo liberal setup. Globalization when contextualized under a neo liberal system largely dealt with the forces that were operating within the global economy. Prominence of the free market, rise of the private and the transnational

¹¹Laissez Faire is an economic system which promotes non- intervention or minimal interference of the state in the economic system. It propagates a free market capitalist based system.

¹²Rolling back of the state indicates the reduction and removal of the state intervention from a wide variety of functions.

players, the era of deregulation and decrease in public financing were some elements that were located in the globalized neo liberal phase of the globe.

2.2. GLOBALIZATION: THE HISTORICITY AND ONSET

The historicity and the onset of globalization have been recorded differently across the various available literatures. The presence of the divergent viewpoints arise mainly due to the chain of causations which one is willing to acknowledge or trace when making attempts to earmark the actual advent of globalization. Some literature reflected globalization as an ancient phenomenon; which had adapted new forms across various periods of time. In some writings, globalization was emphasized as a new phenomenon or as a continuation of contemporary global politics. Based on varied viewpoints, attempts were made to generalize the historicity of globalization.

2.2.1. THE ADVENT

While some scholars have traced the origin of globalization far back in time; others have traced its origin from the period where European expansion and colonization was making its rounds across the globe. The significance of this era was that this period was regarded as the era where colonization had led to the rise of expansionary tendencies at the global trade; where the structures and pillars of political structures and cultural norms were undergoing a reconstructive stage. The European nations had launched their phased game plan of shipping off and promoting their cultural beliefs and practices at a global stage while seeking to gain maximum benefits through the utilization of resources and people located across the globe. Colonization thus seemed to pave the doorways for the birth of globalization. There was another section of writers and scholars who traced the origin of globalization to a much later date where the birth of globalization was recorded from the 19th - 20th century. The dawn and rapidity with which industrialization was bringing changes to the economic, societal and political dimensions from a regional to a global context were regarded as the hallmarks of globalization. From 1914

onwards, there was a general consensus that there was hardly any city or town around the globe which was completely isolated from the repercussions or the indirect impact of the more distant yet influential foreign markets. A fraction or portion of the tools, techniques, knowledge and skills utilized especially in the economic front were not free from traces or the influences of colonization.

Based on the divergent viewpoints and justifications on Globalization as an old or recent phenomenon, a fourfold perspective¹³ may be obtained where,

- a. Globalization and its historical scope maybe traced from the last four or five decades based on the intensification of global exchanges that were being witnessed from the initial part of the 1970s.
- b. The developments that occurred from the 19th century; the technological explosion which followed the Industrial Revolution were also traced as the origins of the contemporary form of globalization.
- c. Certain writers regard Globalization as an extension of the processes that arose due to the rise of the capitalist based global system and the dawn of modernity in human society.
- d. Certain writings refuse to trace or set fixed historical time periods for the actual onset of the advent of globalization.

Journalist Nayan Chanda viewed globalization as “*a process that had been produced by our original ancestors moving beyond Africa; traders seeking commercial activities, proselytizers of the world’s religions; adventurers and explorers, soldiers and conquerors, slaves, tourists, and migrants*”¹⁴ who were all embarking on a quest, seeking a better life.

Sociologist Jan Nederveen Pieterse viewed globalization as a “*deep historical process*”,¹⁵ where the dimensions and components of globalization include the ancient population movements across and between continents, long distance cross cultural trade, world religions-wanderings that went into the making and spread of

¹³ Steger, B. Manfred., op cit., p.10

¹⁴ Mansbach ,W. Richard et al.,op cit.,p.189

¹⁵ Ibid.

varieties of religions, the diffusion of technologies and development of new technologies due to intercultural contact ¹⁶ which was occurring across various parts of the globe.

On the basis of the various points of origin or advent that has been traced by Sociologist Jan Nederveen Pieterse, the key components that can be deduced on the basis of historicity are as follows:

1) *The movement of people* (small to large groups) i.e. population based on clan, kin, tribe, nationality, ethnicity across territories and borders of nation states since the ancient periods (as recorded in many historical writings).

2) *The cross movement of trade across and within the nation states; from those located at close proximity to grave distances.* This cross movement/ international movement of trade also led to the flow of culture across nations. This also promulgated the diffusion and global spread of religions across the globe.

3) *The dissemination or the widespread dispersal of technologies and its varied entities across all corners of the world.* The domain of technology entailed not only machinery. It has a wider span that included military advancements, agricultural developments, advancement in science, and the dawn of information and communication technology.

2.3. GLOBAL DISPERSAL AND DIFFUSION

The level and magnitude of diffusion and dissemination was akin to an explosion with its impact making its rounds across all corners of the globe. Besides tools and machinery, technology and labour, the elements that were encapsulated under the mechanism were highly diverse in nature. Knowledge and innovation, ideas and ideologies, events and connectivity, communication and coordination became widely available for people located across the globe. Any event or development, upheaval or calamity occurring even within the lesser known areas or

¹⁶ Ibid.

parts of the globe were now highly accessible and made known with the fast paced revolution that was being generated in the sector of information and communication technology. The notions of 'e- knowledge', 'e-platforms' and 'e-sources' ¹⁷ proved to be the key instigators for the explosion of multitude and diverse elements across all corners of the world. With people across the globe given the means and ends to collaborate and coordinate themselves on different aspects, the globe began to witness the rise of a society that was global in nature; a society that appeared to rise above varied territorial domains. The various aspects of global dispersal are elaborated below:

2.3.1. TECHNOLOGY AND MEANS OF COMMUNICATION

There was a dispersal of technology and means of communication across all corners of the globe. Physical distance or geographical distance which had played a key role in the identification and definition of power and trade relations at the international arena was significantly lowered with the passage of time. The revolutions and developments that were continuously taking place were able to overcome the barriers or advantages that geographical positions had dictated. These new developments led to a fluid, constant, rapid exchange and movement across different corners of the globe. The cross movement of people, manpower, technology, ideas, innovation, culture and knowledge was rampant across the globe. The compact territories of the sovereign nation states started to develop minute to major openings or pores due to the repercussions of globalization. Information and Communication Technology to a large extent was spread across all corners of the world within a very short time period. Majority of the power wielding leaders of nation states were unable to prohibit or prevent the infiltration of varied and multiple ideas, philosophies, practices, values and ideologies from across the globe.¹⁸ There were unprecedented levels of advancement in technology, which was being pursued by the nation states at the global level.

¹⁷ 'e' indicates the word 'electronic'

¹⁸Mansbach ,W. Richard et al., op cit., p.179

2.3.2. GLOBAL POWER WAS NO LONGER CONCENTRATED

The bipolar phase of the world entered into a unipolar phase with the end of the Cold War. Even though the USA and its western doctrine of individualism, capitalism, free market, liberalism and democracy was the final contender which was wholly accepted at a global level the nature of unipolarity was not absolute. Other big nations in terms of area and population began to exert their dominance and capability. In terms of military, economic, skill and political abilities the USA was not able to enjoy a truly heterogeneous position. The emerging big nations were China, India and Russia. Nuclear warfare and technology was also no longer confined but being possessed by a handful of nations who intensified their demands to enjoy global power in many avenues. Unification and amalgamation of nations under various regional and international organizations such as the Organization of the Petroleum Exporting Countries (OPAC), Group of Seven (G7), Association of Southeast Asian Nations (ASEAN), South Asian Association for Regional Cooperation (SAARC), IMF, UN was rampant.

2.3.3. DISSEMINATION OF A GLOBAL CULTURE

Globalization led to the eventual arrival of a new form of culture which had all the hallmarks of the western doctrine. Modernization, Westernization, Americanization were being spearheaded alongside globalization. The western norms and values based on a neo liberal model were spread across the least developed and conservative nations. The western secular ideals from the economic to the non-economic front became a common trend. The loss of heterogeneity and rise of homogeneity i.e. the dawn of a mass culture in terms of tastes, choices, preferences, religion, values, culture, education, life styles, education, and practices also promulgated a western mode of consumerism. Irrespective of one's heritage, ethnicity, religion, location, distinctive cultures the uniformity that was dispersed across the globe ultimately led to the formation of a new culture. The new culture was a global one where homogeneity, mass culture, uniformity and a neo liberal market were indoctrinated from a macro level to a micro level.

Globalization is highly flexible and is constantly evolving and being re-defined. The increasing degrees of relevance and implication of globalization are largely promoted by the emerging global trends. The dispersal of a homogenized global culture, the explosion of ICT and the sharing of global power are also key elements that have contributed to the birth of a number of universal trends that have been identified under the notions of a globalized world.

2.4. GLOBALIZATION AND THE GLOBAL TRENDS

Globalization is a significant phenomenon where the key governmental functions are undergoing reallocation and the forms of governance are changing from the state mechanism to the global, interstate, non-governmental and private mechanisms. Under globalization, there arose an inter linkage between two phenomenon namely,

- a) The promotion of high degrees of interconnectedness across the globe.
- b) The adoption and pursuit of policies catering to interconnectedness at the national and global levels.

On the basis of the two fold inter linkage highlighted above, two different categorizations of globalization were obtained namely, Globalization I and Globalization II.

Under the folds of Globalization I¹⁹, the following features were earmarked:

- 1) High volumes of cross and transnational transactions, especially on capital and connectivity.
- 2) Massive developments in technology to further intensify the cross border flow of goods and capital.
- 3) Avenues to generate more expansions for the rise in transportation outlets.

Under the folds of Globalization II²⁰, the following features were earmarked:

¹⁹ Olsen, Mark et al. (2004). *Education Policy: Globalization, Citizenship & Democracy*. London: Sage Publication, p.256

- 1) The rise in the strength and capacity of transnational corporations.
- 2) The chain reactions of liberalization and deregulation in the governmental policies and programmes.
- 3) The acceptance and adoption of neo-liberal principles e.g. opening of borders for trade, removal of rigid controls on capital, enlarged involvement of the private players.

The two folds of globalization highlighted above are closely related but still able to operate as separate distinct entities. Their main distinction is identified under the structures and forms that are located under neo liberalism. Under Globalization I, there arose a deepening of connections between nations while Globalization II was largely driven by Neo liberalism which generated major restructuring of policies and programmes across the globe.

2.4.1. THE CONCEPT OF TERRITORY AND ITS SIGNIFICANCE: A DOWNFALL

The onset of globalization has led to a progressive and continuous fall in relation to the significance that territory held on the economic and political front. This however does not lead to a downfall of all territories. Many crucial places or geographical areas in terms of reservoirs for mineral resources, straits, religious or symbolic values still have due importance. However, with the pores that have been generated across territorial domains, the preconceived notions/ ideals of territory dictated by geographical distance or proximity as the wielder of economic, military, social, political power and events have faded away. The territorial domain or the sovereign status dictated by demarcation in terms of territories or borders had proven unable to remain completely aloof or set apart from the global developments or diverse cross border movements. Various modes of business transactions and trade; societal activities and imparting of knowledge and skill sets can now be transferred and conducted accordingly across different time zones and locations of the world in a simultaneous flow. Communication and correspondence; political ideas and actions

²⁰ Ibid.

flow and counter flow with rapidity and fluidity across the globe. Such progressions and modes have to an extent created and generated the notion of a borderless world or globe under the domains of information and communication technology.²¹ Territories and territorial domains witnessed changes in their definition and significance.

2.4.2. CAPITALISM AND A GLOBAL MARKET: THE ADVENT

Capitalism and a free market based economy began to spread and establish itself amongst the many nations located within Eastern Europe and the least developed nations. This was attributed mainly to the end of the Cold War and the subsequent fall of the Union of Soviet Socialist Republics (USSR). The promulgation of capitalism as an economic ideology was accompanied by many developments. Rapidity and fluidity in the context of expansion of multinational and transnational corporations and organizations; movement of ideas, people and goods became a global trend. The economic dimension of globalization has paved the way for a network of dependence where markets and economies around the globe were unable to set themselves apart or remain isolated from the events, upheavals that occur at a global level²² i.e. were unable to remain aloof or isolated.

2.4.3. PRIVATIZATION: FROM THE PUBLIC TO THE PRIVATE DOMAIN

The magnitude of competition intensified and became widespread across the globe. Economies around the world were in stiff competition amongst and between themselves. Many areas and avenues which were previously under the public domain were now opened up and private players of both national and international character began to make their entrance into domains that were previously reserved purely for the public sector i.e. state or government. Privatization was and is still a prerequisite of globalization which promoted free market capitalism. Not only were the economies privatized but other key areas such as the academic sector, the social sector, the military sector, the health sector witnessed the entrance of a wide range of

²¹Ray, James Lee &Juliet Kaarbo., op cit., p. 179

²²Ibid., p.181

non-state players.²³ The non-state actors were the private businessmen and private corporations along with the transnational corporations and organizations.

2.4.4. DEMOCRACY: THE GLOBAL TREND

Prior to the fall of the USSR and the end of the Cold War, the ideological war that had encapsulated most parts of the world had a direct imprint in the economy and society. With the end of the Cold War, the western ideology found worldwide acceptance. From the areas of Northern and Latin America, Japan, Asian continent, parts of the Middle East, former Soviet territories and parts of Africa. Globalization and its various entailments were making changes and bringing uniformity across parts of the globe. With the acceptance of the globalization model in the economic front, the global community and separate entities (the nation states) also began to slowly but ultimately accept the democratic value of individual rights and election of leaders based on the free choice of the individual. The nature of political participation from a quantitative to a qualitative dimension witnessed and recorded great impacts and changes across the globe.²⁴ The incorporation of democratic norms and values led to a deeper solidification of globalization on the economic front.

2.4.5. SECURITY: THE CHANGING FACE

Security in a regional and international front witnessed changes. The developments and chain of subsequent linkages showcased the decreasing role or significance which territories or borders played with the increased position of economic interconnectedness. The notions of warfare witnessed a transition from conventional to non-conventional with the dominance of knowledge revolution brought about by the ICT Revolution. Weapons of mass destruction and warfare were no longer measured in terms of physicality. Threats and potential threats were now looming in the e-world. Cyber security, cyber terrorists, cyber wars became danger points which posed possible threats to all nations. These new threats were many times not visible or detectable using physical weapons. An intellectual warfare

²³ Ibid.

²⁴ Ibid., p.184

arose which added another new dimension to security²⁵ at both the national and the international level.

2.4.6. CIVIL SOCIETY: A GLOBAL ONE

Globalization after seeping into the economies of the majority of the world markets also led to the strong and mighty rise of a new form of thought process which was brought about by dominance of westernization, modernization, homogenization, mass culture and consumerism. Issues and upheavals, developments occurring at specific areas or societies were no longer isolated events as the world was heavily connected from all angles with the high surge of developments in the field of ICT. People across nations, located thousands of miles apart and separated by many manmade or physical barriers were now able to communicate and coordinate with one another, creating a network of organizations and movements which were global in nature. The arrival of a global civil society further led to the development of a new form of governance which was referred to as good governance and cooperative governance. From the prior control and dominance of state players, the non-state organizations of both regional and international characters became the key foundations of the civil society as social power and social control were wielded by these non-state setups. Multinational and transnational organizations and corporations were able to connect and create a border linkage of people who were scattered all across the globe. The role of the state in defining norms and values was slowly being pulled away from their grasp as the non-state, transnational organizations and associations began to set the globally adhered values and norms from an economic to a humanistic dimension. There was a generation of a truly vibrant and dynamic global civil society²⁶ which gained prominence across various regions and regional societies.

2.5. DIMENSIONS OF GLOBALIZATION

The rapid development of the past 30 years by means of communication and transport technologies greatly reduced the possibility of individual nation states

²⁵ Ibid., pp.186-187

²⁶ Ibid., pp.184-185

maintaining separate economic policies. As a consequence of these new technologies, it was suggested that markets, governments and independent political groups within specific nation-states become more sensitively adjusted to each other.²⁷ As patterns of interaction and communication typically cross cut national boundaries, the cultural identities traditionally defined within these boundaries were increasingly undercut. The word 'globalization' is a complex word with many underlying connotations. Under the multitude of connotations, globalization is constantly evolving within itself. The intricateness and complexity of globalization can be drawn from the various connotations by which globalization can be conceptualized. Globalization theories are neither uniform nor constant. Amidst the various genres that are located in the theories of globalization, there is a broad three fold framework from which the theories are demarcated accordingly namely economic globalization, political globalization and cultural globalization. The three fold framework is elaborated as follows:

2.5.1. ECONOMIC GLOBALIZATION

The economic sphere transcends national borders. The economic forces of demand and supply, surplus and profit, flow and movement of labour, services, goods, knowledge, technology and communication have acquired a global character. The fiscal and economic policies of nation states are no longer determined merely by internal factors. The external factors and events occurring at the global arena play key roles even in the context of local/ national/ domestic policy formulation and its implementation in the contemporary world. The nature of power and authority of nation states are no longer localized but have adopted an international character. Many scholars are skeptical of the economic aspect of globalization. The global system has paved the way for the dominant role played by the advanced nations in the economic stage.²⁸ In the negative sense, it may be regarded as a game where the plan and rules are dictated by the dominant nations which aim to serve the interests of the more advanced nations. The lesser developed or developing nations are pushed further behind the curb. In this context, the central periphery model is widely used

²⁷ Olsen, Mark et al., op cit., p.4

²⁸ Ibid., p.6

for comparison. The advanced nations occupy the central (key) areas in the economic sphere whereas the least advanced and developing nations lie at the periphery.²⁹ The economic dimension of globalization and its modern systems were the continued by-products of the Bretton Woods Conference of 1944 where a New International Economic Order (NIEO) was subsequently drafted. The key resolutions of the Conference³⁰ included the points which are listed below.

- 1) Enlargement of trade at the international level.
- 2) The withdrawal of the protectionist based policies.
- 3) The establishment of international economic organizations (the IMF, the World Bank, the WTO).
- 4) Promotion of the operation of open markets.

Certain developments were witnessed with the intensification of economic liberalization which are highlighted as follows:

A. INTERNATIONALIZATION: TRADE AND FINANCE

The internationalization of trade and finance through liberalization and free trade led to the removal of many obstacles in trade. The removal of trade barriers increased competition in the markets along with the choices for the consumers. There was a widespread dissemination of knowledge and technology across the globe which also led to the development of specialization in terms of labour and skill sets. At the same time, the gap between the core and periphery nations were widening in terms of economic development and the profits being reaped. The common thread that was being witnessed were trends of deregulation, rise in international investments, enhanced role of the non-state players, reduction in various trade related controls and quotas.³¹ These trends arose not only in the developed nations but in the developing nations as well.

²⁹ Ibid.

³⁰ Steger, B. Manfred., op cit.,pp.37-38

³¹ Ibid., p.41

B. ROLE OF THE TRANSNATIONAL CORPORATIONS (TNCS)

Transnational Corporations (TNCs) and Multinational Corporations (MNCs) are corporations which operate in more than one nation and have an international character. They operate globally and have many operations across the globe (example: Nike, McDonalds, Apple and Microsoft). Globalization is also at times contextualized as corporate globalization mainly due to the presence, role and impact which the TNCs and MNCs yield in the global economy. The developed nations are no longer the sole players able to make large sized investments. These transnational or international organisations generate revenue, provide employment and transfer resources across the globe. They are key actors in the investment avenues.³² They yield significant power and influence not only in the economic front but also in the political and social aspects (examples are developing favorable policies for the organizations, providing welfare measures to the society).

C. RISE OF THE INTERNATIONAL ECONOMIC ORGANIZATIONS

During the 1980s when many developing nations were facing debt crisis, loans were sanctioned by the International Monetary Fund (IMF) and World Bank. These loans entailed conditions which the availing nations had to fulfill. The ‘Washington Consensus’ which was structured by John Williamson laid down the requirements which were to be adhered to by the governments in order to gain access to the loans. The document, ‘Washington Consensus’ had a ten point programme (which were essential features of the neoliberal policies).³³ The Ten Points are as listed below,

- 1) A guarantee of fiscal discipline and a curb to budget deficits.
- 2) A reduction of public expenditure, particularly in the military and public administration.
- 3) Tax reform, aiming at the creation of a system with a broad base and with efficient enforcement.
- 4) Financial liberalization, with interest rates determined by the market.
- 5) Competitive exchange rates, to assist export-led growth.

³² Ibid., p.48

³³ Ibid., p.52

- 6) Trade liberalization, coupled with the abolition of import licensing and a reduction in tariffs.
- 7) Promotion of foreign direct investment.
- 8) Privatization of state enterprises, leading to efficient management and improved performance.
- 9) Deregulation of the economy.
- 10) Protection of property rights.

The monetary policies, fiscal policies and the economic policies of nations are persistently dominated by the developments and trends that are witnessed at the international markets and the international economic (or the business) communities. There is a strong congruence between the international markets and the domestic markets.

2.5.2. POLITICAL GLOBALIZATION

In the political sphere, the pre-existing notions of territory as a major source and determinant of power in the context of international relations no longer existed. The political developments, upheavals within a nation state were not determined mainly by localized events but also by the events that had shaped the global arena. Conventions, agreements, collaborations concluded at the international arenas amongst varied nations and international bodies became the driving forces. The rapidity in the movement of technology, knowledge; the growth of non-state actors with transnational or international dominance greatly reduced the domains of power in terms of nation states.³⁴ At a political level, policy is increasingly in response to international developments and increasingly involves international agreements and collaboration as can be seen in the rise to prominence and power of quasi-regional or supranational organizations such as the World Trade Organization (WTO), European Community (EEC), World Bank (WB) or International Monetary Fund (IMF).³⁵ The effect of private or quasi-public organizations such as think tanks, research groups with the development of rapid communication and information processing

³⁴ Olsen, Mark et al., op cit., p.8

³⁵ Ibid.

capabilities exert an influence which systematically and continuously cuts the boundaries of individual nation states. Also, the new information and communication technologies, especially the internet provided a means for the mobilization of public opinion on a global scale. In many accounts, political globalization is seen as the most powerful form of globalization because it is a process where the autonomy of nation states is being radically reduced and its sovereignty is eroded. In some ways, it is a consequential effect of other forms of globalization. Within the notions of political globalization, the nation-state surrenders some of its capacity to ensure citizenship rights or entitlements and to maintain non-economic policies directed towards goals related to environmental protection or social justice.³⁶ The nation states are bounded not only by global economic objectives but also by political developments, social movements and environmental and programmes.

The separate or distinct states that form a collective unit are embarking on a path towards a global network of interdependencies, strengthening the trends towards deterritorialization. The reduction in the significance of territories and boundaries had a direct impact in the restructuring of policies. The political apparatus operating within nation states were no longer obliged towards catering the interests and values of their territorial areas alone, but were to adhere to the global policies³⁷ that were set into motion due to the global market, advent of global governance, role of international institutions in the system of global interdependence.

2.5.3. CULTURAL GLOBALIZATION

Under the cultural sphere of globalization, the world witnessed the dawn of a new culture, which was earmarked as ‘global culture’ and had assumed a hegemonic role over the other forms of culture located at the nation states. Satellite communication systems disseminate information, images and ideas with increasing degrees of freedom, opening up an enormous array of influences on socialization and weakening the notion of citizens as a unified and unifying concept.³⁸ At the global arena, the modes of communication and patterns of consumerism spearheaded the

³⁶ Ibid.

³⁷ Steger, B. Manfred., op cit, p.52

³⁸ Olsen Mark et al., op cit, p.8

domains of global culture which was in accordance with the principles of capitalism and democracy. The cultural system and values of nation states which may have differed from the global culture lost their significance in comparison to global culture which became the mass culture. A digital divide became prominent. The nation states lost their indigenous power on every front and the regional communities were pulled and pressured towards the dominant global culture.³⁹ The expansion of Western (especially the American and British) culture to all corners of the globe, promoting particular values that are supportive of consumerism and capital accumulation were also identified under the global culture.

Culture is what makes life meaningful for people. Global images and symbolic representations such as those contained in marketing or advertising texts, popular music or films influence people's sense of identity, values, beliefs and aspirations. Technologies have made possible the complex connectivity of cultural globalization. Cultural globalization is largely transmitted by the expansion of the transnational enterprises. In 1998, the Nobel peace prize winning economist Amartya Sen commented that, '*the contemporary world is dominated by the West and even though the imperial authority of the erstwhile ruler so the world has declined, the dominance of the West remains as strong as ever- in some ways stronger than before, especially in cultural matters. The sun does not set on the empires of Coca Cola or Music Television (MTV).*'⁴⁰ This cultural hegemony pushes the values of consumerism and standardization and also invokes forces of resistance and movements for the assertion of local interests. Many indigenous groups viewed globalization as a threatened form of colonization, threatening to destroy their cultures and exploit their peoples. As with economic globalization, this dimension is also closely linked to the development of new information technologies. For instance, the internet has enabled the growth of mass communication that reaches all corners of the world. But this does not necessarily mean that all people have access to these forms of communication. The digital divide within nations and gave rise to a new kind of structural inequality. While there is increased cultural

³⁹ Ibid., p.7

⁴⁰ Ibid., pp.5-6

interconnectedness across nations as a result of the mass media and also as a result of greater movements of people due to migration, tourism and the growth of global economic and political institutions, there is also a heightened awareness of cultural differences. There is also a growing perspective where instead of the growth towards a single integrated global culture, the current globalization was in possession of contradictory or oppositional effects acting as a stimulant for the revival of local cultural identities.⁴¹ The growing notion of cultural connectedness is greatly spearheaded with the rapid developments in the ICT sector.

2.6. HIGHER EDUCATION: MEANING AND TRENDS

The cornerstone that determines and accelerates the level of development and rate of development of any nation or society is education. Education as a learning process involves various stages arranged in a hierarchical structure. The final and top position in the educational structure is 'higher education'. Higher education is propagated through various institutions, the most esteemed and oldest being the university system. Throughout the passage of time, education in general and higher education in particular has been constantly evolving and developing into systems which are aligned to the prevailing global conditions.

2.6.1 MEANING

Education has various segments which are commonly depicted under a pyramidal structure. The base of the pyramid comprises of the elementary or initial learning periods. As we move upwards, the various levels of schooling are located. At the top layer of the pyramid lies the higher education segment. Higher education is regarded as the final segment that constitutes the formal educational years. The nature of activities which may be included in the framework of 'higher education' depends on the definition and elaboration of higher education by each nation or region.

Higher education in simple words is the level of education that is pursued after the completion of the schooling level. Higher education is usually divided into

⁴¹ Olsen, Mark et al., op cit., p.7

three segments namely the graduate level, the postgraduate level and the research level. Other professional programmes (technical, law, medical, engineering and other specialized professional courses) where degrees are obtained are also part of the higher education spectrum. The main roles designated with higher education are education (teaching and learning), research and social service activities.⁴² The generally accepted higher education activities pertain to:

- a. Education that is acquired after the post-secondary schooling level.
- b. Training pertaining to technical and vocational courses that are provided by educational institutions (short term courses which may span from two-three years).
- c. Research guidance offered by educational institutions.
- d. Activities that are executed by the universities and graduate schools.

Under the World Declaration on Higher Education adopted by the World Conference on Higher Education in 1998 “*all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities*”⁴³ was the definition laid down for higher education.

Higher educational institutions include a broad range of institutions which promote higher learning and the universities are also part of the higher education spectrum. While universities may be reflective of higher education, higher education and universities cannot be considered as fully synonymous to one another. Institutions that cater to higher education are not uniformly structured. Despite the variations in structure the common structures which have received global acceptance are the universities, the separate institutions operating within the universities or the learning institutions that are tertiary in nature as compared to the previous systems.

⁴² Nark, Pramod Kumar., op cit., p.414

⁴³ “World Declaration on Higher Education for the Twenty-first Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education” adopted by the *World Conference on Higher Education Higher Education in the Twenty-First Century: Vision and Action* .(9th October ,1998)., p.1

Under the British higher education structure, those institutions which were in possession of powers that enabled the institutions to confer degrees and were greatly advanced towards contributions made in the areas of research were included under the definitions of higher education institutions. Higher education is the main set that consists of various subsets or parts, where universities constitute one set in higher education. Universities are the segments of higher education which have the authority to award degrees.⁴⁴ Modern higher education was defined “*as an organized tertiary learning and training activities and institutions that include conventional universities such as arts, humanities and science faculties and more specialized university institutions in agriculture, engineering, science and technology*”.⁴⁵ Under the umbrella of higher education institutions, the post- secondary institutions (i.e. the colleges of education and the polytechnics) were also included along with the various forms of professional institutions.

2.6.1.1. UNIVERSITIES AND HIGHER EDUCATION

Even though higher education and universities are considered to be synonymous with each other, higher education is the broader framework where universities are included under higher education. Higher education not only includes the universities but also includes the institutions at the post-secondary level and the various tertiary institutions as well. Universities are not just institutions that cater to higher learning but also consist of a pool of scholars. The universities attract and consist of scholars (men and women alike) who embark on research in the arts or sciences or in courses related to the professional streams. While both universities and other institutions promoting higher education also provide training in the technical and vocational professions, the universities offer higher level training and also make significant contribution towards the body of knowledge. Depending on the objectives, goals, roles and functions of the institutions along with the fulfillments needed to seek admission, the course durations and nature of degrees or certificates awarded a clear distinction between universities and other institutions promoting

⁴⁴ Alemu, Sintayehu Kassaye. “The meaning, idea and history of university/higher education in Africa: a brief literature review”. *FIRE: Forum for International Research in Education*. Vol.4, Issue 3(2018), p. 210

⁴⁵ *Ibid.*, p.211

higher education can be made.⁴⁶ The division or categorizations of higher educational institutions differ depending on the nation or the region.

Depending on each society or nation, the conceptions of universities are highly diverse. One method of emphasizing on universities and higher education is through an analysis of the role and functions that are ascribed to these institutions. Certain models of universities⁴⁷ which are in existence are elaborated below.

1. **The Affiliating University Model:** This model was based on the model that was adopted by the University of London in the 19th century. Under this system, there was a central campus where the research and the postgraduate studies were confined while a number of colleges spread across a region were affiliated to the University. Till date, more than 120 universities are based on this model in India.
2. **The Open University Model:** This model i.e. the Open University Model imparts education through the distance or the correspondence mode as an attempt to promote access and massification of higher education. The UK Open University system and IGNOU in India are examples of such models.
3. **The Professional University Model:** On the basis of the Professional University Model, higher education in the domains of medicines, engineering and other branches of professional occupations were provided. The professional courses were to be separated from mainstream education. Examples of universities aligned to his model are the Universities catering to law, engineering and medicine in India.
4. **The Deemed University Model:** Based on this model, higher education institutions which are recognized by their significant contributions in certain subjects are granted university status. Christ University in India is an example of a Deemed University.

⁴⁶ Ibid.

⁴⁷ Powar K.B.(2002). *Indian Higher Education: A Conglomerate of Concepts, Facts and Practises*. New Delhi:Concept Publishing Company ,pp.18-19

5. **The Chicago Liberal Education Model:** The Chicago Liberal Education Model was a model which was strongly rooted towards the study and pursuit of liberal education which stressed highly on independent, critical thinking. An example of an institution based on this model is St.Stephen's College, Delhi.
6. **The Agricultural University Model:** This model was established based on the system of land grant structure for colleges that existed in the USA. There was concentration and focus on the fields pertaining to the study of agriculture which included veterinary sciences along with horticulture and forestry. The Agriculture Universities of India are based on this model.
7. **The British Residential University Model or the Oxford Model:** This model gave much emphasis on the nature of contact between the teaching faculty and their students from a formal and informal perspective. Examples of universities based on this model include Oxford University and Cambridge University in the UK and Jawaharlal Nehru University in India.
8. **The Humboldtian Research University Model:** The model of the Humboldtian Research University emphasized on research and teaching at the graduate levels which were both considered as connected and complementary to one another. Examples of Universities which were based on this model are John Hopkins University in USA, the University of Hyderabad in India and the University of Bangalore in India.
9. **The French Grandes Ecoles Model:** Education was provided to the top tier of intellectual students. These classes of students were selected in a highly selective and detailed manner. Professional education pertaining to technology and sciences were mostly imparted. Examples of institutions based on this model are the Indian Institute of Technology (IITs) and the Indian Institute of Management (IIMs) of India.

Despite the presence of various models or types of universities, the second half of the twentieth century witnessed the development and adoption of certain

patterns within all types of universities that had many commonalities with each other, thus creating a linkage in terms of common trends that were witnessed across the different types of universities.

2.6.2 TRENDS IN HIGHER EDUCATION

Prior to the 1970s, there was a high value that was awarded to higher education. The society's opinion of knowledge and education was synonymous to a source of great wealth and a means to increase the wealth of the nation (and the society). The societies made huge investments in the educational sector even though there were no guarantees for immediate economic returns. The huge public investments that were made in education were seen as productive investments that would later be recovered by the society as these investments could lead to a raise in the productivity of the labour force. The welfare state and social democracy principles were adopted in the periods after the World War and the periods after independence for the developing nations. The role of the state was highly prioritized. The developmental planning, implementation, investments and allocation of public finances across different sectors were executed by the state. Education was an important priority for the state. From the 1970s onwards, the financial crisis which was witnessed around the globe had a huge impact on many sectors including the education sector. The trends of decline in public budgetary allocation for education, the lack of a balanced system of investments in education, the rise in enrollments of students and the decline of public expenditure on students were witnessed across many nations.⁴⁸ Structural changes and trends in the economic front were gradually witnessed across the globe.

The beginning of the 1980s witnessed the dawn of many structural adjustments and reforms that were set up under the World Bank and IMF. The development of neo liberal economic reforms and policies that were aligned with the reforms proposed by the World Bank and IMF were also witnessed. Key components of the economic reforms included an emphasis on the private sector and the

⁴⁸ Jandhyala , B.G.Tilak . (2018). *Higher education in India: In Search of Equality, Quality and Quantity*. Noida: Orient Blackswan Private Limited, pp.391-392

involvement of private players in roles that were previously earmarked for the state. Market principles also started gaining prominence. During the 1980s and the 1990s, the concepts of welfare state and social democracy were replaced by the principles of free market and profit oriented economic gains. The paradigm shift occurred not only in the developed nations but also in the developing nations. The shift was towards enhanced privatization and a push towards neo liberal based market principles.⁴⁹ New trends or patterns were also developing in the higher education system. The market principles began to dictate the higher education framework and policies. Privatization in higher education was promoted as a means to ensure efficiency, productivity and high economic return values from higher education. The trends varied from region to region depending on a number of factors. The history, economic development, societal conditions of the region were amongst the many factors that determined goals and action plans in higher education. Despite the variations, the last fifty years have witnessed common and generalized patterns in higher education from a global perspective. These trends are elaborated as follows:

A. CHANGING ROLE OF THE STATE

Generally, the state was the main provider of education, including higher education. Higher education was dominated by public subsidies. Higher education was categorized as a public good which offered external benefits and promoted equality for all sections of society i.e. promoted equity. Higher education was believed to offer increasing returns to scale (a gradual fall in the average costs incurred with rising rates of enrolment). However, due to the various events and conditions at the global level developing nations were faced with limitations in terms of resources. The reformed economic policies included cuts in public expenditure in higher education. Public subsidization in higher education was being highly diluted and reduced. The possibilities of high economic returns from higher education were deemed achievable with the entrance of private actors in higher education. The state was no longer the key provider of higher education and its fund allocation towards

⁴⁹ Ibid., p.392

higher education was highly reduced. The state as a promoter of equity in high education was being replaced by the private players.

B. CHANGING ROLE OF UNIVERSITIES

Under a traditional society, universities were regarded as systems where knowledge was produced and subsequently disseminated across the society. Universities were viewed as social institutions ascribed with social roles; providers for public services and were different from the commercial and business organizations. The institutions were non-profit in motive. The traditional viewpoints of higher education emphasized on,

- 1) Knowledge as a source of immense wealth where education was able to offer high volumes of knowledge to the society.
- 2) Investments for social restructuring where individuals or members of the society were imparted and orientated towards the values of the society.
- 3) Personal development at the individual level (expansion of the abilities, knowledge of the individual).
- 4) Institutions for the generation of higher capital that were the key tools needed for enhancing production and economic growth.⁵⁰

Under a modern society (a society that developed under the economic reforms and market based policies that came to light after the World War), universities faced a re-orientation due to the changing nature of higher education. Social democratic policies were replaced by market driven policies even in the higher education domain. Universities could no longer remain disconnected from commercial organizations but became a form of business or commercial organization.⁵¹ The Universities were no longer wholly academic institutions. The universities were re-engineered in accordance with the notions of an ‘entrepreneurial university’⁵² (akin to a commercial organization).

⁵⁰ Ibid., p.393

⁵¹ Ibid., p.393

⁵² ‘*Entrepreneurial University is defined as an university that has the ability to innovate, recognize and create opportunities, work in teams, take risks and respond to challenges, on*

C. ENLARGEMENT OF THE FUNCTIONS OF HIGHER EDUCATION

The medieval universities imparted knowledge i.e. transmitted knowledge for learning. Under the mindsets aligned with the medieval universities, universities were regarded as a community of scholars and students, catering to the elite section of the society and were given a high status in the society consisting usually of scholars from the elite sections of society. The universities and those pursuing higher education were viewed as the top intellectuals in the society. Universities catered to the culture and vested interests of the nation. By the 20th century, the medieval role of universities lost their relevance. Besides knowledge transmission, universities were also centres for the generation and production of knowledge. From the conceptualization of universities as centres for liberal education, a paradigm shift was witnessed. The paradigm shift was towards specialization, professionalism and research centric focus in the universities. From a single community of scholars, the universities now comprised of a diverse pool of scholars and students along with different departments and training courses. From a traditional university, there arose a modern university. Modern universities catered to the needs of the society and expanded the universities in terms of providers. Due to financial reforms and rise of privatization in higher education, diverse institutions pertaining to technical education and teacher training gained prominence. The modern notions of universities were supported and criticized by various scholars and writers.

The higher education institutions, the education being imparted and teaching levels along with the nature and content of courses were reshaped and aligned to meet the needs of the society. The role of higher education has been extending greatly in the social gambit. Extension and social service activities are now key parts that are ascribed to higher education i.e. to serve the general public.⁵³ From the 20th century onwards, higher education became “*an institution consciously devoted to the*

its own, seeks to work out a substantial shift in organizational character so as to arrive at a more promising posture for the future’ in Guerrero Maribel, et al. “A Literature Review on Entrepreneurial Universities: An Institutional Approach”. (June, 2006), p.5 Retrieved from: https://www.researchgate.net/publication/228657319_A_literature_review_on_entrepreneurial_universities_An_institutional_approach

⁵³ Alemu, Sintayehu Kassaye., op cit., p.215

*pursuit of knowledge, the solution of problems, the critical appreciation of achievement, and the training of men at a really high level. It also extended its inter-institutional staff and student mobility and interaction into a more international and global dimension through different rationales, objectives, and diversified actors. Moreover, society developed new expectations from higher education/university. Higher education or a university has been considered by many as a private good and industry”.*⁵⁴ Universities and higher education became commoditized to cater towards the global economic needs and demands.

D. MARKETIZATION OF HIGHER EDUCATION

The phase of drastic reforms in economic policies from the latter half of the 20th century was largely credited due to the reduction in public spending and promotion of markets in higher education. Marketization in higher education was greatly promoted by,

- 1) The setup of private institutions in the higher education domain. The private institutions that were set up either received support from the government or functioned as self-financing institutions.
- 2) Institutions that were oriented and motivated towards profit.
- 3) The ownership and authority of public institutions were to be handed over to the private players.
- 4) The privatization of higher educational institutions and universities in the finance sector.⁵⁵

⁵⁴ Alemu, Sintayehu Kassaye., op cit.,p.216

⁵⁵ Jandhyala B.G.Tilak., op.cit., pp. 399-400

Table 2.1: Target areas or focus areas in higher education under a state driven and a market driven perspective

S.NO	TARGET AREAS	STATE DRIVEN	MARKET DRIVEN
1	motivation	service	profit
2	main concern	knowledge	skills
3	area of interests	generic	specific
4	duration of interests	long term	short term
5	team effort	rarely	always
6	research	published for public good	private good
7	time schedule	flexible	rigid
8	nature of universities	diversity	uniformity

Source: Jandhyala B.G.Tilak .(2018). Higher education in India: In Search of Equality, Quality and Quantity. Noida: Orient Blackswan Private Limited, p.403

From Table 2.1, the following observations are drawn accordingly,

- a. In a state driven economy, higher education is provided as a service where the spread and generation of knowledge is a key aspect under the long term interests that are defined by the state. Under a market driven economy, higher education is another commodity for the procurement of profits and the generation of skill sets that can cater to the current needs of the global economy i.e. the short term needs as per the changing global conditions.
- b. Research under a state driven system caters to the public good where enough scope for the existence of diverse forms and structures of universities is possible, depending on the specific goals or objectives of the university. In a market driven system, private good is the key term where the universities and other institutions are bounded by time periods for the attainment of the market driven

objectives. Under such conditions, the majority of these institutions are homogenized as their main goal is centered towards the development of globally competent skill sets, knowledge and competition that are dictated by the global forces.

E. PRIVATIZATION OF HIGHER EDUCATION

After the end of the Second World War, privatization in the domain of higher education was promoted owing to a number of factors. The trends of opening up the educational sector for the private players were mainly due to the global financial conditions. There was a steady drop in budgetary allocation and public funding in higher education. With the financial constraints and need for higher education to serve the national interests, the privatization of higher education became a global phenomenon. The privatization of higher education paved way for the marketization and internationalization of higher education. It led to the emergence of more service providers in higher education. Eventually, a new system of governance and administration in higher education was witnessed owing to the mixed nature of services and service providers of higher education.⁵⁶ The following table (Table 2.2) highlights the dimensions and varied degrees of transition that were witnessed in the privatization of higher education.

⁵⁶ Alemu, Sintayehu Kassaye., op cit., p.216

Table 2.2: Towards privatization of higher education

dimension	high public (traditional)	transition medium degree	transition high degree	high private(modern)
mission	public mission defined by the state	public and private mission	responding to the private interests of students	serves private interests of students, clients and owners
ownership	publicly owned	public corporations or constitutional entities	private non-profit, clear public accountability	private for profit
source of revenue	public	mainly public	mainly private; but some form of public assistance available	all private, mainly tuition
governmental control	high state control	a certain extent of state control	high degrees of autonomy; state control limited to overseeing	almost no control by the state
management norms	academic norms, shared governance	academic norms, but acceptance for need of effective management	limited adherence to academic norms, high management control	operated like business, norms from business management

Source: Jandhyala B.G.Tilak.(2018). *Higher education in India: In Search of Equality,Quality and Quantity*. Noida: Orien Blackswan Private Limited, p.401

Table 2.2 offers an insight into the transitions that have been witnessed in the areas of the privatization of higher education across the decades. The nature and degrees of privatization in the areas of higher education varies from one region to another, depending on the levels of economic development and policies that guide the state. The principles observed by the state in terms of governance and administration coupled with the key foreign policies adopted by the state also act as key variables which determine the extent of privatization of higher education.

F. INTERNATIONALIZATION OF HIGHER EDUCATION

Students pursuing academic studies abroad, faculty members and academicians pursuing research or teaching courses at foreign universities, universities establishing branches abroad were all occurrences that were dominant before the explosion of globalization tendencies across all sectors. However, with the intensification of globalization the nature and level of activities witnessed a change. Due to international agreements that were concluded under General Agreement on Trade in Services (GATS), the global economic reforms and the ICT revolution various new trends were witnessed under the internationalization of higher education. The new trends witnessed included the introduction of Foreign Direct Investment (FDI) in higher education, technology facilitating an online mode of education where students are able to pursue courses at foreign universities, foreign universities establishing partnerships with local institutions to promote joint study programmes. Citing instances for the development of the internationalization of higher education, certain examples are highlighted below,

- 1) Some nations have acquired action plans that focus on educational hubs to increase the enrolment of foreign universities in the nation. Example: A project that was launched in Singapore has attracted the foreign universities through financial considerations and partnership initiatives with the local institutions to set up degree courses.
- 2) The development of virtual education witnessed a massive growth rate. Distance mode of education also grew rapidly. Many universities launched courses in the online mode to cater to the global student markets.

- 3) In many developing nations, the establishment of partnerships with local level institutions by foreign institutions was growing. The nature of partnerships varied from cross border franchises, providing distance education and joint study programmes.⁵⁷

G. TOWARDS A KNOWLEDGE BASED SOCIETY IN HIGHER EDUCATION

With the rapid changes witnessed in the environmental factors (economic, social and political) that determined higher education, higher education was also changing. The ICT Revolution, intensification of economic and social globalization, rise of the global society, demands for knowledge laden society, international and regional developments across the globe were all features contributing towards the changing facets of higher education. By the latter half of the 20th century, knowledge based technology dictated economic growth and offered high rates for economic returns. Science, technology, ICT and knowledge specialization were the catalysts behind economic development. The demand for knowledge is rising at a staggering pace. Higher education was now entrusted with the tasks of not only imparting knowledge for providing the societal needs but also towards generating technologies beneficial for the economy.⁵⁸ Knowledge was no longer pursued for academic interests alone but adopted a multi-dimensional characteristic due to its vitality under the broader framework of globalization.

H. HEIGHTENED DEMANDS FOR HIGHER EDUCATION

Before the Second World War, higher education or university level education was mainly promoted for training and educating a small section of society (i.e. the elitist section) in the former colonized nations. With the end of the Second World War and the decolonization waves, the newly developing nations were able to promote expansion in higher education for the greater sectors of society. The efforts

⁵⁷ Jandhyala B.G.Tilak., op.cit., p.451

⁵⁸ Japan International Cooperation Agency.(March 2004) “Chapter 1:Overview of Higher Education” in *Approaches for Systematic Planning of Development Projects:Higher Education*. Institute for International Cooperation:Tokyo , p.3

and years dedicated towards primary and secondary education led to the rise in demands for higher education (i.e. rise in demands from various sections of society). The nature of higher education was transformed from an elitist based model to a model shaped towards massification.⁵⁹ Massification and accessibility at higher degrees for all sections of the society became key variables that were included under the framework of higher education.

I. DIVERSIFIED NEEDS

As a result of the expansion of higher education and the increasing complexity of society and economy, higher education needed to target the diverse backgrounds and needs of students. Also, various skills and abilities were demanded where the diversification of training was needed. Besides the development of professionals, the development of generalists in mass higher education was also needed. Also, demand was not only for the education of those who had completed secondary education but to offer places of study for the general citizenry throughout the course of their lives. All functions could not be encompassed in a single institution. There was a need to divide higher educational institutions according to their specializations.⁶⁰ Besides the trends elaborated above, certain other key trends that have been progressing are:

- 1) The domain of higher education has witnessed the increase in key actors. Besides the state and private actors, there arose the entrance of non-state, non-private actors. These actors were the international organizations and institutions like the World Bank, IMF, United Nations Educational, Scientific and Cultural Organization (UNESCO) who possessed a high degree of influence and authority in the global arena. These bodies possessed cross national identities and drafted action plans, policies and programmes where higher education reforms (universal reforms) for the nations were incorporated.
- 2) The nature of higher education in terms of services was also further diversified. From the traditional system of imparting physical contact based teaching within

⁵⁹ Japan International Cooperation Agency., op cit., p.4

⁶⁰ Ibid.

the physical infrastructure of the universities and institutions, a new element was gaining popularity. The ICT revolution, marketization principles that were incorporated in higher education witnessed the growth of Distance (open) mode of education; virtual education based on E-Learning systems i.e. online education, online courses, online enrollment which developed into important elements of higher education systems across the globe.

- 3) '*Massification of higher education*'⁶¹ was witnessed even amongst the developing nations like India. Massification of higher education aimed at both economic and non-economic benefits. From an economic domain, massification was needed to promote economic development that was balanced i.e. in terms of rural-urban population, increasing the volume of labour and their productivity and for harnessing the potentials of human capital to be a global competitor. From a non-economic perspective, it aimed to promote access and equity in the society. The societal welfare and betterment; socialization of the cultural values and morals of the society; inclusion of the deprived sections in the higher education expansion are key goals.⁶²

The universal trends that are deduced from the changing notions of higher education instigate a deeper level of integration of systems where the nations appear to be entwined and linked in various sectors. These trends appear to possess defining elements in support of globalization and its promulgation. The globalization of higher education is elaborated and contextualized from a theoretical perspective to highlight the diverse nature of interaction or connectedness that has been growing with the passage of time.

⁶¹ '*Massification of higher education*' refers to the availability of higher education across the masses.

⁶² Organization for Economic Cooperation and Development (OECD). "Globalization and higher education : what might the future bring?". *Programme on Institutional Management in Higher Education* (December 2009), p.1

2.7. INTEGRATION OF GLOBALIZATION AND HIGHER EDUCATION: A THREEFOLD THEORETICAL PERSPECTIVE BY DAVID HELD

From the universal features of globalization, various contextualization and theorizations for globalization are deduced accordingly. The threefold perspectives of globalization which were explored by David Held and his colleagues, Anthony McGrew, David Goldblatt and Jonathan Perraton serve as the theoretical framework for the study. While many scholars and economists also figured under the threefold perspective, it was David Held along with his colleagues who produced a scaffolded, structured and analytical conceptualization in their writings in *Global Transformations: Politics, Economics and Culture* (1999).

David Held along with his colleagues offered a two point clarification for the contextualization of globalization:

- a. Globalization as an international phenomenon which transcended the economic, social, political, cultural domains generating global networks.
- b. Heightened degrees of interconnectedness between systems and societies across the globe.⁶³

On the basis of the two point clarification of globalization highlighted above, the threefold divergent perspective laid down by David Held and his colleagues are the Hyperglobalists, the Sceptics and the Transformationalists.

2.7.1. BIOGRAPHICAL SKETCH: DAVID HELD

David Jonathan Andrew Held (1951-2019) was popularly known as David Held. Held was born in London and was a well reputed Political Scientist. He was widely known for his works in the areas of democracy and globalization.⁶⁴ It was at the University of Manchester where Held obtained his undergraduate degree while his doctoral degree i.e. Doctor of Philosophy (PhD) was completed and obtained

⁶³ Olsen ,Mark ; John Codd & Anne-Marie O’Neill.(2004). “ Reading Education Policy in the Global Era” in *Education Policy: , Citizenship & Democracy*. London: Sage Publications , p.9

⁶⁴ Archibugi, Daniele. “David Held Obituary” in *The Guardian*.(15 March 2019). Retrieved from: <https://www.theguardian.com/education/2019/mar/15/david-held-obituary>

from the Massachusetts Institute of Technology (MIT) in the USA. He later completed his post-doctoral research from Cambridge University.

Held held the position of Master at University College at Durham University until his passing in 2019. He also had numerous visiting appointments in universities located in Australia, Spain, USA, Italy, Canada (to name a few). He was a former Graham Wallas chair of Political Science. He was also a former Co-Director of the Centre for the Study of Global Governance at London School of Economics. In the year of 1984, he co-founded Polity Press (a leading publisher for Humanities and Social Science). He was also the General Editor for *Global Policy* (which was an academic journal that was established in 2008).

His focus was on issues pertaining to democracy, globalization, and international justice. His particular interests in the domains of globalization include the social effects of globalized trends. His studies focus on the shift in global politics, the entrenchment of democratic standards and cosmopolitanism values in the global order, the exploration of new ways in which globalization has altered the global political landscape. Held has written and edited many books on this subject and has also conducted extensive research towards the rethinking of democratic structures at international and transnational levels. Amongst his many works include *Introduction to critical theory: Horkheimer to Habermas* (1980), *Political theory and the modern state: essays on state, power, and democracy* (1989), *Democracy and the global order: from the modern state to cosmopolitan governance* (1995), *Cosmopolitanism: an agenda for a new world order* (1995), *Global transformations: politics, economics and culture* (1999), *A globalizing world?: Culture, economics, politics* (2000), *Globalization/anti-globalization: beyond the great divide* (2000), *Globalization theory: approaches and controversies* (2007).⁶⁵ For the study, his threefold perspective as stated in his work, *Global Transformations: Politics, Economics and Culture* (1999), is analyzed accordingly.

⁶⁵ “Held, David 1951-” Retrieved from: <https://www.encyclopedia.com/arts/educational-magazines/held-david-1951>

2.7.2. THREE FOLD PERSPECTIVE

In “*Global Transformations: Politics, Economics and Culture*” (1999), Held and his colleagues explored and analyzed the threefold divergent perspectives of globalization.

A. HYPERGLOBALISTS

The hyperglobalists (i.e. hyperglobalizers) view on globalization was regarded as the neo liberal perspective of globalization. The core element under the hyperglobalist perspective was the economic dimension of globalization. “*Globalization is defined as a new epoch of human history in which traditional nation-states have become unnatural, even impossible business units in a global economy*”.⁶⁶ Based on this viewpoint, economic globalization was creating a new global system which was replacing the traditional notions of nation-states where nation -states were the supreme source of economic and political domains.

There were two divergent, distinct aspects under the hyperglobalists i.e. elements of neo liberalism and neo-Marxism were located under this perspective. Neo liberalism signaled the conquest of individual autonomy and the victory of the market forces over the state principles. Neo-Marxism propounded globalization as the oppressive phase or stage of capitalism. Despite the divergent nature located in globalization under the notions of neo liberalism and neo Marxism, certain points of convergence were located. Globalization was characterized as an economic phenomena, as a global integrative process, as the transmutation of governments and economies towards the neo liberal principles.⁶⁷ The hallmarks of globalization under a hyperglobalist thesis are mentioned below:

- 1) The dawn of a single, global market guided by the principles of global competition which have become the forerunners that signify progress and development.

⁶⁶ Held, David et al., op cit., p.3

⁶⁷Ibid.,pp.3-4

- 2) Escalations of economies are driven by the concepts of denationalization. The denationalization which emerged in the economic dimension has relegated the national governments to a role where they have become a transmission platform enabling the exchange of global capitals and global markets. The globe has witnessed the dawn of the borderless economy and the global transmission of the principles and values of liberal democracy.
- 3) The amplification of a liberal democratic framework paved the way for the dawn of a global civilization which was characterized by the universalization and the uniformity patterns witnessed in the economic systems, the political systems and cultures.
- 4) The nation-states are facing immense challenges in terms of power and authority as the nation-states are no longer able to exert their authority over the economic forces and situations that arise within the territorial domains of each nation. This pattern posed a threat to the sovereignty of nations, as their sovereignty was being highly reduced especially with the rise in transnational organizations that are gaining control in governance and possess high degrees of authority.
- 5) The dawn of a global civil society due to the intensification of cross border communications and interdependence.⁶⁸

The rise in the global economy, the systems and institutions that promote global governance, the global spread and patterns of culture being hybridized are signs of the advent of a new global order where the nation states are facing a slow demise⁶⁹ which constitutes the defining hallmarks of the hyperglobalist perspective.

B. SCEPTICS

The Sceptics establish globalization as a mere myth and believe that the whole hype surrounding contemporary globalization as laid down by the hyperglobalists is nothing more than a mere exaggeration. The Sceptics, on the basis of statistical records in the global flow of labour and trade ranging from the 19th

⁶⁸ Ibid.

⁶⁹ Ibid.

century, offered an argument questioning the claims of contemporary globalization as an unprecedented occurrence. Their argument put forth was the need to realize the role played by national economies that gave rise to an internalization of trade and markets.

The Sceptics launched a series of attacks on the hyperglobalists as they were of the opinion that the hyperglobalist thesis failed to offer credible arguments on the reduced role of the nation states. The Sceptics were of the opinion that the national governments were in fact the builders and promoters of international trade and internationalization. Regionalization, in varying degrees, was increased and developed in the global economy which was witnessed through the role that was played by the influential financial blocs in nations located in North America, the Asia Pacific and Europe. These blocs symbolized the patterns of regionalization and not integration that was witnessed at a global level. There was a rejection of the proposition where the national governments and the sovereignty of nations were being relegated or downplayed due to global governance.⁷⁰ Far from facing reduced roles, national governments contributed immensely towards global trade and investment. The hallmarks of globalization under a Sceptical thesis are mentioned below:

- 1) Globalization symbolized a new epoch under the western imperialism where the main forces behind the continued monopolization of capital were the national governments.
- 2) Unlike the hyperglobalists, Sceptics were of the opinion that there was no real or full exchange and integration of markets. Capital and resources were concentrated in the hands of the advanced (developed nations) leaving a huge section of the world to remain marginalized.
- 3) There was no homogeneity of different cultures but instead, there arose the intensification of nationalism of distinct identities of people. A possible outcome that was predicted was the clash of civilizations.⁷¹

⁷⁰ Ibid., p.6

⁷¹ Ibid.

The Sceptics refuted the majority of the claims propounded by the hyperglobalizers. They emphasized on the increasingly growing levels of dependence that was being witnessed in the global economy, in which the national governments were the key players and actors.

C. TRANSFORMATIONALISTS

For the transformationalists, globalization was viewed as an unprecedented occurrence in human history. Nations across the globe and societies were compelled to make necessary changes and adjustments towards a new emerging world order. The new world order paved the way for the gradual dilution of the demarcation lines that separated the domains of external and internal, regional and international in terms of affairs and space. The Transformationalists emphasized on globalization as a power force that ushered in transformations resulting in changes in the societies and the governance system. In the virtual aspect, nations across the globe and the different societies located in nations were now part of the larger, unified system.⁷²

The transformationalists were of the strong opinion that globalization is the major force that was responsible for the rapid changes in both the economic and non-economic dimensions that led to the redefinition of the global order. The hallmarks of globalization under a Transformationalist thesis are highlighted below:

- 1) Globalization was laid down as a long term historical process shaped by a multitude of factors and not by a single system.
- 2) A global stratification of nations arose, where the classification or categorization of nations was made on the basis of the tangents of economic globalization i.e. in terms of the global markets, investment patterns, production and finances. The global stratification that was made in accordance with territory and the territorial domain of nations was no longer valid under the new global stratification.⁷³

⁷² Ibid.,p.7

⁷³ Ibid.,p.7-8

- 3) New global divisions where the traditional classifications of nations in terms of North and South nations, core and periphery nations began to lose their relevance and significance.
- 4) Due to the expansionary policies and tendencies that were pursued by the international organizations and the international governments, national governments across the globe underwent a wave of restructuring and re-engineering. The restructuring however, did not downsize or reduce the apex power and authority which was possessed by each national government within their territorial domains. New forms and structures in the economic, social and political organizations were witnessed due to the rapidity in terms of the flow of global infrastructures (transport and communication) that surpassed the territorial boundaries. The emergence of new forms in economic and social dimensions of life did not reduce the national government in terms of control, authority and its efficiency.⁷⁴

From the transformationalist perspective, globalization led to the dawn of new forms of organizations which possessed economic and political features. These new organizations were non territorial and were not associated with any particular nation or region. The role and authority of nation states became more eroded as global governance and global dominance were greatly exerted by these new organizations. Under Globalization, the sphere of control and power of national governments were redirected towards satisfying the demands and events that arose at the global order and society.

2.8. GLOBALIZATION AND HIGHER EDUCATION: POLICY DIMENSIONS AND IMPLICATIONS

Globalization resulted in a shift of the priority areas for nations and non-state actors. The economy was now highly dictated along the lines of the market driven economies and not state driven economies. The role of the state was reduced. The rapid technological developments and the drive towards the knowledge-based economy further intensified globalization along the lines of interdependence,

⁷⁴ Ibid.,p.7

interconnectedness and competitiveness. Nations around the globe were under pressure to adopt policies that promoted privatization and liberalization over the protectionist policies. The systems of quotas were removed, markets were liberalized and free trade was promoted. Liberalization of the markets brought changes in the economic dimension and the non-economic dimensions. The priority areas and national interest of nations were no longer isolated from the global conditions and developments. The role ascribed to education as an important resource for fulfilling the interests of the region and nation was also reoriented with the promulgation of globalization.

2.8.1 POLICY INITIATIVES UNDER A GLOBAL SYSTEM

The 1980s witnessed the development of a framework which was set up by the World Bank and the IMF. Many developing nations, especially the former colonized nations were facing debt issues in their national economy. The established frameworks were attached as conditionalities for any nation seeking aid or loans from the World Bank and the IMF. Austerity measures were also part of the conditionalities. Amongst the many conditionalities, one feature was the reduction in public spending which had a direct impact in the educational sector. Primary and lower levels of education were favored over higher education. Great emphasis was given to primary education. At the same time, the role of higher education for production of goods beneficial to society was ignored. By the 1990s, there arose a change in the global environment. Globalization from the economic to societal domains and the ICT Revolution raised the need for bringing a reorientation and restructuring of the system of higher education.

The continuous reorientation of economies around the globe has largely shaped the changes that are developing in the educational domain. Globalization, privatization, liberalization liberal market driven reforms, emphasis on productivity, competition driven patterns were progressively amalgamated in educational policies and systems across the globe. International bodies such as the World Bank, UNESCO and OECD have included commitments and statements pertaining to the incorporation of education as a part of the globalization process in their many policy

documents and statements.⁷⁵ Certain statements and inclusions made in policy documents are highlighted below:

- a. The annual World Development Report of 1998-1999, titled “*Knowledge for Development*,” prepared by the World Bank elaborated the role that knowledge played towards the promotion of economic and social development. The report stated, “*To narrow knowledge gaps, societies must ensure basic education for all and provide opportunities for people to continue to learn throughout their lives. Basic education is the foundation of a healthy, skilled, and agile labor force. Lifelong education beyond the basics enables countries to continually assess, adapt and apply new knowledge.*”⁷⁶
- b. In October 1998 as the movement to re-evaluate the role of higher education was strengthening, the World Conference on Higher Education (WCHE) was held in Paris led by UNESCO and with 2500 education specialists from 162 countries in attendance. At this conference, the World Declaration on Higher Education was adopted and a consensus was reached among the involved institutions on the importance of higher education and its future direction. The declaration contained 17 articles delineating a future direction for higher education reform and priority actions⁷⁷ for change at three levels (national level, level of systems and institutions, international level).

⁷⁵ Zajda, Joseph.(2010). *Globalisation, Ideology and Education Policy Reforms*.(11thVol). New York:Springer.p.289

⁷⁶Japan International Cooperation Agency., op cit., p.10

⁷⁷ Ibid.

Table 2.3: World Declaration on Higher Education for the Twenty-First Century ⁷⁸

Vision and Action

In every country, higher education faces great challenges and difficulties on many sides. These include financing, access, improving quality and sustainability, employment of graduates, etc. In the latter half of the 20th century, higher education expanded conspicuously, but gaps in educational opportunities between industrialized and developing countries and among different socio-economic classes within countries widened. Education is a basic pillar for human rights and democracy, sustainable development and peace; higher education in particular is necessary for solving the various problems we find as we approach the 21st century.

Missions and Functions of Higher Education:

- 1) Mission to educate, to train and to undertake research
- 2) Ethical role, autonomy, responsibility and anticipatory function

Shaping a New Vision of Higher Education:

- 3) Equity of access
- 4) Enhancing participation and promoting the role of women
- 5) Advancing knowledge through research in science, the arts and humanities and the dissemination of its results
- 6) Long-term orientation based on relevance
- 7) Strengthening co-operation with the world of work and analyzing and anticipating societal needs
- 8) Diversification for enhanced equity of opportunity
- 9) Innovative educational approaches: critical thinking and creativity
- 10) Higher education personnel and students as major actors

From Vision to Action:

- 11) Qualitative evaluation
- 12) The potential and the challenge of technology
- 13) Strengthening higher education management and financing
- 14) Financing of higher education as a public service
- 15) Sharing knowledge and know-how across borders and continents
- 16) From “brain drain” to “brain gain”
- 17) Partnership and alliances

Source: Report titled, “Higher Education in the 21st Century: Vision and Action” (Volume I) at the World Conference on Higher Education by UNESCO at Paris from the 5th-9th October 1998

⁷⁸ World Conference on Higher Education.(5th-9th October 1998). “Higher Education in the 21st Century: Vision and Action” .Volume I. UNESCO:Paris pp.19-28

Table 2.4: Framework for Priority Action for Change and Development of Higher Education⁷⁹

This part of the conference document takes the actions presented in the Declaration and shows who should pursue these actions and how, by dividing the actions into three levels: national, level of systems and institutions, and international.

Priority Actions at National Level:

- 1) Ending of discrimination, merging of research and education, student participation, academic freedom and institutional self-government
- 2) Expansion of access to higher level education in developing countries and provision of services matching needs
- 3) Linkages between secondary education and lifelong education, and implementation of assisted training
- 4) Shrinking of gaps between industrialized and developing countries through provision of cooperation from industry and national governments

Priority Actions at the Level of Systems and Institutions:

- 1) Clarifying the missions of each institution so that they meet society's needs now and in the future
- 2) Strengthening cooperation between higher education and industry
- 3) Diffusion of uses of new science and technology
- 4) Strengthening of management capacity of educational institutions (e.g. interdisciplinary academic approaches, increased access for people with motivation and enthusiasm, strengthening of activities involving the community, building of relations with industry, establishment of transparent organizations that can withstand evaluation, improvement of teachers' educational capability and understanding of learning methods, promotion of research and strengthening of research in the higher education system
- 5) Expansion of access to higher education for adult learners

Actions to be Taken at International Level and, in Particular, to be Initiated by UNESCO:

- 1) Cooperation towards a comprehensive system
- 2) Promotion of academic mobility at the international level
- 3) UNESCO initiatives connected with other international linkages, clear setting of goals
- 4) Activities to change the "brain drain" to a "brain gain"
- 5) Promotion of improved relations with other international and national institutions and NGOs. Concretely, provision of information to other donor organizations, creation of databases, etc. Assistance to the poorest countries and regions where there is conflict or natural disaster.

Source: Report titled, "Higher Education in the 21st Century: Vision and Action" (Volume I) at the World Conference on Higher Education by UNESCO at Paris from the 5th-9th October 1998

⁷⁹ World Conference on Higher Education., op cit., pp.29-34

2.8.2. IMPLICATIONS

By the later part of the 1970s, governments across major parts of the globe were of the opinion that their financial resources could no longer cater to the expansionary processes that were set into motion in the education sector. From the context of educational policies and policy framers, globalization was conceptualized as a demand or an economic condition where reforms in education policies were a necessity. The reforms aimed to bring an increase in the returns yielded from the domestic economies, an increase in the degrees of competitiveness that the nations possess at the international level.⁸⁰ In the context of higher education and globalization, there were two pressing demands which were ascribed towards higher education,

- 1) From an economic perspective, the increased demand for labour or human resources who possess the skill sets and the knowledge needed to meet the demands of the global system were highly technical and economic driven. The demands were to be satisfied through higher education.
- 2) From a non-economic perspective, the social dimensions witnessed a wave towards the promotion of societal betterment and development. All sections of society were to be given access to knowledge laden with political, social, cultural values that were rampant in the globalized world.⁸¹

Globalization has ushered an environment which has transformed the nature and system for policy formulation and decision making. In the context of education, nations and educational institutions no longer enjoyed absolute freedom in determining policies and goals for a specific regional or national interest. The educational policies around the globe also had to align themselves towards the global conditions. A number of nations, governments and non-state players around the globe ascribed significant roles and functions towards education.

⁸⁰ Bukhari, Nasir Hussain Shah et al. "Analysis of globalization-driven reforms in education: Critical Theory Approach (CTA)". *Elixir International Journal*. Vol. 62 (2013), p.17527

⁸¹ Nark, Pramod Kumar., op cit., p. 414

The major reforms that were witnessed in the policy dimensions of higher education due to globalization are wide-ranging and diverse in nature. Despite the diversity in terms of reforms, certain commonalities⁸² which were dominant across the globe can be drawn accordingly,

A. REFORMS DRIVEN BY COMPETITION

One key element of globalization was the competitiveness drive which dominated the global system. Economic competition was rampant and the global players were in constant competition towards acquiring human resources who could satisfy the global needs and increase productivity. The traditional notions of education (including higher education) solely for the transmission and training of knowledge related content ceased to lose their relevance in contemporary society. The ICT revolution further linked the multitude of skill sets to the global demands. By the 1980s, educational reforms that were spearheaded by competition were recorded in the developed and developing nations. The aim of the government was to raise the level of productivity of labour and ensure the nation's participation in the global markets. Higher education entered an era where privatization (higher education was now a market where non private players competed with one another to capture the markets) and internationalization (universities and other institutions operated as transnational corporations i.e. established branches or offices in other nations) were adopted values that were focused on output and productivity of investments made in educational sector. These reforms were directed towards productivity and can be classified as follows:

- 1) **Betterment of education at the base:** There arose a realization on the necessity of not only expanding but also raising the quality of the basic education being provided.
- 2) **Decentralization:** Decentralization was the key towards promoting more flexibility and autonomy to the educational institutions.

⁸² Zajda, Joseph.,op cit.,p.291

- 3) **Educational standards:** Educational standards and their fulfillments was an important factor. This was a step taken to ensure that centralization was avoided in the educational sector.⁸³

B. REFORMS DRIVEN BY FINANCE

Reforms that are targeted towards the reduction in public expenditure and reforms that were introduced to offer more financial autonomy for private sectors were witnessed. The finance driven reforms were attempts made for downsizing and downplaying the role of the government (i.e. state) in the economic sector and extending the role of private players for promotion of market driven economy. One key aspect of finance led reforms in higher education was the reduction of the public spending and budgetary allocations in the education domain. The reduction in availability of public funds was to be compensated through the promotion of privatization in higher education. The private players were to provide investments and seek profit generating returns.⁸⁴ The key words that were linked with finance led reforms included cutting of costs, downsizing of public spending, adoption of cost efficiency systems, devolution of national obligations in accordance with the reforms initiated by the World Bank and the IMF.

Privatization, commercialization and non-state investments in higher education offered the possibilities of promoting equity due to availability of more resources and funding for higher education.⁸⁵ The key goals of these reforms were guided by the improvement of the productivity of labour. Many developing nations were not able to provide sufficient funds towards higher education (which was a public domain) and incurred massive expenses on subsidiaries, non-teaching and non-research related activities.

C. REFORMS DRIVEN BY EQUITY

The promotion of equality in terms of economic opportunity was the main central theme behind equity driven reforms. These reforms were mostly directed

⁸³ Bukhari, Nasir Hussain Shah et al., op cit., p.17528

⁸⁴ Zajda, Joseph.,op cit., p.291

⁸⁵ Bukhari, Nasir Hussain Shah et al., op cit., p.17528

towards the low income sections of society, the rural population, the female and ethnic groups or minorities who may have been experiencing a certain level of backwardness in higher education.⁸⁶ Equity through massification of higher education and extending access to the general public were also key goals that were part of higher education reforms. Increasing the economic capital and economic opportunities for all sections of society were core goals under equity drive in higher education.⁸⁷ Education as a means for promoting societal welfare and economic well-being, engagement in extension activities related to societal well-being were introduced in higher education.

2.9. CONCLUSION

Globalization has ushered in a new paradigm in the global order. Under a globalized world, the concentration of global power in the hands of a single or a few nations is no longer valid. There is a global dispersal of power across the globe along with the rapid spread of ICT. A global civil society is emerging where the mighty notions of territory have ceased to lose its power at the global arena. The globe is guided by the principles of open market that are driven by capitalist principles. Privatization and liberalization are the buzzwords in a global order where the democratic systems of government are highly favored. The economic dimension of globalization has witnessed the rise of non-state private players in the form of MNCs, TNCs, regional and international organizations who have a transnational identity. These non-state players to some extent are able to dictate the policies and programmes that are formulated and implemented by the nation states. Financial investments are no longer provided solely by the state. Many states are dependent on the influx of foreign investments to sustain their economies. From a political perspective, these economic trends have steered the political system towards the principles of capitalism and open markets. The influx of foreign goods and services and the wide dissemination of information using ICT have also generated a global

⁸⁶ Ibid.

⁸⁷ Zajda, Joseph.,op cit., p.291

culture in terms of tastes and preferences, lifestyles and daily habits, rational outlook and consciousness.

Based on the historical study across various time periods, historical records have distinctly displayed the paradigm shifts that have been witnessed under globalization as a process, as a phenomenon or as an epoch. Depending on the prevailing global and regional developments and conditions, globalization has adopted new forms and has redefined its existing components while extending its dominance in different dimensions of human society. While the actual advent of globalization itself was a matter of debate, no one could refute the claim that the world had witnessed the cross border movement of goods i.e. flow of trade between and across nations and borders. Historical writings and records which indicated the movement of people from one nation to another was found in abundance. The formalization and the realization of the key components of globalization were firmly established during the industrial age, especially by the developed western nations. During this phase in world history, the western developed nations adopted a policy of colonization which was greatly influenced by their desire to expand their markets and earn maximum profits. The expansionary policies led to an exchange of goods, people, knowledge and technology to the developing, colonized nations and societies. The scope of technology that was transferred included not only machinery but also included ICT, industrial developments, agricultural developments, skilled labor and knowledge.

In the contemporary age, markets and economies were driven not only by regional conditions and developments but also by events and developments that occurred at the global arena. The global concentration of power which was possessed and largely determined by the political, territorial and military capabilities witnessed a change. This change was the global dispersal of power, where global and national power was dictated based on the economic capabilities of the nation. There was a wider diffusion of ICT, knowledge, skilled labour, a consumerism based culture across the globe. Globalization as a phenomena lead to,

- 1) The downplaying and the downsizing of the role that territorial domains played in the characterization of power.
- 2) The progressive rise of a capitalist, global market which was heavily infiltrated by the dominance of TNCs, MNCs and other international organizations.
- 3) The global market was an open market that was earmarked by privatization, marketization, commercialization, liberalization and a reduction in the role of the government in the economic front.
- 4) The global system was strongly guided and influenced by liberal, democratic principles.

As indicated in figure 1.2 titled *Key features/components of Globalization* in the first chapter, certain salient components of globalization were indicated. The components indicated are arranged as follows:

Figure 2.5: Step by step operation of features/ components of globalization

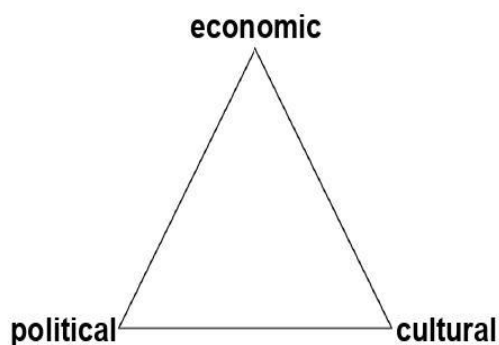


Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

The arrangement of the components in the above displays the nature of trends and their occurrences that are witnessed across the globe. The economy is driven largely by the market forces. The market forces under a globalized world are dictated by a liberal, capitalist model which propagated the free operation of trade. The globe witnessed the rise of transnational actors (organizations, corporations, private business individuals) who highly promoted the occurrences of a single system

throughout the economies of different regions of the globe. This paved the way for the rise of a single, unified and interconnected global economy. The degree of integration and inter-connectedness was strengthened by the growth of a network society which was heavily dependent on ICT and knowledge. Cultures and lifestyles across the globe witnessed homogeneity trends in the aspects of consumer choices, tastes and preferences. The rise of transnational actors and dominance of global market forces also led to a restructuring of existing social, economic and political systems while promoting the dawn of a new system.

Figure 2.6: Pictorial representation of the three dimensions of Globalization



Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

The root of globalization, which was located in the economic dimension was gradually entangled with the non-economic dimensions. The figure above represents a triangulation where the economic, political and cultural dimensions of human existence are entwined in the context of globalization. The divergent nature of globalization was a major contributing factor which perpetuated its high degrees of impact, influence and dominance around the globe. An analysis of David Held's three fold categorization of Globalization is highlighted to display the divergent elements and features that are located in globalization.

Table 2.7: Summary of David Held’s threefold divergent perspective on Globalization

Hyperglobalists	Sceptics	Transformationalists
<ul style="list-style-type: none"> ➤ Single global economy ➤ Deterritorialization ➤ Competitive market ➤ Liberal principles ➤ Universalization of the society ➤ Global civil society 	<ul style="list-style-type: none"> ➤ Real power lies with the national governments ➤ Absence of full integration of markets due to the concentration of global wealth by the developed nations ➤ A heterogeneous pattern in culture 	<ul style="list-style-type: none"> ➤ Was a historical long process ➤ A new stratification of the globe defined by the conditions of economic globalization ➤ Restructuring of governmental systems ➤ Nations are no longer lone players ➤ The arrival of non-state players

Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

Table 2.7 offers a summary on the main arguments that were put forth by the Hyperglobalists, the Transformationalists and the Sceptics. Each fold or categorization indicated globalization as a phenomena or a process where the role of the national territories and governments, the changing facets of the markets and the society, the context of plurality in the economy and political systems were located accordingly. The universal phenomena of globalization in the domains of culture and the concurrent promotion of the diversity of culture were also emulated.

The deep entrenchment has impacted systems from all fields, where the higher education system of regions and the globe as a whole was no exception. Higher education being the highest or top level of education that was pursued was initially confined towards a small, elitist section of society. Higher education was not linked with development. It was a platform where the top students and research scholars were able to pursue knowledge and strengthen the already existing body of

knowledge. However, with the passage of time the definition of higher education witnessed an expansion in the roles and functions of universities.

Table 2.8: Higher Education: traditional view versus modern view

S.NO	TRADITIONAL VIEW	MODERN VIEW
1	Higher education, public good	Industry, corporate, private good
2	Higher education services	Commodities
3	Students	Consumers/customers
4	Educators	Service providers
5	Cooperation/aid for capacity building	Competitive alliance
6	Quality improvements	Revenue generation
7	Academic partnership and soft diplomacy	Strategic partnerships for national economic competitiveness
8	Diversity of perspectives	Shared prestige and global ranking

Source: Alemu, Sintayehu Kassaye. "The meaning, idea and history of university/higher education in Africa: a brief literature review". FIRE: Forum for International Research in Education. Vol.4, Issue 3(2018), p.216

The table above offers a compilation of the changing notions and restructuring that have been witnessed in the domain of higher education across the decades.

Under the traditional view, higher education was regarded as a public good where the services provided under higher education catered mainly towards the enrolled students to create a pool of educators. The universities and other institutions promoting higher education were driven by qualitative improvements and driven by a multi diverse outlook for the promotion of capacity, cooperation and partnerships in the academic fields. Under the modern view, higher education was classified as a private good, a corporate good which was a commodity where the main objective of

the service providers was to generate profits. The universities and other institutions promoting higher education were also driven by competition from an economic dimension, the formation of partnerships and attainment of global level prestige. The students were known as *consumers* under the modern notions of higher education.

Changes in the role played by the state were witnessed. There was a role back in the functioning of the state, both from a financial and administrative perspective. The role of the universities and higher educational institutions were greatly enlarged as it was linked towards economic development. The global competence of a nation state, the abundance of skilled global manpower and human resources, the production of globally relevant knowledge and advancements in the field of ICT were all directly linked to higher education. Higher education from a global standpoint was also classified as a global good or product whose demand and supply was to be streamlined under certain key international agreements and declarations. Higher education across the globe recorded commonalities in terms of development. These commonalities that were emerging were also witnessed in the policy perspective i.e. were the key tangents by which nation states were able to formulate and draft policies and programmes. The key tangents included privatization, marketization, a knowledge based society, heightened demands for diversified skill sets, massification and commercialization of higher education, trading of higher education in terms of exports and imports. Higher education was a private good that was transferred across borders under a global market economy, where certain common guidelines were laid down by the global international organizations.

Thus globalization as a process and a phenomenon, as an economic doctrine and a societal system, as an epoch and as a means toward the re-engineering of national governments across the globe in favor of the globally accepted principles and policies has roped in higher education as a globalized phenomenon. Globalization in higher education was intensified to such an extent that nation states adhere and conform to the globally dominating elements and occurrences in their domestic policies and programmes. An integration of policies and systems, towards a globalized system is witnessed even in the higher education systems.

CHAPTER 3

HIGHER EDUCATION IN INDIA

This chapter offers a historical overview on the trends and developments that were witnessed in the Indian higher education system. The trends in higher education during the pre-colonial period are traced to throw light on the changing trends and paradigm shifts that were developing in the higher education platform with the advent of colonial rule in India. The periods following the attainment of India's independence brought another restructuring of the higher education system in India. The significant Commissions and policies introduced during colonial rule and those that were introduced post-independence till 1991 in the dimensions of higher education were analysed, which paved the way for the establishment of educational policies. This chapter thus adopts a historical, descriptive method to trace the trends and developments in the Indian Higher Education System.

3.1. INTRODUCTION

The various educational developments across various phases in India brought about major overhauls in the context of higher education in India. From a global to a national level, developments at the world stage and the national stage have proven time and again to be key determinants for bringing changes and reforms in the domains of higher education. Even with regards to conceptualization and the roles that are encapsulated in higher education, constant reorientation and redefinitions have been witnessed across various time periods. The questions pertaining to the domain or areas for higher education may vary from country to country, nation to nation. To form a basic conceptualization, higher education is the inclusion of all those activities which are deemed to be 'higher education' by the concerned country. Higher education usually includes education from the post-secondary level; training at educational institutions (vocational or technical), research guidance provided at educational institutions. It may include not only those activities which take place at the graduate school level or university levels but shorter educational courses which may require 2-3 years for the completion of the course or even correspondence

courses on information technology. Such courses maybe provided by the junior colleges, various technical schools and the polytechnics.¹ In the ‘World Declaration on Higher Education, adopted by the World Conference on Higher Education in 1998, higher education was defined as *“all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities.”* UNESCO, the World Bank, United Nations Development Programme (UNDP) and other international organizations also use this same basic definition to define higher education.² The scope and functions incorporated under higher education may vary from nation to nation.

3.2. UNIVERSITIES: WELDERS FOR HIGHER EDUCATION

The existing universities as well as those that are recorded in historical writings, but may no longer exist today are the result of the universities which were known as the ‘early universities’. One example is the medical school which was set up in Southern Italy during the 9th Century AD. This medical school was regarded as a frontrunner for higher learning institutions in Europe. In the eleventh century, a European University was set up and deemed to be the first in Bologna. By the twelfth century, universities were set up in Oxford and Paris. The main goal for the universities was to function as centres or places where teachers and scholars had the space to promote and generate intellectual discourse. With the passage of time the structure, activities and objectives of universities witnessed rapid changes. These universities grew to be centres for the nations or the states which catered to the need for administrators, lawyers and religious leaders.³ Wilhelm von Humboldt was a German Thinker who realized the importance of research conducted at universities. Wilhelm von Humboldt was a Thinker in Higher Education who established that the setup of a university which was able to incorporate research in teaching was referred to as a research university. This new model of a university came into existence in 1810 with the birth of the Berlin University. By the late nineteenth century and the

¹ Japan International Cooperation Agency., op cit.,p.1

² Ibid.

³ Powar K.B., op cit.,p.4

arrival of the twentieth century, there arose a need for the emergence of a labour force which was educative in nature; manpower who were trained and the intensification of the role of science and technology within the confinements of universities.⁴ With the dawn of the twentieth century, universities across the globe faced a re-orientation.

From the elite domain, the rapid social awakening brought the universities towards an egalitarian model which began to cater to the society as a whole instead of a small section of society. The role and functions of universities began to include the commitment towards the society especially post the end of the Second World War. The 1990s brought major developments across the globe. With the rapid fall out of political barriers and redefined notions of territories coupled with the major economic, political as well as scientific developments intensified the materialization of free market economies and the staggering growth of Information and Scientific Technology. Such upheavals further contributed the necessity for education to be globalized. Under such diverse changes and upheavals, the need for open distance education and learning was a dispensable factor to meet the global needs.⁵ The domains of education underwent a paradigm shift.

In 1947, the Prime Minister of India, Jawaharlal Nehru during his convocation speech at the University of Allahabad, stated that, "*A university stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search for truth. It stands for the onward march of the human race towards even higher objectives*".⁶ During a speech delivered at a seminar on *Institutional Development of Higher Education* in Africa in 1991, the Director-General of UNSECO, Mr. Fredrica Mayor emphasised on universities as "*forging numerous connections with society,....creating links with other forms of study...., developing outreach programmes....., and networking of all kinds*".⁷

⁴Ibid., p.4

⁵ Ibid., p.4

⁶ Ibid., p.6

⁷ Ibid.

In 1997, the *Times Higher Education Supplement* in London in its Issue dating back to the 19th of September made the following statement, “*Higher education is an international business and universities cannot afford to become parochial.... They (the universities) are par-excellence an industry in a cut-throat global market*”.⁸

The current trends and developments cater towards the rush for the internationalisation of higher education due to the economic, social and cultural benefits that are located under the fields dedicated to higher education. All concerned stakeholders i.e. the teachers, students, scholars, the government and the other involved sections of society are currently aligning their viewpoints in accordance with the growing trends.

3.3. HIGHER EDUCATION AND UNIVERSITIES: A CONCEPTUAL PERSPECTIVE

The term University was derived from the Latin word “Universitas” whose general meaning is ‘derived from’. It means ‘*organized body of individuals (community), or a corporation.*’ The initial places where higher education centres can be traced are located in Europe, in Bologna and Paris. The higher education learning centres in these places comprised of students who were referred to as ‘*universitas scholarium*’ and the masters, who were referred to as ‘*universitas magistrorum*’. During the initial periods, there were no fixed allocations for studies as the term “Universitas” implied the body of scholars⁹ and not the modern notions of campuses or places.

According to Livingstone, he described the changing definitions of universities in relation to functions where ‘*as universities in the twentieth century have grown, countless new functions have been grafted on with little regard for how this growth of one function will affect the operation of the other.*’¹⁰ In modern times, the term university (which is linked to the word ‘universal’) has been

⁸ Ibid., p.7

⁹ Ibid., p.1

¹⁰ Ibid., pp.7-8

redefined to move from the exclusive to the universal inclusion of various sections of people.

3.3.1. THE FUNCTIONS OF UNIVERSITIES

The functions and roles ascribed to the universities are not fixed as they are continuously changing and evolving with the passage of time. In the modern world, the roles adopted by the universities have witnessed massive expansions from all dimensions of human life. Some of the key functions are as listed below:

- 1) Promotion of thinking and rational outlook that is critical and guided by independent enquiries.
- 2) Storehouse for knowledge where knowledge is produced, explored or pursued.
- 3) Transmitter of knowledge and training arena for a wide range of professional courses.
- 4) Contribution of services towards the society and the pursuit of the objectives that drive the nation.
- 5) Role towards aiding the government in the drafting, the preparation and the application of programmes, action plans and policies.
- 6) Assistance towards the preservation of traditions and culture of the nation.¹¹

Based on the report of the *International Commission on Education for the Twenty First Century* entitled 'Learning: The Treasure Within', the following functions with regards to universities were identified:

- 1) *"It is primarily the universities that unite all the traditional functions associated with the advancement and transmission of knowledge: research, innovation, teaching and training, and continuing education. To these one can add another function that has been growing in importance in recent years; international cooperation. These functions can all contribute to sustainable development"*.

¹¹ Ibid.

- 2) *“As autonomous centres for research and the creation of knowledge, universities can address some of the developmental issues facing society. They educate the intellectual and political leaders and company heads of tomorrow, as well as many of the teachers”.*
- 3) *“In their social role, universities can use their autonomy in the service of debate on the great ethical and scientific issues facing the society of the future, and serve as links with the rest of the education system by providing further learning opportunities for adults and acting as a centre for the study, enrichment and preservation of culture”.*
- 4) *“There is increasing pressure on higher education to respond to social concerns, while the other precious and indispensable features of universities, their academic freedom and institutional autonomy, have also been the focus of attention”.*¹²

The functions highlighted above showcase the expansion of functions that are ascribed to the universities with the passage of time and changes witnessed at the international system.

3.4. HIGHER EDUCATION IN INDIA: GROWTH AND TRENDS

The education system of India has undergone a multitude of transformations which can be described as evolutionary and revolutionary in nature. In the traditional phases of Indian society, there existed traditional schools or centres for learning. The dwelling place of the teacher or the Gurukuls was the centres for learning. Education was guided and impacted mainly by religious components. The Vedas served as the main storehouse for learning and knowledge. With the arrival of the British, there was a gradual change in the very core and content of educational systems across India. The major thrust was witnessed under the introduction of the English language in India. The British formalized many commissions, policies and committees that dealt with education and started setting up educational institutions across the nation.

¹²Delors, Jacques (1998 ed). “Treasure Within”. Report to *the UNESCO of the International Commission on Education for the Twenty First Century*. UNESCO Publishing: The Australian National Commission for UNESCO, pp.131-136

The growth and trends of higher education in India cannot be isolated from education as a whole. As higher education occupies the apex in the educational structure, it is analysed after a generalization of education is streamlined towards higher education in particular. For the purpose of the study, pre independence and post- independence periods are highlighted accordingly.

3.4.1. PRE INDEPENDENCE AND HIGHER EDUCATION IN INDIA

The pre independence period in India is classified into two broad periods i.e. education in India during the ancient period and education in India during the colonial rule.

1) ANCIENT PERIOD

During the Ancient India period, educational institutions were already in existence with the materialization of civilization.¹³ The Indian Thinkers, in their writings reflected upon the notions of education i.e. education as a tool which enabled man to embark or enter into a journey in his lifetime where the individual was given the gifts of intelligence, virtues which fostered his development. During Ancient India, the students engaged in any level of educational pursuit were dictated by a set of societal prerequisites. These prerequisites were divided into two stages or phases. The first phase was directly linked towards education and the personal or individual level benefits which are to be enjoyed by the individual. The second phase was the phase where the pursuit of education was directly linked with the development of new knowledge that could further contribute towards the already existing body of knowledge. The nature of education was mostly religious in nature. During this period, three major religions dominated India and the educational system. The three major religions which were recorded were Hinduism, Buddhism and Jainism.

In this regard, the advent of the education (including higher education) system in India during the ancient period was divided into the following phases:

¹³ P Majunatha, et al. "History OF Education Policy in India", p.2 Retrieved from: http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf

- a. **VEDIC PERIOD:** The Rig Veda was the central source or nuclei for the educational system. In the society, the Brahmins and their consolidation of the top tier in the societal structure led to the advent of a system of education which was known as the Brahmanas. The Brahmanical education system which came into being was highly orientated towards religion. Majority of the schools that were in existence during this period consisted of schools that were run domestically and were looked after by a lone teacher, who came to be known as the Rishi. From a gender perspective, equality in terms of status was enjoyed by both men and women in the gambit of education. Women were also admitted in the educational institutions. During the Rig Vedic period, both men and women from the society were able to enjoy an equal position in all domains or spheres of education. Throughout the later Vedic periods, there arose a more solidification (i.e. crystallization) of the Varna system. The members occupying the twice born status enjoyed a monopolistic role and status. The emerging trends also witnessed the dominant status of the Brahmins. Higher education during this era was moulded towards the preservation and advancement of the religious texts, doctrines, customs and traditions. Safeguarding the institution of priesthood was another role that was inculcated in the higher educational sector. The role of women in society in general and in the educational sector in particular was also further deduced or lowered.¹⁴ Religion greatly dominated higher education during this period.
- b. **BUDDHIST PERIOD:** The Buddhist educational system was a mixture of both secular and religious elements. Education was made accessible and opens for the varied sections of society. To cite an example, admitting students in the Buddhist seat of learning which was located at Taxila was never based on one's caste or status in society. During this period, the universities of Nalanda, Vikramshila and Vallabhai were acknowledged as the pivotal institutions for higher learning.¹⁵ Viharas which were placed under

¹⁴ Choudhary, Sujit Kumar. "Higher Education in India: a Socio-Historical Journey from Ancient period to 2006-07". *Journal of Educational Enquiry*. Vol.8.No.1(2008), p.52

¹⁵ Ibid., p.53

the purview of higher education were spread across India. The Viharas were considered to be the dwelling units for the Buddhists and also as the Centres of higher education or higher learning in India.¹⁶ Nalanda University was well known for its Buddhist studies and was situated in Bihar. The University attracted students from within and outside India (Nepal, Bhutan, China and Tibet). The content and curriculum of the University was diverse; covering subjects ranging from Buddhist studies to Brahminical studies, from studies that were secular in nature to studies that were religious, from studies that were practical to philosophical in content. Vallabhai University located in Gujarat was an institution for higher learning for all the religious systems. Vikramshila University located in Bhagalpur District (in Bihar) was administered by a Board. The role of the Board was for the maintenance and supervision of the University.¹⁷ When the Vedic age or period ended, the rulers who ruled across various territories of India wanted to bring about development within their respective territories through the advancement of education. These rulers viewed education as a means to not only bring about progressive growth in their territories but also for strengthening their interests¹⁸ through the generation of policies which aligned to their interests or motives.

- c. **MUGHAL PERIOD:** During the medieval period (the period spanning across the 9th-18th century AD), the conquest of the Muslim rulers and their rule within territories in India witnessed the further infiltration of religious education in India. Education was relayed across India through a system which had three classifications. Education under the Maktab (which catered to elementary level education); education under the Madrashah (which catered towards higher education) and the Khangah (which was held in high esteem for being recorded as the birth place for Spiritualism in Islam). Religion was spearheaded through the centres or institutions which catered

¹⁶ Majunatha, et al., op cit.,pp.4-7

¹⁷Choudhary,Sujit Kumar., op cit., p.54

¹⁸Ibid., pp.56-57

towards higher education. These centres were the Madrashaahs and were placed or attached to the Mosques. In actuality, these Madrashaahs were theological institutions enjoying the university status and provided a diverse pool of courses from Logics, History, Law, Theology, Metaphysics, Geography, Jurisprudence, Administration, Grammar, Accountancy, Science, and Agriculture. A significant factor that was recorded during the Mughal rule in India was that education of girls was not neglected.¹⁹ There were many educated women during the Mughal period.

2) COLONIAL PERIOD

Education system in India was already advanced and established across various territories of India even before the advent of the colonial rulers. Before the establishment of colonial rule in India, the education system in India was highly religious in nature and included courses which were associated with natural sciences, administration, law and jurisprudence.²⁰ The arrival and subsequent rule of the British brought about major overhauls and changes across various segments of Indian society. In the initial stage of the colonial rule, economic domination and control was the main interest of the colonial rulers. Armed with their own vested economic interests, there arose a reorientation of the Indian economy which subsequently contributed towards the breakdown of the traditional economies prevalent in the rural sectors. This led to the downfall of the indigenous nature and system which was unique to India. The traditional artisans and craftsmen and those engaged in the traditional, indigenous economic systems became victims of poverty. India was made to face a period of de-industrialization from the traditional or ancient systems. The modes and system of education were also threatened and faced grave issues due to the new policies that were imposed by the colonial rulers.²¹ The changes witnessed in the economic dimension had direct bearings on the society.

¹⁹ Ibid.

²⁰ Kamekar, Mani P. "Impact of British Colonial Policy on Society Relating to Education in Western India During the 19th Century". *Bulletin of the Deccan College Post-Graduate and Research Institute*. Vol 60/61, (2000-2001), p.374

²¹ Ibid.

Under the rule of the British, the initial entry of their impact and entrance towards the Indian educational platform was paved by the Christian Missionaries. The Charter Act of 1813 laid down ten paths for the inculcation and development of education in India by the Christian Missionaries. This Charter Act of 1813 also paved the way towards the emergence of an educational policy in India for the first time. Under the conditions that were laid down in the Charter Act of 1813, an amount of money ranging up to One Lakh Rupees was to be put aside by the British Government for the education of Indians. The early schools that emerged under colonial rule were those that were established by the Christian Missionaries under various missions namely the Church Mission Society, the American Mission Society and the Scottish Mission Society.²² From the period of 1823-1933, education expansion in India under the colonial rule was spearheaded through the promotion of English Language. A preference over the schools that propagated English education over the vernacular systems was developing across certain sections of the Indian population. Many of the social reformers in India favoured English while the East India Company, realizing the need for English educated Indians to serve as clerical workers also promoted English language. Until the year of 1835, there was an expansion of education system in India through the spread of the English language.²³ The usage and spread of English language was highly propagated under various educational institutions that were set up by the Britishers. Lord Macaulay who was the President of the Committee on Public Instruction, claimed that English was the lone/ single language which was able to wholly promote the transmission of knowledge. He even shared his viewpoint, “*English is a modern language and is more useful than Arabic or Sanskrit*”.²⁴ The points emphasized by TB Macaulay were abided by Lord William Bentinck who was the Governor General of India. Bentinck made a vital decision; his decision being the adoption of English as a language medium for the transmission of education and knowledge under the educational institutions which were administered by the British.²⁵ The Macaulay

²² Ibid.,p.376

²³ Singh, Chitragada.(2005).*National Policy on Education*. New Delhi:Dominant Publishers and Distributors.p.15

²⁴ Majunatha, et al., op cit., pp.4-7

²⁵ Ibid.

Minutes of 1823 intimated the objectives of the British Government to be “*the promotion of European Literature and Sciences amongst the natives of India*”. There arose a rift or outbreak from the period of 1813-1835 between the Orientalists and the Anglicists in India. The main factor that led to the outbreak was on the issue of language i.e. English language. The Anglicists highly favoured the usage of English language as a medium for communication and for promoting education. The Orientalists on the other hand, stood firm on the usage of Persian, Sanskrit, and Arabic as the means for communication.²⁶ The university system of education adopted in India was regarded by many scholars as a direct offspring of the influence and impact that was exerted by the British in India. The Elphinstone’s Minute of 1823 which made provisions for the setup of educational institutions for imparting leanings on European Sciences and English language was a salient source for the current higher education system in India.²⁷ From the British perspective, there arose a need to educate a class of Indians who would be orientated towards English. The class of English educated Indians would be able to serve as intermediaries for the British. From the Indian perspective, there was a portion of the population which realized the necessity towards attaining English education. Higher education and English knowledge paved the way towards securing reliable and coveted jobs or modes of employment under the colonial government (especially under the bureaucratic setup that was being observed in India).²⁸ In the colonial era, a system of higher education which was modelled in accordance with the London University (an affiliating system) was established in India with the emergence of the Woods Despatch of 1854. This Despatch i.e. the Charles Woods Despatch of 1854 is popularly referred to as the Magna Carter of English Education in India.²⁹ This Document was a 100 page long document where the goals of education in India under the colonial rule were laid down. These goals included spread of European Literature and Philosophy; European Arts and Sciences across India. Under the Woods Despatch, the first University during modern India was set up in Calcutta in the year of 1857. This was soon followed by the establishment of Universities in

²⁶ Ibid.

²⁷ Choudhary, Sujit Kumar., op cit., p.57

²⁸ Ibid., p.58

²⁹ Ibid.

Madras and Bombay. Many educational institutions at the school and college level were introduced across India under the ‘Sargent Scheme’.³⁰ Modern education was further promoted amongst the Indians. Education became more and more accessible to the Indians. There was a massification in terms of education amongst the Indians.

3. IMPORTANT COMMISSIONS AND POLICIES

Before India attained independence in 1947, there were several key commissions, reports and drafted documents introduced by the colonial rulers. Under colonial rule, a historical significance was witnessed in the birth of educational policies in India. Certain milestones in the development of the Indian education system are:

A) THE CHARTER ACT OF 1813

The Charter Act of 1813 introduced a grant in aids policy. Under the Charter Act of 1813, *“the company was to set aside sum of rupees one lac yearly for revival and improvement of literature, and for the introduction and promotion of knowledge of sciences”*.³¹ The Committee of Public Instruction was later set up for the regulation of grants. The Charter Act of 1813 paved way for enabling the Christian missionaries to promote education amongst the Indians. The Charter Act of 1813 created a formal structure where the East India Company was given a duty towards promoting education in India. Under this Act, a stipulation was laid down where the East India Company (i.e. the Company’s government) was to set or put aside an amount of money not less than One Lakh Rupees annually. This amount was to be utilized for the revival and development of the knowledge of science, encouraging Indian natives to embark on the educational platform and contribute towards the body of knowledge and literature.³²

Despite the significance of the Act, it was not free from shortcomings. One glaring flaw was the lack of a concrete system or a procedure for the attainment of the objectives and goals which were laid down under the Charter Act of 1813. The

³⁰ Majunatha, et al., op cit., pp.4-7

³¹ Choudhary,Sujit Kumar., op cit., p.14

³² Kamerkar, Mani P., op cit., p.375

Act also opened the floodgates towards a brewing debate between the Orientalists and the Anglicists. The Orientalists were not in favour of the promotion of English language in the educational domain over the native languages while the Anglicists highly favoured the promotion of English language in India.³³ The Charter Act of 1813 was historically regarded as the ‘First Educational Policy in India’.

B) THE GENERAL COMMITTEE OF PUBLIC INSTRUCTION, 1823

The main intention behind the establishment of the Committee of Public Instruction in 1823 was to give a definite shape or form to the Educational Policy that emerged due to the Charter Act of 1818 and to subsequently adopt steps towards the execution of the Policy on Education. The Committee was however raked inside the ongoing debate that existed between the Orientalists and the Anglicists. Due to the ongoing debate, no educational policy was implemented till 1835. Later, when Macaulay was appointed as the Chairman of the Committee he supported the arguments that were proposed by the Anglicists. He also supported the spread of the western mode of education and the education of the masses in India. The proposals, aims and the minutes that were subsequently recorded by the Committee under Macaulay’s chairmanship were adhered to by Lord William Bentinck, who was the Governor-General of colonial India. The Governor-General, Lord William Bentinck made a decision to impart English language in the educational institutions which were administered and governed under the British government.³⁴ The recorded minutes under Macaulay were known as the ‘Macaulay’s Minutes’.

C) LORD WILLIAM BENTINCK’S RESOLUTION OF 1835

The Resolution made under Lord William Bentinck, the then Governor-General of India was a historical milestone in the intensification of English language as a main mode of acquiring education in India. Bentinck supported the use of the English language in all educational institutions that were administered by the colonial government in India. The advancement of education in the government

³³Majunatha, et al., op cit., pp.4-7

³⁴Ibid.

administered institutions was to be imparted through the English language. The Resolution paved the way for the development of a new class of labour with skill sets i.e. the English educated Indian class who would be able to assist the British in administrative work. The cost incurred for the utilization of English educated Indians was much cheaper in comparison to their fellow counterparts who possessed the same educational level in Britain. The Declaration made in the year of 1835 under Lord Bentinck highlighted a key feature of the colonial rulers' mindset towards education. Their main intentions were guided by the prominence that was credited to English language for the transmission of knowledge and instructions. A justification for the rapid spread of the western modes of arts and science was also highlighted. From a societal perspective, the advancement and spread of English language led to the birth of a new class of Indians.³⁵ Besides the already existing social structure/ classification that were prevalent in India, a new class known as the English educated Indians was born. The Indian society witnessed a distinction on the basis of the English educated people and the Non English educated people.

D) MACAULAY'S MINUTES OF 1835

From 1813 till 1835, the debate between the Orientalists and the Anglicists led to the delay of the implementation of any educational policy in India. Under Lord Macaulay's Minutes of 1835, there was a formal recognition of western education and English being favoured as a medium of instruction for promoting education across India. When the Minutes of Lord Macaulay were approved and passed by Lord William Bentinck, there was an appropriation of funds for the educational section towards English related education only. The objectives of the Britishers included the progression or advancement of studies related to the European Sciences and Literature in India. The pertaining argument or controversy between the Orientalists and Anglicists came to an end and English was formally declared as a state language which was adopted by the Governments in the North West Province along with the governments of Madras and Bombay.³⁶ Education amongst women had witnessed a major fall under the later phases of Ancient India. From 1822-1837,

³⁵ Ibid.

³⁶ Singh, Chitragada., op cit., p.16

the Christian missionaries had set up eleven schools in Bombay, which were exclusively for girls.³⁷ The educational institutions that were set up by the Christian missionaries highly favoured and promoted education for girls (women) in the society. A college, known as the Sanskrit (Hindu) College in Poona was set up during the initial years of colonial rule in India.

E) WOODS EDUCATION DESPATCH OF 1854

With an aim of introducing a review of the Charter Act under the East India Company and making subsequent proposals for an educational policy which would be more practicable for India, a Special Committee was introduced by the British Parliament. The chairman of the Committee was Charles Wood. Under his chairmanship, a report containing the review of the Committee was submitted. The Despatch, which came to be known as the Woods Despatch (a document consisting of an Educational Policy) was prepared. This Despatch was a 100 page long document which was subsequently released on the 19th of July in the year 1854. This Despatch was known as the “*Magna Carta of English Education*”.³⁸ The Despatch laid down the goals or objectives which were to be attained in India’s educational sector:

- a. The spread of the knowledge on Arts, Philosophy, the European Literature and Sciences in India.
- b. In the context of higher education, higher education was promoted and modelled based on the London University. With the prevalence of the Woods Dispatch, three universities were established in India under the provisions laid down in the University Act of 1854. The three universities were set up in Calcutta, Bombay and Madras. The decision for setting up of Universities was a direct outcome of the Woods Dispatch. The first university in modern India was born at Calcutta in 1857, followed by the universities of Bombay and Madras.³⁹

³⁷ Kamekar, Mani P., op cit., p.376

³⁸ Sahoo, Bedadyuti, et al. “Education system in pre-independence India with reference to Odisha,India”. *International Research Journal of Social Sciences*. Vol.8 , No.2 (April, 2019),p.9

³⁹ Choudhary,Sujit Kumar., op cit., p.58

- c. The Woods Despatch paved the way for the establishment of an Education Department in each province of India.⁴⁰

The Despatch, besides laying the groundwork for the establishment of universities also focused on the promotion of higher education in India. It strongly advocated the use of English in the higher levels of education and a combination of English with the vernacular languages at the schooling levels. With the official handing over of India from the East India Company to the Crown, the Company's rule came to an end in India. India entered into a period known as the Crown Rule for 1858 onwards. The Woods Despatch was the last major step that was advocated under the Company Rule. Many important developments were witnessed in India especially after the Despatch i.e. the establishment of universities, westernization of educational content and knowledge, reforms in the secondary section, creation of Commissions and Committees that gave due importance towards education.

F) INDIAN EDUCATION COMMISSION OF 1882

The Report of the Indian Education Commission of 1882 (page 2) stated that, *“While the Government acknowledged the mastery and comprehensive outline supplied by the Despatch, they deemed it of importance to review the progress made, and to enquire how far the superstructure corresponded with the original design ... Nearly a quarter of a century had since elapsed, and the Governor-General in Council believed that the time had now come for instituting a further and more careful investigation in the existing system, and into the results attained by it, than had hitherto been attempted.”*⁴¹

To cater to the purposes earmarked in the above statement, an Education Commission was appointed by Lord Ripon in 1882. The Commission was chaired by WW Hunter. The Commission submitted its Report in 1883. The Report was

⁴⁰ Purohit, Parth. “The History and Evolution of the Indian Education System”, p.3 Retrieved from:

http://www.crnaidu.in/u/white_paper/The%20History%20and%20Evolution%20Of%20The%20Indian%20Education%20System.pdf

⁴¹ Government of India. (1883). Report of the Indian Education Commission 1882. Calcutta: Superintendent of Government Printing 1883 Retrieved from: <https://archive.org/details/ReportOfTheIndianEducationCommission/page/n1/mode/2up>

perceived as a magnification of the Woods Despatch of 1854. The main objectives for education that were laid down under this Commission were:⁴²

1. The Boards which were in operation at the District and the primary levels were to be given the authority towards administering primary education on a need basis categorized under a priority system.
2. A system where the interference of the government in the educational field was to be highly curtailed (at the schools and colleges) and the educational institutions are to be operated and supervised by private enterprises.
3. High school level was to be scaffolded based on a twofold model. One fold would focus on areas pertaining to vocational education while the other fold was to be based on the advancement of literary education.

The Commission intensified measures for the involvement of the private sectors in the field of education (i.e. privatization) and towards massification of education. The salient recommendations⁴³ that were made by the Commission included:

1. Development of a system or a blueprint which will further heighten the participation of the private enterprises in the educational sector especially through a system of grant-in-aids.
2. In the school system, massification of elementary level education which would be the duty of the various states while the local societies would be assigned the role of setting up schools catering to the elementary and the primary level. The existence of indigenous schools in India was preferred along with the usage of vernacular languages as a medium of instruction in schools located at specific regions of the country.
3. At the secondary schooling level, the state was designated the role of setting up schools, which were to be monitored accordingly. At this level of schooling, there were two branches. One branch focused on the practical aspect i.e. to prepare and train students towards employment avenues, especially in the fields of business and commerce while the second branch was dedicated towards shaping students to pursue higher education courses.

⁴² Sahoo, Bedadyuti, et al., op cit., p.9

⁴³ Purohit, Parth., op cit.,pp.4-5

The Recommendations that were made by the Commission aimed at bringing a complete withdrawal or no involvement of the state in the schools at the elementary and primary level. The charge and administration of these schools were to be handed over to the local bodies. Privatization was a goal that was being set for the higher educational institutions which would lead to a gradual handing over of these institutions from the state(government) towards the private agencies or players and the emergence of a grant -in-aid system that was liberal where equal status was given towards educational institutions that were state run or private run. This was a major mark towards privatization in the educational field as this was the first time that privatization was promoted in official documents. There was a rise in the growth rate of education in both the rural and urban areas. The recommendations of the Commission missed the mark when dealing with religious education ⁴⁴(which was never included nor taken into closer consideration).

G) HUNTER COMMISSION

On the 3rd of February 1882, Lord Ripon appointed the first Indian Education Commission. The Commission had twenty members under the chairmanship of Sir William Hunter and the Commission came to be known as the Hunter Commission.

The salient recommendations ⁴⁵ that were made by the Hunter Commission were:

- a) The Boards to be given control over Primary education.
- b) The private enterprises to be given rein over the transmission of public instructions. Under this system, the private entities would be offered a larger share in terms of grant-in-aids for the promotion of education at the Secondary and the University level.

H) HIGHER EDUCATION COMMISSION

The Indian University Commission was appointed on the 27th of January, 1902. The Commission was appointed based on the following factors:

⁴⁴ Ibid.

⁴⁵ Kamerkar, Mani P., op cit., p.380

a. The need to focus on the different aspects that were entailed under university education in India (which was to be modelled under the London university system).

b. Ever since Universities were established in India, there had been no re-modelling of the universities which were plagued by many protruding and dominant defects. The Commission made certain recommendations which were mainly targeted or aimed towards the '*rehabilitation and strengthening of the existing system*'.⁴⁶

D) INDIAN UNIVERSITY ACT OF 1904

An Educational Conference was summoned by Lord Curzon, the Viceroy of India in Shimla in 1901. A total of one hundred and fifty (150) resolutions were adopted at the Conference. The Educational Conference led to a rise in the number of activities enacted in the educational field and also led to a number of reforms in education. On the 27th of January in 1902, a Commission to fulfil the condition of "*to enquire into the condition and prospects of the Universities in British India*"⁴⁷ was set up in India.

The president of the Commission was Sir Thomas Raleigh. The Indian members of the Commission were Gurudas Banerjee and Syed Hussain Bilgrami.⁴⁸ The Commission was also entrusted with the task of making recommendations or suggestions in areas related to the improvement of teaching standards at universities. It was also entrusted with the task of making progressive changes in the Constitution of Universities.⁴⁹ The recommendations made by the Commission set up under Lord Curzon led to the birth of the Indian University Act of 1904. The recommendations made by the Commission were incorporated in the Indian University Act of 1904.

From the many elements and points that were incorporated under the Indian University Act of 1904, the salient points⁵⁰ which can be deduced are mentioned as follows:

⁴⁶ Singh, Chitragada., op cit., pp.34-35

⁴⁷ Purohit, Parth.,op cit., pp.4-5

⁴⁸ Sahoo, Bedadyuti, et al., op cit., p.9

⁴⁹ Purohit, Parth.,op cit., pp.4-5

⁵⁰ Ibid.

1. For the Universities, a Constitution which was practicable was entrusted. Under these measures, they were able to exercise their own level of control in higher education as per the guidelines and supervisory role that were set up under the government of India.
2. Glaring shortcomings in key areas of education were highlighted i.e. too much focus on rote system of learning, negligence towards the promotion of vernacular language, the prevailing set up of higher education as a means to attain jobs in the governmental sectors, neglect of technical wings and branches in the educational sector.
3. For the promotion of massification of education, the Act sought measures for the raise of funds directed towards primary education.
4. To give a stronger stand for the advancement of secondary education, a system for affiliation and funding pattern was also given due importance under the Act.
5. A diversification of educational courses where importance could be given towards industrial development was also included amongst the list of proposals that were set forth under the Act.
6. The establishment of a system of affiliation of Universities, where the colleges seeking affiliation had to fulfil certain standards that were put in place by the concerned universities. Amongst the many requirements and standards, the vital ones entailed the presence of qualified teachers in the concerned colleges, the physical infrastructure within the college premises to be deemed satisfactory, a logical structure related to fees and policies within the college, stable flow and availability of financial resources. Even when all the standards are met by the college and affiliation is given, the nature of the affiliation is not permanent but is time bound. After the end of a stipulated time period, colleges had to undergo the same process for gaining affiliation under the concerned university.

Major changes towards reduction of inequalities in the educational sector were achieved due to the Educational Policy that was put into place by Lord Curzon. This educational policy proved instrumental towards the formulation of educational policies and the revision of such policies in India in the years to come. While this

policy contributed immensely towards promotion of equality and advancement of education in India, there are some writings which suggest that Lord Curzon also had a hidden motive behind his educational policy. This motive was to curb the flame towards a nationalist movement ⁵¹ that was slowly but progressively being sparked amongst the Indians.

J) THE GOVERNMENT OF INDIA RESOLUTION, 1913

On the 21st of February, 1913, the Government of India passed a Resolution related to the existing educational policy. This Resolution was an outcome of the initiatives taken by the national leaders of India, who were in favour of providing free primary education to the masses and also making it a compulsion.⁵² The noteworthy social reformer who advocated for the provisions towards free and compulsory education for all children between the ages of 6 to 10 years was the leader of the Congress Party, Gopal Krishna Gokhale. The demands initiated by Gokhale were not accepted by the Government of India, citing lack of sufficient funds. The Resolution however found approval where a principle for a threefold system in the educational sector of India was created. This threefold system was a three layer principle which included:

a) Improvement of the already existing educational institutions in India instead of developing entirely new educational institutions.

b) Reorganization of curriculum and content at the primary and secondary school level.

c) Enabling more Indian students to attain and gain access to higher educational institutions located outside of India.

Besides offering an enhancement in terms of exposure and experiences at foreign educational institutions located outside India, the Resolution of 1913 also offered provisions where university level education could be enhanced in terms of the quantity of available institutions. During this period, there were around five universities existing in India along with one hundred and eight five colleges, which

⁵¹ Ibid.

⁵² Sahoo, Bedadyuti, et al., op cit., p.9

were deemed insufficient to meet the population.⁵³ While many ground-breaking introductions and provisions were included in the Resolution, the international arena witnessed the unfolding of the First World War. Due to such circumstances, the majority of recommendations that were found in the Resolution and the existing Educational Policy were not implemented in India.

K) THE CALCUTTA UNIVERSITY COMMISSION

The Commission under the name 'Calcutta' initially was intended to cover problems and issues pertaining to universities under Calcutta. The Commission was able to identify problems or issues that were common across universities in India. The Commission was appointed by the Government of India and comprised of six members along with a chairman.⁵⁴ The Calcutta University Commission was popularly known as the Sadler Commission. Prior to the establishment of the Calcutta University Commission, the conduct of matriculate level examinations were rested on the Universities. After the completion of matriculation level, there was a system where the students had to pursue a two year course of study. After this two year course, an examination known as Intermediate Examination was to be faced by the students. After the completion of the Intermediate Examination, the next phases of examinations were the First Degree level Examinations. When the Calcutta University Commission was established in the year of 1917 under the chairmanship of the then Vice Chancellor of Leeds University, Dr Michael Sadler the Commission believed that the Intermediate phase was actually a part of the formal schooling years where students would be able to have better effective learning under the tools and methods that were adopted under the schooling system. It was not a formal college stage for the students. Subsequently, the Secondary Schooling Institutions were given the charge of the Intermediate classes and were removed from the purview of the universities. Other significant or salient Recommendations⁵⁵ that were made by the Commission included:

⁵³ Purohit, Parth.,op cit.,pp.5-6

⁵⁴ Singh, Chitrangada.,op cit., p.21

⁵⁵ Purohit, Parth.,op cit., pp.6-7

- a. The setup of a New Board, which was to be known as the Board of Secondary and Intermediate Education. The main role of the Board included the reorganization of education from the school level to the Intermediate level in accordance with the instructions given by the Universities for conducting exams at both the Matriculation as well as the intermediate level.
- b. The setup of an Inter University Board to coordinate universities located across India.
- c. A certain degree of autonomy and independence were to be given to the Universities as well as the colleges during their discourse of education, during the conduct of examinations and in the nature of awarding research based degrees.
- d. A description for the Bachelor degree courses leading to a separation of the Universities from the intermediate classes over a 3 year course period was recommended.

With special emphasis related to the administrative and organizational set up of universities, the following recommendations⁵⁶ were put forth:

- a. Grant of more autonomy to teachers and the maintenance of a regulatory system.
- b. Rigidity in the context of university regulations to be reduced or removed.
- c. Creation of a Commission for appointments related to Readerships as well as Professorships.
- d. Creation of faculty posts for various departments or streams.
- e. The setup of a separate Department of Education in the Universities.
- f. The purdah schools for girls aged 15 to 16 years to be restructured.

The educational pattern in India guided by the ‘10+2+3’ formula was adopted in India in the year of 1975. This pattern was based on the foundations and recommendations that were laid down under the Sadler Commission (the Calcutta

⁵⁶ Singh, Chitragada., op cit., p.22

University Commission).⁵⁷ For more than thirty years post the establishment of this Commission, its impact on the educational platform of India were still visible. It even led to the creation of many new Universities across the nation, as per its recommendations.

L) THE GOVERNMENT OF INDIA ACT OF 1919

The Government of India Act of 1919, which was popularly known as the Montague-Chelmsford Reforms paved the way for Indians to be oriented towards a governmental system that was democratic in nature. Under this Act, a dyarchy⁵⁸ system was introduced in India, where two subjects were generated i.e. *Reserved Subjects and Transferred Subjects*. The Subjects listed under the *Reserved* category were to be under the charge of the British administrators while those that were listed under *Transferred* category were to be under the domain of the Indian Ministers. Education was listed as a Transferred subject. The key features of the Act pertaining to the education sector were:

- a. Indians were given the opportunity to take steps towards the development of education (though it was still greatly reduced).
- b. The Indian Ministers purview included the Department of Education.
- c. The framework for compulsory education which was put into motion from 1918 gained further momentum.
- d. The provincial governments faced a grave shortage of funds and control for the promotion of education.
- e. Access to financial funds required the permission of the British administrators, who were not receptive towards allowing access to funds catering to the expansion of accessibility.
- f. The role of the Government of India as a Coordinating and Advisory body in educational sector was no longer possible. This included the formulation of educational policies.⁵⁹

⁵⁷ Purohit, Parth.,op cit., pp.6-7

⁵⁸ A system of double government which was introduced by the Government of India Act,1919

⁵⁹ Purohit, Parth.,op cit.,p.7

The transfer of Education from the government of India to the provincial governments brought about many changes and developments in the educational sector.

M) CENTRAL ADVISORY BOARD OF EDUCATION (CABE)

The Central Advisory Board of Education (CABE) was established in the year of 1921. The key role of the Board was the formulation of principles that would define educational policies. The CABE was to play a key role in the development of education in India and offer advice in matters related to education. The CABE was abolished in the year of 1923 due to financial constraints. It was again brought back in 1935⁶⁰ due to the suggestions that were made under the Hartog Committee of 1929.

N) THE HARTOG COMMITTEE

As per the provisions which were laid down under the Government of India Act of 1919, the grants that were provided towards education were discontinued by the central government while more responsibilities were entrusted to the provincial governments. There was a downfall with regards to the standard of education in India. A Committee, known as the Hartog Committee was appointed under the leadership of Sir Philip Hartog in the year of 1929.⁶¹ Sir Philip Hartog who was the Vice Chancellor under Dacca University had also been a member of the Calcutta University Commission. Under the Committee, the recommendations were best summed up as a Policy recommended towards hasty decisions.⁶² In September of 1929, the Committee submitted its Report and findings.

It covered all aspects of the educational structure and also made certain glaring observations that were included in the Report. In terms of quality and quantity of educational institutions, the Committee was of the opinion that even though there was a rise in terms of number of schools and colleges available, there was a downfall in terms of quality of education being imparted i.e. there was a

⁶⁰Purohit, Parth.,op cit.,pp.7-8

⁶¹ Purohit, Parth.,op cit.,pp.8-9

⁶² Singh, Chitragada.,op cit.,p.23

comprise of quality in education. The rapid rise in number of institutions was a key factor for the decline in quality of education i.e. lowering of standards. The Committee was highly critical of the hasty pace at which educational policies were generated for making education a compulsion even though it realised the value in promoting primary level education. The Committee found failures in the matriculation level examinations. It favoured a more diverse nature of content in the syllabus of the middle schooling levels. It recognized the value for fostering more career centric courses and industry centric content at the schooling level. The Report included the recommendation which stated that, “*all efforts should be concentrated on improving university work, on confining the university to its proper function of giving good advanced education to students who are fit to receive it, and, in fact, to making the university a more 'fruitful and less disappointing agency in the life of the community'.*”⁶³ In terms of Education Subject being handed over to the provincial governments, the Report mentioned the manner of transfer of education to the provinces as highly abrupt.

A short summarization of the key recommendations⁶⁴ under the Committee included:

- a. Adoption of a policy aimed towards *consolidation* and not a system of diffusion.
- b. Curriculum at the primary schooling level was to be more liberalized.
- c. Education at the primary level to be given a status under *National Importance* where the necessary control, regulations and administration of primary level was the duty of the government.
- d. For faculty members, conditions for training and services were to be improved.
- e. Students (especially boys) were to be more oriented towards areas related to industries and commerce in their career prospects.

⁶³ Purohit, Parth., op cit., pp.8-9

⁶⁴ Singh, Chitragada., op cit., pp.23-24

O) GOVERNMENT OF INDIA ACT OF 1935

As per the provisions that were established under the Government of India Act of 1935, activities related to all levels or tiers of education in India were classified under 2 categories, Federal subjects and the State subjects.

Under the Federal Subjects, the following aspects were included:

- a. Education related / or in the Defence Forces
- b. Education in Areas that were Centrally Administered
- c. Aligarh Muslim University and Banaras Hindu University
- d. Archaeology
- e. The Indian Muslim , Calcutta; the Imperial Library, Calcutta; the Victoria Memorial, Calcutta; the Imperial War Museum along with all similar institutions were financed as well as placed under the control of the Federation.⁶⁵

All other matters related to education that were not included under the Federal subjects were placed under the State Subjects.⁶⁶ In the year of 1935, the CABE saw a revival which made suggestions towards a reshuffling or reorganization of education in India. In the year of June 1937, the CABE submitted two Reports i.e. *Report related to Technical Education and Report related to General Education*. The Report related to Technical Education was authored by Abbott while the Report based on General Education was authored by Wood who had visited Punjab and Delhi. In the Reports along with the deliberations of subsequent Committees, technical education not being inferior to general education was highly stressed on. Within the gambit of technical education, a structure of institutions similar to the general education sector was suggested. The AICTE⁶⁷ was subsequently established in the year of 1946.

P) THE WARDHA SYSTEM OF BASIC EDUCATION, 1937

The prior efforts and actions being undertaken to promote massification of education at the primary level indeed brought many changes in the educational

⁶⁵ Ibid., pp.24-25

⁶⁶ Ibid.

⁶⁷ Ibid.

landscape of India. However, a gap was widening in learning in terms of English education. The gap was between the masses ignorant of English education and those that were educated in English. A special emphasis of the promotion of primary education amongst the poorer sections was not catered to. Behind the backdrop, a conference was summoned at Wardha by Mahatma Gandhi from the 22nd - 23rd of October in the year of 1937. The conference was known as the Conference on National Education (the Wardha System). The Conference was presided by Zakir Hussain. The Report of the Commission was submitted in December of 1937. The main objectives of the Report were:

- a. To find and provide measures where the curriculum and teachings from the second to the seventh grade would include skill development based lessons (through Hindi as the medium).
- b. To introduce learning of English language from the eighth grade onwards.
- c. To offer free as well as compulsory education in the first seven years of schooling.
- d. To develop a communication channel between the various communities so as to enhance the school communities.
- e. To develop a model of education uniformly accepted by the centre and states.⁶⁸

The Committee chaired by Dr Zakir Hussain carried out a national level study of elementary education. The Committee was guided towards the objectives that emphasized on: free and compulsory education; remuneration for teachers; education as a productive mode and inclusion of manual work; emphasis of mother tongue as a medium of instruction; focus of education geared towards self-sufficiency.⁶⁹ The Report of the Wardha Education System popularized the notion of work experience.

Education in general and higher education in particular recorded many changes and developments before the attainment of independence. Some of the defining trends that were witnessed even before the attainment of independence in India were a change in nature of education from a religious to a formal system,

⁶⁸ Sahoo, Bedadyuti, et al., op cit., p.9

⁶⁹ Singh, Chitragada., op cit., p.26

introduction of western mode of knowledge and education, promotion of the usage of English language, enlargement of higher educational institutions

3.4.2. POST INDEPENDENCE AND HIGHER EDUCATION IN INDIA

India, during the pre-independent era witnessed a number of reforms, innovations and positive developments in various sectors and segments of India from economical, societal and political dimensions. Yet despite the many progressive developments that were witnessed in India, when India attained independence in the year 1947, Independent India was left with a system where the strong, dominant traces of the colonial rule proved to be major hurdles towards bringing about the much needed transformation and development across India. On the 26th of January 1950, when the Constitution of India was adopted India became an independent nation which was dedicated towards the principles guided by “*Sovereign, Democratic, Republic*”. When the British left India, the higher education system that was prevailing in India was infiltrated with massive regional imbalances. Across India, there were only a total of 50 colleges along with 20 universities in existence. When taking into consideration the population of India, one per thousand Indians was involved in the higher education system of India. From a gender perspective, the involvement of women in higher education was extremely limited and very few Indian women were able to attain degrees at the graduation level. Even before independence, higher education and its key significance for bringing development across the nation was always realized but concrete inclusive steps could not be adopted due to the confinements that were exerted by the colonial rulers. Upon attainment of independence, the leaders of independent India were able to step forward and take crucial steps for bringing about a restructuring and reshaping of the system of higher education in India. The objectives that were enshrined under the Constitution of India became the benchmarks for which the direction of education was to be directed in the context of India.

At the 1948 Educational Conference, Nehru stated that, “*whenever conferences were called to form a plan for education in India, the tendency, as a rule, was to maintain the existing system with a slight modification. This must not*

happen now. Great changes have taken place in the country and the education system must also be in keeping with them. The entire basis of education must be revolutionized."⁷⁰ Nehru firmly believed in the need to reshape education so as to bring an alignment towards the national goals that were adopted by independent India. Nationalist leaders also shared a vision where education had a transformative role in the development of India. Based on the documents of the Government of India that was published in 1850 under the Report of the University Education Commission, "*The academic problem has assumed new shape; we have now a wider conception of the duties and responsibilities of universities. They have to provide leadership in politics and administration, the professions, industry and commerce. They have to meet the increasing demand for every type of higher education, literacy and scientific, technical and professional (knowledge). They must enable the country to attain, in as short a time as possible, freedom from want disease and ignorance, by the application and development of scientific and technical knowledge.*"⁷¹ With special emphasis on the educational dimension, during the last phase of British rule in India, there were no more significant reports or commissions pertaining to education.

The CAME set up two new Commissions after power was handed over to the Indians. One Commission was to focus on secondary education in India while the other Commission was towards university education in India. These Commissions were set up upon sensing the fact that the requirements for India would vary after it attained independence. These Commissions were set up closely as per the promises made to the Indians for the restructuring of the education system. The objective of the educational policy for India was the formulation of a universal system for elementary education by 1960. At the Constituent Assembly, free and compulsory education till the attainment of 14 years was highly debated. It was later emphasized under the Directive Principles of State Policy.⁷² Owing to the unmistakable diverse nature of the Indian society, a number of issues had appeared within the country.

⁷⁰ Choudhary, Sujit Kumar., op cit., p.59

⁷¹ Ibid., p.60

⁷² Majunatha, et al., op cit., pp.7-8

Immediately after independence, the University Education Commission was established in the year of 1948. The chairman of the Commission was Dr. S. Radhakrishnan. In 1949, the Commission handed over its Report to the central government. Under the Five Year Plans, the recommendations and suggestions included in the Report made by the Commission were incorporated by both the central and the state governments. While the central government or the union government confined its educational commitments to the coordination and determination of the academic standards in education (technical, research, higher and scientific), the states were primarily entrusted with the role of promoting, developing education. At the union government, the Department of Education was later upgraded to a full-fledged Ministry. The University Grants Commission was entrusted with the task of monitoring standards of the higher educational institutions as well as acting as a coordinator for the sphere of higher education in India.

After independence, the government decided to set up commissions focused on finding solutions to the educational problems, make due suggestions for the improvement of the educational systems and for developing elaborate policies in the field of education. When the Constitution was adopted in 1950, the responsibility for Education as a Subject was placed on both the Central and the state governments. The objectives of 'equality of educational opportunities', attainment of 'social justice' by adoption of policies promoting positive discrimination was clearly mentioned in the Constitution. The makers of the Constitution of India understood the role of an educated electorate for the discourse of growth and stability in the country on the lines of democracy. Development of the university or the higher education system and the secondary education system, promotion of education for women, promotion of compulsory elementary education for the masses, inclusion of education in the technical field and the vocational field at different stages were some of the problems that were faced by the central government at the time of independence. A Constitution led by the principles of *Justice, Liberty, Equality*; a Constitution which offered free education for Indians was needed. Also, a number of important committees and commissions for analysing and making corresponding suggestions related to the educational problems in India were set up. These

commissions and committees were to focus on the changing scenarios in India in terms of needs, aspiration, structure and strategies.⁷³ The Indian Constitution contains many articles which aims at the removal of educational inequalities within the nation and promote educational development across all parts of the nation. From the many articles related to education in the Indian Constitution, certain significant ones are highlighted. These highlighted articles are categorized in a fivefold category⁷⁴, namely:

*A) Free and compulsory primary education in the country – Article 45 of the Indian Constitution explain that the State shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years.*⁷⁵

*Article 45. Provision for early childhood care and education to children below the age of six years. — The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.*⁷⁶

It was the duty of the step towards ensuring that education was made available for children across India. This was crucial for the massification of education which could raise the literacy level and generate an educated youth population for the future generation. Article 21(A) of the education which lay down the provisions for free and compulsory education as a fundamental right was an outcome of the provisions under this fold.

*B) Religious instruction – Article 28(1), Article 28(2), Article 28(3) and Article 30 of the Indian Constitution safeguard the Secular Education. India is a secular state and every religion has got the right to popularize and spread its religious ideals.*⁷⁷

⁷³ Purohit, Parth.,op cit., pp.10-11

⁷⁴ Ibid.

⁷⁵ Ibid.

⁷⁶ Ministry of Law and Justice, Legislative Department.“The Constitution of India (as on 9th September 2020)”.Page 35 Retrieved from:

<https://legislative.gov.in/sites/default/files/COI.pdf>

⁷⁷ Purohit, Parth.,op cit., pp.10-11

Article 28-1) *No religious instruction shall be provided in any educational institution wholly maintained out of State funds.*

(2) Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.

*(3) No person attending any educational institution recognised by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto.*⁷⁸

In the context of the secular principles that drive the Indian constitution, the educational institutions are no exception towards promoting secular spirit across India. At the same time, the various religions are given the right to establish and run educational institutions which are wholly maintained or partially maintained by the funds received from the government. This was an important provision that promoted the expansion and massification of education while bringing a high degree of competitiveness amongst the provider of education. From the elementary to higher education level, institutions that were owned and administered by the religious groups were spread across India.

C) Equality of Opportunity in Educational Institutions – *Article 29 and 30 of the Indian Constitution guarantees the minorities certain cultural and educational rights to establish and administer educational institutions of their choice, whether based on religion or language.*⁷⁹

Article 29. *Protection of interests of minorities.—(1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same. (2)*

⁷⁸ Ministry of Law and Justice, Legislative Department.,op cit., p.30

⁷⁹ Purohit, Parth.,op cit., pp.10-11

*No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.*⁸⁰

*Article 30. Right of minorities to establish and administer educational institutions.—(1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice. 1 [(1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.] (2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.*⁸¹

The Constitution ensures that all sections of Indian society are provided with provisions towards development from a multi-dimensional perspective. Based on Article 29 and 30 of the Indian Constitution, the minorities (either in terms of ethnicity or religion) and their interests are well protected. Their indigenous attributes and culture are protected. The state ensures that no discrimination is made when granting rights for establishing educational institutions, when receiving aid or assistance from the government, when acquiring property for establishing institutions for any minority section of society.

*D) Education of the Socially and Educationally Backward Classes of Citizens – Article 15, 17 and 46 safeguard the educational interest of the weaker sections of the Indian community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes.*⁸²

⁸⁰Ministry of Law and Justice, Legislative Department, op cit., p.30

⁸¹Ibid., pp.30-31

⁸² Purohit, Parth., op cit., pp.10-11

Article 15. *Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.—*

(1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, and place of birth or any of them.

(2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to— (a) access to shops, public restaurants, hotels and places of public entertainment; or (b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public. (3) Nothing in this article shall prevent the State from making any special provision for women and children. ⁸³

Article 17. Abolition of Untouchability- *“Untouchability” is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of “Untouchability” shall be an offence punishable in accordance with law.* ⁸⁴

Article 46: *Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections.—The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation* ⁸⁵

Under this fold, education as a subject is highlighted as a process, as a basic necessity where access or attainment of education is for all sections of society. The educationally backward sections of the Indian society are to be given access to education. The notion of equality in terms of access is not limited only towards education but entails access towards other areas of society. The usage of public services and public property, employment avenues, enjoyment of recreation and access to other places or services under the non-public providers do not permit discrimination on any grounds.

⁸³ Ministry of Law and Justice, Legislative Department.,op cit., p.45

⁸⁴ Ibid.,p.27

⁸⁵ Ibid.,p.35

E) Language and Educational Safeguard – Article 29(1) explains that any section of the citizens, residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to construe the same.⁸⁶

*Article 29: Protection of interests of minorities.—(1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.*⁸⁷

Various articles located in the Indian Constitution from Fundamental Rights, Directive Principles of State Policy and Fundamental Duties along with other classifications within the Constitution highlight the educational rights and educational interests of various sections of the Indian society, especially the minorities and economically disadvantaged sections of society.

3.4.2.1. IMPORTANT COMMISSIONS AND POLICIES

When India became an independent nation on the 15th of August, 1947 Independent India was left with a higher education system which had never been formulated or planned to meet the diversity which pertained across various regions of India. India inherited a higher education system which was created by the Britishers. At the time of independence in 1947, there were only around 500 colleges and 20 universities in total for the entire nation. Enrolment in terms of women, backward sections was low. From a macro perspective, only around 1 Indian per one thousand of the entire population was enrolled for higher education.⁸⁸ The expansion for higher education in terms of quantity and quality was launched in India.

To reach out to the diverse regions spanned across the nation, combined efforts were massively executed across the nation in terms of developing universities and colleges for the population. The leaders of the nation realized that development and expansion of higher education was the need for a developing nation like India.

⁸⁶ Purohit, Parth.,op cit., pp.10-11

⁸⁷ Ministry of Law and Justice, Legislative Department.,op cit., p.30

⁸⁸Hossain Amir, Gourish Chandra Modal. “History and Milestones of Higher Education in India”. *International Journal of Research and Analytical Reviews*. Vol.6, No.1 (Jan-March,2019), pp.979

Before independence, the national leaders were not able to steer education driven towards development in India. After independence, the national leaders were able to give the much needed focus and transformation in the educational sector. In the year of 1948, the first Prime Minister of independent India, Pandit Jawaharlal Nehru expressed his views at an educational conference in the year of 1948. He voiced the shortcomings in the current system where plans generated at the conferences only made slight changes but failed to bring a change from the prevailing higher education system in India. While major changes were happening in India, the educational sector had failed to witness massive changes. There was a great need to bring a transformation in the educational sector of India. Nehru strongly believed that education in India had to be aligned to the goals laid down for independent India. These goals, regarded as national goals for the nation, were enshrined in the Constitution of India. These goals included (a) *Democracy*, (b) *Secularism*, (c) *elimination of poverty*, (d) *to create a socialist society*, and (5) *to create national integration*.⁸⁹ The leaders of the nation from across all regions of the nation were in agreement that education was the driving force needed to bring transformation across the nation from a social and economic perspective.

Many Commissions and Policies related to education (including higher education) were subsequently created by the Government of India in the years following attainment of independence in 1947. These Commissions made recommendations and proposals aimed towards bringing substantial changes in the educational system of India. Examples of certain commissions included the Radhakrishnan Commission related to university education of 1948-1949, the establishment of the University Grants Commission in 1953 and the setup of the Kothari Commission of 1964-1966.⁹⁰ Education was given a key role towards national development.

A) THE UNIVERSITY EDUCATION COMMISSION

The Radhakrishnan Commission established in the year of 1948 was also known as the University Education Commission. This Commission was regarded as

⁸⁹ Choudhary, Sujit Kumar., op cit., p.59-61

⁹⁰ Hossain Amir, Gourish Chandra Modal., op cit., p.979

a landmark for establishing the objectives of higher education in independent India. Under the chairmanship of Dr S. Radhakrishnan, the Commission formulated significant recommendations which clearly enunciated the objectives of education where education was to bring development and adoption of democratic values within the self and train the self for the awakening and promotion of the abilities of the individual. This Commission stressed on the role played by training and education at the post graduate level and research initiatives for the expansion and addition to the already existing knowledge. The Commission expressed the need to promote higher education for the rural areas while emphasizing on the role played by the universities for studies related to agriculture in India, where agriculture was the major source of livelihood. In the language aspect, the use of an Indian language as a medium of instruction was highly favoured against the current use of English only which had been laid down for higher educational institutions. To gain access for employment at the governmental administrative services, the possession of university degree was not a necessity. The recruitment for various state services was recommended to be organized by a Special State examination.⁹¹ The Commission laid down the need to thoroughly examine the scientific methods of educational testing and appraisal.

The Radhakrishnan Commission of 1948 recorded the changes and trends in higher education in India across the ages. The Commission was of the opinion that the scope and duties of universities were now greatly enhanced. Universities had to also cater to the demands that were growing in the field of politics and administration, professional professions, the industry and the business sector. University education had to cater to the diverse needs of all branches and courses of higher education. The Commission made recommendations that envisioned a reshaping of the education system in India. Certain salient recommendations⁹² that were made by the Commission are as follows:

- a) Emphasized on the 10+2 structure.
- b) Promotion of research and professional education in all possible frontiers related to education.

⁹¹ Purohit, Parth.,op cit., p.11

⁹² Ibid.

- c) Provisions toward the development of students' welfare through various means such as financial aid, scholarships, library, medical and housing facilities, to name a few.
- d) Establishment of a rural university to meet the needs of the rural economy and society.
- e) Functioning of the universities as autonomous, independent units.
- f) Placement of university education under the Concurrent List.
- g) Establishment of the University Grants Commission which would take up the role of fund and grants allocation to the universities.

B) THE UNIVERSITY GRANTS COMMISSION (UGC)

The CABE, in its report of 1944, made recommendations for the establishment of a University Grants Committee (UGC) in India that was to be formed in the year of 1945. The role of the UGC was to oversee the functioning of three universities i.e. the Central universities were located in Banaras, Delhi and Aligarh. In 1948, the University Education Commission was established. The Commission was commonly known as the Radakrishnan Commission. The Commission made recommendations for the reconstitution of the UGC. The UGC was reformed, in accordance with the model of the University Grants Committee of the UK. The UGC was to operate under the chairmanship of a full time chairman along with members who were appointed from the pool of reputed educationalists located across the nation. The UGC was inaugurated on the 28th of December, 1953. In the year of 1952, the Central government had made a decision where issues related to allocation of public grant-in-aids towards the universities and higher education institutions were to be conducted by the UGC. The formal establishment of the UGC as a statutory body under the Government of India was in the month of November of 1950, by an Act of Parliament.⁹³ The UGC was entrusted with two tasks i.e. allocation of funds and the establishment,

⁹³ "Genesis". University Grants Commission Retrieved from: <https://www.ugc.ac.in/page/genesis.aspx>

maintenance of standards in the higher educational institutions along with the universities across India.

The roles and authority that were allocated to the UGC included:

- a) The development of the university education across India.
- b) To establish and maintain standards and quality levels of research, teaching, academics and other components of higher education.
- c) To be a monitoring agency for colleges and universities.
- d) To play an advisory role for both the central and the state government towards the improvement of higher education in India.
- e) To act as a linkage between the Central and the state governments along with the different institutions that catered towards higher education.⁹⁴

Throughout the years, the roles and responsibilities of the UGC has witnessed additions especially in the areas pertaining to quality standards which included the promotion of research by creating provisions related to grants for both major and minor projects, introduction of fellowships and career awards, establishment of associateships for research. Other key roles included:

- a) The establishment of Inter-University Centres to foster advancements in research.
- b) Grant of autonomy to certain colleges i.e. Autonomous Colleges to facilitate promotion of innovations in their courses, evaluation process, development of curriculum, execution of teaching-learning.
- c) Grants related to financial assistance towards the development of Computer Centres in universities and higher educational institutions.
- d) Establishment of the minimum standards related to instructions for the grant of first degree in the formal and distance mode of education.

⁹⁴ “About UGC”. University Grants Commission (UGC)-NET. Retrieved from: <https://ugcnet.nta.nic.in/about-ugc/>

- e) College Science Improvement Programme (COSIP) and a College Humanities and Social Science Improvement Programme (COHSSIP) programmes were to be introduced.
- f) To develop model curricula for both the undergraduate along with the postgraduate courses, Curriculum Development Centres are to be set up.
- g) Committee for Strengthening of Infrastructure in Science and Technology (COSIST) was to be introduced where assistance was to be offered to selected departments in the universities for obtaining equipment that were needed to compete in research at the international level.
- h) University Science Instrument Centres (USIC) was to be set up for developing interests in advancements made in science and technology amongst students.
- i) Promotion of staff development by the establishment of the Academic Staff Colleges which would conduct courses related to staff development (refresher courses, orientation courses, etc.)
- j) The introduction of a Special Assistance Programme (SAP). Under the SAP, certain departments of the universities were to be given support under three levels i.e. Department of Research Support (DRS), Department of Special Assistance (DSA) and Centre of Advanced Study (CAS).⁹⁵

C) SECONDARY EDUCATION COMMISSION

The Secondary Education Commission also known as the Mudilar Commission was established on the 23rd of September, 1952 under the chairmanship of Dr A.L.Swami Mudilar. The Commission's report was submitted on the 29th of August, 1953. The main objective behind the establishment of the Commission was for bringing the needed changes or reforms in the secondary education system of India. The Commission also aimed to re-define the objectives or aims of teaching and arrangements in set up the teaching arena. A congenial relationship between primary, secondary and university education was also targeted by the Commission. In the areas of administration and governance, the creation of a post i.e. the Director of Education for advising the ministers was to be set up in every state in India.

⁹⁵ Powar K.B., op cit ., pp.36-37

In the financial aspects of secondary education, the Mudailar Commission suggested the improvement of the financial conditions by establishing a close relationship in matters related to the improvement and organization of secondary education by strengthening the ties between the Centre and the states. Significant suggestions or recommendations made by the Mudailar Commission included suggestions for a uniform system for the recruitment and appointment of teachers. The Commission also sought steps to create arrangements for broadening the pupil's knowledge and skills under various industrial occupations. Recommendations made in the prevailing Education System included the reduction in external examinations and reduction with regards to the elements of subjectivity in the examinations. Besides making these reductions, the suggestions for tests which were objective in nature to replace the previous system were also made. With special emphasis on the secondary education sector, the Commission laid down the objectives of secondary education to be linked to the character and personality of the pupils. The age group for secondary education was suggested for children between the age groups of 11 years to 17 years where the seven years was divided into two phases. The first three years was the junior high school phase while the remaining seven years was the high school phase. With regards to the curriculum, multiple suggestions were also made. Based on the students' needs or the students' interests, Multipurpose Schools were to be set up. For the villages, agriculture was to be a compulsory subject while girls were to be taught home science subject in schools. In the language medium, regional languages was to be imparted as a medium of instruction in schools. To ensure learning and teaching targeted towards solutions that were not merely abstract but were purposeful and aligned to the prevailing realities, the curriculum changes was also suggested at the Middle School level. The Commission further suggested the inclusion of physical education, mathematics, social studies, art and music, languages, mathematics, general sciences and mathematics.⁹⁶ The Commission stressed on the need to generate diverse curriculum where vocational courses were suggested.

⁹⁶ Ibid.,pp.11-12

D) KOTHARI COMMISSION OR THE EDUCATION COMMISSION

With Dr. D.S.Kothari as the chairman, the Education Commission also known as the Kothari Commission was created in 1964 with the main objective of finding suggestions and solutions for the removal of the defects or the loopholes in the education system of India from a national perspective. The previous Commissions set up prior to this Commission namely the Secondary Education Commission and the University Education Commission and their suggestions for bringing reforms in Indian education could not be fully implemented in India. The Kothari Commission made several suggestions. The key recommendations included in the Report entailed development leading towards self-sufficiency, innovations towards science and technology, education as a contributing element for national and social unification, education as a main catalyst for development, directing education towards issues pertaining to economic growth and employment, promotion of vocational education and training, linking education to the aspirations and need of the society, generate values related to moral and social ethics, modernization of the society through knowledge. Kothari Commission stated, *"While the fundamental values to which the universities owe their allegiance are largely unrelated to time and circumstances, their functions change from time to time. Their tasks are no longer confined to the two traditional functions of teaching and advancement of knowledge. They are assuming new functions and the older ones are increasing in range, depth and complexity."*⁹⁷

The Education Commission or the Kothari Commission established a set of functions for the universities in India in the context of the modern world:

1. Quest for acquiring new knowledge; vigorously develop and pursue the quest for seeking truth values and deconstruct the old or traditional beliefs or knowledge in accordance with the new inventions, discoveries and necessities that are located in the present society.
2. Supplying society with the leadership that satisfies the needs for all walks or aspects of life who will aide each individual towards attaining progress that utilizes their full potential.

⁹⁷ Ibid., pp.12-13

3. Training women and men alike in various professions and be cultivated with a strong sense of duty and commitment towards the society.
4. Dispersal of education for the promotion of societal justice, reduction in differences and propagation of equality in the society.
5. Enrich the students, teachers and the entire society with the morals needed for the generation of the notions of a good life at the societal and individual level and bring each university a step closer towards the community by the enlargement of knowledge and its applicability.

E) NATIONAL POLICIES ON EDUCATION

In the year of 1968, a National Policy on Education for India was finally initiated for national level reconstruction of various fields of education. National policies and their grave impact for educational development were highly emphasized. Under the National Policy on Education of 1968, programmes related to diverse segments of education were covered. Equality in educational avenues, education in the industrial and agricultural sectors, promotion of adult education, increase in levels of awareness in literacy, promotion of sports and games programmes at the educational institutions, promotion of Indian languages, identification of the gifted children, conditions for work experience and the national service scheme were certain key segments included in the policy documents. Two decades after the enactment of the National Policy on Education in 1968, the National Policy on Education of 1986 came to existence. One commendable aspect under the Education Policy of 1986 was the special consideration of provisions for promoting educational opportunities under the gambit of Equality for the Scheduled Castes, Scheduled Tribes, educationally deprived sections, minority groups and the women in the Indian society.

Under the National Education Policy of 1986, the subjects covered included:

1. *“Making the System Work*
2. *Content and processes of School Education*
3. *Education for Women’s Equality*
4. *Education of the Scheduled Castes, Scheduled Tribes, and other backward section*

5. *Minorities' Education*
6. *Education for the Handicapped*
7. *Adult and Continuing Education*
8. *Early Childhood Care and Education*
9. *Elementary Education (including Non-Formal Education and 'Operation Blackboard')*
10. *Secondary Education and Navodaya Vidyalayas*
11. *Vocationalisation*
12. *Higher Education*
13. *Open University and Distance Learning*
14. *Technical and Management Education*
15. *Research and Development*
16. *Media and Educational Technology (including use of computers in education)*
17. *Delinking degree from job and Manpower planning*
18. *The Cultural Prospective and Implementation of Language Policy*
19. *Sports, Physical Education and Youth*
20. *Evaluation Process and Examination Reforms*
21. *Teachers and their Training*
22. *Management of Education*
23. *Rural Universities and Institutes.*⁹⁸

A New Educational Policy was put forth at the Indian Parliament on the 20th of April, 1986. This Policy was put forth for consideration and its subsequent acceptance was a resultant of the priority which Rajiv Gandhi had allocated to Education. The guiding principles or guidelines of the New Educational Policy of 1986 included:

- 1) A job-orientated curriculum.
- 2) Education that is aligned to a vocation.

⁹⁸ "National Policy on Education (Programme on Action 1992)" pp.3-4 Retrieved from: https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf

- 3) Awakening of the masses on the developments in the gambit of science and technology.
- 4) Degenerate awareness amongst the students with regards to the above mentioned points so that their utility factor would record high scores in the coming years.
- 5) More involvement of both the governmental and non-governmental sectors for the removal of illiteracy and the promotion of adult education.

In the year of 1992, the National Policy on Education of 1986 was reviewed along with the Programme of Action (POA) which was born out of the deliberations and conclusions from the Education Policy of 1986. In 1990, the National Front Government formed an Education Committee whose main goal was the re-examination of existing educational policies. It was also set up for finding new measures for the advancement of industrialization and the non-urban areas in India. The Committee was chaired by Professor Ram Mutri. A system for the decentralization and fulfilment of *Operation Black Board Scheme* in the educational sector was also proposed. Methods for bringing changes in the higher education sector were also set forth.⁹⁹ Elaborations on the national educational policies are provided below:

i) THE NATIONAL POLICY ON EDUCATION OF 1968

In accordance with the recommendations made by the Kothari Commission, the National Policy on Education was formulated by the central government in the year of 1968. The National Policy on Education of 1968 did not just seek small or minor changes but aimed for the complete change or development of the education sector in India. The Policy aimed to attain integration in India and promote harmony. Certain suggestions or a recommendation included in the Policy was the generation or promotion of compulsory education for children between the ages of 6 to 14 years. Under the Policy, Hindi was recognized as the national language and supported the usage of English as a medium of instruction at the schooling level. A very crucial symbolism of the cultural heritage of the country, Sanskrit was to be promoted. The

⁹⁹ Ibid., pp.13-14

usage of regional languages at the secondary school level was highly supported. A 6 percent allocation of the national income for education was also recommended by the National Education Policy. The Policy was viewed as the first concrete initiative or action taken with regards to steering education system in independent India towards a positive path. The Policy proposed and advocated a *Three Language Formula*. The *Three Language Formula* was regarded as a step forward, for the promotion of integration within the nation and the advancement and betterment of education amongst the minorities. Criticisms were very much present for this Policy. The *Three Language Formula* was highly criticized for being a means to force students in pursuing a language ¹⁰⁰ that was not familiar nor gained their interest. The Policy also failed to give a clear roadmap or blueprint for the implementation of the objectives laid down in the Policy.

ii) THE DRAFT NATIONAL POLICY ON EDUCATION, 1979

The Draft National Policy on Education of 1979 gave emphasis for developing morality and ethical values to build worth amongst the citizens. The Draft Policy supported an educational system which focused on both knowledge content as well as academic abilities, an educational system that laid emphasis on reinforcing the values that are so dearly enshrined in the Indian Constitution. The Draft Policy also highlighted the need to revamp the educational system so as to meet the needs of the contemporary world and to strengthen national integration. It also highlighted the need to ensure the large gap that exists in society is reduced so as to remove the perpetual emotions of alienation and sense of inferiority that exists.¹⁰¹ The cooperation between the various societal communities and the educational institutions was also emphasized on.

iii) THE NATIONAL POLICY ON EDUCATION, 1986

Under the Prime Ministership of Rajiv Gandhi, a National Policy on Education came to existence in the year of 1986.¹⁰² The National Policy on

¹⁰⁰ Ibid., pp.10-11

¹⁰¹ Ibid.

¹⁰² Hossain Amir, Gourish Chandra Modal., op cit., p.980

Education of 1986 was not only driven for economic development but was highly inclusive in terms of equality, equity and international cooperation. The National policy on Education of 1986 offered a major advancement towards the strengthening and extension of facilities at the colleges and the universities.

The main objective behind the National Policy on Education of 1986 entailed a broad framework under which each section of society with special emphasis on the scheduled tribes, the scheduled castes, deprived sections, women and their platforms for gaining more educational opportunities was laid down. The various means or methods to be adopted for the fulfilment of the objectives laid down under the National Policy on Education of 1986 was for the inclusion of fellowships for the weaker sections of society, setting up of new schools as well as colleges, engagement of more people from the weaker sections as teachers, emphasizing and promoting education amongst the adults. Due importance for the establishment of an Open University was given under which Indira National Open University (IGNOU) was accordingly set up. Under the Policy, technical education and the sector for technical education was made open for the private sectors. Information technology within the educational domain was also well established. The rural people and education for the rural sector as a fulfilment of the Gandhian philosophy was also clearly mentioned.

3.5 CONCLUSION

The domain and roles ascribed to higher education were not constant but were changing continuously to cater to the needs or demands of the present society. Amongst the many roles and functions that are performed by the higher education, certain general roles that were classified as the domains of higher education included,

- a) The promotion of research and training.
- b) The development of independent thinking.
- c) The centres for the pursuit of knowledge, the generation of knowledge and the expansion of knowledge.
- d) Immense contribution towards the betterment of the society.

- e) Assistance towards the formulation and implementation of policies programmes and action plans of the national governments.

These roles and functions were altered and redefined across various different periods of history, depending on the occurrences and developments at the regional or global levels. As indicated in the title of this chapter, the context of the Indian higher education system prior to formalization of globalization forces in India (before the arrival of the New Economic Policy of 1991) is analysed and elaborated accordingly.

Higher Education System in India before the dawn of ‘Independent India’

During the ancient period of Indian history, education was highly religious in nature. The path of higher education and its evolution began in the ancient era during the Vedic period where two systems existed side by side. These two systems were the Buddhist system and the Brahminical system. Whereas the Buddhist system of education promoted secular education, the Brahminical system was limited by religious instructions and values. The centres for higher learning and the nature of higher education were highly elitist in nature. Higher education was not available for the masses nor was it permissible depending on their social status that was ascribed by the Indian societal system. Higher education and learning centres promoting higher education were minimal in number and there was no formal adoption of an educational policy catering to higher education during ancient India.

The arrival and advent of British rule in India brought extreme changes across all aspects of Indian society, where higher education was no exception. The initial involvement of the colonial rulers in Indian education was due to the role played by the Christian missionaries. Significant developments that are traced in the higher education system of India during the colonial rule are:

- a) Under the Charter Act of 1813, formal recognition of the role of the East India Company in education was recognized. This Act was regarded as the first educational policy of India. It provided a stipulation where a sum of not less than one lakh rupees was earmarked for investment in the educational sector of India. Under Lord William Bentinck’s Resolution of 1835, a

new social stratification arose in the Indian society i.e. the English speaking section of Indians and the non-English speaking section of Indians. He favoured the promotion of the English language and the English system of education. The steps taken for the creation of a class of English educated Indians was due to the need for English language educated Indians to assist and aid the colonial rulers in their administrative work.

- b) Macaulay's Minutes of 1835 paved way for the formal recognition of English language as a favoured medium of instruction in educational institutions. In the North West Province, the government of Bombay and the government of Madras, there was a formal recognition of English as the state language. Funds were also appropriated towards education that was related to English along with the furthering of studies that were related to European Sciences and European Literature.
- c) The Woods Despatch of 1854, which came to be known as the Magna Carta of English Education led to the establishment of modern universities in India. The first modern universities that were established under the Woods Despatch were the Universities of Calcutta, Bombay and Madras.
- d) The Indian Education Commission of 1882 established provisions that promoted privatization and massification in education. In the domain of higher education, a system of grant-in-aid was to be introduced for the private or the non-governmental players engaged in providing higher education. This was the first time recognition towards privatization was promoted in the official documents.
- e) Under the Indian University Act of 1904, a system of affiliation of colleges towards Universities was introduced. The norms and the criteria under which affiliation was to be granted were laid down accordingly.
- f) Under the Sadler Commission of 1917, there was a recommendation for the '10+2+3' structure where 10+2 were the schooling years, followed by a three year degree course. For the first time under this Commission, there was a formalization related to the categorization of the schooling and degree systems.

- g) Under the Government of India Act of 1919, education was listed under 'Transferred subjects' and was placed under the Indian Ministers. The Indians were formally given the task of improving and developing the educational landscape of India.
- h) Under the Government of India Act of 1935, activities pertaining to education were listed under 2 subjects, the Federal Subjects and the State Subjects.

The colonial era in the Indian higher education system witnessed the gradual formalization and the restructuring of the higher education system in India. The higher education system from the ancient era was slowly replaced by a system which was defined by the colonial rulers where many models, policies and action plans were launched in accordance with the European system. Besides the establishment of colleges and universities, the colonial era ushered in the phase of modern education and modern educational institutions in India. Towards the end of the Second World War the notion of egalitarian systems in higher education was replaced by the notions of massification and the need to cater to the demands of the society. The societal impact became a key objective in the system of higher education. The universities role of imparting research and teaching included a new dimension i.e. extension related activities. Universities and the higher education system became a key tool for the development of progress in society.

Higher Education System in Independent India: Before 1991

When the British left India in 1947, there were only 20 universities and around 500 colleges which were functioning in India. The existing higher educational institutions catered to a ratio of one per thousand Indians. Education was still not massified nor readily and freely available nor approachable for the masses. The leaders of the newly independent India were left with the daunting and gigantic task of striving towards educational development across the entire nation. The framers of the Indian Constitution and subsequent amendments that were later made in the Constitution pertaining to education were all centred towards the promotion and inculcation of an all-round education development that was equal and just; catering to the special necessities and conditions that were required for certain regions and sections of the India

society. Certain significant developments which are located in Indian higher system based on the study are:

- a) Under the Radhakrishnan Commission of 1948, there was a broad vision for reshaping of the educational system in India. It laid down proposals for the operation of universities as autonomous units, location of education under the Concurrent List, for the establishment of the University Grants Committee (UGC), towards the setup of rural universities and various financial measures to provide assistance to students.
- b) The UGC was entrusted with the dual task of providing the financial funds that were to be appropriated towards the higher educational institutions based on the conditions laid down under the UGC and towards the maintenance of standards and quality levels that were determined by the UGC in higher educational institutions.
- c) The National Policies on Education (1968 and 1986) were based on the recommendations that were made under the Kothari Commission which aimed to bring major developments across the Indian educational landscape. The National Policies on Education covered all areas of education from early childhood care, formal schooling years, higher education sectors, vocationalization and teacher training, rural based universities and evaluation processes, education for the minority sections, technology and youth related avenues, to state a few.

To offer an insight into the major trends that were witnessed in the India's higher education system, an overview since fifty years of independence is listed as follows:

- a) From 20, the number of university level institutions rose to around 229.
- b) From about 500, the number of colleges rose to around 8000.
- c) From a figure ranging to about 0.2 million, the number of students rose to about 5 million.

- d) From a figure of about 47 thousand, the number of students engaged in professional education rose to around 550 thousand by 1996.¹⁰³

The changing roles and perceptions of Higher Education system in India

The globe is fast witnessing unison between the worlds of knowledge and business. Higher education, its expansion and development holds the key towards attaining a symbiotic relationship in the domain of business and knowledge. The knowledge component and its direct bearings on productivity are rising at an exponential base. The domains of knowledge have to cater to the aspects of practical knowledge. The dawn of the Silicon Valley is an instance which has so clearly reflected the unification in work and knowledge. The traditional values and roles of universities which were elitist in form no longer find relevance in the modern set up. By the end of the Second World War, the redefining of universities catering to an egalitarian set up promoted the wide scale acceptance of universities and their commitment towards the society. Besides the traditional role of learning and teaching, universities in the egalitarian set up were engaged in the developmental works for their respective societies, formulation of programmes that served the interests or needs of their societies and the adoption of studies that were aligned to developmental initiatives and were research based.

Higher education system in India has undergone a series of transformations across different periods in history. The path of higher education and its evolution began in the ancient era during the Vedic period where two systems existed side by side. These two systems were the Buddhist system and the Brahminical system. Whereas the Buddhist system of education promoted secular education, the Brahminical system was limited by religious instructions and values. The biggest change in higher education took place under the initiatives made by the colonial rulers in India. The colonial rule was a defining period where the English system of education occupied a key post. Even though many positive defining moments in higher education was generated with the colonial rule, there were many drawbacks.

¹⁰³ Powar K.B., op cit., p.33

One important ill effect was the setback that was faced by the indigenous education system.

Higher education system in India has undergone ground breaking and revolutionary changes. Prior to India's attainment of independence, higher education system was regarded as a system that was elitist in nature reserved for the section of Indian society who would prove useful for aiding the colonial rulers in their administrative work. After independence, democratic India set the pace for massification of the higher education system. The higher education system propagated by the higher educational institutions spread all across the country and became widespread across various social and cultural environments. The diversity spanned across India also witnessed a diverse nature in terms of nature, quality, and standards of higher educational institutions depending on the geographical location. By the late 1990s, India witnessed a thirteen fold rise in the quantity of higher level institutions located across India and a twenty five fold rise in the strength of students. This was further characterized by India attaining second place in terms of the size of its higher education system.

The state of Indian higher education has been examined by a number of commissions and committees that have identified many major problems and have suggested remedial action plans. However, progress towards alleviation of the problems has been limited because of lack of resources and inadequate human resource development. India's higher education system was determined immensely by the colonial rule and their expansionary tendencies in India. Post 1991, the new economic system in India led to the adoption of new dimensions and interpretations in fields pertaining to higher education.

CHAPTER 4

GLOBALIZATION AND HIGHER EDUCATION IN INDIA (1991-2018)

This chapter examines the initiation of Globalization process in the higher education system of India. The politico-economic situation of India is examined as the process of Globalization was a direct outcome of the economic restructuring that was introduced in India. The emerging economic parameters that were witnessed in the Indian economy were not localised in the economic dimension alone. It brought a wave of repercussions across all dimensions of society. The higher education system in India was also redefined and re-engineered towards the dictates of the globally driven economy. This chapter thus includes a brief insight into the changing scenarios witnessed in the Indian economy from 1991 onwards. It analyses the changes that were introduced to higher education and commonalities with the core principles that were deeply rooted under globalization.

4.1. INDIAN ECONOMY: BEFORE 1991

When India attained independence on the 15th of August in 1947, the leaders were faced with a daunting task of promoting national unity and growth in a newly independent nation where poverty was rampant, tensions and conflicts within the society was a common occurrence, both the agricultural along with the industrial sector were facing many issues. The first Prime Minister of India, Jawaharlal Nehru was greatly motivated by the developments that were visibly witnessed in the Soviet Union which had adopted a Planned Model guided by Socialist based principles. Under his leadership, programmes that were based on the principles of a centrally planned economy were adopted. An amalgamation that entailed capitalism and communism where the positive, adaptable components of a western democracy model coupled with a model for economic planning that was adopted in nations like China and USSR was formulated. The doctrine adopted by India post-independence under the prime minister ship of Nehru was known as '*economic socialism*'.¹ India

¹ "Chapter 1: India's transition from a closed to an open economy".p.3

was also committed towards adoption of principles that were aligned to the Non Aligned Movement (NAM).

4.1.1. NON ALIGNED MOVEMENT (NAM) AND CENTRALLY PLANNED ECONOMY: THE INDIAN CONTEXT

The Non Aligned Movement (NAM) was adopted by the nations who had refused to offer allegiance to either of the two trading blocs (USA and USSR) during the Cold War era. India was one of the nations who was not willing to show allegiance or support to either trading bloc and was amongst the founding members of NAM. India's role in NAM highlighted its vision for establishing good relationships with the majority of the nations of the world. India remained aloof from the ongoing international ideological battles. Nehru's initiative for maintaining India's status as an alliance of NAM assisted the generation of economic development in India where India was able to receive assistance from both sides (in the form of technology, flow of capital goods, etc). Under the system of a planned economy, industrialization was recognized as the key for promotion of economic growth in India. India adopted a Five-Year Plan system where the initial five year plans had policies that promoted replacement of imports, the state ownership in production, measures for having controls and a system of regulations for the private sector.

4.1.2. THE LICENSING SYSTEM: MAHALANOBIS MODEL

During the first Five-Year Plan which was launched in 1951, the main emphasis under this Plan was on the primary sector. On the 14th of August in 1956, the Second Five Year Plan was launched. Under the Second Five Year Plan, the system of Licensing, (which was commonly referred to as the Licensing Raj) known as the Mahalanobis Model² was initiated. Under the Licensing system, the control of the government was greatly strengthened. The government decided the majority of the quantities for goods along with the prices for the goods. The government dictated

Australian Parliament: House of Representatives Committee, p.3 Retrieved from:https://www.aph.gov.au/parliamentary_business/committees/house_of_representatives_committees?url=jfadt/india/reptindx.htm

² Chapter 1: India's transition from a closed to an open economy., op cit., p.5

almost all areas ranging from what was to be produced, the amount or quantity to be produced, the quantity of raw materials that were to be imported and the handing out of limited number of licences for engagement in the production of goods (the system for determining recipients for licenses was usually entrusted on the bureaucrats). Licences were scarce and extremely difficult to obtain.

Protectionist policies, network of quotas and high tariff impositions especially on the foreign players in the Indian economy were also in operation. By the mid-1980s, the Indian economy was facing a steep decline. The many policies, action plans, programmes that were adopted after independence were unable to usher in significant contributions in the areas pertaining to economic and social development. The downward curve that was being witnessed in the Indian economy attributed to a number of factors where similar trends were also witnessed in other developing nations whose economy was also facing a steep decline. The similar trends which were witnessed included the decline of concession rates and export benefits that was being offered to the developing nations, the increasing rate of imports, the Balance of Payment (BOP) crisis, the rise in price of oil and the outdated nature of technology.³ These factors contributed towards the ushering in of a system of structural reforms in the Indian economic system that was aligned to the forces of globalization in the economic and the non-economic dimensions. Based on the economic backdrop, India along with many other developing nations were left with no other alternative but to avail of loans from the International Financial Institutions which were attached with conditionalities. India availed loans from the IMF. In accordance with the condinationalties that were laid down under the loan conditions, India was faced with no other option but to revamp and restructure its economic policy where the protectionist policies and dominant control of the state were longer relevant. The Indian economy was reengineered towards a new paradigm, under the New Economic Policy of 1991.

³ Manhas, Neeraj Singh. "Globalization and Its Impact on Indian Economy". *International Journal of Social Impact*. Vol.5, No.2 (Apri-June 20202), p.170

4.1.3. INDIA'S ROAD TO GLOBALIZATION: CRISIS IN THE INDIAN ECONOMY

By the 1980s, India witnessed many issues pertaining to its economy. Its policies were regarded as outdated where there arose a need to inject capital in the Indian economy. International crisis leading to the rise in oil prices and import, reliance on the USSR who was facing an economic downfall, the protectionist policies which aimed to provide protection to the local industries from external competition also led to a further decline in the Indian economy. There was a rising shortage of essential goods coupled with a steep price rise. India faced a situation where it was unable to pay its exports due to a looming BOP crisis. By the dawn of the 1990s, there was a collapse of the BOP in India. The government was on the verge of facing defaults in its external obligations. At one stage in the early part of 1991, India reached a critical point where its total reserves were able to meet import payments for only a week. The economic growth rate fell sharply to around 0.9 percent.

Under such prevailing conditions, India was left with no other alternative but to seek loans from the IMF. The loans obtained from the IMF were thatched with condinationalties that were to be observed by India. As per the loan conditionalities, there was an economic restructuring followed by the reduction in many trade restrictions and lowering of tariff rates. An environment favourable for foreign investments was introduced. There was a removal of the Licensing system and liberalization of the markets. A new phase, which adhered to the doctrine of economic liberalization, was introduced in India. By the year of 1994, India's BOP crisis eventually came to an end. The foreign exchange reserves grew to around 15.7 billion USD⁴ mainly due to the heightened rise in foreign investments.

4.2. INDIA'S ECONOMY POST 1991: NEW ECONOMIC POLICY OF 1991

A new era of economic policies centered on the neo liberal based reforms was adopted in India under the New Economic Policy (NEP) of 1991. The era of

⁴ Chapter 1: India's transition from a closed to an open economy., op cit.,p.5

Liberalization, Privatization and Globalization (LPG) was launched in India with the formulation of the NEP, 1991 under the Prime Ministership of PV Narasimha Rao and the Finance Ministership of Dr. Manmohan Singh. Dr Manmohan Singh, when presenting the budget on the 24th of July, 1991 delivered the lines, *“But as Victor Hugo once said, ‘no power on earth can stop an idea whose time has come.’ I suggest... that the emergence of India as a major economic power in the world happens to be one such idea. Let the whole world hear it loud and clear. India is now wide awake. We shall prevail. We shall overcome.”*⁵ His speech paved the way for the introduction of economic reforms that ushered in the dawn of liberalization, privatization and globalization in India. A new model, popularly known as LPG was introduced under the New Economic Policy of 1991

Under the LPG model, the following developments were witnessed in the Indian economy.

A. In the aspects of Liberalization,

- 1) The commercial banks were given freedom to determine interest rates (previously, the determination of interest rate was the sole domain of the Reserve Bank of India).
- 2) The system of industrial licensing was removed in almost all sectors except for a handful of sectors related to liquor, explosives, drugs and hazardous chemicals.
- 3) The freedom for importing goods along with raw materials from foreign markets.

B. In the aspects of Privatization,

- 1) Reservation of sectors for the public sector which was 17 was reduced to 4.
- 2) Public sector enterprises could be purchased by the private players.

⁵ Agarwal, Neeraj. “India Before 1991: Stories of Life Under the Licence Raj”. *Spontaneous Order*. 30 March, 2016. Retrieved from: <https://spontaneousorder.in/india-before-91/>

- 3) Political interference in the public sector enterprises was greatly reduced.

C. In the aspects of Globalization,

- 1) Tariff reduction on imports and exports, which aimed at attraction of global investment.
- 2) Trading policies aimed at the promotion of liberal policies and open market competition was introduced. There was the removal of rigid controls towards the operation of foreign trade in the Indian market.
- 3) The cap towards foreign direct investment was raised from 40 percent to a 100 percent.
- 4) The majority of items that were listed under the import restriction list were removed.

To sum up the glaring trends and developments that were ushered by the New Economic Policy of 1991, the following developments were witnessed in India:

- 1) There was a devaluation of India's currency value in order to combat the overlooking balance of payment issues.
- 2) Public funding and investment in some areas was removed with the plan of fostering the presence of private players in these areas.
- 3) The involvement of Foreign Direct Investment (FDI) was expanded to many areas including health and defence.
- 4) Removal of licensing that dictated the Indian economy.
- 5) Flow of goods and technology across borders.
- 6) Deregulation of markets.
- 7) Reduction in tariff, tax rates and quota system.⁶

These developments were trends that were spread across the globe and became a common thread of events that were enmeshed in globalization.

⁶ Manhas, Neeraj Singh.,op cit., p.171

4.2.1. IMPACT OF THE NEW ECONOMIC POLICY OF 1991: ECONOMIC DIMENSION

The introduction of the New Economic Policy of 1991 ushered in a wave of changes which had both positive and negative impacts in India. In the economic front, LPG was responsible for a paradigm change in the Indian landscape which ultimately brought reforms in the non-economic dimension as well. On the backdrop of the economic condition in India the Prime Minister of India, PM Narasimha Rao and the Finance Minister, Manmohan Singh introduced a series of economic reforms which brought structural reforms and ushered in the era of LPG in India. The reforms introduced were mainly due to the conditionalities that were laid down under the loans availed by India from the IMF. The Finance Minister, Manmohan Singh negotiated an 18 month standby loan amounting around to 2.3 billion dollars from the IMF.⁷

Based on the loan conditionalities that were imposed by the IMF, the following major reforms were witnessed in India:

1. The Indian Rupee was made convertible for fostering current account transactions.
2. The Licence Raj System was abolished in India. The necessity for obtaining licences was reserved for only 6 domains of the public sector.
3. There was a deregulation of most of the products for exports and imports along with a reduction in the tariff rates.
4. There was an introduction of liberalized based policies which governed the flow of foreign direct investment and for creating an environment for attracting more investment. FDI was highly encouraged in the areas of infrastructure and industries that were export orientated.⁸

The important developments that arose also included the following:

1. **The rise in Foreign Direct Investment (FDI):** Currently, India is regarded as one of the fastest growing economies in the world. With the restructuring of the regulatory systems from 1991, an environment that was investor

⁷ Wadha, Charan D. "Political economy of post-1991 economic reforms in India". *South Asia Journal of South Asian Studies*. Vol.XXIII (2007), pp.209-210

⁸ Wadha, Charan D., op cit., p.212

friendly was promoted. By the year of 2015, India witnessed an amount crossing a thirty one billion United States Dollar (USD) inflow of foreign capital. FDI up to a 100 percent was also permitted in sectors that included the telecom sector, medicinal sector, retail and branding sector.

2. **Reduction in the rate of unemployment:** With the liberalisation of the Indian economy and the increased role of private players in more sectors, employment avenues also opened up.
3. **The rise in the Per Capita Income:** With the flow of capital and the rise in employment rates, the per capita income which was Rs 11,235 in 1991 stood at Rs 85,533 by 2014-2015.
4. **Rise in GDP (Gross Domestic Product):** There was a rise in the GDP from 1.1% in 1990-1991 to around 7.26% in 2015.
5. **Fall in the agricultural sector:** Agriculture was and is still the backbone of the Indian economy. During 1991, the agriculture sector offered employment avenues to 72 percent of the population and made a 29.02 percent contribution to the GDP. By 2014, the share of the agriculture sector in the GDP fell to around 17.9 percent which highlighted the reduction in the per capita income of the farmers and other people engaged in the agriculture sector.
6. **Heightened rise in competition:** Competition for the Indian companies was heightened with the entrance of the Multinational and Transnational Corporations. These corporations were in possession of larger production capacities and advanced technology. Many Indian companies were also acquired by the foreign corporations.
7. **Increase in disparities of income:** While globalization benefited certain sections of society who had access to modern technology and foreign capital, a large section of the society was still unable to gain sufficient access leading to a deepening of gaps in income.⁹

⁹ Ravan, Sanket V.” Impact of LPG on Indian Economy”. *Prime International Research Journal*. Vol.I, No.4 (December, 2014), p.25 Retrieved from:https://www.academia.edu/37078810/Impact_of_LPG_on_Indian_Economy

These developments that were witnessed in the economic dimension were not confined only within this dimension but also brought major changes and developments in the non-economic dimensions of the Indian society.

4.2.2. IMPACT OF THE NEW ECONOMIC POLICY OF 1991: THE NON-ECONOMIC DIMENSION

Globalization was initially introduced in India under the economic dimension. From the economic dimension, globalization was also able to usher changes and reforms in the non-economic dimensions. Globalization, being highly regarded as a multi-dimensional phenomenon which transcended both the economic and non-economic dimensions introduced a wave of reforms in India. The significant developments that were witnessed in the non-economic dimensions included:

A. THE SOCIETAL AND CULTURAL ASPECT

The social, cultural changes and development were profound in nature. The Indian society and economy, which was highly agrarian in nature, witnessed the advent of waves of commercialisation fostered by the adoption of modern technology in the agricultural sector. The liberalization phase that was witnessed in India led to the opening up of the agricultural sector and markets towards international trade and provided a wider market for the export of agricultural goods and products. The agricultural sector also received wider exposure towards foreign markets and was able to secure higher values for agriculture products and agriculture related services. The rural sector (which was mostly agrarian in nature) was also slowly but progressively re-orientated towards ICT and modern technology. There was an intensification of migration of labour within a nation, privatization of resources and services. The visible and invisible yet evident changes included a reorientation of the community set up and the social system which even posed certain threats on the prevailing values and notions of identity. There was a further redefinition on the nature of cultural interdependencies and the notions that dictated national identities.

The introduction of modern technology, high degree of labour migration, spread of information and communication technology coupled with the

modernisation of the agriculture sector paved the way towards the heightened rise of marginalization (towards the urban sector) where the demand for settlements in the urban sector was on an exponential rise. The impact of urbanization and changes in the agrarian sector brought changes within the family set up as well. The trend towards large scale, joint families and households were being replaced by small sized, nuclear, heterogeneous families. Issues that were considered to be more relevant for developed societies ranging from attachments to secondary relationships and peer based groups, inter caste and inter community based marriages, consumption patterns that were dedicated by western modes of fashion and consumption patterns were also witnessed in India.

In the context of women, globalization set the pace for greater involvement of women in varied domains of society. The voices of women were greatly raised in both the formal and informal structures. Women empowerment was promoted at large scales with the arrival of liberalization and globalization in India. Adoption of technology leading to the spread of information across different sections and regions led to an awakening amongst the masses. Issues related to women and intensification of rights for women, reservation for women in areas of employment, political participation and other social welfare measures were greatly intensified. Also, social evils that were centered on children (forced labour, exploitation, beggary etc.) were highlighted leading to the adoption of significant policies, programmes and action plans to solve the issues. The massification and expansion of education accessibility promoted shared experiences and learning, shared set of values, aspirations and work choices. The shared culture and values coupled with streamlining of tastes and preferences towards a homogenous global culture posed threats on the historical culture and values.

B. EDUCATIONAL ASPECT

Education was also thrown open to the forces that were being promoted under LPG. Education was massified on a large scale which contributed towards a rise in the enrolment and literacy rates across India. Education, being liberalized was also witnessing a rise in the privatization of private players and other non-state players

under the conditions that were promoted under privatization. In the higher education sector, more and more foreign universities began to enter into collaboration with Indian based universities. There arose new forms of learning ranging from E-learning, distance learning, virtual service providers, ICT induced education. There also arose new priority areas ranging from professional education and training, industrial experience, learning focused on science and technology, development of human resources to meet the global market demands. The higher education sector in particular was viewed as a marketable profitable commodity, as a means to compete with the global economic standards, as a service and a product that was flowing across nations.

4.3. GLOBALIZATION AND HIGHER EDUCATION

The higher education system across the globe witnessed developments and paradigm shifts which were largely intensified by the progress made in the field of information and communication technology, the reorientation of international politics and systems, the transformative impact of globalization across different dimensions of human existence from a regional to an international perspective. Higher education under the changing tides ushered by globalization also witnessed significant changes. Higher education and its importance towards the attainment of economic developments, the promotion of social justice and as an important aspect for development of human skills in the globalized system were recognized. From the categorization of higher education as an elitist sector, higher education was re-oriented towards a trend where access, equity and massification were promoted across the globe. Liberal policies guided by capitalist models fostered the dawn of private higher education systems. In many nations, private sector providers in higher education have greatly intensified while the growth of public sector owned institutions promoting higher education witnessed a downfall. Internationalization of higher education became a popular trend across nations.

The paradigm shift in higher education and its growing global significance was promoted by nations as well as by the international bodies, organizations and the international community. Many landmark declarations, initiatives and programmes

emphasizing on the global landmarks and reforms needed in higher education landscapes arose. Certain declarations and statements which highlighted the significant role and necessity of higher education at the global system are highlighted below:

- a) Report of the “World Conference on Higher Education , UNESCO 1998: “ *It is no longer necessary to demonstrate the importance of education for sustainable , endogenous development, for democracy and peace, for a strengthening of the defence of peace as a human value, and for respect and protection of all human rights and fundamental freedoms. The far reaching changes now taking place in the world, and the entry of human values into a society based on knowledge and information, reveal how overwhelmingly important education and higher education are.*”¹⁰
- b) “Higher Education: The Lessons of Experience”, World Bank 1994: “*Higher education is of paramount importance for economic and social development. Institutions for higher education have the main responsibility for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, business and the professions. Higher education investments are important for economic growth. They increase the individual’s productivity and incomes as indicated by rate of return analysis and they also produce significant external benefits not captured by such analysis. Estimated rates of return of 10 per cent or more in many developing countries also indicate that investments in higher education contributed to increase in labour productivity and to higher long term economic growth, which are essential for poverty alleviation.*”¹¹
- c) Article 26(1) of the Universal Declaration on Human Rights, adopted by UN General Assembly in 1948: “*Everyone has the right to education...technical and general education shall be made generally available and higher education shall be equally accessible to all on the basis of merit*”.¹²

¹⁰Powar, K.B., op cit., p.75

¹¹Ibid.

¹²Ibid., p.76

- d) Article 4 of the Convention against Discrimination in Education, 1960: *“make higher education equally accessible to all on the basis of individual capacity.”*¹³
- e) UNESCO, 1995: *“State and society must perceive higher education, not as a burden on federal budgets but as a long-term domestic investment, in order to increase economic competitiveness, cultural development and social cohesion.”*¹⁴

The above statements derived from international policy documents and reports highlight the role occupied by higher education in the operation and the functioning of the global systems.

4.3.1. HIGHER EDUCATION UNDER GATS AND WTO

Under the regulations laid down in the General Agreement on Tariffs and Trade (GATT), nations had to submit educational schedules that were divided into five sectors along with four modes of supply pertaining to education. The five sectors were in the areas of primary education, secondary education, higher education, adult education and other education. Supply in education was divided into four segments namely supply for cross border business, consumption for abroad, commercially viable franchises and the Twinning programmes.¹⁵The main plan behind such propositions was to make education a tradable commodity in the open markets.

GATT was replaced by the WTO at the Uruguay Round in the year of 1994. In 1995, the GATS was drafted during the negotiations held by the WTO which came into force from 1996. The policies drafted spearheaded international trade in the services sector. In a manner that was similar to GATT, the key objective under GATS was towards the liberalization of trade in the service areas for the promotion of an open market. Under GATS there arose a legal, enforceable right for trade in all services through a multilateral consensus. Based on the provisions that were set forth under GATS, services that were entirely provided by the government were not to be

¹³ Ibid., p.90-91

¹⁴ Ibid.

¹⁵ Ibid.

taken into consideration under the conditions located in GATS. However, for those sections of the service sector which were not entirely dominated or provided by the government (partially provided by the private players or wholly provided by the private players), these services were part of the conditions laid down under GATS. Education services in India were also binded by the conditions laid down under GATS (due to the loans that India had availed).

Based on the WTO website, *'The GATS is the first multilateral agreement to provide fully enforceable rights to trade in all services. It has a 'built-in' commitment to continuous liberalization through periodic negotiations. And it is the world's first multilateral agreement on investment, because it covers not just cross border trade but every possible means of supplying a service including the right to set up a commercial presence in the export market.'*¹⁶ There are two components under GATS, i.e. (educational services were included in the services).

- a) The 29 Articles under the framework agreement.
- b) Number of Ministerial decisions along with annexes.

4.3.2 GATS: THE BASIC RULES

The basic rules and framework listed under GATS equally apply to services like education in the following manner:

- a) A general framework of obligations that applies to all member countries of WTO includes two principles related to 'Most Favoured Nations (MFN) Treatment' and 'National Treatment'. There was a categorization of nations based on the principles of 'Most Favoured Nation (MFN)' and 'National Treatment'. Under the MFN category, there arose a call for a non-discriminatory trade of supply and services amongst the nations. The principles of 'Most Favoured Nations (MFN) Treatment' and 'National

¹⁶ Nair Panikkar, K.N., M.Bhaskaran Nair., op cit., p.100

Treatment' are attempts to ensure equality in terms of treatment between nations' ¹⁷ and the adoption of common access related rules for the markets.

- b) The member nations under GATS have the liberty to select and decide the service sector which will be covered under GATS.

4.3.3. GATS: TRADE IN SERVICES

Under the first article of GATS (section 2), the WTO has defined trade in services in the following four modes "*as the supply of a service*"¹⁸. The four modes of service supply are elaborated below:

- a) **Cross Border Supply:** This service in education may include courses that are available through distance or open education or via the Internet or any evaluation and educational resources that can be accessed across the national borders. Citing an example, member A is a nation which provides education in distance mode to another member, member B. Member B is importing education from member A, who is an exporter.
- b) **Consumption Abroad:** When education is availed by students in another nation i.e. availing education as foreign students, the services are received abroad. Citing an example, when Mr X from country A is pursuing his education in country B, country B is exporting its educational services to students from country A.
- c) **Commercial Presence:** This sector is popularly known as FDI, where country A sets up institutions, or branches of its home institutions in a foreign country, country B. The providers and investors are physically present in the country
- d) **Presence of Natural Persons:** This sector is elaborated in terms of human skill sets and their movement i.e. when foreign teachers relocate to other nations to offer their skills to the institutions located in the other nations.

¹⁷ Sharma, Vijender. "GATS and Higher Education in India: Implications and Concerns". op cit.

¹⁸ Ibid.

The above sectors highlight the nature of education as a service supply which has been determined based on the agreement and nature of cooperation that exists between nations.

4.3.4. GATS: EDUCATIONAL SECTOR

Under the first article of GATS(section 3), services were defined to ensure the inclusion of “*any service in any sector except services supplied in the exercise of government authority;*” and “*a service supplied in the exercise of government authority*” means “*any service which is supplied neither on a commercial basis, nor in competition with one or more service suppliers.*”¹⁹ On the basis of this elaboration, only those services which are wholly provided by the government do not fall under the purview of GATS.²⁰ There was a plan to create an open market at the global level. In the global market, services like education were thrown open for bidding. Educational services which were not funded wholly by public finance were part of the open global market.

Shortly after attainment of independence, India observed the policy of non-alignment during the Cold War era. The end of the Cold War ushered a new era in the international arena. Many writers regarded the new phase post-Cold War as a phase which was dominated by a capitalist based market driven system. The system was dictated by globalization and its attributes (liberalization, privatization, breaking down of political barriers, flow of goods and services across nations). In the context of India, the prevailing economic conditions leading to the adoption of the New Economic Policy of 1991 was an indicator where India was no longer able to remain aloof from the growing global trends. From the economic aspect, major changes and developments were subsequently adopted in India. Global agreements and events; global memberships, global participation entailed global commitments and allegiances which India had to respect and pursue. In terms of GATT and WTO, India was a member of GATT (since July of 1948) and a member of WTO (since January of 1995). When GATS was formulated and subsequently introduced in

¹⁹ Ibid.

²⁰ Ibid.

1995(came in force from 1996), India became a signatory member and was binded by the conditions that were established. From the 1990s onwards policies and programmes, documents and other initiatives pertaining to higher education in a globalized context were introduced and adopted in India.

4.4. DEVELOPMENT OF HIGHER EDUCATION IN INDIA FROM 1991 ONWARDS

The trends and developments in the higher education system of India from 1991 onwards are traced from a policy and programme perspective. The restructuring of the Indian economy under the New Economic Policy of 1991 brought about a wave of changes in the higher education scenario of India. Certain policies and programmes that arose from 1991 onwards are highlighted below.

4.4.1. POLICY AND PROGRAMME PERSPECTIVE

A. THE PRIVATE UNIVERSITIES (ESTABLISHMENT AND REGULATION) BILL

The Private Universities (Establishment and Regulation) Bill was introduced in the Rajya Sabha on the 25th of August, 1995. Under this Bill, the following points were clearly deduced:

- a. Private universities were to be establishments that were not in need of any financial aid from the government.
- b. Private universities were to provide availability of courses especially in areas related to new frontiers in science and technology.

The Bill, even though it was not passed during this session signified a key milestone in the Indian higher education system where privatization and commercialization were highly promoted. Several Indian states later passed individual Bills at the regional level and the Private University Acts was born. The dawn of private universities were witnessed across the nation. A new system known

as grant of “deemed to be university” status was introduced in India.²¹ This system attempted to not only expand the number of universities but also to remove the self-financing institutions from the rigid control of the affiliating universities.²² In contemporary India, there arose a huge number of private universities and “deemed to be universities” across the nation.

B. A POLICY FRAMEWORK FOR REFORMS IN EDUCATION

On the 24th of April in 2000, a special subject panel or group was created by the Prime Minister's Council on Trade and Industry (PMCTI). The role of the special study group was to function as a study group for the formulation of a policy framework that promoted private investments in the areas of education, rural and the health sector development. India's top industrialists, Mukesh Ambani and Kumarmangalam Birla were requested by the Prime Minister to form the proposed group. Their report titled, '*A Policy Framework for Reforms in Education*', popularly known as the Ambani-Birla Ambani Report was submitted to the PMCTI on the 24th of April, 2000.²³ The salient highlights of their report are listed below:

- 1) Education was viewed as a market that was highly profitable. Standpoints for gaining full recovery of costs from students were indicated.
- 2) There was a strong case for the privatization of the higher education sector in all areas except for areas promoting the study of the liberal and the performing arts.
- 3) Proposals for prohibiting the involvement of any political activity in the educational institutions.
- 4) Full or maximum control over higher education by the private sector to enable the generation of a highly profitable market where a competitive skill force in possession of new and innovative skill sets would be generated.

²¹Sharma, Vijender. "Commercialisation of Higher Education in India". *Social Scientist*. Vol.33, No.9/10 (September-October, 2005), p.70

²² Ibid.

²³ Ibid., pp.71-74

C. THE PUNNAYYA COMMITTEE

Under the chairmanship of Justice DR.K.Punnayya, the UGC established a High Powered Committee, which was known as the Punnayya Committee of 1992-1993. The main objective behind the establishment of the Punnayya Committee was for the examination and evaluation of the financial status of central universities, the deemed to be universities, the affiliated colleges under the University of Delhi and the Banaras Hindu University along with technical institutions that were funded by the government of India. Recommendations and solutions for introducing changes and establishing the financial necessities of these institutions were also entrusted on the Committee.²⁴ It suggested the substitution or alteration of the grant in aid system to bring about efficiency and qualitative growth in the higher education sector.²⁵ Amongst the recommendations that were included in the Committee's Report, there was a recommendation for the substitution of the present system of block grants. It proposed a system where universities were to attain 15 percent of yearly maintenance costs that were incurred. This was to be raised by 25 percent in the coming ten years. It also proposed the sharing of the financial burden of higher education with the students.

D. RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN (RUSA)

RUSA launched in the year of 2013 is a Centrally Sponsored Scheme (CSS). Providing strategic funding to the eligible state higher educational institutions was the key objective of RUSA where a funding pattern was established. For the general category states, the ratio was 60:40 (latter being RUSA funds). For the special category states, the ratio was fixed at 90: 10 while there was to be 100% funding for the Union Territories. The funds were made available to the eligible and identified institutions from the central to the state governments and the union territories to the

²⁴ “UGC Funding of Institutions of Higher Education: Report of Justice Dr.K.Punnayya Committee 1992-1993”, New Delhi: University Grants Committee, p.1 Retrieved from: <https://www.ugc.ac.in/oldpdf/pub/report/9.pdf>

²⁵ Agarwal,Pawan.(June 2006). “Higher Education in India: The Need for Change(Working Paper)”. Indian Council For Research On International Economic Relations, p.24 Retrieved from :http://www.icrier.org/pdf/ICRIER_WP180_Higher_Education_in_India_.pdf

State Higher Education Councils.²⁶ The primary components of RUSA that were to be pursued for the fulfilment of its targets are as follows:

- a) Creation of Universities by conversion of colleges in a cluster and upgrading the already existing autonomous colleges.
- b) Development of excellence, equity based initiatives and maintenance of quality standards at the selected autonomous colleges.
- c) The promotion of restructuring the institutions and capacity building initiatives.
- d) Development of model degree colleges and the setup of new professional colleges.
- e) The vocationalization of higher education.
- f) Improvement of faculty and the generation of a scheme related to the recruitment of faculty.
- g) Measures for upgrading the already existing degree colleges towards a Model Degree College status.²⁷

E. THE CONSULTATION PAPER TITLED ‘HIGHER EDUCATION IN INDIA AND GATS: AN OPPORTUNITY’

In the month of September in 2006, a consultation paper was circulated by the Trade Policy Division of the Department of Commerce, Government of India. The consultation paper was related to trade in the field of educational services and was titled, “*Higher Education in India and GATS: An Opportunity*”. The consultation paper was a part of the preparatory steps that were adopted for the WTO negotiations related to services. The salient points²⁸ that were indicated in the Consultation paper are as listed below:

- a. GATS was highly favoured for establishing a system where both foreign and private investments in higher education could be encouraged. Education was

²⁶ Anna University. “Rashtriya Uchchar Shiksha Abhiyan(RUSA)”. Retrieved from: <https://www.annauniv.edu/rusa/>

²⁷ “Components-RUSA”.Ministry of Human Resource Development, Government of India. Retrieved from: <http://rusa.nic.in/about-us/components/>

²⁸ Sharma ,Vijender. “GATS and Higher Education in India: Implications and Concerns..op cit.

normally regarded as a public good that was to be provided by the government for the betterment of the society. Steps were to be taken to introduce the capabilities of education as a private good.

- b. There were recommendations for the attainment of a favourable balance between the external regulations imposed on universities and the flexibility of universities in areas of administration and operational matters.
- c. For promoting commercialisation of higher education, the Consultation Paper threw light on the many defects in the Indian higher education system. It stated, *“While India is endowed with a large and growing base of skill professionals (21.4 million graduate workers in 2000), there are conflicting views about the quality of its endowment. According to McKinsey (2005), “only 25% of Indian engineers, 15% of its finance and accounting professionals and 10% of Indian professionals with general degrees are suitable to work for multinational companies”.*²⁹ The highly visible percentage of workers and other professionals who lacked global competencies and knowledge was an indicator of the shortcomings of the Indian higher education system. The lack of skills and scarcity of global human resources highlighted the need to focus on human resource development in the higher education sector.

F. PROPOSALS UNDER THE 10TH FIVE YEAR PLAN PROPOSAL

Taking into considering the negotiations that were concluded under the WTO which included trade in the domain of educational services, certain recommendations were made under the proposed 10th Five Year Plan,³⁰ which included:

- a. Even though India had shown its readiness towards a complete liberalization of trade in services pertaining to education, there were concerns related to its ability to stand firm even when international pressures arose. There was a suggestion for the creation of a Committee or a Task Force. The newly

²⁹ Ibid.

³⁰ Ibid.

constituted Task Force was to offer advice in areas related to higher education.

- b. There was a need for the establishment of a system for the maximum utilization of public resources and manpower in the areas of higher education. A regulatory body based on a relevant mechanism was to be provided to the educational institutions.
- c. The proposal highly favoured internationalization of higher education. It suggested means and ways for universities to harness its resources. It also promoted an incentive scheme for universities where, *“Universities which are willing to raise say 25-30% of their recurring expenditure from the fees of foreign students should be permitted to retain 10% of the collection towards a designated fund for updating equipment and facilities. The university should be within its rights to admit as many foreign students as necessary to raise the target amount.”*³¹
- d. To promote a gradual fall in the dependency levels of universities towards the government, a matching grant system for a five year period was proposed.

G. NATIONAL KNOWLEDGE COMMISSION

Under the Prime Ministership of Dr. Manmohan Singh, a National Knowledge Commission was formed in June of 2005. The Commission had five key focus areas³² namely,

- 1) Enhancement towards access of knowledge.
- 2) A world class environment that would create knowledge.
- 3) Redefining and enhancing the various institutions where concepts and knowledge is taught.
- 4) The promotion of sustainable growth through the application of knowledge.

³¹ Ibid.

³² Bhatai, Kareena & Manoj Kumar Dash. “National Knowledge Commission--A Step towards India’s Higher Education Reforms on India’s Higher Education”. *International Journal of Finance and Economics*. No.53(2010), p.50 Retrieved from:https://www.researchgate.net/publication/258091123_National_Knowledge_Commission--A_Step_towards_India's_Higher_Education_Reforms_on_India's_Higher_Education

- 5) Raising the efficiency levels of delivery in public services through knowledge.

With special emphasis on the higher education sector, the actions³³ that were taken by the National Knowledge Commission are as follows:

- 1) To expand capacity and improve quality of higher education, the Government had sanctioned the setting up of 15 new Central Universities and 14 new Universities based on world-class standards.
- 2) The Government was in the process of setting up eight Indian Institutes of Technology (IITs), ten National Institutes of Technology (NITs), twenty Indian Institutes of Information Technology (IIITs), three Indian Institutes of Science Education and Research (IISERs), seven Indian Institutes of Management (IIMs) and two Schools of Planning and Architecture (SPA).
- 3) The Committee for Rejuvenation and Renovation of Higher Education was to be set up for the review of the reports of the UGC/AICTE.
- 4) The Science and Engineering Research Board Bill of 2008 was introduced in the Parliament.
- 5) The National Mission on Education through Information and Communication Technology was launched to leverage the potential of ICT in the teaching learning process with an aim to enhance the GER in Higher Education by 5 percentage points by the end of the XI Plan.³⁴

4.5. TRENDS IN THE INDIAN HIGHER EDUCATION SYSTEM: 1991 ONWARDS

The trends that were witnessed in the higher education system of India after 1991 were multi-dimensional and ushered in major reforms. The nature of trends had close similarities with trends that were witnessed in India's economic sector. These trends are elaborated as follows:

³³ Ibid.

³⁴ Ibid.

A. LIBERALISATION OF HIGHER EDUCATION: TOWARDS COMMERCIALISATION AND PRIVATISATION

India has now expanded a massive sector of its educational policies and initiatives through the private sector. Prior to 1991, the administration and ownership of educational institutions was largely under the government. After 1991, this trend moved towards private ownership and management. The core essence of privatization is rooted in the attainment of profits. After the introduction of the New Economic Policy of 1991, various commissions and committees were set up by the government for the higher educational sector. New policies and programmes were also introduced. Under the New Education Policy of 1986, support was garnered towards the commercialisation and the privatisation of higher education. The introduction of LPG was formally launched in India under the Eighth Five Year Plan of 1992-1997. Shortly after the introduction of the Eighth Five Year Plan, a Committee under the chairmanship of Justice K. Punnayya was set up which was known as the Punnayya Committee. Another Committee, under the chairmanship of Dr. Swaminathan known as the Swaminathan Committee was also set up. The recommendations put forth by both Committees led to the determination of the objectives for higher education which were related to the engagement and mobilization of resources, adoption of courses that are able to sustain themselves, establishment of student loans along with development of technical education in Indian educational sector. A Bill laying out provisions for self-financing universities was introduced in 1995 in the Upper House i.e. the Rajya Sabha. In the year of 1997, a Paper was issued by the Government of India under the Ministry of Finance. This Paper (known widely as a discussion paper) categorized higher education under the Non Merit Goods Section and elementary education under the Merit Goods Section. Based on this classification, there was a reduction in government subsidies towards the higher education sector. Under the Policy Report that was prepared by Kumar Mangalam Birla and Mukesh Ambani in April of 2000, there included provisions which recommended the set up for a framework fostering private investments in educational sector. A Committee known as the Yashpal Committee was set up by the Government of India in 2008. The Committee stressed highly on the need to

introduce reforms under the regulatory bodies in the education sector. A Bill was presented by the Higher Education Commission of India which was formulated by the Ministry of Human Resource Development (MHRD) to further promote the privatisation of higher education in India.³⁵ There was thus an intensive drive towards the promotion of privatization and commercialization of higher education in India.

³⁵ Datta,Lusika& Usashi Kundu De. “Privatization of Education in India: A Critical View”. *International Journal of Social Sciences and Management*. Vol 8, No. 2.(2021). p. 353
Retrieved from: [Privatization of Education in India: A Critical View | International Journal of Social Sciences and Management \(nepjol.info\)](https://nepjol.info/Privatization-of-Education-in-India-A-Critical-View)

Table 4.1 : State wise and UT wise number of state and private universities based on the annual report of the UGC on 01.02.2020

Sl. No.	Name of the States/Union territories	No. of State Universities	No. of Private Universities
1.	Arunachal Pradesh	-	08
2.	Andhra Pradesh	22	06
3.	Assam	15	06
4.	Bihar	18	07
5.	Chattisgarh	14	12
6.	Goa	01	-
7.	Gujarat	30	38
8.	Haryana	19	23
9.	Himachal Pradesh	05	17
10.	Jammu & Kashmir	09	-
11.	Jharkhand	11	15
12.	Karnataka	31	19
13.	Kerala	13	-
14.	Meghalaya	-	08
15.	Mizoram	-	01
16.	Madhya Pradesh	23	35
17.	Maharashtra	24	15
18.	Manipur	03	02
19.	Nagaland	-	03
20.	Odisha	18	07
21.	Punjab	10	15
22.	Rajasthan	24	51
23.	Sikkim	01	04
24.	Tamilnadu	22	-
25.	Telengana	18	-
26.	Tripura	01	01
27.	Uttar Pradesh	31	29
28.	Uttarakhand	11	17
29.	West Bengal	26	10
30.	NCT of Delhi	08	-
31.	Chandigarh	01	-

Source: Datta, Lusika & Usashi Kundu De. "Privatization of Education in India: A Critical View". International Journal of Social Sciences and Management. Vol 8, No. 2.(2021). p. 353

The table above indicates the prevailing number of state and private universities that are located across the states of India. The promotion of privatization has led to the existence of private universities across the majority of the Indian states

where the number of private universities is higher in the bigger and heavily populated states.

B. INTERNATIONALIZATION OF HIGHER EDUCATION

Globalization has truly changed the nature of higher education in India. Higher education was internationalized which can be visibly seen through the in student mobility, the rise in universities and institutions established by foreign universities in India along with the number of collaborative initiatives launched with foreign universities in the field of learning, teaching, innovation and research. In India, the liberalization of the economy coupled with compliance to the International Agreements all factored greatly towards the promotion of internationalization in higher education. The opening up of the Indian markets led to the rise in new service providers that had both national and international character. Majority of the new players were from the private sector, which were driven by profits. While the rise in new public institutions was developing at a minimal rate in India, new institutions that had foreign collaboration or were private in character grew at an exponential rate in India. The private players introduced many foreign based fellowships, programmes, courses and other technical vocational courses. Certain facts which highlighted the developing trends of internationalization of higher education in India are,³⁶

1. With a yearly cost of more than 4 billion US dollars, more than 100,000 students from India were pursuing higher education courses and studies outside the nation.
2. By 2005, there were around 131 foreign educational programmes that were offered in India (these programmes were in partnership with Indian based institutions)
3. Foreign Direct Investment up to 100 per cent in higher education sector was allowed in India.

³⁶ Panikkar, K.N., M.Bhaskaran Nair. (2012).*Globalization and Higher Education in India*. Delhi:Pearson, p.26

C. DISTANCE MODE OF HIGHER EDUCATION

Besides the public institutions and the national private players providing campus courses and degrees throughout their various institutions, certain providers arose in the higher education sector. These providers were the distance mode providers and the foreign based providers. Distance mode of higher education was greatly promoted as it led to the rise in enrolment from all sections of society and offered a platform for the economically disadvantaged sections to pursue their higher education while seeking employment avenues. Indira Gandhi National Open University (IGNOU) which was established in 1985 with two departments is now the largest service provider of higher education across all regions of India. In the present decade, IGNOU caters to around three million students located within and outside India and provides more than 200 courses from the doctoral, degree, diploma and the certification levels. IGNOU is a central Open University. There are also state owned open universities providing distance mode of education in India. With the global acceptance of increased application of ICT in the field of education, providers for distance mode of education for Indians are geographically located across the globe as students are able to utilise ICT to seek and complete their educational courses.

D. MASSIFICATION

The development of higher education in India along with the growth patterns post-independence is best elaborated under a three phase pattern i.e. 1950-1970, 1970-1990 and 1990 onwards. During 1950-1970, the development patterns adopted in India were aligned towards a public sector led structure where majority of the institutions catering to higher education during this period were public institutions. While this phase witnessed increased growth, the nature of accessibility was limited as access towards higher education was limited. This phase was characterized by the establishment of the Indian Institute of Managements (IIMS), the Indian Institute of Technology (IITs), engineering colleges and medical colleges. The main objective of the government was the promotion and attainment of self-dependency and economic development. These institutions figured highly in the typology of educational institutions in India and were also set up in collaboration with foreign institutions.

Another key factor that gave shape to these institutions was the necessity for establishing a technological foundation in India where the human resources were developed and harnessed. Besides the birth of several new colleges and universities, a number of regulatory bodies like the UGC and the AICTE were also established. Higher education provided by the public providers flourished immensely during the phase. One drawback was the low rate of GER (i.e. below 5 percent) where higher education was regarded as an elite level of attainment. During 1970-1980, the higher education sector witnessed a fall in terms of resource allocation for higher education and growth rate of higher education institutions. By the 1970s, there was a coexistence of public universities along with private aided colleges. Those institutions that were under the aided sector observed the programmes and courses; the examinations which were set up by the public universities.³⁷ The decade of the 1970s witnessed the large scale presence of private players in the higher education sector.

From the 1980s, there was a glazing trend of diversification of the funding sources. Public Institutions, with their reduced funding sources began to opt for cost and recovery measures. The possible alternate pathways again paved the way towards privatisation. The state governments began setting up courses in the public institutions that were capable of being self-financing courses. There was a further reduction of reliance on the state funding for the higher education sector. From the 1970s towards the 1990s, the nation witnessed a decade after decade of reduction in public funding followed by the upsurge of private institutions along with a system of private aided and private unaided higher educational institutions. From the 1990s onwards, the trend was towards greater expansion of higher education through a rise in the number of students, number of institutions and availability of resources for higher education. Privatization was further promoted under the recommendations of the UGC appointed Committee, known as the Punnayya Committee of 1992-1993 and the Swaminathan Committee of 1992 that was appointed by the AICTE. The Birla Ambani Committee made recommendations towards the establishment of private universities in India. The “*self-financing higher educational institutions and*

³⁷ Ibid., pp. 4-5

colleges, were known as the capitation fee colleges (i.e. were profit motivated and were highly promoted by the private institutions)”.³⁸ The next trend witnessed during this period was the development of ‘deemed-to-be universities’ in the higher education sector of India.

The capitation fee colleges were not able to gain control in terms of offering courses or towards the awarding of degrees. They were only able to offer courses that were approved by the universities under which they were affiliated. These limitations were seen as constraints for further development and expansion by many capitation fee colleges. Many institutions due to modifications that were made under the UGC were given a ‘deemed-to-be’ status. During the decades of 2000, the number of colleges not only rose in number but there was also a threefold rise in enrolment ratios in higher educational institutions in India. The establishment of open learning systems and enlargement of open universities were key factors towards the rise in enrolment of students. The growth rate rose to 9.1 percent during 1990-2013 as compared to around 4.0 percent during 1970-1990 ³⁹(overall growth rate in terms of enrolment, rise in private universities).

The introduction of RUSA in the year of 2013 was another factor towards the increased pace in the massification of the higher education sector of India. The implementation and adoption of RUSA was guided by a divergent range of objectives:

- a. The promotion of greater autonomy of the state universities;
- b. Expansion of the capacity and base of institutions through the setup of new institutions to raise enrolment;
- c. Solving educational imbalances through the setup of educational institutions at backward and rural areas;
- d. Adapting measures to enhance the availability of opportunities for the socially, economically backward sections of society and for women towards the pursuit of higher education were centered towards higher education.

³⁸ Ibid.,p.6

³⁹ Ibid.,p.7

Table 4.2: Growth of universities in India from 1950-2005

year	central	state	deemed to be	institutions of national importance	private	total
1950-51	3	24	-	-	-	27
1960-61	4	41	2	2	-	49
1970-71	5	79	9	9	-	102
1980-81	7	105	11	9	-	132
1990-91	10	137	29	9	-	185
as on 27.04.20 05	18	205	95	18	7	343

Source: Sharma, Vijender. "Commercialisation of Higher Education in India". Social Scientist. Vol.33, No.9/10 (September-October, 2005), p.66

Taking into consideration the time period from 1950-2005 (till 27th April, 2005) as indicated in the table above, it is evident that there has been an exponential rise in the number of universities in India. In terms of the nature of the university, the quantitative rise has been witnessed across the decades. From a total of 27 universities shortly after independence, the total number was recorded at 343 by 2005 which is still growing with the passage of time.

E. THE FINANCIAL DOMAIN

The financial commitment of national governments in the educational sector was witnessed during the most part of the 20th century. Till the later part of the 1980s, the majority of nations around the world were the major funding sources for higher

education. Even in India, the funding from the public finances towards higher education was around 90 percent in the year of 1990. But, with the adoption of a New Economic Policy and the changes that were witnessed even in the educational system, there arose a new trend which witnessed the pulling back of the state towards financial involvement in the educational sector especially in higher education.

In India, both central and state (regional) governments began to reduce its budgetary allocations towards higher education while promoting privatization, commercialization and private investments in the higher education sector. The trends that arose in the financial domains are listed below:

1. **Higher Education System and Public Disinvestment**

One significant development that emerged with the introduction of the New Economic Policy of 1991 was the cuts that were made in terms of public expenditures, where education was no exception. While the allocations of finances towards higher education for both the central and state governments may not have appeared to be steep, the decline in public investments was visible when the public investment was measured in terms of student enrolment. Certain developments that were witnessed are as follows:

- a) Due to the cuts that were made in terms of resources (scholarship grants, expenditure incurred on libraries, maintenance, etc.), the total expenditure incurred per student from public resources which stood at Rs 7,676 in 1990-1991 fell to Rs 5,873 by 2000-2001.⁴⁰
- b) Higher education and its share towards the Gross National Product (GNP) witnessed a fall to around 0.46 percent in 1990-1991. During the 1980s, the share of higher education stood at about 1 percent.⁴¹
- c) Under the Eighth Five Year Plan, around 0.3 percent of the total expenditure during the Eighth Five Year Plan was allocated towards

⁴⁰ Tilak, BG Jandhyala. "Absence of Policy and Perspective in Higher Education". *Economic and Political Weekly*. Vol.39, No.21 (May 22-28, 2004), pp.2160-2164

⁴¹ Ibid.

education. Under the Fifth Five Year Plan, the allocation stood at 1.2 percent.⁴²

2. Higher Education System and Public Funding

In terms of allocation towards public funding, the nature varies greatly depending on the type of institution. A small fraction of the nationally owned institutions are recipients of more than half of the funding available from the government. The enrolment figures are greater in the state run and state owned institutions but receive a meagre amount as compared to the central or the national governmental institutions.

Majority of the private owned institutions are solely dependent on tuition fees as they are unable to receive public funding. These entities are driven by profits and tend to adopt measures to charge high fees and other special fees. Increase in the fees is a normal occurrence, which creates a divide between students. Even in the national government owned and administer educational institutions, the funding pattern is not similar. A huge compromise in terms of quality is raised due to the inequality in public funding patterns.

Table 4.3 : Number of Institutions funded and funding sources

Funding Responsibility	<i>Universities</i>	Colleges
<i>National/Central government-directly to institutions</i>	152	69
<i>National/Central government-via UGC</i>	144	6,285
<i>state government</i>	316	13,025
<i>self-funded</i>	191	19,930

Source : 12th Five-Year Plan of the Planning Commission of India

⁴² Ibid.

Based on the information that was gathered under the report of the 12th Five-Year Plan (2012-2017), the above table was derived. It is evident that the total number of institutions that are funded under the national government either directly or through the UGC are much lesser than the institutions that are funded by the state and the private enterprises or individuals. The strength of students who are not able to receive funds in their pursuit of higher education has greatly hampered a balanced growth in terms of quality in the higher education sector.

3. Higher Education and Expenditure

The expenditure incurred in higher education from the total expenditure incurred by the government has witnessed a steady decline over the years. In 1990-1991, it was recorded at 20.57 percent which fell to around 16.71 percent by 1996-1997. The expenditure of the central government in the higher education sector fell from Rs 646 crores in 1990-1991 to Rs 559 crores by 1996-1997 periods.⁴³ Even though short periods of rise in expenses allocated towards higher education were witnessed, the rise was never consistent.

⁴³ Sharma, Vijender. "Commercialisation of Higher Education in India"., op cit., pp.67-68

Table 4.4 : Higher Education: Relative Priorities from 1990-2002

Year	percent of Gross National Product	percent of total government revenue expenditure
1990-1991	0.46	1.58
1991-1992	0.42	1.43
1992-1993	0.41	1.42
1993-1994	0.40	1.42
1994-1995	0.39	1.40
1995-1996	0.37	1.35
1996-1997	0.35	1.30
1997-1998	0.35	1.31
1998-1999	0.43	1.39
1999-2000	0.47	1.61
2000-2001	0.57	1.76
2001-2002	0.41	1.33

Source: Tilak, BG Jandhyala."Absence of Policy and Perspective in Higher Education". *Economic and Political Weekly*. Vol.39,No.21 (May 22-28, 2004).pp.2160-2164

The table indicated above highlights the share that has been sanctioned towards higher education in terms of Gross National Product and total government revenue expenditure. While 1989-1999, 1999-2000, 2000-2001 witnessed a rise in the expenditure incurred in higher education which was declining since 1990, the rise did not continue in the preceding years.

Table 4.5 : The shares of the different educational levels in the total expenditure (indicated in percentage)

Five year Plan	elementary level	secondary level	higher level
I	4.3	1.0	0.7
II	2.0	1.1	1.0
III	2.3	1.2	1.0
IV	1.5	0.9	1.2
V	0.8	0.4	0.5
VI	0.8	0.7	0.5
VII	1.3	0.8	0.5
VIII	2.1	0.8	0.3
IX	3.2	1.1	0.5

Source: Tilak, BG Jandhyala. "Absence of Policy and Perspective in Higher Education". Economic and Political Weekly. Vol.39, No.21 (May 22-28, 2004). pp.2160-2164

The above table indicates the breakup of shares incurred in the total governmental expenditure across all levels of education from the First to the Ninth Five Year Plan. As the educational level rises, the shares in expenditure keep falling as compared to the lower educational levels. Rarely does the share in higher education account for 1 percent in most time periods.

4.6. CONCLUSION

The higher education system in India is not an independent entity that can remain isolated from the dominating forces of globalization. In a globalized world, higher education has been redefined and its roles have been greatly expanded. The nature of higher education in a nation is largely determined by the economic objectives of the nation where the scenario in the India context is no exception to this occurrence.

The Politico -Economic Situation of India before 1991

On attainment of independence, the leaders of newly independent India were greatly influenced by the socialist principles of a Planned Economy. The Indian economy was largely dictated by the socialist patterns where elements of inclusiveness were witnessed in terms of its economic policies. With the adoption of a planned economy, the initial five year plans placed emphasis on industrialization, increased ownership of the state in production, development of systems of checks and regulations for the private players, finding alternatives for replacement of imports.

The system of protectionist policies and quota system, the licensing raj systems, high tariff and tax rates, a high degree of control of almost all sectors by the state was observed in India. The prevailing system eventually failed to suffice India's need in terms of revenue generation and flow of investments to promote economic development. The Indian market was greatly crippled due to lack of competition in the Indian markets. This further led to a situation where consumers were left with a market where goods were less in availability but priced at high rates. A monopolistic system dictated the Indian markets. By the late 1980s, the Indian economy being on the verge of a global collapse was forced to introduce a system of restructuring to its existing economic policies. The New Economic Policy of 1991 ushered in the process of Globalization in the Indian economy. From the economic to the non-economic dimensions, Globalization brought a system of reforms and changes across the nation. Amongst the non-economic components, the educational sector was also thrown open to the forces of liberalization, privatization and globalization. Higher education under the globalized world was regarded as a service or a commodity that was tradable i.e. could be imported and exported. The paradigm shift in terms of the changing nature witnessed in higher education was promoted and transmitted across the globe especially by the powerful international organizations. India, being a signatory of GATS and WTO was obliged to reorient its higher education system towards the market and trade concessions that were laid down under GATS.

There was a massive change in the direction of higher education in India with the advent of the New Economic Policy of 1991. The state ownership, state control and administration; heavy investments of public funds in higher education and the pursuit of higher education to promote social development witnessed a structural reorientation.

Globalization of higher education in India

Higher education in India witnessed many changes from a structural to a policy based dimension with the advent of globalization in India. The defining characteristics of globalization i.e. privatization, liberalization, commercialization, cross border flow of goods, adherence to the knowledge and skills of the global markets were incorporated in the higher education system of India. There arose a system where the number of private institutions in the field of higher education was rising. The private institutions were branded as profit making enterprises that were to provide a pool of labour that could compete at the global level. Indian universities and other higher educational institutions located in India began to expand their reach beyond the boundaries of India while many foreign based institutions also entered the Indian market. Internationalization of higher education was witnessed in India. The state control and financing towards higher education was also heading towards a steep downward curve. The state's allocation and investment of public resources for higher education was continuously reduced while the non-state players introduced hikes in fees to be able to sustain their enterprise and earn a profit. Many developed nations including Britain was also witnessing a phase where the public finance and investment made towards higher education was dwindling while the presence of private based enterprises were growing.

The roll back of the state in the areas related to higher education was a critical factor which also contributed towards the promotion of a curriculum that was market oriented and possessed high degrees of professionalism due to the global demands. While higher education was facing cuts in terms of public finance and state involvement, promotion of access towards higher educational institutions was also

rising. Under the redefined role of higher education, the economic growth of the nation was linked with higher education along with societal development. Higher education in India was also steered towards the generation of access to higher education across all regions and sections of the Indian society.

Salient policies and programmes introduced in India's higher education system which displayed the changing roles in the context of globalization are as follows:

- a) The introduction of the Private Universities (Establishment and Regulation) Bill of 1995 was a clear indicator of the promotion of privatization and commercialisation in India. Several state universities emerged in the higher education platform of India.
- b) In the report titled, "A Policy Framework for Reforms in Education", popularly known as the Ambani-Birla Ambani Report of 2000, the report listed education as a sector that had the potential to be a profitable market where maximum control and ownership by the private sectors was highly favoured.
- c) The Punnayya Committee of 1992-1993 made suggestions to bring changes in the existing grant-in-aid system pertaining to higher education in India. It laid down a roadmap where the shifting of financial responsibilities was to be eventually transferred to the students.
- d) Under RUSA, extensive efforts and programmes were launched to bring multi-dimensional changes and developments in Indian higher education. The changes and developmental programmes ranged from infrastructural and institutional progress; learning, research and teaching improvements; creation of Model Degree Colleges and the vocationalization of higher education.
- e) In the proposals that were included for incorporation in the 10th Five Year Plan, the internationalization of higher education was strongly favoured along with the reduction of the dependency levels of these institutions on the government.

The trends that were witnessed in India's higher education system from 1991 onwards were clear indicators of the globalized phenomena that were occurring in India's higher education system. Privatization that was promoted in higher education was propagated extensively with the passage of time. By the year of 2020, private universities were located in majority of the states of India. Internationalization was also growing at high rates with the steady rise of international campuses within India and the provisions that enabled up to 100 percent FDI in higher education. The growth of distance modes for higher education was another global trend which was also growing in popularity across the globe. One major change that was witnessed was in the financial domain. The heavy reliance and investment of the government was determined on the basis of socialist principles. In a globalized, open market system guided by capitalist principles the rolling back of the state was a key determinant. India's higher education system also started witnessing a steep decline in terms of allocation of public resources, allocation of finances and expenditures and share in the GNP. Besides the steady decline in budgetary allocations and availability of public investments, there was a strong compromise of quality due to the inequality that existed in terms of public funding. The ratio of students who benefitted from public investments in higher education was dwindling in comparison to the investments that were made by the private players. The financial implications were slowly transmitted from the government to the students.

The National Educational Policy of 2020 (NEP, 2020) is a clear indicator of India's attempts to be a global force through higher education. The propositions and reforms, structure and key features that are laid down under the NEP are closely related to the educational system located in the developed nations. The higher education system which was in operation since independence was a legacy that was largely inherited from the British system (as the colonial rulers had established a formalized education system that was aligned to their system). In the 21st century, higher education is no longer stagnant. India's higher education system since 1991 thus has been initiated towards a global integrative system which has many commonalities with higher educational systems across the globe.

CHAPTER 5

THE BRITISH HIGHER EDUCATION SYSTEM

This chapter covers areas related to the historicity and a general overview of higher education in the context of the British higher education system. The politico-economic backdrop that instigated reforms in the economic sector which had direct impacts in the higher education system is also highlighted. An analysis of the conditions and the developments under the neo liberal phase coupled with the emerging patterns dictated by globalization is incorporated. The changing trends of higher education under a global framework from a phase wise and policy wise perspective is highlighted in the chapter.

5.1. HIGHER EDUCATION: THE BRITISH CONTEXT

The history of higher education in the United Kingdom (UK)¹ is a long, rich process where many changes and developments are shaped by the events pertaining at the global stage along with regional (internal) events and developments. The University of Oxford has documented records of teaching dating back from the year of 1096 and is considered to be the oldest University amongst the English speaking habitats. Besides the University of Oxford, other prominent universities with a long, rich legacy includes the University of Edinburgh which was established in the year of 1583 under a Royal Charter. During the 15th century, the Scottish Universities (Aberdeen, Glasgow and St. Andrews) were established. In the year of 2009, the 800th year anniversary for the University of Cambridge was observed. St David's College, Durham University, University College London as well as King's College London were awarded Royal Charters in the 19th century (which was regarded as a step towards the expansion of higher education in the United Kingdom). Besides these universities or colleges, higher education in the 19th century laid the foundation for the setup of professional and technical institutions i.e. institutions which provided studies related to the fields of engineering, sciences, medicine in the

¹ The United Kingdom (UK) is made up of England, Scotland, Wales and Northern Ireland.

cities or areas that had industries and factories.² Events and developments at the global and the regional level across decades greatly shaped and redefined the nature and system of higher education in Britain.

There was a threefold categorization that was located in the higher education sector in the UK - the University education, the specialized colleges along with the institutions catering to Further Education and the Education colleges.³ Higher education was not confined only to the universities but was also imparted through the other institutions. In the context of the UK, postgraduate courses and studies related to research were mostly imparted under the universities.⁴ In the UK, the university system was highlighted as autonomous with less governmental involvement in administration and recruitment. The universities were generally classified into the following groups,

- a) Oxford and Cambridge Universities which imparted traditional and high class education.
- b) Universities in Wales, Ireland and Scotland which operated as Central Universities.
- c) University of London.
- d) Universities of England, Manchester, Birmingham and other provinces.⁵

The continued rise in population coupled with the rising demands of the technologically driven economy from the 1950s and 1960s paved the way for the further expansion of the higher education system. In terms of the number of institutions providing higher education, many significant trends were witnessed. From 1956 onwards, colleges offering courses in advanced technology were established. These colleges were later granted University status by the year of 1966. This trend promoted the existence and grant of University status i.e. Bath, Salford,

² Maisuria, Alpesh & Mike Cole. "The neoliberalization of higher education in England: An alternative is possible". *Policy Futures in Education*. Vol. 15, No.5(2017), pp.604-606

³ Sodhi, TS.(2004). *Textbook of Comparative Education*. (6th ed). New Delhi: Vikas Publishing House Pvt. Limited, p.38

⁴ Sharma, Y.K. (2004). *Comparative Education: A Comparative Study of Educational Systems*. New Delhi: Kanishka Publishers & Distributors, p.231

⁵ Chaube S.P., A. Chaube. (1993). *Comparative Education*. New Delhi: Vikas Publishing House Pvt. Limited, p.249

Surrey, Aston, City, Surrey, Bradford, Loughborough, Brunel became universities. During two decades, thirteen institutions were further given university status while seven new universities were created i.e. Kent, Essex, Lancaster, Warwick, East Anglia, Sussex and York. Under the Further and Higher Education Act of 1992, there was a further enlargement of higher education. The steps towards expansion of higher education were clearly visible with the creation of 31 new universities between 2001-2013.⁶ As a whole, they were known as the *modern universities* or the *post 1992 universities*.⁷ The continuous and gradual evolution of higher education especially from the 1960s to the 1990s was largely responsible for shaping the current higher education system. From the 1960s to the 1980s, there was a gradual and progressive movement in favour of a system which had similarities with the model or the system of higher education that was adopted in the USA. The similarities of the UK system with the USA system included:

- a. A Masters programme with compulsory provisions for completion of course work. This was mandated to cater the need for coverage of technical content.
- b. A gradual involvement of the writing of a three journal based article over the traditional thesis model.
- c. A move towards a model of the formula “1+3”, where the first year was the masters level content and the remaining three years was to be utilized towards preparation of the thesis.⁸

Prior to these developments, there was a three year bachelor (undergraduate) degree course for the aspirants. Post the three year Bachelor course, the opportunity to pursue a Masters course was available. The pursuit towards a PhD degree was purely viewed as a research degree with no mandates for coursework involvement but did require the preparation and completion of a Thesis in one’s chosen area or

⁶ Maisuria, Alpesh Mike Cole., op cit., pp.604-606

⁷ The ‘post 1992 universities’ were also known as the ‘modern universities’ or the ‘new universities’. This term was used in reference to the former central institutions, colleges and polytechnic’s catering to higher education that were granted university status under the provisions laid down in the Further and Higher Education Act of 1992.

⁸ Backhouse, Roger E. “The Structure of Higher Education and History of Economic Thought in the UK”. *Papers in Political Economy*. No.50(2006), p.216

field of study. Less than 5 percent of the total population was engaged in higher education,⁹ which was highly selective in nature.

The 1970s and education system in the UK was not wholly driven or orientated mainly towards the market conditions. Competition amongst students was not dictated by price but was determined by an amalgamation of various factors ranging from reputation, entry levels, and location. In terms of attracting staff and faculty members for recruitment, reputation coupled with promotion and research prospects were important factors. The research initiatives were non-commercial in nature as the funds for research purposes were largely dependent on the government. Minority shares from the total grants proposed may be gathered from various non-governmental organizations or Research Councils. At the University levels, engagement as well as involvement in activities was not fronted by the prevailing market conditions but by the domains incurred within research and teaching. The universities were designated as trainers for students to attain their sought out or pursued degrees in their respective chosen field of study.¹⁰ The commercially viable activities that the Universities were engaged in were in the areas pertaining to consultancy, providing short term courses and conference facilities. However, their engagements or involvements had only a minor contribution towards the income generated for the universities. The bulk or major chunk of grants for universities were available only through the government.¹¹ Higher education policies and systems are currently developed separately in the countries that constitute the United Kingdom.

5.1.1. STRUCTURE OF HIGHER EDUCATION

In terms of ownership and administration of the higher educational institutions, these institutions are not owned or administered by the government. They are independent as well as autonomous institutions which are administered

⁹ Ibid.

¹⁰ Cave, M et al. "Regulatory Reform in Higher Education in the UK: Incentives for Efficiency and Product Quality". *Oxford Review of Economic Policy*. Vo.8, No.2(1992), p.83

¹¹ Ibid., p.85

under the Governing Bodies or Councils whose chief role was the determination of action plans and strategies for their respective institutions. They were also entrusted with the task of managing and ensuring effective utilization of the finances. A percentage of the total income for the majority of the higher education institutions are received in the form of public funding where the sanctioned amount varies across various universities. The public funds for the higher educational institutions provided under the government funds are managed under Funding Councils and the Department for Employment and Learning. For Scotland, Wales and England the funds are managed under the Funding Councils. The Department for Employment and Learning manages the funds for Northern Ireland.¹² In the financial aspects, the Funding Councils provide guidance and access to funds.

From a structural demarcation perspective, the general layout that is located in the British Higher education system are as follows,

- a. Bachelor degree courses which are referred to as the First Degree Courses where the course awarded with an honours degree may be a three year course in England, Northern Ireland and Wales and a four year course in Scotland. The four year courses are those courses where the requirements include practical work. Some courses pertaining to specialized, professional or vocational courses may even require duration of more than four years.
- b. A Master's Degree popularly known as education at the postgraduate level usually lasts for a period of one year while a Research Master's degree requires a two year period. For the PhD i.e. the doctoral degree programme, the minimum duration for the course is three years.
- c. The UK offers education that awards vocational qualification, which are known as sub-degree qualifications. These qualifications include those courses which provide a Higher National Diploma (HND), Higher National Certificate (HNC) and Diploma in Higher Education

¹² "England Higher Education System". *The European Education Dictionary*. Retrieved from: <https://www.euroeducation.net/prof/ukco.htm>

(Dip. HE). Besides these qualifications, other qualifications are also offered. These qualifications are the postgraduate level certificates.

- d. Under the traditional classification of the degrees awarded in the UK, the hierarchy consisted of Honours Division, First class, Second class at the upper division level, Second class at the lower division level, Third class or a Failed division.

Many universities located in the UK took steps to produce information pertaining to higher education and the universities for students under the Higher Education Achievement Report (HEAR). The final product under HEAR aimed to also include the learnings along with the various achievements that were attained by the students. The new grading system and reporting system was formalized in the month of October in 2012.¹³ The traditional classification was eventually revised and re-engineered in some of the exciting universities where a Grade Point Average (GPA) system which was set to place in nations like the USA was adopted accordingly.

In matters pertaining to the usage of the term ‘university’, all higher educational institutions are not permitted to use the title of ‘university’. The usage of ‘university’ title is strictly governed by law. To secure rights for usage of the title, there are two possible methods that be followed by the institutions:

- a. The approval for the usage of ‘university’ was the responsibility of the Privy Council¹⁴ as per the provisions laid down under the Further and Higher Education Act of 1992.
- b. Under the provisions laid down by the Companies Act of 2006, the approval for the usage of ‘university’ can also be obtained by the institutions. In the year of 2005, procurement of powers to award research degrees required another factor. Since 2005, institutions where at least 3000 students are

¹³ “Chapter 1: Introduction to the UK higher education system” .British Council India,pp.5-6 Retrieved from :

https://www.britishcouncil.in/sites/default/files/higher_education_system_of_uk.pdf

¹⁴ The Privy Council was the body or Committee which offers advice to the head of the state or the government.

registered at the degree level courses and the teaching degree courses were eligible for seeking permission to be a “university”.

Based on the further recommendations that were laid down in the White Paper ¹⁵ on ‘*Higher Education: Students at the Heart of the System*’ (2011), the required number was reduced to 1000 students for the full time courses. In the year of 2012-2013, from the pool of specialist field based institutions pertaining to agriculture, teacher training or arts the ten long established institutions were given ‘university’ status. Universities which failed to satisfy the quantitative necessities but taught degree course were given the option of the usage of ‘university college’ title.¹⁶ Many colleges and higher educational based institutions do not avail of this option.

The entry level requirements and procedures for admission are not unified nor governed by the government. The decisions on these matters are the responsibilities of the individual institutions. There exists the Universities and Colleges Admission Service (UCAS), which is a central coordinating agency where the large majority of applications for the various undergraduate programmes are received in the UK. In the case for postgraduate courses, the majority of applications are usually made directly to the concerned college or the concerned university.¹⁷ Most of the international students usually apply directly to their preferred institutions.

5.1.2. PROVIDERS OF HIGHER EDUCATION

The Higher Education/ Educational Institutions (HEIs) in the context of the UK include,

- 1) The universities.
- 2) The Further Education Colleges.
- 3) The institutions which were guided by a higher education corporation.
- 4) The institutions which were regarded as eligible for receiving funds that were supported and conducted by the Higher Education Funding Council for England

¹⁵ “White Papers are issued by the Government as statements of policy, and often set out proposals for legislative changes, which may be debated before a Bill is introduced”. Retrieved from: <https://publications.parliament.uk/pa/cm201011/cmweb/wb100529/wgp.htm>

¹⁶ “England Higher Education System”.,op cit.

¹⁷ “Chapter 1: Introduction to the UK higher education system”.,op cit., pp.5-6

(HEFCE). In the contemporary phase, most of the HEIs were recipients of the funds that were supported and provided by the HEFCE.¹⁸

Around 700 colleges along with other institutions were not conferred with degree awarding powers but were able to provide courses that could lead to the attainment of degrees. Non- colleges i.e. the institutions that provide higher educational programmes were entitled to use the status of ‘college.’¹⁹ Besides the providers mentioned above, other providers of higher education included,

A. The Further Education Institutions

The programmes provided by the Further Education Institutions are those that have been approved by a higher educational institution who has the power to award degrees. The programmes under higher education are also provided by around 250 further education colleges. These institutions receive funds from the HEFCE. Some of these institutions may also have a franchise based arrangement²⁰ where students are registered in institutions that are recipients of funds from the HEFCE and maintain quality standards.

B. The Alternative Providers

Alternate Providers are the providers which do not receive funding directly from the HEFCE or any other bodies where administration is devolved. They do not receive any recurrent funds and are not further education colleges.²¹ A number of non-public, private institutions which maybe profit or non-profit orientated and are not recipients of any public funding are rising in the UK.

C. The First Cycle Programmes

The Bachelor’s Degree, the Foundation Degrees, the Diplomas in Higher education, the Higher National Diplomas all fall under the First Cycle Programmes.²² The Bachelor’s Degree is an Honours programme which forms the largest group.

¹⁸ “England Higher Education System”, op cit.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

5.2. HIGHER EDUCATION AND GLOBALIZATION

The extent and true impact of globalization in higher education is multidimensional. The factors ranging from the rise of inequality under the foray of student enrolment, the commercialization and privatization of knowledge, the emergence of cross national players in the domain of higher education, the arrival of the global knowledge induced economy, intensification of human capital to cater to the needs of the global economy, knowledge factor and global competitiveness have all attributed towards the massive shifts and developments in the higher education systems across the globe. In the context of the UK, developments that had been spearheaded during the past and contemporary times were all proven to be indicators for the reshaping of the higher education model which was restructured and reshaped across various time periods to be in sync with the factors and events that were prevailing at the global stage. Besides economic factors, a more inclusive outlook catering to the societal objectives were also incorporated with higher education, especially through the formulation of policies²³ which pursued development from a national and a regional perspective.

5.2.1. NEO LIBERALISM PHASE: THE UK CONTEXT

The former Prime Minister of the UK, Margaret Thatcher was one of the first and dominant neo liberal leaders elected to lead a nation. Her fellow neo liberal counterpart Ronald Reagan, the former President of the USA was another world leader who stood for the neo liberal ideologies. Both these leaders embarked on journeys towards establishing reforms in their respective nations that were driven and guided by the neo liberal ideologies. By the year of 1989, with the prominence of international institutions such as the World Bank, the International Monetary Fund and the signing of the 10 Point Economic Plan (the Washington Consensus) the western markets and the economies around the globe witnessed the intensification of global neoliberalism. Under the waves of global neo liberalism, certain trends were brought to the forefront i.e. deregulation, liberalization, privatization across the

²³ Robertson, Susan L. *Globalising UK Higher Education*. UK: Centre for Learning and Life Chances in Knowledge Economies and Societies, p.4

global markets. A major booster for the solidification of global neo liberalism was the signing of the GATS (General Agreement on Trade in Services) in the year of 1994. This move led to the removal of barriers in the areas pertaining to delivery of services (along with the removal of internal regulations at the governmental level) which were all seen or regarded as ‘barriers to trade’ (GATT 1994).²⁴ The international arena and various events across time periods led to the birth, dominance and downfall of systems that were driven by various ideologies.

These ideologies had reshaped and dictated economies around the globe. By the early 1960s, there were grave problems in the economic front i.e. the deterioration of profits, the rise in costs of labour, the continued rise in prices for commodities and the shift of industries towards the lesser developed nations. USA and UK, which were dominant welders and players in the global economy during this period, were slowly witnessing a decline in their economic curve which was reflected in the global GDP. Even by the turn of the early 1970s, the share of the USA in terms of exports and global outputs was still declining. Even for the UK, its global exports which were recorded at 11.1% in the year of 1950 fell to 7.9% in the year of 1973 i.e. was on a continuous period of decline. Economies across the globe witnessed crucial changes due to an outburst of events which arose due to a setback in the very fundamentals of capitalism and the end of the continuous three decadal growths that prevailed at the world economy.²⁵ The global events also opened up the playing fields for a new variety of struggles for the developed economies which were largely guided by the non-economic conditions i.e. social forces and social conditions. There arose periods of attack on capitalism, the Keynesian model²⁶ and ideology, the glaring differences between socialism and capitalism, the offensive role played by the neo liberals. To cite a particular struggle or conflict, the Keynesians solution for solving or preventing the advent of economic depressions was the increase and raise of demands in the economy as it was the notions of full employment and the welfare state which generated the demand from the consumers and promoted expansion.

²⁴ Maisuria, Alpesh & Mike Cole., op cit., p.603

²⁵ Robertson, Susan L., op cit., p.9

²⁶ In simple words, the Keynesian Model was based on the principle that there was a need to increase demands to bring a boost in the economy.

From the standpoint of the neo liberals, economies and the golden age notions of politics were the roadblocks behind the inability for controlling inflation. Cost cuts were witnessed in the private and governmental sectors and it gave scope for profits which was the central engine that drove economic growth. The neo liberals were in favour of Adam Smith's 'hidden hand'²⁷ and the proposition for free markets which could create the greatest growth of the *Wealth of Nations*.²⁸ Meanwhile, the Keynesians did not support this proposition.

From the 1980s, the phase for roll back of neo liberalism²⁹ was witnessed. In the economic restructuring that was occurring across the globe, three ideas were prominently figured - privatization, deregulation and competitiveness. Privatization entailed the entrance, purchase and management of many governments owned and managed departments by the private and non-governmental players who could be held accountable in terms of efficacy. Under the markets dominated by the public sector, the neo liberals could not envision the generation of any sustainable mechanism that could promote economic efficacy. The government employees and officers were often faced with personal conflicts i.e. welfare of the public versus their individual or private welfare. Competitiveness in the gambits of politics was the engine needed for the removal of policies that were protectionist in nature and promoted the continuation of the government bureaucratic procedure which was set into place in many nations following the end of World Wars. Deregulation paved way for the discarding or scrapping of the considerable role played by the nations in the economy. The key role that was played by the state was now reoriented towards the facilitation of free movements of goods and services³⁰ i.e. to provide a system for the cross border movement of goods and services.

Global neoliberalism can be defined based on the following features:

²⁷ Hidden or invisible hand was a metaphor that was used by Adam Smith in his "Wealth of Nations".

²⁸ Robertson, Susan L., op cit., p.9

²⁹ Ibid.

³⁰ Ibid.

- 1) **Liberation of the markets:** Global neo liberalism advocates freedom in terms of the movement of goods and services. It aims for the set up on an unregulated market where the private enterprises and other private players are not bonded by sanctions that were imposed by the government. Economies around the world are envisioned to create policies fostering more openness towards international investments and international trade, removal of control on prices and protectionist policies. The arguments put forth by the neo liberals emphasis on the role of the unregulated market towards the generation of economic growth which would reap benefits for the economy and the society.
- 2) **Reduction in the role of the government:** The role of the government is to be fairly reduced under a neo liberal framework. In terms of public expenditure, cuts or downsizing for various public services and infrastructure ranging from expense on social services (health care, education, etc.), maintenance of public means of communication and transportation, reduction in welfare investments which offer a safety net for the underprivileged sections of society was witnessed.
- 3) **Deregulation:** There was a replacement of governmental regulations on private entities and players which created barriers for the increase in profit margins. The demand for removal of deregulation also entailed regulations which offered a protective role towards environmental factors and job security.
- 4) **Privatization:** With the aim of promoting greater efficiency, productivity and accountability neo liberalism entails the selling and subsequent purchase of state or government owned enterprises or facilities to the private investors or private enterprises. Roads, airways, telecom services, schools, universities, hospitals, railroads, fresh water, electricity and other key areas where public goods are made available to the general public are to be invested, owned and operated by private players.
- 5) **The notions of welfare state, public goods** are given a secondary role as the free market operations under the notions of individual responsibilities and private enterprises occupy the primary roles.³¹

³¹ Maisuria, Alpesh & Mike Cole., op cit., p.603

5.3. HIGHER EDUCATION, GLOBALIZATION AND NEOLIBERALISM

The Socialist Thinkers had given due recognition to higher education and its integration into the neo liberal and capitalist framework. Many of these thinkers including Thorstein Veblen regarded universities to function as business enterprises which operate or function in competition with other universities. The Marxist analysis regarded universities and schools as units which are aligned towards marketization fostering the re-creation of labour and the rise of proletarianization in the domain of education and academics. With the recent global and regional developments, the economic growth and productivity of nations and the role played by universities is closely relational. Higher educational institutions have to cater to the demand market where there is a demand for specific skills and specific knowledge from the emerging labour market. This rising demand has further promoted the path for privatization in the educational sector. In the context of the UK, the advancement and development of the higher education system is largely steered by the dominant role exerted by market forces and investment patterns.³² The global economic patterns have a huge impact in the discourse and operation of higher education.

5.3.1. HIGHER EDUCATION IN UK: GLOBALIZATION

Globalization of the higher education sector in the UK was highly accelerated when the New Labour³³ came into power in the year of 1997. The advent to power or victory of the Labour Party was followed by a mantra or chant '*education, education, education*'³⁴ which was guided by the principles of competition. This proved that the Labour were driven by strategies that were focused on competition. The global trend during this period was the launch of projects which aimed at raising the level of competitiveness. The global economy was highly influenced by the operational international organizations and was competitive. In the UK, the government was

³² Ibid., pp.604-606

³³ The New Labour indicates the Labour Party under the leadership of Tony Blair and Gordon Brown from the mid 1990s till 2010.

³⁴ The top three priority areas of the Labour Party was stated by Tony Blair in the Labour Party Conference of 1996.

determined to launch projects that were geared towards advancement and competitiveness in the economy. A few months after the Labour came to power, the party launched its change oriented agenda in a White Paper in 1998 titled, *'Our Competitive Future: Building the Knowledge Driven Economy,'* This agenda for change, to be realized over the next decade, placed competition at its heart: *'... the sharpest spur to improve productivity and the best guarantee of reward for talent and innovation'*.³⁵ Under the Agenda for Change that was released by the government, the following salient points were located:

- a. Research at the university level was further commercialized through the creation of new funding streams.
- b. The advancement towards a knowledge based economy was powered mainly through the universities.
- c. The central or unitary structure of the strategies for national training was replaced by a more differentiated strategy that was more regionalized and localized.
- d. Universities were to be connected and more deep rooted towards the regional economies. This was promoted through action plans. These plans aim to promote regional know-how and allocate funds to the English Regional Development Agencies.
- e. The adopted action plans were to be aligned to the opening up of the markets and the removal of hindrances in the free flow of goods, innovation, services in the domains of international trade.³⁶

There was a consensus amongst the WTO, World Bank and the OECD on the role of trade and its utility factor in the higher education sector. Trade is an important component to aid and assist development of higher education in the low income and developing countries. Expansion of higher education in various parts of the globe, especially in areas where upward social mobility through higher education was possible leading to the birth of a new educated middle class was a role which was designated to the universities. Higher educational institutions in the UK were further

³⁵ Robertson, Susan L., op cit., pp.15-18

³⁶ Ibid., pp.15-18

motivated towards the attraction and subsequent enrolment of students, researchers and other academicians from across the globe. The dominance of commercialization and competitiveness in the higher education sector produced three sections namely teaching, research (both were the traditional roles that were ascribed to universities) and a new section which was driven by innovations, commercialization and competition.

In the year of 2009, there were a total of 1.1 million enrolments in the higher education sector while the enrolment was 921,000 in the year of 1997. The main contributors for the increasing rate of enrolment were largely attributed to the national enrolment while a small fraction was due to the rise in strength of international students. New Labour continued to promote the view that investment in a university education improved an individual's access to the global employment market and also ensured social mobility. In the introduction to the government's framework for higher education of 2009, the Secretary of State for Business, Innovation And Skills, Peter Mandelson, stated that '*A university education can be an entry ticket to the best paid employment and a preparation for a globalised world of work*'.³⁷ Under the New Labour Party, the following areas in the context of university education were highly valued:

- a. The direct linkage between university level education and access of citizens towards the global market.
- b. A platform for the occurrence of social mobility.³⁸

Higher educational institutions throughout the UK were highly categorized or stratified and differed significantly in terms of access. The classification of higher education may have witnessed a rise in terms or enrolment but from a social stratification perspective, gaps that kept widening were also witnessed. The gap was located between those sections of society pursuing higher education in terms of social and economic background, gaps in higher education between the affluent and lower to middle income sections.

³⁷ Ibid.

³⁸ Ibid.

5.4. HIGHER EDUCATION IN THE UK: PHASE WISE AND POLICY WISE

From the period of 1979-1983, the Conservative government in the UK contemplated the contraction of higher education. The higher education policies under the Conservative Government was a part of the broader goal and a unified attempt towards the decrease or downsizing of the public spending that were being incurred in the public services by the government and to constrain the authority of varied groups like the Local Authorities, the trade unions. These groups could strongly raise their dissent and discontentment in the steps taken by the government to reduce public spending. The justification for the reduction of public spending included the necessity for removal of wastage of resources in the public sector, to deduce the dependency of welfare services on the government, strengthening of the economy of the nation. In the field of higher education in particular, the government aimed to transfer the bulk of the incurred expenses to the consumers (i.e. the students) to reduce public expenditure on higher education. In 1979, all the higher educational institutions were obligated towards charging 100 percent costs of tuition fees for the students which was to be applied from the academic session of 1980-1981. The sanctioned amount for spending that could be incurred by the Local Education Authorities in their respective colleges and polytechnics (i.e. where they were given responsibilities) were reduced. After the cuts in spending for the Local Education Authorities, the following year witnessed cuts in funds that were allocated to the universities by the University Grants Committee (UGC, UK). The percentage of cuts in funds was 15 percent which was to be sanctioned or distributed to the various universities for the next three years. The reorganization of universities and redundancy patterns were witnessed in the higher education sector for both the public and private providers.³⁹ Many changes were witnessed in the higher education sector.

The cuts in the higher education sector made during 1981 were considered to be highly selective in nature where the universities promoting higher education were

³⁹ Welch, Penny. "The evolution of government policy towards English higher education 1979-2007". *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*. Vol. 2, No. 2(Summer 2009),p.98

unable to exert their voices towards the nature of selectivity that was observed by the government. The period of cuts or reduction in public spending and the emergence of rising costs for tuition fees witnessed an enrolment decline in 1983 for the undergraduate courses as compared to the enrolment figures of 1979. During the latter half of the 1970s, the restructuring of teacher education had commenced and by the year of 1981, the government had laid down proposals for the stoppage or the removal of the initial teacher training in 16 public sector colleges which was later reduced to 12 following a wave of resistance. The National Advisory Board (NAB) for the Public Sector was established in the year of 1982. The NAB published '*A Strategy for Higher Education in the Late 1990s and Beyond*' and in response to a request from the government also published, '*Management for a Purpose in 1987*'.⁴⁰ The main role of the NAB was to create a system for higher education that was to be provided under the Local Education Authorities.

Another outcome which arose due to the cuts of the funds under the UGC was the adoption of the recommendations or proposals that were laid down in the report that was submitted by the Committee on Vice-Chancellors and Principals under the chairmanship of Sir Alex Jarratt in 1985. In the Bulletin of the Association of University Teachers (AUT), the AUT President Ron Emanuel in May of 1985 argued that '*the government was aiming to establish central control over the university system and that vice-chancellors were being made compliant, both by threats to close some universities and by the offer of increased power within their own institutions.*'⁴¹ Other important events of the early 1980s included the reinstatement by the government in 1983 of some public funding in the form of financial aid to international students from selected countries and extra money for universities to spend on information technology courses and 'new blood' posts, mainly in science and technology.

The government used another method to influence teacher education i.e. by setting up the Council for the Accreditation of Teacher Education (CATE) in 1984 with the power to impose a good deal of conformity on the proportion of time

⁴⁰ Ibid., pp.99-100

⁴¹ Ibid.

devoted to each aspect of the initial teacher training curriculum. Keith Joseph, the Secretary of State for Education, made an even more radical proposal for reshaping higher education in 1984. He wanted to charge tuition fees to full-time home undergraduates from affluent backgrounds. Although the proposal was withdrawn after the occurrence of protests that indicated the policy would be an electoral liability, variations on this theme reappeared later. This period of government intervention in higher education culminated in the publication of the Green Paper⁴², '*The Development of Higher Education into the 1990s*' where the government endorsed the recommendations of the Jarratt Report and linked them to the necessity for higher education to be responsive to the needs of the national economy while receiving less public funding. In the year of 1983, the public funding via aid towards international students from selected countries and extra financial resources for the universities towards utilization of Information Technology (IT) courses were reinstated by the government.⁴³ The Council for the Accreditation of Teacher Education (CATE) was set up in the year of 1984. The CATE was given the role of seeking uniformity to the time sanctioned or allotted for the various aspects under the initial teacher training curriculum.

In the same year i.e. 1984, the Secretary of State for Education, Keith Joseph proposed the restructuring of the higher education system by charging tuition fees for the undergraduate students from the financially affluent families which was soon discarded due to criticisms from various sections of society. The publication of the Green Paper, '*Development of Higher Education into the 1990s*' gave support towards the recommendations that had been put forth under the Jarrett Report which emphasized on the reduction of public funding on higher education while at the same time ensuring that the needs of the economy are provided through higher education.⁴⁴ There was an argument for maintaining a balance in the economic needs while cutting down on the public expenditure in higher education.

⁴² Ibid.

⁴³ Ibid.

⁴⁴ Ibid., pp.99-100

From 1980-1985, the policies of the government were driven by the economy where there were minimal substantial changes that brought about a structural shift in the higher education system. From 1986 onwards, the higher education policies that were introduced by the government were characterized by the enlargement of provisions for the reduction of costs and a number of structural changes. The shift in the nature of policies from the early 1980s and the late 1980s were attributed to many factors. Richard Bird, who was the Deputy Secretary at the Department of Education and Science from 1980-1990 has his standpoint where the changes were mainly due to the change in priorities of the various actors engaged in higher education. There was a fear on the government's side regarding the possibility of standards of higher education being lowered due to the expansion and rise in student enrolment. On the other hand, the private players supported the expansion provisions towards a rise in the overall enrolment of students. The private players or providers viewed the expansion in the higher education sector as a positive step that could reap benefits for the economy. Yet, the unemployment rate amongst graduates was gradually rising. In the year of 1986, Kenneth Baker addressed the Committee of Vice-Chancellors and Principals (CVCP) where he emphasized on the need to provide wider accessibility of the non-traditional qualifications. This step was mainly targeted towards the older sections of society as well as the younger sections where both sections may have failed to attain formal qualifications. The increased demands for public expenditure for the aging population were highlighted. Kenneth Baker was of the opinion that a subsidy on the full time course fees was not a fair treatment on the taxpayers' money. He also reiterated that closure of universities was not part of the proposals while for student loans there could be a possibility where the employers could lower the salaries of the employees to pay off the accumulated student loans. In February of 1987, Alan Walton, a member of the Association of University Teachers (AUT) gave a report on the acceptance of the combination of grants and loans for the student maintenance by the CVCP. From 1986, the students' eligibility for availing of social security benefits and services were gradually withdrawn. From 1986-1996, the chief features of higher education policies were aimed towards the expansion of

institutions and adoption of legislative actions towards the restructuring of higher education.⁴⁵ The policies focused on the maintenance and the control of the costs incurred while creating a linkage between higher education and the economic needs of the nation.

Certain salient developments in the context of higher education that arose in domain of British Higher Education in terms of governmental undertakings and policies are elaborated as follows:

A. HIGHER EDUCATION: GREEN PAPER (1985)

The *Higher Education: Green Paper (1985)* was a continuation of the concentration in research especially after the launch of the first Research Assessment Exercise (RAE) in 1986. Under the RAE, a total of 14 percent of the government funding towards research was allocated to the universities on the basis of the report of the scrutiny and evaluation of quality of the already existing research work.

B. WHITE PAPER: MEETING THE CHALLENGE (1987)

The *Meeting the Challenge (1987)* was a White Paper that was introduced in the month of April. It asserted the necessity towards promoting efficiency and quality, need for raising the participation rates, to meet the economic needs of the nation while promoting a desire amongst higher education institutions to encourage enterprising practice in its operation and amongst the students while attracting funds from private sources.

Under paragraph 3.28: 23 of the White Paper, “*Academic tenure (security of employment that applied in the universities and not in the public sector colleges) was deemed to be a barrier to efficiency.*”⁴⁶

Under paragraph 3.29:23, the control of the Local Authority on the public sector higher education was seen as impeding of the inculcation of efficient management.

⁴⁵ Ibid., pp.102-103

⁴⁶ Ibid., pp.104-105

Under paragraph. 4.6:29, there was a promotion for the development of closer linkages between industry, higher education and the commerce domain.

In the year of 1987, it was at the Parliament where the chairperson of the National Advisory Body for Public Sector Higher Education (NAB), Sir Christopher Ball called upon all the bodies and personnel engaged in higher education to accept the changes that were being proposed and find easy ways to ensure effective implementation. At the same conference, Sir Peter Swinnerton-Dyer, Chairman of the University Grants Committee (UGC) reiterated that the higher education based institutions were not to fear the powers and authority exerted by the Secretary of State while keeping in mind that the members of the government are the key players in the system.⁴⁷ Many debates and criticisms for the White Paper were raised. Subsequently, the Education Reform Bill was born.

C. EDUCATION REFORM ACT (1988)

Under the Education Reform Act of 1988, the salient elements are as follows:

- a. The higher education colleges and the polytechnics were removed from the control of the Local Education Authorities.
- b. The business of private players were offered more significant roles under the various governing bodies in the higher education sector.
- c. There was the disposal of a significant portion of accountability in higher education that was previously entered by the locally elected leaders. A new system of accountability i.e. employers at the local levels were now held accountable.
- d. Lecturers engaged in the universities who were promoted or appointed on or after the 20th of November, 1988 had their academic tenures removed. They were now susceptible towards dismissal on the possible grounds of surplus of faculty members or any other financial crisis or constraints that were imposed.

⁴⁷ Ibid.

- e. The UGC and the National Advisory Body for Public Sector Higher Education (NAB) were abolished and in their place the Universities Funding Council (UFC) and the Polytechnic and Colleges Funding Council (PCFC) were set up. The main reason for the establishment of the UFC and the PCFC was to create contracts for higher education service related provisions with the higher education institutions.⁴⁸

Under the Education Reform Act of 1988, the UGC was replaced by the University Funding Council (UFC). Under the UGC, there was no clear separation or demarcation of grant allocation for research funding and funding for teaching. With the UFC set in place, funding for Research and funding for Teaching was separated. In the domain of teaching, the major changes were seen with the rise in student tuition fees. The increase in tuition fees led to the promotion of more competition in the nature of grants allocation.

Under the Education Reform Act of 1988, there was a statement which stated that “*the Council shall have regard to the desirability of not discouraging any university [or institution within the PCFC sector] ... from maintaining or developing its funding from other sources' (Part 2)*”.⁴⁹ A selective process was executed where portions of the funding in research were raised. During the Second Research Assessment Exercise in 1989, 36 percent of the research funds under the UFC were distributed on a competitive basis. There were efforts made by the government for the reallocation of a portion of the costs that was incurred due to the expansion of provisions on Undergraduate courses⁵⁰ on the full time, home students.

D. THE EDUCATION (STUDENTS LOANS) ACT (1990)

The Education (Students Loans) Act introduced loans for the purpose of maintenance costs. The grants for maintenance were stopped and the eligibility of full time students for availing social security benefits was removed for the majority

⁴⁸ Ibid.

⁴⁹ Ibid., p.106

⁵⁰ Ibid.

of the students in higher education. In 1990, a Report was prepared by the heads of the higher educational institutions from both the public and the private sectors. The Report emphasized on the many difficulties faced by institutions due to expansion in the higher education sector which were highly underfunded. It concluded that *“unless there is an early commitment from Government to meet in full from public funds the cost of the expansion of higher education to which it is committed, it will be necessary for the student ... to bear a part of the cost”*⁵¹.

E. ACADEMIC AUDIT UNIT (1990)

The Academic Audit Unit was established by the Committee of Vice Chancellors and Principals (CVCP). The Academic Audit Unit was later incorporated into the Higher Education Quality Council (HEQC). The HEQC was supported by the institutions of the higher education sector and these institutions were also the main sponsors.⁵² The main duty of the HEQC was to maintain vigilance on the institutions in matters pertaining to the approaches and practices in the context of standards and quality management.

F. WHITE PAPER :‘HIGHER EDUCATION: A NEW FRAMEWORK’ (1991)

The White Paper entitled *‘Higher Education: A New Framework’* was published in the month of May in 1991. The White Paper showered praises on the higher education institutions for responding to the needs that were mentioned in the White Paper of 1987. There was willingness on the part of the higher education systems to consider the industrial and trade necessities.⁵³ Under the White Paper of 1991, there was an emphasis on the need to ensure greater competition in terms of funds and students to ensure expansionary tendencies that were cost effective. There was a need to disassemble all the non-essential barriers⁵⁴ that were located between the universities, the colleges and the polytechnics.

⁵¹ Ibid.

⁵² Ibid.

⁵³ Ibid.

⁵⁴ Ibid.

G. THE FURTHER AND HIGHER EDUCATION ACT (1992)

Under the Further and Higher Education Act of 1992, the structural classification that was in existence between the two service providers of higher education was disposed of. This was done by granting authority to the polytechnics for awarding degrees and the usage of the university title. The Council for National Academic Awards (CNAA) that had been valuing the credibility the degrees obtained from the non-university institutions was also scrapped. The Act dissolved the UFC and the PCFC. In their place, a system of separate Funding Councils was established in Scotland, England and Wales. In the context of Northern Ireland, the mechanisms related to higher education were under the purview of the Department of Education. Further Education which was initially under the purview of the Local Education Authorities was removed. In the competitive race for obtaining research funds under the Research Assessment Exercise (RAE) of 1992, the former polytechnics along with the colleges under higher education sector were now able to compete as well. Post 1992, the former polytechnics were known as ‘post 1992 universities’. The changes that were witnessed across the late 1980s to 1990s further validated the dominance of the government in the areas of costs and the prevailing systems of the higher education sector. The key changes that were witnessed included the ability of the polytechnics to further expand their reach to diverse students at decreased costs. The strength of total enrolment from the period of 1988-1989 to 1993-1994 rose by 54 percent.⁵⁵ There was a promotion of competition in higher education along with an increase in enrolment of students coupled with a deduction in the costs that were incurred through public funds.

H. HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND (1993)

The Higher Education Funding Council for England (HEFCE) in the year of 1993 introduced a system for the assessment of teaching quality that later developed as a system where academic courses of all higher education institutions in England were assessed from 1995-2001.

⁵⁵ Ibid.,pp.106-108

I. COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (CATE)

The Council for the Accreditation of Teacher Education (CATE) was removed in the year of 1994 and was replaced by the Teacher Training Agency (TTA). The TTA⁵⁶ took up the role of setting up and providing an initial level teacher entry which was previously a responsibility that was entrusted to the HEFCE.

J. THE NATIONAL COMMISSION OF ENQUIRY INTO HIGHER EDUCATION

The National Commission of Enquiry into Higher Education was established by Sir Ron Dearing in May of 1996. The National Commission of Enquiry into Higher Education was requested to hand over its Report by 1997. The government established nine principles which were to govern the functioning of the Committee. The Committee was also asked to take account of 17 points in Annex A outlining the context in which U.K. higher education operates including the diversity of potential students and the role of higher education in advancing understanding, transmitting citizenship and culture, contributing to national economic growth, regeneration and international competitiveness.⁵⁷ The Commission's domain in aligning higher education toward economic growth highlighted the economic factor which was possessed by higher education.

K. REPORT OF THE DEARING COMMITTEE (1997)

A Labour government had assumed power when the Dearing Committee submitted its Report in the month of July in 1997. Under the recommendations made by the Dearing Committee, recommendations were made for maintaining the existing arrangements i.e. the 50 percent means-test grants and 50 percent loans that was made available for the full time home undergraduate students was to be left unchanged. The Labour government was in favour of the argument where the charging of tuition fees was justified due to the increased earning capabilities of the

⁵⁶ Ibid.

⁵⁷ Ibid.

graduates. Tuition fees were made means-tested. Under this system, students whose backgrounds were from the lower income section of society were given provisions for full or partial payment of fees by the government. In 1999, the system of maintenance of grants which was first introduced in the year of 1962 was scrapped and was replaced by loans.

L.THE QUALITY ASSURANCE AGENCY (QAA, 1997)

The Quality Assurance Agency (QAA) was set up in the year of 1997 for generating a more unified service in quality assurance for higher education. From 1999 onwards the government set up various funding related initiatives for the promotion and development of higher education.⁵⁸ These funding initiatives were set up for extending the involvement of the community sector and the business sector in the higher education services. There was a push for the institutions to increase the teaching quality and enjoy heightened rates of participation from the lesser represented sections of society. For the next General Elections in the UK, the labour party candidates in June of 2001 failed to win popular support for the tuition fee aspect in their campaigns. ‘Top up fees’ was later ruled out by the Labour party in their Manifesto. In October of 2001, there was a review on the aspect related to student finance.⁵⁹

The proposals of the White Paper for variable top-up fees and the birth of the proceeding higher education Bill was criticized by the different staff unions and the National Union of Students (NUS). The government made a decision to stop increasing the maximum limit for the tuition fees during the next parliament and conduct a non-dependent review on the system if top up fees. Various action plans were introduced by the ruling labour party⁶⁰ mainly due to the fear of facing a parliamentary defeat and lose of political power.

⁵⁸ Ibid.,110

⁵⁹ Ibid.

⁶⁰ Ibid.,p.111

M. THE UNIVERSITY GRANTS COMMITTEE, UK (UGC, UK)

The University Grants Committee (UGC), UK was entrusted with the task of distributing grants earmarked for the higher education sector (i.e. the universities) by the government. The nature of allocation of grants towards the various universities was largely planned on the basis of fixture of student strength (i.e. a cap on the intake capacity of institutions) especially during the period from 1972-1977. While guidelines were issued by the UGC with regards to the nature of fund utilization, it was not mandatory for the universities to strictly adhere to the advice and guidelines prepared by the UGC. Also, a larger proportion from the total grant was sanctioned to the institutions that were smaller in size and were financially weaker (at times, the grant received was not proportionate to the strength of students as these institutions received a larger share of the grant). In the year of 1984, the UGC gave its advice to the government where it elaborated on the current system as a “*deficiency grant; a five year planning period(the quinquennial ⁶¹ system) was used and the grant reduced to take account of universities over the previous five years.*”⁶²

The University Grants Committee generated a system for ranking research, which received criticism from many sectors. There was a process where a research rating was conducted for each subject or core group. By the academic year of 1986-1987, the methods and system for ranking was on a progressive trend as ranking became essential towards the calculation and determination of funds that could be allocated under the Research Component. In the year of 1989 a second exercise for selectivity in research was also carried and in 1992, the third round was executed. When the switch was made from the deficiency funding to the core funding,⁶³ there was a positive momentum for the attraction of funding from outside the domains or purview of the government.

⁶¹ A five year period i.e. recurs for every five years.

⁶² Ibid.

⁶³ Ibid.

N. PRIME MINISTER'S INITIATIVES (PMI)

The Prime Minister's Initiatives (PMI) was launched from 1999-2004. Till 1999, there was no formal recognition on government policies pertaining to internationalisation and higher education. The PMI aimed to attract 56,000 foreign students within the coming 6 years. It also aimed to create UK as the first choice for quality destination in higher education. The marketization of higher education based on a professionalism approach towards education was adopted. Four governmental departments were raked under the PMI namely, the Education and Employment Department, the Foreign and Commonwealth Department, the Trade and Industry Department and the Ministry of Defence. The British Council was entrusted with the task of formulating an integrated policy based approach⁶⁴ to strengthen the shares of UK in the global higher education markets.

O. WHITE PAPER: THE FUTURE OF HIGHER EDUCATION (2003)

The 2003 White Paper titled, '*The Future of Higher Education*' was a document that aimed towards bringing of major changes and reforms in the higher education landscape of the UK. The White Paper aimed to enable higher education to meet the skill necessities, to develop more stronger linkages with the economic and the business sector, to promote more access of higher education to individuals and for the benefit of the society, providing support for economically disadvantaged people through the removal of upfront fee payments and restoration of grants, boost in higher education to bring development in the regional economies. The Higher Education Act of 2004 supplemented the polices and proposals that were laid down under the White Paper. The Higher Education Act of 2004 included provisions that enabled the universities to charge fees at their own fixed rates provided they had a set of approved plans with a proper base fee structure.⁶⁵

⁶⁴ Lomer, Sylvia, " Chapter 3: International Student policy in the UK", pp.3-5 Retrieved from:https://www.researchgate.net/publication/318688792_International_Student_Policy_in_the_UK

⁶⁵ Department for Education and Skills. 'The Future of Higher Education' Retrieved from: <http://www.educationengland.org.uk/documents/pdfs/2003-white-paper-higher-e d.pdf>

5.5. TRENDS IN THE BRITISH HIGHER EDUCATION SYSTEM

The developments that have been witnessed in the higher education sector across UK were wide ranged and multi-dimensional. These changes all had a common alignment towards the path of reforms related to the domain of public-private sector. The reforms during this period had central themes with regards to the economy of the nation and the beneficial role of the public-private sector as key players in the economy. Before the 1990s, many public sector bodies and enterprises did not have a set of well-defined goals that were managed efficiently in terms of finance and administration. Similarly, in relation to higher education the Minister William Waldegrave, argued in November 1982 that the origin of the changes in funding at the beginning of the 1980s *'lies in the failure of the higher education sector over the last 13 years, and more, to demonstrate decisively its claim to a protected share of taxpayers' money'*, whilst in the 1985 Green Paper titled *'The Development of Higher Education into the 1990s'*, the government set out the basis for its policies in the following terms: *'the government believes that it is vital for our higher education to contribute more effectively to the improvement of the performance of the economy.'*⁶⁶

A. MASSIFICATION OF HIGHER EDUCATION

Across various time periods over the last one hundred years, there has been an enlargement of the higher education systems in the UK which has been greatly integrated into the economic folds by the political apparatus. The governments across various periods in their attempts to either retain power or assume control have been vocal on the profits and necessities that could be gained from the advancement and expansion of the higher education sector despite the small probability of causing a devaluation in the worth and prestige of degrees. The enlargement and expansion were not limited only towards enrolment. The availability in terms of other elements (institutions, course of studies, research avenues) was also brought under the gambits of massification. Besides an economic analysis on the benefits of the expansion of

⁶⁶ Cave, M et al. "Regulatory Reform in Higher Education in the UK: Incentives for Efficiency and Product Quality". *Oxford Review of Economic Policy*. Vo.8, No.2(1992), p.79-80

higher education, the non-economic benefits and wellbeing from a societal perspective were indirect benefits which expansion of higher education could foster. From the year of 1982 till 2005, it was found that due to the rise in the percentage of citizens in possession of graduate level knowledge and skills, there was a 20 percent contribution of growth in GDP during this period.⁶⁷ Massification of higher education in the context of UK was promoted by the concurrent progression of privatization of higher education.

B. MARKETIZATION AND COMMERCIALISATION OF HIGHER EDUCATION

The universities, as per the policies that were inspired under the neo liberal framework had to function and operate as private sector institutions and organizations which were wholly embraced by the governmental sector as well. This trend became a central point in policies and programmes of the government in the years to come. The Green Paper of Higher Educational Reforms titled, *'Fulfilling Our Potential: Teaching Excellence, Social Mobility and Student Choice'*⁶⁸ was a significant move as it was an official policy which enabled the market forces to dictate the Quality Assurances for higher education and the corresponding institutions. The universities were placed under the domain of Department of Business, Innovation & Skills.⁶⁹ The central aim which governed these reforms was the need to produce high standards which were also competitive in the higher educational institutions so as to meet the global demands. If the higher educational institutions failed to satisfy or cater to the global needs, these institutions could be at a risk of losing their ability to attract students (who were the customer availing the services provided by the institutions) and gradually would lose their place in the highly competitive markets. The expansion of markets in the domain of higher education included the necessity of attracting and gaining consumers (i.e. the students) who will place their investments and capital in the institutions. With the

⁶⁷ "Chapter 2: Implications of massification of the HE system". British Council India. p.7
Retrieved from :

https://www.britishcouncil.in/sites/default/files/higher_education_system_of_uk.pdf

⁶⁸ Maisuria, Alpesh & Mike Cole., op cit., p.603

⁶⁹ Ibid.

meagre funding that was offered by the government and the cut throat competition from various stations, the higher education system was further thrown into the clutches of market oriented structures. The practise of trading assets or commodities was no longer entirely alien to the higher education system. Under the pressuring bid to enhance deregulation, the higher educational institutions were viewed by many as a commodity or an asset whose operational framework and sustainability was dictated by the market forces.⁷⁰

Certain proposals made under the Green Paper i.e. the 2015 consultative paper was the step taken for the recognition of Quality Assurances as ‘Excellence’. The standards for the highest levels were determined by the semantics. Attempts were made to create and highlight the meaning of ‘teaching excellence’. It is a term which has many interpretations and meanings. The freedom and innovation of institutions with regards to the encapsulation of their students’ interests and wellbeing were not curtailed. Instead, higher education institutions were also extended with the ability to transfer⁷¹ commodities. These institutions were gradually orientated purely towards the business or market operations.

C. PRIVATIZATION OF HIGHER EDUCATION

On the basis of the Consultation paper of 2015 titled, ‘*Fulfilling Our Potential: Teaching Excellence, Social Mobility and Student Choice*’, there arose a proposal for the re-defining of the elements that were earmarked with university(s). This proposal was guided by the attempts made towards providing adaptability in the universities and the elimination of various statutory pre-requisite for the facilitation of competitive market dynamics. This was intended for the private players, who were driven by profit orientation principles. The proposal included recommendations for the removal or dismissal in the roles that were allotted to the Charity Organisations and the Privy Council. These institutions i.e. the Privy Council and Charity Organisations were institutions of historic significance which had been set up for the regulation of the public sector. They were to ensure the judicious and

⁷⁰ Ibid.

⁷¹ Ibid.

appropriate usage of funds that were obtained from the public (i.e. the taxpayers' money). The reforms that were put forth under the Consultative Paper of 2015 were aligned with the proposals that were set forth under the White Paper of 2011 titled, '*Putting Students at the Heart of Higher Education.*' It was a policy document which made attempts to widen the choice of students in the higher education field and enabling more providers to participate in the higher education sector. This was to be facilitated through the dilution of regulations that were enforced on universities along with the bureaucracy system prevailing for universities. This policy document opened the doors for the private colleges to avail of the public funds for enrolling students. They were now in direct competition with the other established universities and institutions for higher education. The provisions under the White Paper of 2011 according to some critics opened the possibilities for lowering the quality standards and wastage of public funds. The Green Paper of 2015 was in general, an extension and continuation of the White Paper of 2011⁷² for the enhancement of marketization coupled by competitiveness and freedom.

D. CONTROL AND COMPETITIVENESS: NUMBER OR STRENGTH OF STUDENTS

The competition for student enrolments was rising across the higher educational institutions. The checks, controls that were placed on the higher educational institutions in terms of strength of students were relaxed and made more flexible towards the benefits of the institutions. These extensive controls were needed during the periods when majority of the funds were fronted or provided by the government. Due to the high dependency on the funds provided by the government and the expenditure incurred by the government in the higher education sector, there arose a need to diversify, place limitations and initiate checks or controls on the funds disbursed to the universities. With the cap on government expenditure on higher education, the burden of costs and expenses were gradually transmitted towards the consumers i.e. the students. By the rolling out of 2014-2015, the cap or ceiling that was placed with regards to the strength for recruitment or

⁷² Ibid., pp.607-608

enrolment was removed.⁷³ The step of removal of the intake ceiling promoted the further expansion of enrolment across the various universities and institutions

E. INTERNATIONALIZATION OF HIGHER EDUCATION

Education in UK, from the foreign market perspective developed immensely under the PMI. There was a 91 percent rise in the number of foreign registered students by 2002. The target goals for foreign students were exceeded by 43000 students by 2005. Despite the rise in number of students, the global share of the UK in the global higher education market fell by 3 percent. Factors ranging from the same action plans being adopted by other developed nations, an imbalance in demand and supply, the advent of new modes of education through the e-learning, transnational and private institutions and platforms was growing. To cater to the changing scenarios, the PMI2 was launched from 2006-2011. The PMI2 of 2003 aimed at promoting continued rise in the UK's share in the global higher education markets. It launched a 5 year action plan aimed at sharing knowledge and ideas cross the globe; enhance the levels of creativity and innovation. Its key goals were towards:

- 1) The promotion of UK higher education to international students.
- 2) Diversify its market reach and consolidate its market shares.
- 3) Develop and build strong partnership and alliances with other educational providers.⁷⁴

F. FUNDING

During the 1980s and 1990s, there was a continuous decline in the expenditure incurred by the government for higher education sector. The public funding that was provided to the higher educational institutions was not proportionate to the strength of enrolled students. With the need to sustain the quality of teaching at these institutions, the tuition fees were restructured at the undergraduate (Bachelors) level. In 2006, citing a particular occurrence the fee cap

⁷³ "Chapter 2: Implications of massification of the HE system", op cit., pp.13-14

⁷⁴ Lomer, Sylvia, op cit., pp.3-5

was raised to 3000 pounds from the previous 1000 pounds per annum in England. By the year of 2010, another set of reforms in higher education were introduced where the cap in fees was raised to 9000 pounds per annum. From 2010 onwards, difference in fee structure was visible within the UK. A system for availing loans was setup under the Student Loans Company to cover the requirements. These loans availed by the students were meant to be repaid after graduation provided the annual earnings of the graduate was able to cross the threshold of 21,000 pounds per annum. While students from Scotland and the European Union who were pursuing their higher education courses in Scotland did not have to pay fees, the loan and fee regime that was applicable to students from the UK and the European Union were not available for the coverage of international and postgraduate fees that were structured by the universities. The production of competition as a means to raise the quality levels was one of the intentions that were raised under the reforms on higher education of 2010. Under the reforms of 2010, there was a proposal to allow the students pursuing courses under the private colleges or private institutions (for higher education) to gain access to the loan system, set at a maximum limit of 6000 pounds. During the initial phase where fee structures were revised and subsequently raised, the strength of students availing full time enrolments recorded a rise by 3.2⁷⁵ percent between 2010-2011 and 2013-2014 time periods.

G. EXPANSION

There was an expansion of universities and other institutions promoting higher education even during the mid-1960s where the control or domination of the government in the gambit of finance was gradually weakening. Majority of the universities operated on the basis of the grant-support system from the government. The system of the five year period for grant allocation broke down by the late 1970s. This collapse was spearheaded by the issues and problems pertaining to possible student-seat demands and the economic conditions. By the year of 1975, the financial constraints of the entire system began having implications in the university levels (due to the constraints related to funding and finances in the public sector). With the

⁷⁵ “Chapter 2: Implications of massification of the HE system”, op cit., pp.8-9

downsizing of grant allocation and availability, the institutions of higher education began treading towards a path where they would be able to gain other modes or sources of income which instigated a shift in the nature of activities that higher educational institutions were previously engaged or involved in. Education overseas i.e. promoting education and educational branches across nations rose in prominence as commercially viable entities. The rise in research grants and contracts rose, leading to a competitive atmosphere in the field of research. The cuts in grants and the adopted strategy for grant allocations became more selective but by the year of 1981, even with the selective process, the procedure adopted for selection was never fully disclosed nor was it made available for public knowledge.

The significant hike in total enrolment was due to a number of factors. One key factor was the increase in the participation of students from the low income families and the other poorly represented sections of society. While the hike in full time enrolment was gaining momentum, the part time enrolment figures witnessed a decline. By 2012-2013, there was a 10.8% fall in the total enrolment when compared to the previous years. Upon a closer analysis of the trending patterns in the higher education sector, the key patterns from 2010-2011 and 2013-2014 are as highlighted:

- a. Between this period, there was a 27 percent rise in the number of students enrolled in the higher education institutions from students residing in UK and the European Union.
- b. During this period, 73 percent of higher education institutions recorded a drop in the number of applicants.
- c. In the case of full time and part time enrolment, 55 percent of the higher educational institutions recorded a fall in the enrolment for full time courses while 82% was the figures recorded for the part time enrolments.
- d. Amongst the private providers of higher education and further education, there arose a substantial provision where students could avail loans. There was a 35 percent increase in the number of students availing of students loans in 2012-2013.⁷⁶

⁷⁶“Chapter 2: Implications of massification of the HE system”, op cit., pp.13-14

H. NON FINANCIAL AND FINANCIAL REGULATION

One exclusive practise that has been observed in the higher education system of the UK is the direct relationship between the external regulation mechanism and public funding. Under the Higher and Further and Education Act of 1992, these conditions and their legalities were laid down. There are four funding councils which have established certain regulations. The funding councils also have a sole duty towards ensuring the maintenance and adherence to quality under the various provisions where funds are provided. This regulation, termed as the external regulation aims to maintain the quality levels of higher education and provide crucial control systems on the utilization of public funds. These national funding councils engage the Quality Assurance Agency (QAA) to embark on the conduct of the reviews pertaining to the academic standards in the funded institutions,

The higher education system in UK is subjected to various external requirements. These requirements may either impose regulations on the teachings and research activities conducted at the universities or even impose requirements that are laid down for the greater interest of the public.⁷⁷ The requirements may differ as the dictates in higher education and governance are laid down separately in England, Wales, Northern Ireland and Scotland. The University Grants Commission (UGC) was entrusted with the responsibility of distributing the total grants that were sanctioned towards the universities by the government. The allocation of grants was largely determined by factors ranging from total number of enrolled students and planned strength of students. The guidelines and advice that was rendered by the UGC towards the fund utilization were not a compulsion that was to be obeyed by the universities. Institutions with less number of students but were smaller in size and required more financial resources for development would receive more funds.

From the mid-1960s, expansion of higher education was propagated. The financial controls that were imposed by the government were weak. The grants that

⁷⁷ “Chapter 3: Governance and regulation External regulation”.British Council India. p.15
Retrieved from :

https://www.britishcouncil.in/sites/default/files/higher_education_system_of_uk.pdf

were received were allocated as block grants. Separate funds for the purpose of research and teaching were not explicitly established.⁷⁸ However, by the 1980s separate allocations were provided. By the mid-1980s, the method of funding was switched to a core funding system over the deficiency system where the universities positively favoured the attraction of funds from outside the public fund domains.

5.6. CONCLUSION

The British higher education system is in possession of one of the earliest established universities for the English speaking communities of the globe. From the 19th century, the span of higher education appeared to include not only the established universities but also the professional and technical institutions which were being established. In general terms, higher education in the UK was a threefold structure comprising of the Universities, the colleges and the institutions that promoted Further Education. Majority of the higher educational institutions were not owned nor controlled by the government but functioned as autonomous institutions. A major percentage of financial funds were received from the government which later witnessed a steep fall with the passage of time.

Politico-Economic developments:

The Neo liberal phase which was firmly established in the UK under the reforms that were introduced by the former Prime Minister, Margaret Thatcher were intensified under the Washington Consensus. Influential roles were possessed by the IMF and the World Bank during this phase in the global economy and politics. The decade of the 1960s witnessed a rise in the costs incurred on labour along with a steep fall in profits and a rise in the costs of commodities. The western developed nations like the UK and USA were also heavily impacted by these trends which resulted in a fall in their GDP. In the context of the UK, the share of 11.1 percent in global exports which was witnessed in 1950 fell to a staggering 7.9 percent by 1973.

From an ideological domain, there arose a global attack on economic doctrines and models that were based on the Keynesian Model and the capitalist

⁷⁸ Cave, M et al., op cit., p.85-86

model while the neo liberal doctrine was gaining acceptance on many fronts. From the 1980s, the globe witnessed the rolling back of the state especially in the liberal democratic nations. There was an economic restructuring that arose from the western, liberal markets which highly favoured privatization, deregulation and competitiveness. The UK was also witnessing developments that were instigated by the forces of global neo liberalism. These developments entailed:

- a) The liberalization of the markets to facilitate free flow or movement without the imposition of any sanctions or conditionalities on the private players.
- b) A reduction in the role of the government especially in areas pertaining to public funding and public expenditures incurred towards various public funded sectors.
- c) Deregulation of the markets and the economy along with profit motivated plans.
- d) Privatization to promote the involvement of the private players in many sectors that were previously dominated by the public sector or public enterprises.
- e) Top priority was accredited towards alliance with the global market operations steered towards a competitive, profit gaining, private sector involved system. The notions of a welfare state were no longer the top priorities that guided national governments.

In 1997, the New Labour Party came to the forefront. This New Labour Party was guided by the global trends of competition and the global economy that was dictated by the international organizations. The New Labour government aimed at competitiveness with the global forces i.e. an economy that was driven by competition. The New Labour Party launched its slogan “education, education, education” which indicated its prioritization of education for growth and development.

Higher education under a globalized context in the UK:

From the 1950s-1960s, there was a rise in population and a rise in demands from the economy which introduced new demands in the higher education system.

During the 1970s, the educational sector was not driven mainly by the economy. The universities were not dictated by the market conditions. The involvement of the universities in commercially viable activities was located in the areas of consultancy, the setup of short terms courses and in research avenues. Majority of grants for higher education were funded by the government.

From 1979- 1983, there arose a contraction of higher education policies under a Conservative Party led government. Steps for the reduction of public expenditure on higher education were introduced. The reduction was aimed at the removal of wastage of public resources, a deduction in the dependency on the government for welfare and the strengthening of the economy. There was an aim to gradually transfer majority of higher education expenses on the individuals i.e. the students and the scholars. In 1979, attempts were made to introduce a system that would enable students to pay 100 percent of the financial burden by 1980-1981.

From 1980-1985, the policies of the government were driven by the economy leading to a structural shift in the existing higher education system. By 1986, the higher education systems and subsequent reforms highly favoured further structural changes and cost reductions from public finances in higher education. The New Labour government was of the viewpoint that the investments made in the universities were a guarantee for students in gaining access to the global employment market and for the promotion of social mobility. From the 1960s to 1990s, more visible trends in higher education that were aligned towards the trends ushered by globalization were witnessed.

In 1998, the New Labour government issued a White Paper titled, '*Our Competitive Future: Building the Knowledge Driven Economy*' and launched an *Agenda for Change*. Under the *Agenda for Change*, the following salient points in higher education were incorporated,

- a. Commercialization of research.
- b. Advancement for a knowledge based economy.

- c. A more localized, diverse adoption of strategies where higher education institutions were to be more sensitive and inclusive of the regional economies.
- d. The action plans were to be aligned towards the facilitation of free trade, opening up of the markets and free movement of services across nations.

Three key priority areas were propounded for higher education namely,

- a. Teaching
- b. Research
- c. Driven by innovation and commercialisation patterns, a Dearing Committee was established which laid down advisory points for a knowledge based economy.

Certain developments from a policy perspective in higher education are:

- a. The UGC, UK which was later replaced by the UFC was established mainly for the purpose of allocation of grants towards the universities.
- b. Under the White Paper '*Meeting the Challenge*' of 1987, there was a desire for the promotion of enterprising practises in higher education and the development of contextual linkages between higher education, the industry and the commercial domains.
- c. Under the Education Reform Act of 1988, more participation of private players in the investment and administration of higher education institutions were promoted. The UGC, UK was abolished and replaced by the UFC for the allocation and creation of funding patterns.
- d. The White Paper on '*Higher Education: A New Framework*' of 1991 stressed on ensuring greater competition in areas of funds and students to adopt cost effective measures.

- e. Under the Further and Higher Education Act of 1992, the concept of post 1992 universities came into existence as the former institutions, polytechnics and colleges that provided higher education were able to be granted university status.
- f. Under the Report of the Dearing Committee of 1997, there was a paragraph which mentioned that the costs of higher education were to be shared by the beneficiaries along with recommendations.
- g. Under the White Paper '*Higher Education: Students at the Heart of the System*' of 2011, there was a proposal for the strength of students to be fixed at 1000 by 2012-2013 as part of the conditions for the institutions to later satisfy the quantitative conditionalities to use the title "university college".

Based on the descriptive and historical study of the changing nature and emerging patterns located in the British higher education system, the politico-economic developments played a key role towards the paradigm shifts and transformations that were located in the higher education system. The emerging trends which align to the components of globalization are summarized below:

- a. The expansion of the higher education sector was attributed by certain developments. The 1950s witnessed the establishment of colleges that offered courses relating to the study of advanced technology. In the 1970s, there was a breakdown of the five year period allocation system. By 1975, there was a severe financial constraint in higher education. There was a further expansion in the strength of educational institutions under the Further and Higher Education Act of 1992.
- b. The enlargement of the higher education system paved the way for the massification of higher education in terms of enrolment, number of institutions, quality and quantity factors in the areas of research and study courses.
- c. The gradual infiltration of the neo liberal framework and the increase in the operation of the private players in higher education led to the adoption of higher standards in higher education to promote competitiveness at the global

level. The intentions and goals of attracting foreign students were motivated by the reduction of public funding in higher education. Motives for ensuring inflow of funds from the enrolled students were pursued by the expansion of the higher education markets to potential consumers who would be willing to invest their capital. Higher education was regarded as a commodity or a good that was traded in the market. There was a marketization and commercialization of higher education along with rising degrees towards the internationalization of higher education.

- d. The proposals that were found in a number of White Paper(s) included provisions to foster more avenues for the privatization of higher education. More providers in higher education were suggested. The White Paper, *'Higher Education: Students at the Heart of the System'* of 2011 favoured an opening for the private colleges to avail of public funding i.e. allow the private institutions to enter into direct competition with the established universities for availing of funds that were allocated by the government.
- e. From the 1980s to 1990s, the fall in public funding of higher education was still rampant. The public funding that was available was no longer proportionate to the strength of enrolled students. A Loan System for students and rise in the fee structures were other notable trends. There arose a fierce competition between the service providers to attract students.

Thus, based on the analysis drawn from the available literature and observations made on the changing nature of British Higher Education System, commonalities or similar threads that are aligned to globalization were located. The transmutation of the economy and its proportional relationship with higher education is a common occurrence that has been developing in economies and systems across the globe. The integrative process of higher education systems can be justified by locating the globalized trends and components that have been introduced in higher education, where the British system is no exception.

CHAPTER 6

CONCLUSION

Globalization as a terminology has been making its rounds across various corners of the globe. The economic domain and extent of its impact in the global economy is creating a chain where an integrative process is being witnessed. Global policies, global politics, global events along with many regional developments and regional policies have recorded a high degree of similarities in terms of underlying causes for their occurrences and subsequent developments. Many developments are entwined with one another even though they may be far flung from one another, in terms of geographical location. Certain key features that define the complexity and diversity of globalization are the open market capitalist doctrines, the role of non-state players, the rise of divergent players with an international character, the dawn of a homogenous culture, homogeneity in consumption patterns, the reliance and intensification of ICT, the advent of knowledge driven economies.

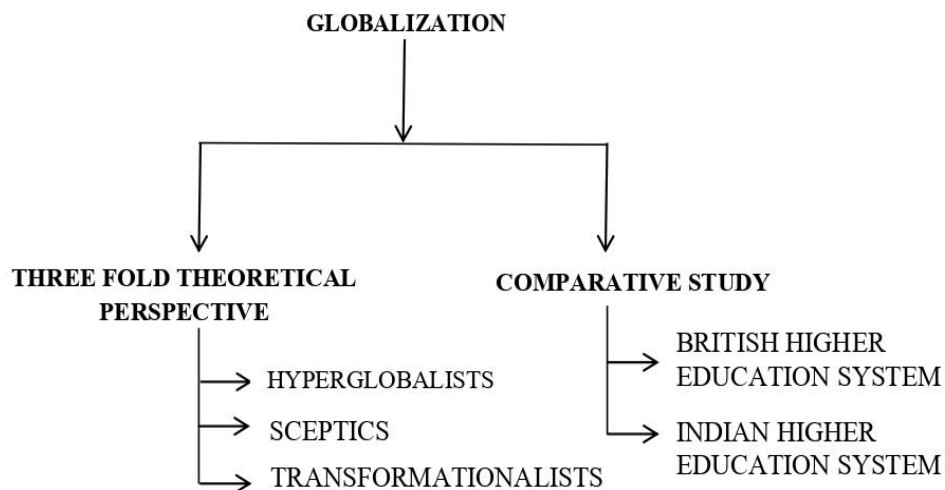
Higher education and globalization have witnessed high degrees of linkages that are more or less dictated by the conditions that were laid down under the global phenomena. In the current decades, the trends in higher education witnessed at different areas around the globe tend to indicate a new possible domain where nations compete with each other and strive to achieve maximum control or profits in the economic sector. Nations started introducing policies and programmes which gave less importance towards the genuine traits that were located in higher education system. Instead, top priorities were allotted to those areas that conform and offer them chances to occupy a ‘top competitor’ status at the global market. A study was embarked based on the following sub themes under a globalized context which are indicated below.

The study has three sub themes namely, *Globalization, Higher Education, a Comparative Study of the British and Indian Systems*. The first concluding thought which may come to the forefront from the three sub themes will generally be directed towards a comparative study of the various parameters and trends that have been recorded in the British and Indian higher education systems and a conclusive

analysis in terms of commonalities, defining trends and suggestive measures or proposals for future reference. However, the study is not defined in terms of the general parameters that are popularly located in comparative studies.

The study attempts to apply the ‘Deconstruction Theory’ that was propounded by Derrida by breaking up the sub theme, *Globalization* into smaller, fragmented parts. The breaking up of Globalization into fragmented parts is depicted below,

Figure 6.1: Fragmentation of globalization



Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

The figure above is a pictorial representation of the fragmented parts that form the core chapters of the study. The segment wise elaboration and analysis in a chapter wise layout is located in the study as follows:

1. The second chapter is the study of Globalization from a general to a micro level perspective. The defining trends and hallmarks of globalization are defined and elaborated accordingly. The three fold theoretical perspective for globalization that was propounded by David Held and his colleagues is the Theoretical Framework that defines and dictates the study. The descriptive

layout of higher education systems and the changing forms that are located within the domains of higher education are also elaborated accordingly.

2. A separate chapter i.e. the third chapter is the historical study of the higher education systems in India. The ancient period followed by the periods where India was under colonial rule and post-independent India are described and analysed accordingly.
3. The fourth and fifth chapters provide a historical, descriptive and content analysis of the changing nature and systems that are located in the British and Indian higher education systems. The streamlining of commonalities under a globalized context was also deduced from the emerging trends.
4. There is no separate chapter which offers a comparative analysis of both systems. The reason is embedded in the methodology, which aims to justify an integration and interconnectedness of higher education systems. The sixth chapter i.e. the last chapter contains the findings and conclusions of the study. A comparative overview of the two systems is provided in the final chapter. The comparative analysis provides a justification for the integrative dimensions of higher education system under globalization.

The historicity and the onset of globalization were traced across different time periods in the second chapter of the study. A historical analysis was conducted where trends that are part of the broader framework of globalization are located even before the conceptualization of the term 'globalization' in academic literature. The advent of heavy mechanization and trade across different regions or communities, the trading agreements that arose between foreign markets, the regional conquests, the colonization of the Asian and African nations for economic pursuits, the age of discovery and exploration, the spread of religions across nations, the exchange of goods and labour across regions, the global spread of English as the medium of communication, the introduction of western modes of education in the developing nations were certain common trends that all signified the occurrence of globalization.

The study primarily focused on the developments and trends that were located within the Indian higher education system. A comparative analysis of the Indian higher education system with the British higher education system was selected

for the study owing to the deep rooted impact and legacy which the Britishers had imbibed in India.

The domain of higher education system is one central theme for the study. Chapters 2 and 3 of the offer detailed descriptions and elaborations that deal with the universal features and expansions in higher education, the traditional features and roles that were ascribed to higher education. An in-depth analysis on the structure, nature and the system of higher education in the context of the British and Indian systems are highlighted in the study. A descriptive analysis of the impositions and adoptions of global forces where higher education became a commodity or a tradable product with the potential to generate global competent workforce and profits was obtained on the basis of the primary documents and the existing literature.

The methodology adopted for the study is based on the various components and dimensions that are pursued throughout the study. The objectives of the study, which were laid down in the first chapter are,

- 1) To enhance the understanding on globalization as a phenomenon that seeks to integrate the higher educational systems of nations.
- 2) To historically trace the growth and development of the system of higher education in India prior to 1991.
- 3) To study the major reforms in the Indian higher education system from 1991-2018.
- 4) To study the major reforms in the British higher education system up to 2018.
- 5) To make a comparative analysis of the British and Indian higher education systems in the context of globalization.

Findings

As indicated in the research methodology, the study is dependent on sources (both primary and secondary) that are located through publications, policy documents and other supporting literature. A small scale collection of primary data in the form of a questionnaire and telephonic interview were conducted. The primary data collected largely substantiated the emerging trends that were witnessed throughout the study.

Based on the tabulation and analysis of the primary data obtained from the close ended questions that were included in the Questionnaire, representation of the data analysed from the 22 respondents are as follows:

1) Profile and gender of the respondents

Out of the 22 respondents, more than 45% of the respondents had attained a masters (postgraduate) degree from a University located outside India while the remaining possessed bachelor degrees which were obtained from universities/ colleges or educational institutions that were located outside India or were located in India but were foreign branches that were established by foreign countries. 45% of the respondents were currently located in India while the rest were located in other developed nations (UK, Canada, Australia, and France). The age groups and the gender wise representation of the 22 respondents are indicated in table 6.2 and 6.3

Table 6.2 : Age group of respondents

<i>Age Group</i>	<i>Number of respondents</i>	<i>Percentage (%)</i>
0-25	4	18.18
25-30	10	45.46
30-35	8	36.36

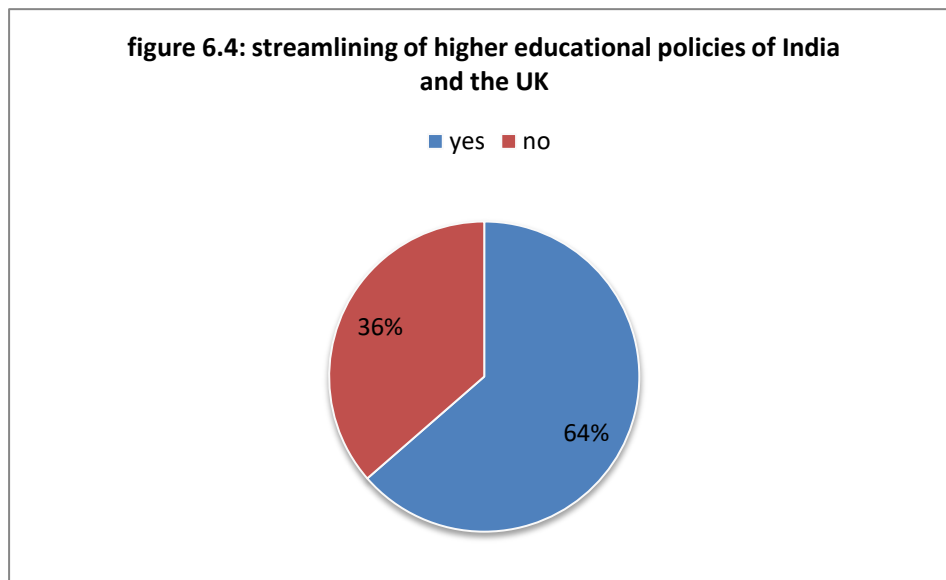
Source: Number of respondents based on age obtained from Questionnaire

Table 6.3 : gender wise representation of respondents

<i>Gender</i>	<i>Number of respondents</i>	<i>Percentage (%)</i>
Male	6	27.3
Female	16	72.7

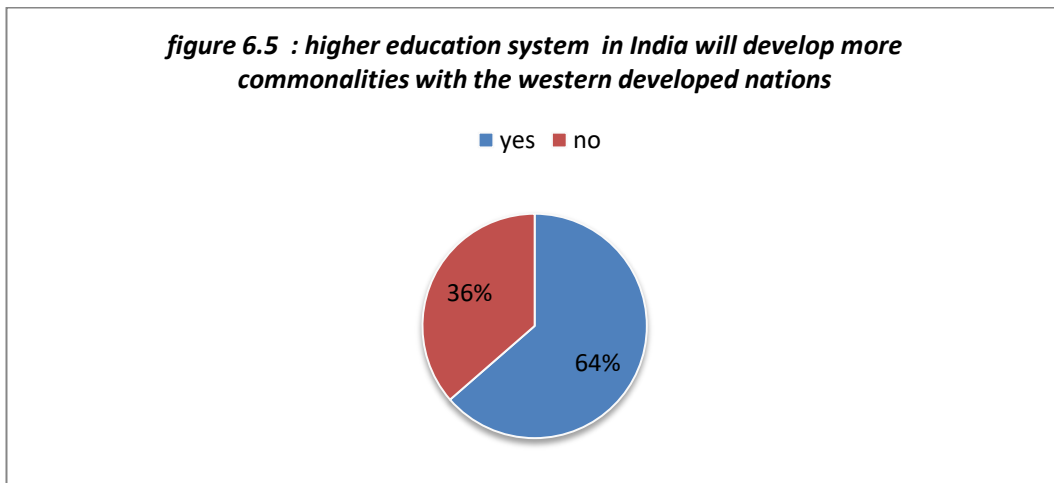
Source: Number of respondents based on gender obtained from Questionnaire

2) On the perceptions pertaining to higher education and globalization, pictorial representations are highlighted below:



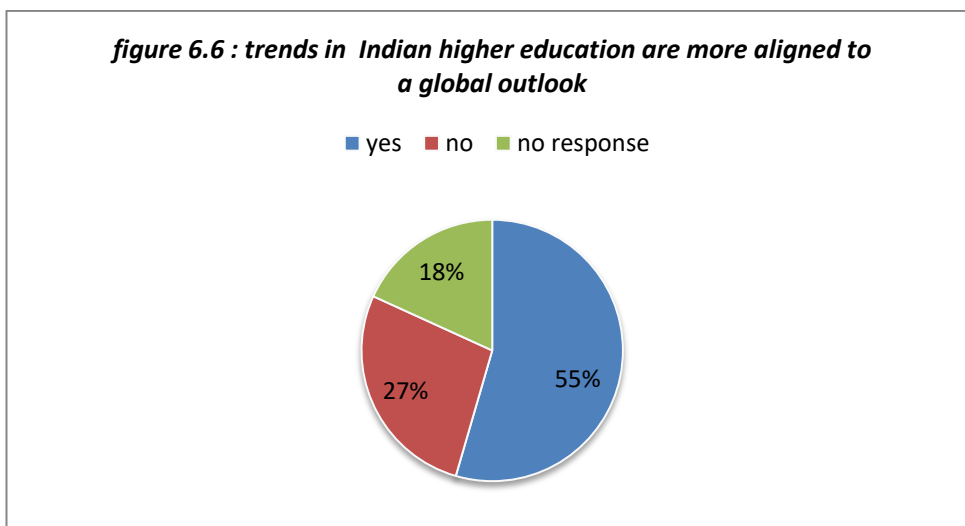
Source: Percentage of respondents based on perceptions toward higher education and globalization obtained from Questionnaire

The above table indicates that majority of the respondents i.e. 64% of the respondents are of the viewpoint that there appears to be a streamlining of the higher educational policies in the context of India and UK.



Source: Percentage of respondents based on perceptions related to commonalities in higher education systems obtained from Questionnaire

The above table indicates that majority of the respondents i.e. 64% of the respondents are of the viewpoint that the higher educational system in India has developments and trends that have many commonalities with the western model.

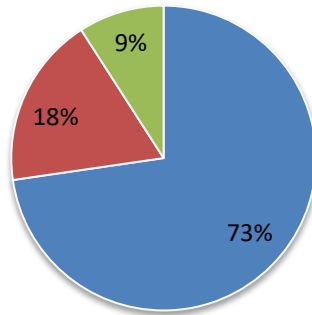


Source: Percentage of respondents based on perceptions related to trends in the global nature of Indian higher education systems obtained from Questionnaire

The above table indicates that majority of the respondents i.e. 55% of the respondents are of the opinion that the Indian higher education system is becoming more aligned towards a globalized system while 27 % of the respondents refute the claim.

figure 6.7 : current higher education structures and policies in India, UK (or both) are able to offer platforms for global competitors

■ yes ■ no ■ no response



Source: Percentage of respondents based on perceptions related to global competence that is provided by the higher education systems obtained from Questionnaire

The above table indicates that majority of the respondents i.e. 73 % of the respondents are of the opinion that the current higher education systems in India and UK are able to provide platforms at the global context while 18% of the respondents refute the claim.

3) From the responses that were recorded from the open ended questions (22 respondents) in the Questionnaire and the Scheduled Interviews conducted (10 respondents), a summarization of the responses are indicated below,

I) Opinions or viewpoints on the privatization of higher education

- a) It is the proclamation of the corporate takeover in capitalistic economy where even universities and education systems were part of the corporate takeover. There is a need for government policies to offset increasing costs of higher education and to take down barriers of entry.
- b) A class system still persists in the modern society. Many studies and institutions are only accessible to the rich because of tuition/living costs combined with the low rate of employment.

- c) In a country like India, privatization of higher education is of paramount importance as the governmental funding is not sufficient to cater to the true needs or requirements of a holistic, global oriented course. However, a pertaining issue that may arise is the rising costs of tuition fees.

II) Viewpoints on any changes or improvements that are needed in India's higher education system to compete with the global market

- a) Skill development sessions, emphasis on importance of internships, critical thinking abilities, more practical oriented courses etc. are to be introduced.
- b) Focus on the e-commerce, e-market and other entrepreneurial avenues to promote more career and skill based avenues.
- c) India's higher education sector is a steady performer in matters pertaining to the number of graduating professionals who are knowledgeable in their subject areas and are able to cope with the global market. One setback would be the (cultural) differences in work culture where the rise in multinational companies has created global offices around the globe. These global offices have promoted a global, homogenous culture.

III) Viewpoints on the internationalization of higher education

- a) There is no sense of urgency for pursuing higher education in other nations but if national institutions could collaborate with foreign institutions to create exchange programs between institutions, it would help students get exposure and experience (which builds well rounded individuals and ignites creativity and ideas) to compete with the global standards.
- b) Internationalization of higher education is beneficial yet financially draining for a lot of students. The next issue that appears to be a successor after the completion of higher educational courses is the hardship towards the attainment of work visas in certain countries.
- c) Outside exposure is a huge advantage and exchange programs or whole degrees abroad should be encouraged. Internationalisation of higher education is necessary to compete with the global market.

On the basis of the data that was obtained from the questionnaire and interviews, the visible patterns appear to justify the research questions and objectives pertaining to the changing nature of Indian higher education under a globalized context and the integration of higher education systems to promote a global system of competitiveness that is orientated towards market conditions.

The research questions i.e. the hypothetical proportions of the study and the corresponding findings are as follows:

A) Globalization as an international phenomenon that integrates higher education systems of nations

Globalization as a phenomenon, a process, an epoch, a change maker, a business model, an economic principle irrespective of the divergent elaborations and translations has ushered in a paradigm shift. This paradigm shift under a globalized context is not stagnant nor operates within a fixed framework. The paradigm shifts across different periods of time are highly fluid and versatile where adjustments that are susceptible to the changing systems are also located. The diverse, fluid and multi-dimensional nature of globalization appears to have intensified its continued relevance and dominance in the global system and global environment which has seeped in through the territorial boundaries and spatial arrangements across different regions or nations of the world.

In the second chapter of the study, the different and diverse definitions and theoretical frameworks for globalization are elaborated and compared accordingly. On the basis of these propositions, the heterogeneous, unique and integrative elements that are all enmeshed within globalization are deduced accordingly. These elements are depicted in the table below where the profounders on the definitions of globalization and their definitions are analysed, to draw the varyingly set of visible trends that are located across the definitions.

Table 6.8: Central themes located from the definitions highlighted in chapter 2

<i>S. No</i>	<i>Profounder(s) of globalization</i>	<i>Central themes located in their definitions</i>
1	Malcom Walters, Scholte, John Baylis, Roland Robertson	The prioritization of “deterritorialization”.
2	Malcom Walters, John Baylis, Anthony Giddens, David Held	Interconnectedness and the spread of local/global events across the globe.
3	Malcom Walters, John Baylis, Anthony Giddens, David Held, Scholte	Across all dimensions i.e. from the economic to the non-economic dimension.
4	Malcom Walters, John Baylis, David Held, Roland Robertson	Individuals and the society react in accordance with the global developments, paving the way for the dawn of the global society.
5	Scholte, Anthony Giddens, Roland Robertson, John Baylis	Entwinement of the local and global events along with a compression of the globe into a unified system under the ‘global system’

Source: Hmar, Ruatdiki (table derived from the common threads that were located in the various definitions of globalization)

The prolonged relevance of globalization from varying theories is also witnessed across the existing literature. Under a Realist framework, globalization was not earmarked as a process that downplayed the role of the political power of nations. The territorial and political powers of nations were not hampered by the global forces where the challenges that were imposed by globalization were controllable. The key players and welders of power were the nations even under the globalized system. Under a Constructivist framework, globalization was viewed as

an outward force that was acting on the nations (or the nation states). It was highly fluid owing to the changing nature of ideas, identities and the human consciousness that dictated national interests. From a Marxist framework, the economic structures and classes still existed. The new stratification was made under the conceptions of the Global North and the Global South. The global economic capabilities were the main determinant that created the divide amongst nations of the world. This divide was the key instigator behind the ideological conflicts that existed between the dominating capitalist principles and the non-capitalist systems. Globalization was not a new occurrence or phase in history but the continued phase of capitalism. Under the claims made under a liberal framework, the major hallmarks of globalization constituted the core elements of the liberal framework. The global economy was guided by the western democratic political system where there was a reduction in the role of the state in favour of the free operations of the markets under a capitalist, profit driven perspective. Under a Neo liberal framework, there was an extension of the liberal principles where the global economy dictated the prevailing system. The salient elements that were located are:

- a) The rolling back of the functions of the state.
- b) The dominance and rise of the non-state private players in sectors that were once dominated by the state.
- c) The LPG process that was witnessed in different regions of the world.
- d) The fall in public funding for various sectors.
- e) The deregulation policies that fostered the intensity in terms of the rise of free markets.

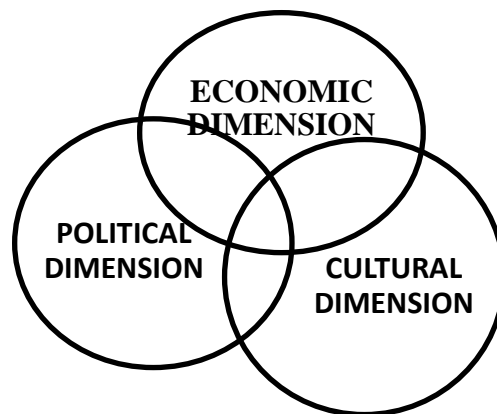
The conflicting and opposing elements that are incorporated under the framework of globalization highlight the definitive role of globalization, its presence in different regional systems and the divergent politico-economic doctrines across the globe.

The analytical study on globalization has displayed the fluidity of globalization through the historical records highlighting the early attempts in the contextualization of globalization. From a historical perspective, even before the conceptualization and framing of the word 'globalization', traces of a global context were recorded in the existing literature. The colonization tendencies of the western developed nations that

were steered by the desire to expand and capture markets, the movement of goods and people across regions, the migration and relocation of tribes and clans across different places, the sharing of new discoveries and inventions to other regions of the world are significant examples for this proposition.

The entanglement and dependency of the economic and the non-economic dimensions under the context of globalization are broadly generalized under a threefold categorization which is highlighted and described in chapter 2 of the study.

Figure 6.9: The pictorial representation of the relationship between economic-political- cultural dimensions under a globalized context

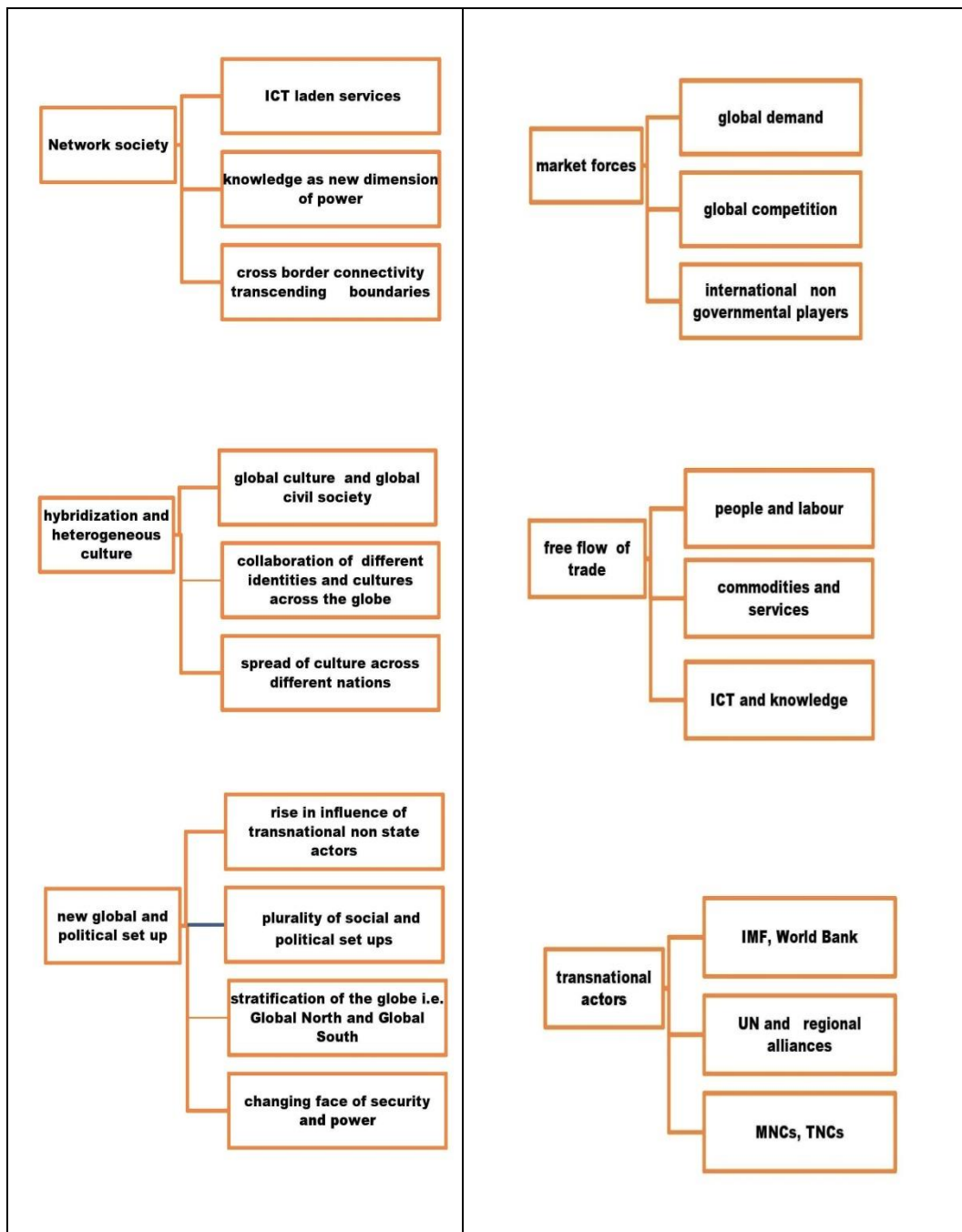


Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

The Venn diagram represents the relationship that exists under the three dimensions where each dimension has overlapping elements (i.e. shared or dependent factors) with the other two dimensions. The high degree of integration and inter connectedness that persists is clearly depicted.

Globalization and the folds of globalization that are instrumental towards the study are greatly personified under the neo liberal framework. The degree of inter-connectedness and chain of trends that are witnessed in different regions of the world are clearly indicated in the second chapter. In chapter 1, figure 1.2 titled '*Key features/components of Globalization*' depicts the core trends identified under globalization. On the basis of the collection of textual content and non-participant observations that were executed, the key features indicated under Figure 1.2 and their corresponding occurrences are elaborated below.

Figure 6.10: Pictorial overview on the core trends of globalization



Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

The theoretical framework for the study as described in chapter 2 is based on the threefold perspective that was propounded by David Held and his colleagues namely Anthony Mc Grew, David Goldblatt and Jonathan Perraton in “*Global Transformations: Politics, Economics and Culture*” of 1999. The threefold perspective was the Hyperglobalists, the Sceptics and the Transformationalists. These three perspectives have very opposing viewpoints of globalization.

- a) For the Hyperglobalists, the chief components of globalization were the presence of a single global economy, spread of deterritorialization, the operation of a free and competitive market guided by liberal principles, the dawn of a global civil society which was homogenous in nature.
- b) For the Sceptics, the real powers were still vested in the national governments and there was no full integration of national markets. This was due to the concentration of wealth in the hands of the developed nations who were the minority in terms of number of nations but controlled majority of the global financial resources. A heterogeneous pattern in culture was also promoted with the cross border spread of culture and lifestyles.
- c) For the Transformationalists, globalization was elaborated as a continued historical process and not a new phase or phenomenon in human history. The new stratification that emerged in the globe was defined in terms of economic conditions. There was a restructuring of governmental systems where the nations were no longer the sole players.

The threefold perspective at a glance appears to be in contention to each other i.e. are opposing to one another as they have conflicting viewpoints for globalization. However, the multidimensional, adaptive and multidisciplinary cross dimensional nature of globalization has in fact proven to be the critical aspects where globalization has led to the integration of systems across the globe.

An analysis of higher education from a macro to a micro level study was executed. The micro level study was centered on a nation based perspective. The observations and in depth analysis of existing literature have brought to light the nature of reforms and developments that have dominated higher education systems. The nature of such transformations is not merely one or two dimensional but is

multidimensional, resulting in the transmutation and formulation of policies and programmes of nations. There was thus a restructuring of the basic hallmarks that dictated higher education systems.

The economic doctrines and principles that were rampant at the global system factored greatly in the reshaping of higher education. From the 1980s onwards, there was an explosion of the neo liberal reforms in many economies which initially developed from the western, liberal nations and later spread to other nations.

Higher education being the highest or top level of education that was pursued was initially confined towards a small, elitist section of society. Higher education was not linked with development. It was a platform where the top students and research scholars were able to pursue knowledge and strengthen the already existing body of knowledge. However, with the passage of time the definition of higher education witnessed an expansion in the roles and functions of universities.

Table 6.11: Changing aspects of higher education systems

<i>Changes</i>	<i>Traditional view of higher education</i>	<i>Modern View of higher education</i>
Role of the state	<ul style="list-style-type: none"> • Public good • Public funding and public subsidies 	<ul style="list-style-type: none"> • Private- public good • Reduction in public financing and subsidies
Aims and objectives of universities	<ul style="list-style-type: none"> • Aimed towards academic and research pursuits • More priority to individual development over personal development 	<ul style="list-style-type: none"> • Aimed at economic development accompanied by societal development • To meet global demands • To generate income and are highly competitive
Extended Functions and role of higher education	<ul style="list-style-type: none"> • Generation and transmission of knowledge • To cater to the top intellectuals 	<ul style="list-style-type: none"> • Education to be redefined as a commodity • Promotion of professionalism

Source: Hmar, Ruatdiki (the table is a summation on the changing aspects of higher education system)

Higher education across the globe recorded commonalities in terms of development. These commonalities that were emerging were witnessed in the policy perspective as well i.e. were the key tangents by which nation states were able to formulate and draft policies and programmes. The key tangents were privatization, marketization, a knowledge based society, heightened demands for diversified skill sets, massification and commercialization of higher education, trading of higher education in terms of exports and imports. Higher education was redefined as a private good that was transferred across borders under a global market economy, where certain common guidelines were laid down by the global international organizations.

Thus, globalization as a process and a phenomenon, as an economic doctrine and a societal system, as an epoch and as means toward the re-engineering of national governments across the globe in favour of the globally accepted principles and policies has roped in higher education as a globalized phenomenon. Globalization in higher education has intensified to such an extent that nation states adhere and conform to the globally dominating elements and occurrences in their domestic policies and programmes. An integration of policies and systems, towards a globalized system is witnessed even in the higher education systems.

B) The growth and development of higher education of India (prior to 1991)

The colonial expansion and conquest of nations was a direct transmitter of knowledge, culture, lifestyles, commodities, and labour across other regions. This was a clear indicator for the homogeneous trends that were emerging across regions in terms of education, social welfare and development, commodification of lifestyles and preferences. The colonial rule brought about drastic changes in India, which can be analysed in both positive and negative terms. In the domain of higher education, the colonial rulers had ulterior motives towards the formalization of higher education in India where higher education was reflected in policy documents and modelled under an English (or western) based system. The traditional higher education systems that were located in historical writings since ancient India gradually lost their relevance.

Before the advent of colonial rule in India, an educational system which included higher education already existed in India. Certain salient features of the unique, indigenous higher education system of Ancient India are:

- 1) During the Vedic age, majority of the educational institutions were domestically run and there was no demarcation between men and women in the pursuit of higher education. Higher education catered to the preservation and the development of religious texts, practise, culture and traditions i.e. was largely dominated by religion and the religious practises.

- 2) During the Buddhist era, both religious and secular elements were located in higher education. The centres for higher learning attracted scholars from both within and outside India. Studies from Brahminical to secular, from religious to philosophical content were incorporated in the courses.
- 3) Higher education was regarded as a necessity for the rulers and administrators in terms of enhancing their interests and for the formulation of policies and plans to further expand their territories.
- 4) Courses ranging from Logics, history, law, grammar, astronomy, medicine were all key subjects that were imparted through the higher educational systems.
- 5) The higher education system catered to the indigenous trade and economy as many courses under higher education were practicable and aligned to the indigenous systems and technique of the rural economy.

The advent of colonial rule led to the introduction of extreme changes and transformations in the Indian society where higher education was no exception. The higher education system from the ancient era was slowly replaced by a system that was modelled in accordance with the western models i.e. the European system. The English system of education occupied a key post. The system that was introduced by the colonial rulers catered towards the intensification and promotion of their economic objectives in India. The attempts and actions taken towards the introduction of modernisation in India was a tool to further their economic interests. The indigenous system of education suffered heavily along with the rural artisans, craftsmen and the rural economy as a whole. The roles and functions that were ascribed to education were redefined by the colonial rulers.

The colonial rulers were guided by their need to create a class of English educated Indians to assist them in matters pertaining to administration and other minor clerical works. They were successful in creating a class of English educated Indians. Besides the existing caste system that was solely identified with India, a new stratification of society was witnessed in terms of the English educated and the non-

English educated Indians. The colonial rulers began to infiltrate the educational landscape of India. Their initial entrance in the field of education was through the role that was played by the Christian missionaries who opened schools and colleges in different places of India. Eventually, the Britishers introduced formal policies that led to the formalization and the legal recognition of educational pursuits and initiatives that were launched by the Britishers. The modern era of India was promoted by the introduction of modern education and the modern educational institutions in India. Certain key initiatives and developments that were located in the higher education system of India during the colonial rule are illustrated in the Table 6.12.

Table 6.12: Developments in higher education before independence

Name of Act/ Policy/ Commission	Features/ characteristics
Charter Act of 1813	<ul style="list-style-type: none"> a) regarded as the first educational policy of India. b) provided a stipulation where a sum of not less than one lakh rupees was earmarked for investment in the educational sector of India.
Macaulay's Minutes of 1835	<ul style="list-style-type: none"> a) formal recognition of English language as a favoured medium of instruction in educational institutions. b) funds were appropriated towards education that was related to English along with the furthering of studies that were related to European Sciences and European Literature.
The Woods Despatch of 1854	<ul style="list-style-type: none"> a) known as the Magna Carta of English Education led to the establishment of modern universities in India. b) the first modern universities that were established under the Woods Despatch were the Universities of Calcutta, Bombay and Madras.
Indian Education Commission of 1882	<ul style="list-style-type: none"> a) established provisions that promoted privatization and massification in education. b) a system of grant-in-aid was to be introduced for the private or the non-governmental players engaged in providing higher education.
Indian University Act of 1904	system of affiliation of colleges towards Universities was introduced
Sadler Commission of 1917	<ul style="list-style-type: none"> a) recommendation for the '10+2+3' structure where 10+2 were the schooling years, followed by a three year degree course. b) formalization related to the categorization of the schooling and degree systems.
India Act of 1935	activities pertaining to education were listed under 2 subjects, the Federal Subjects and the State Subjects.

Source: Hmar, Ruatdiki (the table is a highlight of the trends located in Chapter 3)

Despite the formalization of education and the establishment of modern institutions in India, when the British left India the number of higher educational

institutions catered to only one Indian for every thousand Indian. There were around only 500 colleges and 20 universities that were operating in India. The leaders of newly independent India were left with a mammoth task of promoting economic development while ensuring societal developments and needs could be provided. India's education and its role towards the development of the nation were realized by the leaders. Education however was still in possession of an egalitarian character. It was not massified nor was it freely and easily available for many regions and sections of the Indian society. The framers of the Indian Constitution and amendments that were made in the Constitution in the areas of education centred towards the promotion and development of an educational system that was based on the principles of justice and equality which was equally enjoyed by all regions and sections of the Indian society.

Post-independence, higher education system in India witnessed a multi-dimensional developmental pattern i.e. were centered towards the massification of higher education, the promotion of professional and specialized courses in education, provisions for providing financial assistance. These elements were located under the Radakrishnan Commission of 1948. This Commission was of the viewpoint that universities and higher education had to also cater to the growing needs of the industry and the business sector along with the administration of the nation. University level education was placed under the Concurrent list of the Indian Constitution and the University Grants Commission of India (UGC) was established. The UGC's main role was to work towards the development of university education in India, to be a monitoring body for higher education, to set and maintain standards for higher education.

On the basis of the recommendations that were laid down under the Kothari Commission, independent India witnessed the birth of its first educational policy after independence i.e. the National Policy of Education of 1968. After twenty years, the National Policy on Education of 1986 of also came into existence. These policies covered every domain of education and its various aspects. The Policy of 1986 was guided by the objectives of introduction of courses and content that were job orientated, There was an alignment of vocational courses with formal education. This Policy also favoured the enhancement and expansion of higher education.

The system of higher education has undergone a number of transmutations and paradigm shifts in the history of India. From the religious and indigenous nature of education, the colonial rule ushered in the era of modern education. Before the attainment of independence in India, higher education was reserved for the Indians who were able to serve the interest of the Britishers and was not readily available for the masses. The Britishers imposed modern and western content and language i.e. English on the Indians. The set up of colleges, schools and universities were all modelled in accordance with the European system. After India attained independence in 1947, efforts were made to ensure higher education was massified and propagated across all regions of the nation. There was a thirteen fold rise in the number of higher level institutions located across India and a twenty five fold rise in the strength of student by the 1990s. The study of the various commissions and policies related to the Indian higher education system before and after colonial rule clearly portrayed the changing directions and action plans that have been adopted in India. Higher education from a financial, administrative and cultural context was defined and expanded based on the prevailing situations and developments. From an egalitarian to a massified system, an elitist to a public service, a general to a more specialized trade orientated system, a social good to an economic means higher education in India was not fixed or based on a set of defined parameters. Till today, many attributes of Indian higher education systems are those elements or components that were introduced and adopted during the colonial rule. The higher education system in India has similarities and inter-connections with other western systems. The expansionary policies that were referred to as the early initiatives that prompted globalization have a deep impact in Indian higher education as was evident from the impact and influence of the colonial legacy in the contemporary Indian society.

C) Reforms in Indian higher education system from 1991-2018

The higher education system of India faced a number of reforms that were as a result of the economic restructuring that was taking place in India in 1991. India in its initial years of independence adopted a system that was defined by socialist principles and the system of Planned Economies. A large number of sectors were reserved for the public sector i.e. private players were not allowed to participate in

many activities. India adopted a system of protectionist policies and quota system, licensing raj systems, high tariff and tax rates, a high degree of control where there was no scope for free operation of the markets. Competition was limited and there was monopoly over many areas. Towards the end of the 1980s, the Indian economy was on the verge of collapsing. India was forced to seek loans from international organizations. These loans had conditionalities. Subsequently, India embarked on a new economic direction under the New Economic Policy of 1991. The Indian economy was now open to the world where liberalization, privatization and globalization became the key words that defined the Indian economy. All dimensions of the Indian society were thrown open to the forces that were dictated by LPG. Higher education under the globalized world was regarded as a service or a commodity that was tradable i.e. could be imported and exported. The paradigm shift in terms of the changing nature witnessed in higher education was promoted and transmitted across the globe especially by the powerful international organizations. India, being a signatory of GATS and WTO was obliged to align its higher education system towards the market and trade conditions that were laid down under GATS. The state ownership, state control, state administration, heavy investments of public funds in higher education and the pursuit of higher education to promote social development witnessed a structural reorientation.

Certain trends that were witnessed in Indian higher education system were:

- 1) Higher education was no longer confined towards the pursuit of knowledge and research. The defining characteristics of globalization i.e. privatization, liberalization, commercialization, cross border flow of goods, adherence to the knowledge and skills of the global markets were incorporated in the higher education system of India.
- 2) The number of private institutions in higher education was rising. These private institutions were motivated by the dual goals of earning profit and generate a globally competent labour force.
- 3) Internationalization of higher education was witnessed in India where the Indian universities and other higher educational institutions located in India

began to expand their reach beyond the boundaries of India while many foreign based institutions also entered the Indian market.

- 4) The role of the state in terms of administration, financing and control in higher education was declining. The state's allocation and investment of public resources for higher education was continuously reduced while the non-state players introduced hikes in fees to be able to sustain their enterprise and earn a profit.
- 5) A curriculum that was market oriented and possessed high degrees of professionalism due to the global demands was widely accepted and incorporated accordingly.
- 6) The economic growth of the nation was linked with higher education along with societal development. Higher education was widely massified across different areas and regions of the nation.
- 7) The development of private universities across many regions of India.
- 8) The growing dependence on ICT in the domains of higher education.
- 9) FDI up to 100 percent in higher education.

The points highlighted above are all trends that are located under the framework of globalization i.e. privatization, market orientation, role of non-state players; reduction in the involvement of the state, competition and profit motive, flow of educational services across regions and the direct linkages with the economy.

From a policy wise perspective, the following table is highlighted to portray the globalized linkages that are located in the reforms that are introduced in the Indian higher education system.

Table 6.13: Developments in higher education after independence

Name of Act/ Policy/ Commission	Features/ characteristics
Private Universities (Establishment and Regulation) Bill of 1995	<ul style="list-style-type: none"> a) promotion of privatization and commercialisation in India. b) several state universities with the passage of the Private University Acts emerged in the higher education platform of India.
“A Policy Framework for Reforms in Education”, popularly known as the Ambani-Birla Ambani Report of 2000	<ul style="list-style-type: none"> a) education as a sector that had the potential to be a profitable market. b) maximum control and ownership by the private sectors was highly favoured
Punnayya Committee of 1992-1993	<ul style="list-style-type: none"> a) suggestions to bring changes in the existing grant-in-aid system pertaining to higher education in India. b) laid down a roadmap where the shifting of financial responsibilities was to be eventually transferred to the students.
RUSA	<ul style="list-style-type: none"> a) multi-range changes and developments in Indian higher education. b) changes and developmental programmes ranging from infrastructural to institutional progress. c) Learning, research and teaching improvements, creation of Model Degree Colleges and the vocationalization of higher education were propounded

Source: Hmar, Ruatdiki (the table is a highlight of the trends located in Chapter 3)

While the parameters of the study were confined till 2018 in the fourth chapter, a highlight of the National Education Policy of 2020 (NEP, 2020) is included in this context as the National Education Policy of 2020 is a clear indicator of India’s attempts to be a global force through the domain of higher education.

The National Education Policy of 2020 was the first educational policy to have been introduced in India in the 21st century. It provided a framework that aims to bring a major transformation in India's educational system in all stages by the year of 2040. The NEP, 2020 focused on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability¹. Based on the NEP 2020 Policy document under Part II, Article 9.3, certain provisions that are specific towards higher education are highlighted below:

9.3. "This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system: (as listed below)

- a) Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more Higher Education Institution (HEI)s across India that offer medium of instruction or programmes in local/Indian languages;*
- b) Moving towards a more multidisciplinary undergraduate education;*
- c) Moving towards faculty and institutional autonomy;*
- d) Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.*
- e) Governance of HEIs by high qualified independent boards having academic and administrative autonomy;*
- f) "light but tight" regulation by a single regulator for higher education;*
- g) Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning*

¹ National Education Policy 2020: Reforms in Higher Education.,op cit.

*(ODL); and all infrastructure and learning materials accessible and available to learners with disabilities”.*²

The principles laid down under NEP, 2020 clearly highlight the direction and action course of India’s higher education system. The higher education system in India, especially after 1991 is neither unique nor able to stand independently from occurrences and developments at the global stage. It has adopted elements that are located under a globalized framework. The higher education system of India shares commonalties and similarities with higher education systems of other nations. The dictates of globalization and the guiding principles of globalization are enmeshed in India’s higher education system.

D) Reforms in the British higher education system till 2018

The oldest established universities in the English speaking nations were located in Britain. By the turn of the 19th century, higher education was no longer confined only to universities. The technical and the professional institutions were also raked under the framework of higher education. Traditionally, majority of the higher educational institutions were not owned by the government but were heavily funded by the government. The higher educational sector was dependent on public funding and public finances. However, the changing economic situations ushered in a series of reforms in the British Higher education system. In the 1960s, there was a fall in profit and a rise in the costs of labour which resulted in a fall in the GDP. The share of 11.1 percent in global exports which was witnessed in 1950 fell to a staggering 7.9 percent by 1973.

The world was also witnessing an ideological debate and conflict where the neo liberal principles were gaining acceptance. Under a neo liberal structure, the economies around the globe including the UK were witnessing new developments. The developments that were witnessed included:

- 1) The opening up of the markets.

² Ibid.

- 2) The free flow of goods and services.
- 3) The deregulation of the markets.
- 4) The privatization of major sectors and the development of profit motivated investment patterns.
- 5) The reduction of the state's role in terms of control and public financing of certain sectors.

In the political domain, when the New Labour party attained power in 1997 the party was steered towards an economy that was globally imbued by the spirit of competitiveness. Up till the 1970s, education in UK was not influenced by the economy and market conditions. The universities were able to rely on public funding and embark on higher education for the quest of either individual or societal objectives.

By the end of the 1970s, the funding patterns were changed. The public funding in higher education was reduced. There arose a plan to eventually pass the financial implications on the students or the scholars. From 1979 and the dawn of the new decade under the 1980s, higher education was redefined in terms of attaining social mobility and as a viable entity for global market dominance. The economic developments factored with the political developments played a key role towards the changes and reforms that were located in the British higher education system. The reforms that were located in the higher education system included the expansion of the higher education sector. The 1950s witnessed the establishment of colleges that offered courses relating to the study of advanced technology. There was a further expansion in the strength of educational institutions under the Further and Higher Education Act of 1992. The enlargement of the higher education system paved the way for the massification of higher education. Privatization of higher education was propagated by a series of White Paper(s). More providers in higher education were also suggested. The public funding that was available was no longer proportionate to the strength of enrolled students. There was a marketization and commercialization of higher education along with rising degrees towards the internationalization of higher education.

Certain developments are highlighted in the table below:

Table 6.14: Certain reforms in British Higher Education System

<i>Action Plans/Policy Documents</i>	<i>Features</i>
White Paper, 'Meeting the Challenge' of 1987	desire for the promotion of enterprising practises in higher education and the development of contextual linkages between higher education, the industry and the commercial domains.
Education Reform Act of 1988	more participation of private players in the investment and administration of higher education institutors were promoted
Further and Higher Education Act of 1992	former institutions, polytechnics and colleges that provided higher education were able to be granted university status
Report of the Dearing Committee of 1997	A paragraph which mentions that the costs of higher education were to be shared by the beneficiaries along with recommendations.

Source: Hmar, Ruatdiki (the table is a highlight of the trends located in Chapter 5)

The descriptions and analysis that were drawn based on reviewed literature highlighted the commonalities or similar threads that were located in the British higher education system. These commonalities were located under the framework of globalization. Similar trends and occurrences were also recorded in the higher educational systems of nations. Globalization as an integrative phenomenon has brought a linkage and interconnection in higher education systems. The changes and developments witnessed in the British higher education system are also tangents that are located under any globalization process.

E) Comparative Analysis of the British and Indian higher education Systems

The British and Indian higher education systems underwent a nature of reforms that were highly characterized by the politico-economic conditions that was being faced by each nation at different periods of time. The British system of higher

education is one of the earliest evolved systems that still prevail in the contemporary world. The Indian higher education system of contemporary times is not the system that was observed since the ancient periods. The indigenous higher education system that was unique to India was replaced by the western system of higher education during the colonial rule of the Britishers in India. Despite the variations and differences that exist between the two systems certain trends and developments, patterns and occurrences which have commonalities are deduced under a globalized framework. A point by point comparison is drawn accordingly.

1 .Nature of the higher education systems

The British higher education system is one of the oldest, evolved systems in the world. Universities such as Oxford University date back to 1096. A number of other established universities i.e. Cambridge, Edinburg to name a few are also located in the UK. The modern system of education and universities are all by products of the early systems that were existing in the UK. Higher education was not limited only to the universities. It also included the educational colleges and further education colleges. Recordings state that specialized and professional institutions in the gambit of science, technology, and engineering were also available. The basic structure of the universities consisted of an undergraduate (Bachelors) degree and a Master's programme. PhD courses were also pursued. Higher education and university level education was not massified but were confined to as small section of the society.

The Indian higher education system dating back to ancient times witnessed a series of changes. Higher education systems were not a recent occurrence that was introduced by the Britishers. On the contrary, a developed higher education system existed since the ancient periods. These higher educational institutions during the ancient times were highly religious in nature i.e. major portions of the knowledge imparted aimed at the advancement of religion and the promotion of religious practises and traditions. The Universities of Nalanda, Vallabhai and Vikramshila were institutions who attracted students from within and outside of India. These universities covered content ranging from religious to secular education,

philosophical to practical education. Women and men alike were able to pursue higher education where studies ranged from History, Administration, Science, Agriculture, Logics and Metaphysics. The arrival of the colonial rulers led to a transformation in the educational landscape of India. Through the various Acts, Commissions and policy documents higher education favoured content that was adopted from the European Literature and European educational system. English language as a means for imparting education was also favoured. The first modern universities that were established in India i.e. the Universities of Calcutta, Bombay and Madras and many subsequent universities in India adopted an affiliating system, which was a system that was adopted under the University of London. The current higher education structure that comprised of the undergraduate (Bachelors) degree courses, a Master's programme and the PhD courses were modelled based on the British model. The domains of higher education in India included not only the universities but also the colleges and other educational institutions which provided degree level courses.

Under the British higher education system, the following characteristics were located since the olden days. These key characteristics are:

- a) There was very little involvement of the state in areas pertaining to the ownership and administration of universities.
- b) The universities and other higher educational institutions operated as independent, autonomous units which were normally governed and administered by the Governing Bodies and Councils.
- c) The universities rarely engaged in commercial activities as majority of the funds were provided by the state.
- d) Majority of the grants that were utilised by the universities were provided by the state. Minor funds for activities pertaining to teaching or research were obtained from the non-governmental sources.
- e) The UGC, UK was the body that was responsible for the allocation and disbursement of grants for the universities.

- f) Quality standards were laid down by the internal governing bodies or from an external regulatory body.

The above features that were located in the British higher education system were also located in the Indian higher education system through the policies and action plans adopted by the Britishers in India. The gradual advent and dawn of similar features in the Indian context are highlighted as follows:

- a) The first educational policy of India was born under the Charter Act of 1813 where public funding in higher education was formalized. The Act enacted a policy of allotting a sum of not less than Rs 1 Lakh annually towards higher education.
- b) Autonomy and more independence of the universities in terms of administration were also emphasised under the India University Act of 1904 and the Sadler Commission of 1917.
- c) Less involvement and ownership of the state in the higher education sector was promulgated by the Indian Education Commission of 1882 where privatization and massification was formally promoted. There was a desire to eventually remove the presence of the state in the higher educational sector. To foster the increased presence of private players, a system of grants that could be equally availed by both the public and private institutions was also proposed.
- d) The affiliation system was enforced under the Indian University Act of 1904 which led to the adoption of quality level standards and time bound nature of affiliations that were renewed based on the maintenance of quality standards.

Independent India and the leaders of independent India realized the vitality of education and the crucial role which higher education in particular played towards the promotion of economic development and societal advancements in India. The changes and reforms that were made in the educational sector were dictated by the principles and goals that were located in the Indian Constitution. Even when the governance and administration of Indians were no longer under the control or

dominance of Britishers, certain developmental initiatives centered at higher education that were introduced held high degrees of commonalities with those that had been adopted by the colonial rulers or were in operation in UK. One example of this similarity was located in the many provisions that were laid down by the Radakrishnan Commission shortly after independence. Under this Commission, emphasis was given towards the strengthening of the 10+2 educational structure that was formalized under the Sadler Commission. Financial burdens of the state in higher education were raised through the introduction of various financial grants and assistance in higher education. Higher education was proposed to be listed under the Concurrent List. The UGC, India was to be established whose key role was towards the allocation of funds. Another continuance of colonial legacy in higher education was the introduction of policies that specifically catered to education (i.e. national policies on education).

2. Higher Education under a Neo Liberal framework

In the context of UK and India, the economic conditions were the main instigators that led to the adoption of economic principles that were propounded under a Neo Liberal framework. The politico-economic conditions in the context of the two nations are described in detail in the third and fourth chapter. The ushering in of neo liberal reforms commenced in UK from 1979 onwards while in the context of India, the New Economic Policy of 1991 was the defining hallmark for the advent and formalization of neo liberal structures in India.

Neo liberalism in its original or transmuting forms has certain key features that intensify and strengthen Globalization i.e. the global neo liberalism which has the following salient features:

- a) Liberation of the markets.
- b) Reduction in the role of the state.
- c) Privatization
- d) Commercialization and enhanced competition.
- e) Deregulation
- f) Free flow of goods, services and people across border.

From a global neo liberal framework, certain trends or developments that are witnessed in the British and Indian higher education systems are highlighted as follows:

Privatization

In the British context, the economic reforms which promoted reduction in the public finances towards higher education were one factor which compelled the universities and other higher educational institutions to seek funds from non-government sources. The White Paper of 2011 aimed at widening students' choices while enabling the engagement of more private players in the higher education sector. A system which allowed the private colleges to seek public grants was also incorporated. The Green Paper of 2015 promoted higher degrees of competitiveness and marketization in higher education.

In the Indian context, privatization in education was already recorded before independence. After independence, two Committees, the Punnayya Committee and the Swaminathan Committee suggested reforms aimed at creating self-financing, sustainable institutions. In the Birla-Ambani Report of 2005, provisions for private universities were included. The Private University (Establishment and Regulation Act) Bill was introduced in 1995. Today, private universities can be found in majority of the states in India.

Massification

The societal benefits and development that has been attached to higher education coupled with the economic benefits from an individual to a societal perspective has promoted expansionary tendencies in higher education. In UK, due to the rise in number of citizens availing of higher education facilities, a 20 percent growth in terms of contributions from this sector was recorded (1982-2005). In the context of India, the number of educational institutions and enrolment in higher education was rising. In terms of institutions, the expansion was witnessed in different category of institutions i.e. the central, state, deemed to be, private and the institutions of national importance.

Funding and Financial patterns

In the context of UK, there was a continuous fall in the availability of public finances towards higher education. Tuition fee systems were restructured and raised. The financial burdens were slowly transferred from the state to the students. The Student Loans Company for availing loans pertaining to higher education was established. The 5 -year system of grants allocation was weakened. With the gradual collapse in the funding systems, Universities in their attempts to attract potential investments from students embarked on the road towards marketization and commercialisation of higher education.

In the Indian context, the New Economic Policy of 1991 intensified the process of public disinvestment and downsizing of public funding towards higher education. The share of higher education towards the GNP fell to a figure that was below 1% by the 1990s. In terms of fund allocation, a major share of the available funds were allocated towards the nationally owned institutions while majority of enrolments were registered in the state owned and privately owned institutions. There were attempts to attract investments. Marketization and commercialization of education was spearheaded to attract investments and enrolments.

Other trends included internationalization of higher education, the birth of new modes of service providers, the reliance of the e-learning systems and technology. Higher education was redefined as a provider of skilled, globally competent labour, a platform for the generation of knowledge and a competitor in global markets. Chapters 4 and 5 offer detailed and content based analysis of the neo liberal, globalized trends that have emerged in higher education and include supporting policy documents and action plans which have substantiated and formalized the trends highlighted above.

Higher educational systems based on the analysis of the British and the Indian higher educational systems have common trends and structures, common redefining features for the enunciation and establishment of higher education. These commonalities are all located under the divergent framework that has been propounded under Globalization

Areas that are to be explored for future course of action/ research

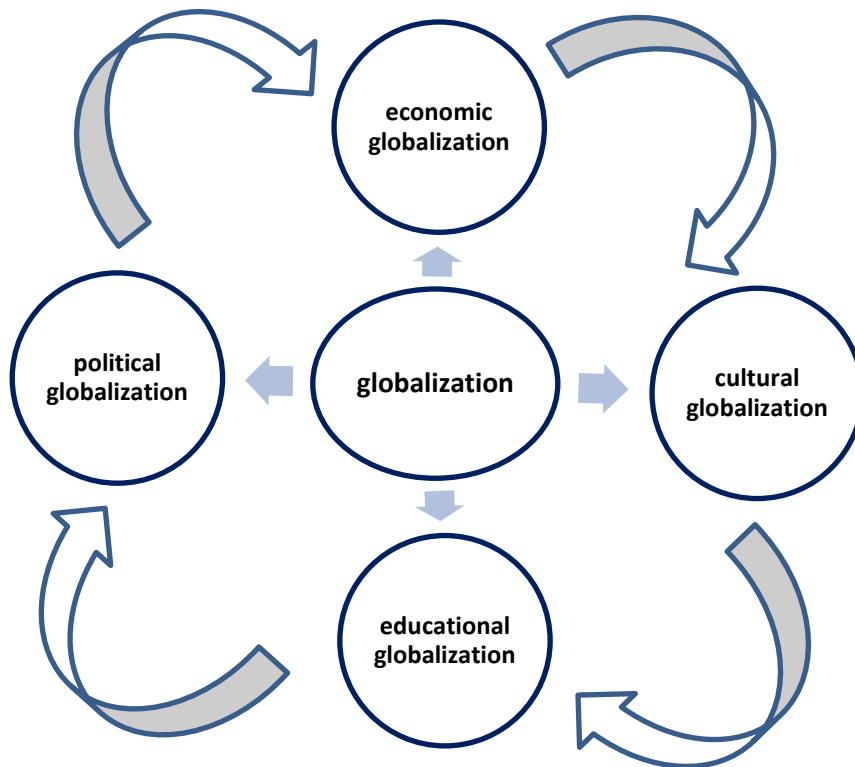
On the basis of the primary and secondary data that was collected and analysed accordingly, certain sectors or dimensions that may be absent or not sufficiently included in the study are listed below:

- 1) Changing nature of terms like accountability, efficiency, effectiveness in the current higher education system.
- 2) The conflict that maybe located between the professional accountability that was applicable for professors historically and the emerging market accountability where systems appear to have shifted their policies largely on a market based accountability system.
- 3) Changing undertones that appear to rise in the pre-conceived notions of professional autonomy and different variations of freedom in the domain of higher education.
- 4) A micro level study (preferably area or region wise study) on the nature of reforms under the impact of globalization in the context of ,
 - the breakdown of the state system.
 - the exit of the Indian elites from India's public higher education institutions towards elite private institutions both in India and abroad.
 - private philanthropy which had supported public higher educational institutions appear to be more supportive of making investments in private higher educational institutions.
 - the role of ideologies and populist vested policies in the Indian higher education system.
- 5) An in-depth analysis on the causes or factors for the change in investment patterns of private philanthropy(s).
 - The private philanthropy sector which supported public higher educational institutions in the past appears to be allocating more portions of their funds towards the private higher educational institutions in the contemporary times.
- 6) An in-depth study on the linkages between globalisation, political economy of Indian higher education system and its associated reforms.

As indicated and represented throughout the study, globalization from a general global analysis to a deduction of the divergent folds was examined under a threefold divergent perspective. The analysis was a clear indicator of the enmeshment of globalization in different political, social, cultural, economic systems i.e. was able to exert its influence and impact under divergent situations and conditions. The analysis on the domains of higher education with a micro level comparative analysis of the British and Indian systems offered clear indicators on the impact of economic conditions and the growing thread of commonalities that were progressing under a globalized context. The theme wise analysis from a macro to a micro level substantiate the high degrees of integration that have been propounded by globalization across the globe i.e. globalization as an integrative factor that has entwined higher educational systems across the globe, where each system is no longer wholly independent from the changing scenarios and dictates of the global system.

Based on the findings that have emerged throughout the course of the study, the dimension of education in globalization i.e. educational globalization is not isolated nor a separate entity. The analysis of higher education systems and the glaring commonalities and trends that are located all factor as supportive arguments which highlight the growing visibility of a fourth dimension i.e. educational dimension in globalization. Educational globalization is dependent on the other dimensions (economic, cultural and political) and vice versa. Each of these dimensions play connecting roles and form a globalized, adhesive system. Integration of higher education systems is an indicator of the relational, dependent sub-systems.

Figure 6.15 : 4 dimensions of globalization



Source: Hmar, Ruatdiki (the figure represents the educational dimension based on the findings)

To conclude, educational globalization has intensified the varying degrees of interconnectedness and integration of systems across the globe. Higher educational systems operate under the dictates of economic, political, cultural and educational globalization where the developments pertaining to higher education are cross linked and defined by the conditions that are defined by the other dimensions. The systems across the globe are integrated to form a global system.

Appendix-1

Research on

Globalization and Higher Education:

A Comparative Study of the British and Indian Systems

For the award of Doctor of Philosophy under the Department of
Political Science, Mizoram University

Instruction to Respondents:

I am currently carrying on research work for the Doctor of Philosophy in
the Department of Political Science, Mizoram University under the
supervision of Dr. JC Zomuanthanga, Department of Political Science,
Mizoram University.

I will be extremely grateful if you can kindly offer your co-operation and
provide valuable responses.

Your responses will be used only for research purposes .

(RUATDIKI HMAR)

Research Scholar

Department of Political Science Mizoram University

Appendix-1

QUESTIONNAIRE ON EMERGING PERSPECTIVES IN HIGHER EDUCATION

(all personal information will be strictly confidential, there is no requirement for providing one's name, contact number and e-mail id)

- 1) Age of respondent:
- 2) Gender of respondent:
- 3) Current address (geographical location):
- 4) Highest educational degree attained:
- 5) Name of university/ institution/ college from which highest degree is attained:
- 6) Current occupation or course of studies:
- 7) Name of current organization/ institution:
- 8) Have you pursued higher education in any of the following specified nations?
 - a) India
 - b) UK
 - c) Both UK and India
 - d) Other nations
- 8) Do you think that the skills and knowledge attained in your higher education courses have enabled you to develop global skills and knowledge?
 - a) Yes
 - b) No

Appendix-1

9) Do you believe that the trends in India's higher education are more aligned towards a global outlook?

- a) Yes
- b) No

10) Do you feel that the present higher education system in India will develop more commonalities with the western developed nations?

- a) Yes
- b) No

11) From your general experience or understanding, do you see a streamlining of higher education policies in India and UK? (More and more similarities with the passage of time)

- a) Yes
- b) No

12) If you experienced a common trend in terms of the developments witnessed in higher education, can you please share your observations?

13) From a global overview, do you think that the current higher education structures and policies in UK or India (or both) are able to offer platforms and skill sets needed to be a job seeker or competitor?

- a) Yes
- b) No

14) What is your viewpoint on the high degrees of privatization of higher education? (*pros and cons*)

Appendix-1

- 15) What are the areas in India's higher education sector where improvements or changes are to be made to cope with the global market?
- 16) What is your general outlook on the internationalization of higher education?
- 17) Can you please share your views or thoughts on globalization and its direct link with higher education?

Appendix-2

Research on

Globalization and Higher Education:

A Comparative Study of the British and Indian Systems

For the award of Doctor of Philosophy under the Department of
Political Science, Mizoram University

Instruction to Respondents:

I am currently carrying on research work for the Doctor of Philosophy in
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I will be extremely grateful if you can kindly offer your co-operation and
provide valuable responses.

Your responses will be used only for research purposes.

(RUATDIKI HMAR)

Research Scholar

Department of Political Science Mizoram University

OUTLINE OF SCHEDULED TELEPHONIC INTERVIEW

(Bio data of respondents)

- a) Name of respondent:
- b) Age of respondent:
- c) Sex of respondent:
- d) Highest educational qualification:
- e) Current occupation / engagement in educational sector:
- f) Name of organization/ institution:

(Outline of scheduled Questions)

- 1. Viewpoints on the trends in higher education system across the globe.
- 2. Viewpoints on the Indian higher education system and emerging trends.
- 3. Digitalization and use of ICT in higher education (Please comment).
- 4. Current trends in Globalization.
- 5. Opinion on the relevance of higher education in a globalized world.
- 6. Any suggestions/ comments / thoughts on studies pertaining to the globalization of higher education.

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E. Scheduled Telephonic Interview and Questionnaire

a. Telephonic Interview with:

- i. Ankit Saraf, Senior Consultant, Oxford Policy Management on the 22nd of February, 2022(3:00PM IST)
- ii. Avih Ngouri, ASER Associate, PRATHAM on the 22nd of July, 2022(7:00PM IST)
- iii. Dr Lal Lawmzuali, Assistant Professor, Department of Political Science, Pachhunga University College, Mizoram on the 21st of January , 2022 (6:00 PM IST)

- iv. Dr Lalmuanzuali, Assistant Professor, Department of Education, Mizoram University, Mizoram on the 21st of January , 2022 (8:00 PM IST)
- v. Dr Ruth Lalsawmzuali, Associate Professor, Department of Education, Govt. Johnson College, Aizawl, Mizoram on the 20th of January , 2022 (9:00PM IST)
- vi. Dr. Zonunmawia, Assistant Professor, Department of Political Science, Pachhunga University College, Mizoram on the 20th of January , 2022(7:00PM IST)
- vii. Laldinkima Sailo, Senior Manager, International Affairs, Friedrich-Ebert-Stiftung (FES) & Adjunct Lecturer, Singapore Institute of Technology (former Senior Director in Public Affairs and Government Relations, REDHILL; M.Phil in Development Studies from University of Cambridge; M.Soc.Sc in International Studies from National University of Singapore) on the 28th of January , 2022 (6:00 PM IST)
- viii. Lalrinngheti Sangsiam, PhD Graduate Student, Swiss Business School (LLB Honours in Cardiff University; Bar in City law School, University of London) on the 1st of February, 2022 (6:00 PM IST)
- ix. Patrina, ASER Manager, PRATHAM on the 18th of July, 2022(6:00 PM IST)
- x. Zothan Mawii, PhD Graduate Student, University of Maryland (Former Research Fellow at Tandem Research India; Former Senior Associate in Research and Advocacy at Digital Empowerment Foundation; Master’s Degree in King’s College London) on the 21st of February, 2022 (8:00 AM IST)

b. ***Scheduled Questionnaires*** consisting of both open ended and close ended questions were shared through online media platforms to 40 people who were identified based on the parameters that were established for the population. The form consisting of the scheduled questions were sent on the 16th of July, 2022. The form was closed on the 20th of August, 2022. A total of 22 respondents were received.

BIO-DATA OF THE CANDIDATE

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Mizoram-796007
Contact number : (+91)8730095687
Email id : ruatdikiHmar.j@gmail.com
Gender : Female
Religion : Christian
Marital status : Single
Academic Records :

<i>S.No</i>	<i>Examination</i>	<i>Division/Grade</i>	<i>Year of Passing</i>	<i>Board/University</i>
1	M.Phil	1st Division	2018	MZU
2	MA	Distinction	2016	MZU
3	BA	Distinction	2012	Bangalore University
4	HSSLC	1st Division	2009	MBSE
5	HSLC	Distinction	2007	MBSE

Occupation : Assistant Professor
(Department of Political Science,
Govt. Johnson College, Aizawl)
MZU Registration No. : 6081 of 2014
Ph.D Registration No. & Date: MZU/Ph.D/1161 of 03.10.2018
Department : Political Science
Title of Thesis : Globalization and Higher Education:
A Comparative Study of the British and
Indian Systems
Supervisor : Dr. JC Zomuanthanga

PUBLICATIONS AND PRESENTATIONS

A. PUBLICATIONS (BOOK/JOURNAL)

Ruatdiki Hmar. “Globalization and the Look East Policy: Dimensions of Connectivity in Indo-Myanmar Border Trade” . *Mizoram University Journal of Humanities & Social Sciences (A National Refereed Bi-Annual Journal)*. Vol. V, Issue 1 (June 2019), ISSN(P): 2395-7352 pp. 110-118

Ruatdiki Hmar. (2019). “India’s Connectivity with ASEAN: A Micro-Level Study of Socio-Economic Connectivity and its Impact on Border Trade at Zokhawthar(Mizoram)” in K.Vidya Sagar Reddy & C.Joshua Thomas’, *Border and Connectivity*. New Delhi: Pentagon Press LLP, 2019 ISBN 978-93-86618-80-1, pp.95-106

Ruatdiki Hmar.(2019). “Governance and Development in Northeast India: A Mizoram Reader” in Prof K.V.Reddy’s *Governance and Development in Northeast India: A Mizoram Reader*. Hyderabad: Kandena Publications, ISBN: 978-81-942624-3-5, pp.209-215

Ruatdiki Hmar & T.Lianhmingsanga.” A Globalized Era: ICT and its Implications on Higher Education in a pandemic period (with special reference to Mizoram)”. *Senhri Journal of Multidisciplinary Studies (A Peer Reviewed Journal)*. Vol.06, No.01 (Jan-June, 2021), ISSN: 2456-3757, pp.48-55

Ruatdiki Hmar & Dr. JC Zomuanthanga. “Globalization: Through the lens of Herbert Marcuse and his ‘One-Dimensional Man’”. *International Journal of Engineering, Management and Humanities (IJEMH, refereed journal)*. Vol.3, Issue 3 (2022), ISSN: 2395-5252, pp. 19-23

B. PRESENTATIONS

Ruatdiki Hmar , “Globalisation of Education:Role of non state actors in the context of India” in the National Seminar on *Globalization and Its Implications for the North east India* organized by Nehru Memorial Museum & Library, Teen Murti, New Delhi & Department of Political Science, Mizoram University on the 3rd-4th of October, 2018.

Ruatdiki Hmar, “The Educational Scenario of Mizoram: Ushering in the Era of New Stakeholders” in the National Seminar on *Governance and Development in Mizoram: Role of Multiple Stakeholders and Public Policies* organized by ICSSR(IMPRESS) & Department of Political Science, Mizoram University on the 9th-10th May, 2019.

Ruatdiki Hmar, “Good Governance in the ICT era: The Development and challenge of E-Governance” in the National Seminar on Good Governance in Practice in the 21st Century organized by the Department of Public Administration, Pachhunga University College on the 12th of February, 2020.

PARTICULARS OF THE CANDIDATE

NAME OF CANDIDATE : RUATDIKI HMAR

DEGREE : Ph.D

DEPARTMENT : POLITICAL SCIENCE

TITLE OF THESIS :GLOBALIZATION AND HIGHER
EDUCATION: A COMPARATIVE STUDY
OF THE BRITISH AND
INDIAN SYSTEMS

DATE OF ADMISSION :17/07/2018

APPROVAL OF RESEARCH PROPOSAL:

DRC :10/09/2018

BOS : 28/09/2018

SCHOOL BOARD : 03/10/2018

MZU REGISTRATION NO. : 6081 of 2014

Ph.D REGISTRATION NO. & DATE : MZU/Ph.D./1161 of 03.10.2018

EXTENSION (IF ANY) : NO

(PROF.AYANGBAM SHYAMKISHOR)

Head

Department of Political Science

ABSTRACT
ON
GLOBALIZATION AND HIGHER EDUCATION:
A COMPARATIVE STUDY OF THE
BRITISH AND INDIAN SYSTEMS

AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
RUATDIKI HMAR

MZU REGISTRATION NO. : 6081 of 2014

PhD REGISTRATION NO. : MZU/Ph.D./1161 of 03.10.2018



DEPARTMENT OF POLITICAL SCIENCE
SCHOOL OF SOCIAL SCIENCES

JULY, 2023

**GLOBALIZATION AND HIGHER EDUCATION:
A COMPARATIVE STUDY OF THE
BRITISH AND INDIAN SYSTEMS**

BY

Ruatdiki Hmar

Department of Political Science

Name of Supervisor : Dr. JC Zomuanthanga

Submitted

In partial fulfilment of the requirement of the degree of Doctor of
Philosophy in Political Science of Mizoram University, Aizawl

INTRODUCTION

Globalization as a terminology has been making its rounds across various corners of the globe. The economic domain and extent of its impact in the global economy is creating a chain where an integrative process is being witnessed. Global policies, global politics, global events along with many regional developments and regional policies have recorded a high degree of similarities in terms of underlying causes for their occurrences and subsequent developments. Many developments are entwined with one another even though they may be far flung from one another, in terms of geographical location. Certain key features that define the complexity and diversity of globalization are the open market capitalist doctrines, the role of non-state players, the rise of divergent players with an international character, the dawn of a homogenous culture, homogeneity in consumption patterns, the reliance and intensification of ICT, the advent of knowledge driven economies.

Higher education and globalization have witnessed high degrees of linkages that are more or less dictated by the conditions that were laid down under the global phenomena. In the current decades, the trends in higher education witnessed at different areas around the globe tend to indicate a new possible domain where nations compete with each other and strive to achieve maximum control or profits in the economic sector. Nations started introducing policies and programmes which gave less importance towards the genuine traits that were located in higher education system. In India, higher education was greatly influenced by the rule of the Britishers who left a rich legacy in the areas pertaining to education. The study offers a comparative analysis of the changing nature of higher education in India and UK under the notions dictated by a globalized world.

RESEARCH GAP

On the basis of the reviewed literature, it is apparent that significant research and related studies have been pursued in the areas related to globalization and higher education systems. The existing literature relays the enormous volume of studies pursued in the context of globalization from a historical description, an ideological or theoretical perspective, an economic or non-economic perspective at the global and

regional levels. Readings related to higher education systems have shown the availability of literature related to the elaboration and description of various higher educational systems and studies dedicated towards a comparative analysis of higher education systems. There is however lack of significant literature and available readings in areas related to the connection of globalization as a binding phenomenon or force that leads to interdependence, interconnectedness and in higher education systems. Even though there is available literature related to higher education under the context of globalization, a theoretical analysis from divergent perspectives coupled with a comparative analysis of the British higher education system and the Indian higher education system is lacking. The study provides knowledge on the mentioned areas and aims to fill the existing gap in literature.

STATEMENT OF PROBLEM

Globalization has led to the integration of nations across all dimensions. Globalization, which was initially attributed as a phenomena that was categorized under the economic dimension has transcended across all dimensions. From an economic, political, social, cultural, theoretical or ideological dimension globalization has ushered unprecedented trends or patterns across the globe. In the contemporary world, globalization has ushered in paradigm shifts and transmutations across almost all dimensions of nations and societies. In the early part of the 20th century, the impact of globalization was widely accepted as an economic condition where the capitalist model of a laissez faire doctrine dictated the objectives of globalization. From an economic front, with the passage of time globalization began to play a significant role in terms of global developments. From a social dimension, societies began to adhere towards values and principles that had a global character i.e. supported the dawn of a global civil society. From a cultural dimension, cultures and people across the globe began to develop acceptance towards choices, preferences, practices, lifestyles that were aligned towards a global, standardised culture. From a political dimension, the regional political regimes can no longer remain isolated from global issues and developments. The international arena was a key determinant that shaped and influenced policies, goals, ideologies that were drafted and adopted by political powers across the globe. Globalization appeared to

have promoted the integration of nations in a multi-dimensional context. When streamlining the nature and extent of integration, there was a system of interconnectedness and interdependence that binded policies and systems across the globe.

In the context of higher education systems, there arose a trend where the demands, output and standards were dictated by the forces of globalization. The Indian higher education system has witnessed high degrees of transformative patterns during colonial rule and post-independence. The colonial rule paved the way for the spread of the modern system of higher education across India. After independence, the higher education system in India began to reach the masses across all sections of the Indian society and was made more accessible. The adoption of the New Economic Policy of 1991 in India formalized the presence of liberalization, globalization and privatization across the private and public sectors. The phase of Indian higher education system post 1991 witnessed a reduction and dilution of vesting national interest through higher education. The global trends and standards gained more prominence over the majority of the national self-preserving interests. Higher education was entrusted with the role of catering to the needs and demands that were introduced post 1991. Higher education was also placed with the task of aiding the nation towards achieving its economic objectives in a globalized world. From a socialist planned model, higher education system was now exposed to a capitalist neo liberal based model which operated in accordance with the prevailing market forces. The British system of higher education is one of the oldest and most developed systems in the world. It was not a stranger to the tendencies and implications that globalization introduced in higher education. The development of a globalized market system was at its zenith especially during the leadership of the former prime minister of Britain, Margaret Thatcher. The 200 years of colonial rule in India had a huge influence even in the higher education system of India in the contemporary world. Certain traces of British influence and impact on higher education are still visible in the educational landscape.

With the necessity to adhere to the conditionalities that were ushered by globalization, India was embarking on a process of synthesizing its higher education

system in accordance with the dictates located under Liberalization, Privatization, and Globalization (LPG). There is a necessity for examining the nature and divergent degrees of transmutations that higher education has undergone in India. While comparative studies in the areas of higher education have been conducted, there are certain limitations in terms of availability of studies focused wholly on a critical analysis of British and Indian higher educational systems under the backdrop of globalization. A comparative analysis offers insights regarding the similarity patterns, the attainments and possible shortcomings under both systems in a globalized framework. Linking integration of nations in a globalized structure under a microscopic study of a *two nation higher education system* will provide significant literature and explore new areas for future research.

OBJECTIVES

The objectives of the study are highlighted below:

- 1) To enhance the understanding on globalization as a phenomenon that seeks to integrate the higher educational systems of nations.
- 2) To historically trace the growth and development of the system of higher education in India prior to 1991.
- 3) To study the major reforms in the Indian higher education system from 1991-2018.
- 4) To study the major reforms in the British higher education system up to 2018.
- 5) To make a comparative analysis of the British and Indian higher education systems in the context of globalization.

RESEARCH QUESTIONS

- 1) Does globalization as an international phenomenon integrate the higher educational systems of nations?
- 2) How has the system of higher education evolved in India prior to 1991?
- 3) What are the major reforms in the Indian higher education system from 1991-2018?

- 4) What are the major reforms in the British higher education system up to 2018?
- 5) What are the variations and similarities between the British and Indian systems of higher education in a globalized context?

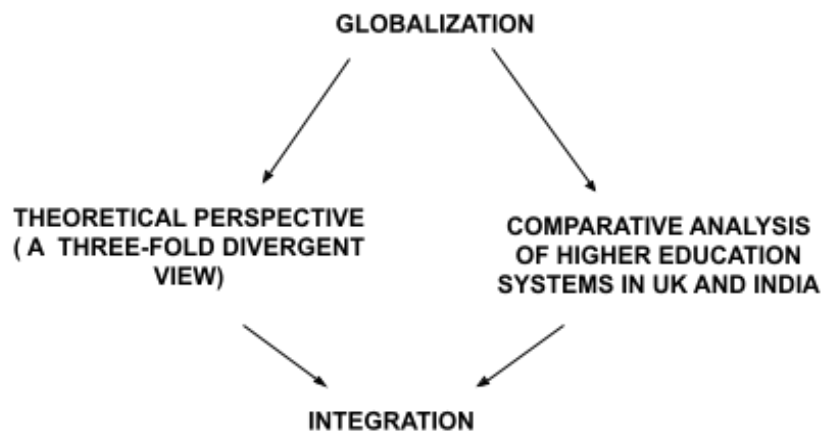
METHODOLOGY

The study is based on a Mixed Method Approach as both qualitative and quantitative methods have been adopted. A sequential approach has been adopted to enable fact building of qualitative findings through quantitative data. The study is historical, descriptive, exploratory and analytical in nature. Data is obtained from both primary and secondary sources.

The study has adopted a range of research methods and tools for the objectives that have been established for the chosen area of study. The study is interdisciplinary in nature. The contents ranging from analysis and inclusion of reviewed literature, data obtained from quantitative and qualitative methods, sources obtained from documents which may possess national or international nature are drawn from various disciplines.

The study is cascaded in nature, which is represented in the form of a diagram as depicted below:

Figure 1.1: The cascading nature depicting Globalization, theoretical perspective, comparative analysis of higher education systems and integration



Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the stu

Based on the figure, the study has 4 key components. Globalization is the first component of the study, where it is analysed in the form of two broad classifications: a threefold theoretical perspective and a comparative analysis of higher education systems. While these two components are divergent components that are deduced from Globalization, both of these components are described, explored and analysed to justify the convergence of all the components under the broader framework of the fourth component i.e. integration.

For the study, the connotations and features of each component that are considered are as highlighted below:

1. Globalization

Figure 1.2: Key features/components of Globalization



Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

The figure depicts certain key features of globalization which play determinant roles during the conceptualization of globalization. A historical, descriptive and exploratory mode of research was executed to deduce commonalities and patterns which formed core segments of globalization across a historical context.

These features which form central themes for the study are elaborated below:¹

- a. Advent of a new society which is defined as the ‘network society’ across different regions of the globe. The network society is driven by the increasing developments and innovations in technology, the heightened significance of information and the expansionary nature of Internet Technology.
- b. The global economic system witnessed the birth of new industrialized nations, the reorientation of the global economy that was driven by a knowledge laden economy, the rise of systems promoting integration and dependencies of economies across the globe.
- c. Besides the patterns developing under the global economic system, there arose a restructuring of the global political system. Under the formation of a new global political system, there was also a rise in global insecurities and national to international level issues. There was a change in the nature of international power and its determinants. There also arose new economies that posed challenges and increased competition especially after the end of the Cold War.
- d. The developments in the political and economic system at a global level included the rapid reduction of the territorial sovereignty of nation states as a sovereign power which had been able to determine its own policies.
- e. The movement of goods and services, capital and knowledge across borders, the integration of societies and economies across the globe were all further intensified by the internet technology and connectivity.
- f. The economic and political developments also transcended into the social and cultural phases of human life. There arose homogeneity in culture due to cross border cultural exchanges. The globe witnessed the birth of new domains of mass level migration. The globe also witnessed the advent of a consumer culture that was unified towards a commercially induced system.

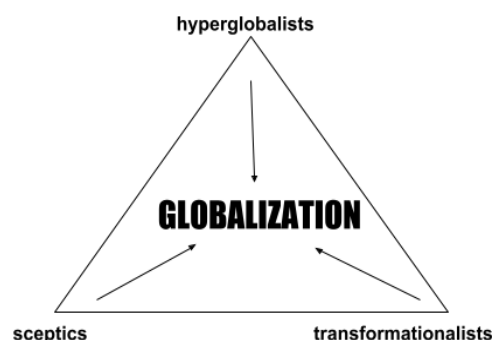
2. Theoretical perspective (a threefold divergent view)

The three fold perspectives of globalization that were identified by David Held and his colleagues are divergent in nature. These three divergent views are:

¹ Page 1- 2 Dirk, Van Damme .“Higher Education in the age of globalization: The need for a new regulatory framework for recognition, quality assurance and accreditation”.
Introductory paper for the UNESCO Expert Meeting Paris. (10-11 September 2001), p.1-2

- a. The Hyperglobalists focused on the economic dimension of globalization. This view offered an optimistic perspective towards Globalization and propounded the phrases of “borderless economies”, “deterritorialization of nations and economies” and regulation of nation states as mere transmission belts.² There arose a global unified market and heightened roles of non-state transnational players, promoting intensified global integration.
- b. The Sceptics also focused on the economic dimension of globalization. This view placed the nation state as the key player which operated the forces of internationalization and global trade. The role and authority of national governments were not reduced but enjoyed greater powers. There was a pattern of regionalization in terms of unions and blocs at a global level. There was no global integration but a regionalisation of global economies.
- c. The Transformationalists focused on globalization as a complex set of interactions between inter-connected relationships. Globalization was highlighted as a multidisciplinary phenomenon³ where recognition was accorded to the increased role of transnational corporations, the prevailing realities in the reduced role and authority of nation states, the societal and cultural developments leading to the dawn of a hybrid culture.

Figure 1.3: Threefold triangulation for Globalization (Hyperglobalists-Sceptics-Transformationalists)



Source: Hmar, Ruatdiki (the figure is a genuine figure produced by the scholar for the purpose of the study)

² Mansbach, W. Richard, et al (2012) *Introduction to Global Politics*.(2nd ed).London and New York:Routledge, p.190

³“The Transformationalist View of Globalization”. op cit.

A triangulation is obtained where the three points are indicated by the Hyperglobalists, the Sceptics and the Transformationalists. While these three perspectives are divergent and appear to be opposing standpoints or countering arguments to each other, a content analysis was executed. The analysis indicated that each perspective comprised of elements which were located under the core features of globalization. The triangulation thus obtained is the second component.

3. Comparative Analysis of British and Indian Higher Education Systems

Evolution and developmental patterns that are witnessed in higher education systems across the globe are largely shaped by globalization. A historical study of the genesis, evolution and changing nature of higher education systems and policies in India is executed. The same method is adopted for the British higher education system. Based on the historical context, a descriptive study of the emerging patterns and implications under a globalized framework is pursued. A comparative analysis is conducted accordingly.

4. Integration

From the threefold perspective to the comparative analysis of higher education systems, the commonalities in terms of development and trends which form essential hallmarks of globalization will be examined. Globalization as an integrative factor in higher education systems will be deduced accordingly.

DATA CLASSIFICATION AND COLLECTION

Primary and secondary data are obtained for the study.

Tools of data collection

The tools employed for the collection of primary data are as follows:

1. *Questionnaire*: A scheduled questionnaire was prepared to reflect the perceptions of the respondents.

2. *Telephonic interview*: Telephonic interviews were conducted to gain the experiences and viewpoints of the different stakeholders.
3. *Observation*: Non participant observations on the emerging developments in the Indian and British higher education system through policy documents and the media were conducted.

A. Primary data: Primary data was obtained from qualitative and quantitative sources, which are as follows:

1. Policy documents, Acts and other official records were obtained from electronic governmental channels and non-government, international channels. Reports, Commissions, Policy Documents, Acts, Amendments, Study Reports, White Papers, Proceedings, Papers and Conference Documents were utilised as primary sources for the study which included:

- a. Important Commissions, Acts during the Colonial Rule in India.
- b. Policies, Commissions, Reports pertaining to higher education that were issued by the Government of India (the various ministries, departments, councils, committees and other bodies under the Government of India).
- c. Papers, Action Plans, Vision Plans and other related documents issued by the IMF, World Bank, UN, UNESCO, WTO and other international organizations.
- d. Policy Documents and other such publications that were issued by the Government of UK.

2. Telephonic interview with people who had prior or current experiences in the areas pertaining to higher education systems and policies, survey reports for higher education in India, international relations and area studies, digital literacy and digital policies were conducted. On the basis of the parameters highlighted above, a telephonic interview with 15 people was scheduled, out of which 10 interviews were conducted. The telephonic interviews were conducted with:

- i. Ankit Saraf, Senior Consultant, Oxford Policy Management on the 22nd of February, 2022(3:00PM IST)

- ii. Avih Ngouri, ASER Associate, PRATHAM on the 22nd of July, 2022(7:00PM IST)
- iii. Dr Lal Lawmzuali, Assistant Professor, Department of Political Science, Pachhunga University College, Mizoram on the 21st of January , 2022 (6:00 PM IST)
- iv. Dr Lalmuanzuali, Assistant Professor, Department of Education, Mizoram University, Mizoram on the 21st of January , 2022 (8:00 PM IST)
- v. Dr Ruth Lalsawmzuali, Associate Professor, Department of Education, Govt. Johnson College, Aizawl, Mizoram on the 20th of January , 2022 (9:00PM IST)
- vi. Dr. Zonunmawia, Assistant Professor, Department of Political Science, Pachhunga University College, Mizoram on the 20th of January , 2022(7:00PM IST)
- vii. Laldinkima Sailo, Senior Manager, International Affairs, Friedrich-Ebert-Stiftung (FES) & Adjunct Lecturer, Singapore Institute of Technology (former Senior Director in Public Affairs and Government Relations, REDHILL; M.Phil in Development Studies from University of Cambridge; M.Soc.Sc in International Studies from National University of Singapore) on the 28th of January , 2022 (6:00 PM IST)
- viii. Lalrinngheti Sangsiamia, PhD Graduate Student, Swiss Business School (LLB Honours in Cardiff University; Bar in City law School, University of London) on the 1st of February, 2022 (6:00 PM IST)
- ix. Patrina, ASER Manager, PRATHAM on the 18th of July, 2022(6:00 PM IST)
- x. Zothan Mawii, PhD Graduate Student, University of Maryland (Former Research Fellow at Tandem Research India; Former Senior Associate in Research and Advocacy at Digital Empowerment Foundation; Master's Degree in King's College London) on the 21st of February, 2022 (8:00 AM IST)

3. Scheduled Questionnaire was conducted on a small sample size (22 respondents) to substantiate the available literature.

4. Non participant observation of emerging trends and developments of the higher education systems through printed and visual media.

B. Secondary data: Secondary data was obtained from books, magazines, newspaper articles, journals and websites related to the study.

Sample size and selection techniques

The main inclusion of primary data obtained from the questionnaire and the interview was to justify, elaborate or refute certain propositions or statements that were located when describing and analysing the qualitative and quantitative data that was obtained from other sources. Based on these conditions, the sample size is small in number and is not intended to reflect the final analysis or findings. The main role of the data interpreted from the responses is to substantiate the overall findings (aiding role to data obtained from other sources only).

The sample for the scheduled questionnaire was determined and the emerging perceptions in higher education and globalization were collected using purposive sampling. The population was defined on the basis of people who had first-hand experiences in availing of higher education in UK (and India). A questionnaire comprising of both close and open ended questions was prepared by utilizing Google forms and distributed accordingly (in the online mode).

The Telephonic interview was conducted under defined parameters where the sample was determined using purposive sampling. The population was defined on the conditions where engagement in areas pertaining to policy and higher education systems, globalization and digital policies, surveys on higher education and area studies were the central themes.

The sample size for the scheduled questionnaire was designated at 40 respondents (out of which 22 responses were received) and for the telephonic interview, was designated at 15 interviews (out of which 10 responses were recorded).

ANALYSIS OF DATA

1. Qualitative content analysis: Content and descriptive analysis of the collected primary and secondary data was executed. All data collected from primary and secondary sources was cross examined and analysed accordingly.

2. Quantitative analysis: Analysis of the responses collected from the scheduled questionnaire was executed accordingly where MS Excel software was utilized for data scoring and data tabulation. The tabulated data is represented in tabular and pictorial forms.

CHAPTERIZATION

The study is divided into six chapters, which are highlighted as follows:

Chapter 1: Introduction

This chapter consists of an introduction to globalization and the changing systems of higher education in the context of the Indian and British higher education systems. A description of the dimensions of globalization and the three divergent folds of globalization from a theoretical perspective are also incorporated. The review of relevant literature, the statement of the problem, the objectives and research questions, the scope and significance of the study, research gaps, methodology, limitations of study and chapterization for the study are also included in this chapter.

Chapter 2: Globalization and Higher Education

This chapter consists of the varying definitions and descriptions that are available under Globalization. Theories of globalization and its various connotations are also incorporated. The meaning and changing roles of higher education are described. A study on the theoretical framework pertaining to the threefold perspective i.e. the hyperglobalists, the sceptics and the transformationalists and an analysis on the defining aspects of the globalization of higher education is executed in this chapter.

Chapter 3: Higher Education in India

This chapter discusses the advent and development of the system of higher education in India prior to 1991. The changes in the system across different time periods and the reforms in the policies related to higher education were highlighted accordingly.

Chapter 4: Globalization and Higher Education in India (1991-2018)

This chapter examines the politico-economic conditions leading to advent of globalization in India. A detailed analysis on the reforms and changes in the system of higher education in India brought about by the onset of globalization, with special emphasis on the corresponding policies was also incorporated.

Chapter 5: The British Higher Education System

This chapter highlights the advent and nature of higher education in the British context. The trends and reforms introduced in the British system of higher education in the context of globalization in general and the changes in the system until 2018 was also analysed.

Chapter 6: Conclusion

This chapter offer a comparative study on The British and Indian higher education systems in the context of globalization. The findings that were obtained and the conclusions that were drawn are also incorporated in the chapter.

FINDINGS AND CONCLUSION

As indicated in the research methodology, the study is dependent on sources (both primary and secondary) that are located through publications, policy documents and other supporting literature. A small scale collection of primary data in the form of a questionnaire and telephonic interview were conducted. The primary data collected largely substantiated the emerging trends that were witnessed throughout the study.

Profile of the respondents

Out of the 22 respondents, more than 45% of the respondents had attained a masters (postgraduate) degree from a University located outside India while the remaining possessed bachelor degrees which were obtained from universities/ colleges or educational institutions that were located outside India or were located in India but were foreign branches that were established by foreign countries. 45% of the respondents were currently located in India while the rest were located in other developed nations (UK, Canada, Australia, and France).

Certain findings deduced from the close ended questions located in the Questionnaire are listed below:

1. Majority of the respondents i.e. 64% of the respondents are of the viewpoint that there appears to be a streamlining of the higher educational policies in the context of India and UK.
2. Majority of the respondents i.e. 64% of the respondents are of the viewpoint that the higher educational system in India has developments and trends that have many commonalities with the western model.
3. Majority of the respondents i.e. 55% of the respondents are of the opinion that the Indian higher education system is becoming more aligned towards a globalized system while 27 % of the respondents refute the claim.
4. Majority of the respondents i.e. 73 % of the respondents are of the opinion that the current higher education systems in India and UK are able to provide platforms at the global context while 18% of the respondents refute the claim.

From the responses that were recorded from the open ended questions (22 respondents) in the Questionnaire and the Scheduled Interviews conducted (10 respondents), a summarization of the responses are indicated below,

I) Opinions or viewpoints on the privatization of higher education

- a) It is the proclamation of the corporate takeover in capitalistic economy where even universities and education systems were part of the corporate takeover. There is a need for government policies to offset increasing costs of higher education and to take down barriers of entry.
- b) A class system still persists in the modern society. Many studies and institutions are only accessible to the rich because of tuition/living costs combined with the low rate of employment.
- c) In a country like India, privatization of higher education is of paramount importance as the governmental funding is not sufficient to cater to the true needs or requirements of a holistic, global oriented course. However, a pertaining issue that may arise is the rising costs of tuition fees.

II) Viewpoints on any changes or improvements that are needed in India's higher education system to compete with the global market

- a) Skill development sessions, emphasis on importance of internships, critical thinking abilities, more practical oriented courses etc. are to be introduced.
- b) Focus on the e-commerce, e-market and other entrepreneurial avenues to promote more career and skill based avenues.
- c) India's higher education sector is a steady performer in matters pertaining to the number of graduating professionals who are knowledgeable in their subject areas and are able to cope with the global market. One setback would be the (cultural) differences in work culture where the rise in multinational companies has created global offices around the globe. These global offices have promoted a global, homogenous culture.

III) Viewpoints on the internationalization of higher education

- a) There is no sense of urgency for pursuing higher education in other nations but if national institutions could collaborate with foreign institutions to create exchange programs between institutions, it would help students get exposure and experience (which builds well rounded individuals and ignites creativity and ideas) to compete with the global standards.
- b) Internationalization of higher education is beneficial yet financially draining for a lot of students. The next issue that appears to be a successor after the completion of higher educational courses is the hardship towards the attainment of work visas in certain countries.
- c) Outside exposure is a huge advantage and exchange programs or whole degrees abroad should be encouraged. Internationalisation of higher education is necessary to compete with the global market.

On the basis of the data that was obtained from the questionnaire and interviews, the visible patterns appear to justify the research questions and objectives pertaining to the changing nature of Indian higher education under a globalized context and the integration of higher education systems to promote a global system of competitiveness that is orientated towards market conditions.

The research questions i.e. the hypothetical proportions of the study and the corresponding findings are as follows:

A) Globalization as an international phenomenon that integrates higher education systems of nations

The analytical study on globalization has displayed the fluidity of globalization through the historical records highlighting the early attempts in the contextualization of globalization. From a historical perspective, even before the conceptualization and framing of the word 'globalization', traces of a global context were recorded in the existing literature. The colonization tendencies of the western developed nations that were steered by the desire to expand and capture markets, the movement of goods and people across regions, the migration and relocation of tribes and clans across

different places, the sharing of new discoveries and inventions to other regions of the world are significant examples for this proposition. The entanglement and dependency of the economic and the non-economic dimensions under the context of globalization are broadly generalized under a threefold categorization which is highlighted and described in chapter 2 of the study.

The threefold perspective at a glance appears to be in contention to each other i.e. are opposing to one another as they have conflicting viewpoints for globalization. However, the multidimensional, adaptive and multidisciplinary cross dimensional nature of globalization has in fact proven to be the critical aspects where globalization has led to the integration of systems across the globe. An analysis of higher education from a macro to a micro level study was executed. The micro level study was centered on a nation based perspective. The observations and in depth analysis of existing literature have brought to light the nature of reforms and developments that have dominated higher education systems. The nature of such transformations is not merely one or two dimensional but is multidimensional, resulting in the transmutation and formulation of policies and programmes of nations. There was thus a restructuring of the basic hallmarks that dictated higher education systems. Higher education across the globe recorded commonalities in terms of development. These commonalities that were emerging were witnessed in the policy perspective as well i.e. were the key tangents by which nation states were able to formulate and draft policies and programmes. The key tangents were privatization, marketization, a knowledge based society, heightened demands for diversified skill sets, massification and commercialization of higher education, trading of higher education in terms of exports and imports. Higher education was redefined as a private good that was transferred across borders under a global market economy, where certain common guidelines were laid down by the global international organizations.

Thus, globalization as a process and a phenomenon, as an economic doctrine and a societal system, as an epoch and as means toward the re-engineering of national governments across the globe in favour of the globally accepted principles and policies has roped in higher education as a globalized phenomenon. Globalization in higher education has intensified to such an extent that nation states adhere and

conform to the globally dominating elements and occurrences in their domestic policies and programmes. An integration of policies and systems, towards a globalized system is witnessed even in the higher education systems

B) The growth and development of higher education of India (prior to 1991)

The system of higher education has undergone a number of transmutations and paradigm shifts in the history of India. From the religious and indigenous nature of education, the colonial rule ushered in the era of modern education. Before the attainment of independence in India, higher education was reserved for the Indians who were able to serve the interest of the Britishers and was not readily available for the masses. The Britishers imposed modern and western content and language i.e. English on the Indians. The setup of colleges, schools and universities were all modelled in accordance with the European system. After India attained independence in 1947, efforts were made to ensure higher education was massified and propagated across all regions of the nation. There was a thirteen fold rise in the number of higher level institutions located across India and a twenty five fold rise in the strength of student by the 1990s.

The study of the various commissions and policies related to the Indian higher education system before and after colonial rule clearly portrayed the changing directions and action plans that have been adopted in India. Higher education from a financial, administrative and cultural context was defined and expanded based on the prevailing situations and developments. From an egalitarian to a massified system, an elitist to a public service, a general to a more specialized trade orientated system, a social good to an economic means higher education in India was not fixed or based on a set of defined parameters. Till today, many attributes of Indian higher education systems are those elements or components that were introduced and adopted during the colonial rule. The higher education system in India has similarities and inter-connections with other western systems. The expansionary policies that were referred to as the early initiatives that prompted globalization have a deep impact in Indian higher education as was evident from the impact and influence of the colonial legacy in the contemporary Indian society.

C) Reforms in Indian Higher education system from 1991-2018

The higher education system of India faced a number of reforms that were as a result of the economic restructuring that was taking place in India in 1991. India in its initial years of independence adopted a system that was defined by socialist principles and the system of Planned Economies. A large number of sectors were reserved for the public sector i.e. private players were not allowed to participate in many activities. India adopted a system of protectionist policies and quota system, licensing raj systems, high tariff and tax rates, a high degree of control where there was no scope for free operation of the markets. Competition was limited and there was monopoly over many areas. Towards the end of the 1980s, the Indian economy was on the verge of collapsing. India was forced to seek loans from international organizations. These loans had conditionalities. Subsequently, India embarked on a new economic direction under the New Economic Policy of 1991. The Indian economy was now open to the world where liberalization, privatization and globalization became the key words that defined the Indian economy. Higher education under the globalized world was regarded as a service or a commodity that was tradable i.e. could be imported and exported. The paradigm shift in terms of the changing nature witnessed in higher education was promoted and transmitted across the globe especially by the powerful international organizations.

Certain trends that were witnessed in Indian higher education system were:

- 1) Higher education was no longer confined towards the pursuit of knowledge and research. The defining characteristics of globalization i.e. privatization, liberalization, commercialization, cross border flow of goods, adherence to the knowledge and skills of the global markets were incorporated in the higher education system of India.
- 2) The number of private institutions in higher education was rising. These private institutions were motivated by the dual goals of earning profit and generate a globally competent labour force.
- 3) Internationalization of higher education was witnessed in India where the Indian universities and other higher educational institutions located in India

began to expand their reach beyond the boundaries of India while many foreign based institutions also entered the Indian market.

- 4) The role of the state in terms of administration, financing and control in higher education was declining. The state's allocation and investment of public resources for higher education was continuously reduced while the non-state players introduced hikes in fees to be able to sustain their enterprise and earn a profit.
- 5) A curriculum that was market oriented and possessed high degrees of professionalism due to the global demands was widely accepted and incorporated accordingly.
- 6) The economic growth of the nation was linked with higher education along with societal development. Higher education was widely massified across different areas and regions of the nation.
- 7) The development of private universities across many regions of India.
- 8) The growing dependence on ICT in the domains of higher education.
- 9) FDI up to 100 percent in higher education.

The points highlighted above are all trends that are located under the framework of globalization i.e. privatization, market orientation, role of non-state players; reduction in the involvement of the state, competition and profit motive, flow of educational services across regions and the direct linkages with the economy.

While the parameters of the study were confined till 2018 in the fourth chapter, a highlight of the National Education Policy of 2020 (NEP, 2020) is included in this context as the National Education Policy of 2020 is a clear indicator of India's attempts to be a global force through the domain of higher education. The principles laid down under NEP, 2020 clearly highlight the direction and action course of India's higher education system. The higher education system in India, especially after 1991 is neither unique nor able to stand independently from occurrences and developments at the global stage. It has adopted elements that are located under a globalized framework. The higher education system of India shares commonalities and similarities with higher education systems of other nations. The

dictates of globalization and the guiding principles of globalization are enmeshed in India's higher education system.

D) Reforms in the British Higher education system till 2018

The oldest established universities in the English speaking nations were located in Britain. By the turn of the 19th century, higher education was no longer confined only to universities. The technical and the professional institutions were also raked under the framework of higher education. Traditionally, majority of the higher educational institutions were not owned by the government but were heavily funded by the government. The higher educational sector was dependent on public funding and public finances. However, the changing economic situations ushered in a series of reforms in the British Higher education system. In the 1960s, there was a fall in profit and a rise in the costs of labour which resulted in a fall in the GDP. The share of 11.1 percent in global exports which was witnessed in 1950 fell to a staggering 7.9 percent by 1973. The world was also witnessing an ideological debate and conflict where the neo liberal principles were gaining acceptance. Under a neo liberal structure, the economies around the globe including the UK were witnessing new developments. The developments that were witnessed included:

- 1) The opening up of the markets.
- 2) The free flow of goods and services.
- 3) The deregulation of the markets.
- 4) The privatization of major sectors and the development of profit motivated investment patterns.
- 5) The reduction of the state's role in terms of control and public financing of certain sectors.

In the political domain, when the New Labour party attained power in 1997 the party was steered towards an economy that was globally imbued by the spirit of competitiveness. Up till the 1970s, education in UK was not influenced by the economy and market conditions. The universities were able to rely on public funding and embark on higher education for the quest of either individual or societal

objectives. By the end of the 1970s, the funding patterns were changed. The public funding in higher education was reduced. There arose a plan to eventually pass the financial implications on the students or the scholars. From 1979 and the dawn of the new decade under the 1980s, higher education was redefined in terms of attaining social mobility and as a viable entity for global market dominance. The economic developments factored with the political developments played a key role towards the changes and reforms that were located in the British higher education system. The reforms that were located in the higher education system included the expansion of the higher education sector. The 1950s witnessed the establishment of colleges that offered courses relating to the study of advanced technology. There was a further expansion in the strength of educational institutions under the Further and Higher Education Act of 1992. The enlargement of the higher education system paved the way for the massification of higher education. Privatization of higher education was propagated by a series of White Paper(s). More providers in higher education were also suggested. The public funding that was available was no longer proportionate to the strength of enrolled students. There was a marketization and commercialization of higher education along with rising degrees towards the internationalization of higher education.

The descriptions and analysis that were drawn based on reviewed literature highlighted the commonalities or similar threads that were located in the British higher education system. These commonalities were located under the framework of globalization. Similar trends and occurrences were also recorded in the higher educational systems of nations. Globalization as an integrative phenomenon has brought a linkage and interconnection in higher education systems. The changes and developments witnessed in the British higher education system are also tangents that are located under any globalization process.

E. Comparative Analysis of the British and Indian Higher Education Systems

The British and Indian higher education systems underwent a nature of reforms that were highly characterized by the politico-economic conditions that was being faced by each nation at different periods of time. The British system of higher

education is one of the earliest evolved systems that is still prevalent in the contemporary world. The Indian higher education system of contemporary times is not the system that was observed since the ancient periods. The indigenous higher education system that was unique to India was replaced by the western system of higher education during the colonial rule of the Britishers in India. Despite the variations and differences that exist between the two higher education systems, certain trends and developments; patterns and occurrences which have commonalities are deduced under a globalized framework.

In the context of UK and India, the economic conditions were the main instigators that led to the adoption of economic principles that were propounded under a Neo-Liberal framework. The politico-economic conditions in the context of the two nations are described in detail in the third and fourth chapter. The ushering in of neo-liberal reforms commenced in UK from 1979 onwards while in the context of India, the New Economic Policy of 1991 was the defining hallmark for the advent and formalization of neo-liberal structures in India.

Privatization

In the British context, the economic reforms which promoted reduction in the public finances towards higher education were one factor which compelled the universities and other higher educational institutions to seek funds from non-government sources. The 2011 White Paper aimed at widening students' choices while enabling the engagement of more private players in the higher education sector. A system which allowed the private colleges to seek public grants was also incorporated. The 2015 Green Paper promoted higher degrees of competitiveness and marketization in higher education.

In the Indian context, privatization in education was already recorded before independence. After independence, 2 Committees, the Punnayya Committee and the Swaminathan Committee suggested reforms aimed at creating self-financing, sustainable institutions. In the 2005 Birla-Ambani Report, provisions for private universities were included. The Private University (Establishment and Regulation

Act) Bill was introduced in 1995. Today, private universities can be found in majority of the states in India.

Massification

The societal benefits and development that has been attached to higher education coupled with the economic benefits from an individual to a societal perspective has promoted expansionary tendencies in higher education. In UK, due to the rise in number of citizens availing of higher education facilities, a 20 percent growth in terms of contributions from this sector was recorded (1982-2005 time period). In the context of India, the number of educational institutions and enrolment in higher education was rising. In terms of institutions, the expansion was witnessed in different category of institutions i.e. the central, state, deemed to be, private and the institutions of national importance.

Funding and Financial patterns

In the context of UK, there was a continuous fall in the availability of public finances towards higher education. Tuition fee systems were restructured and raised. The financial burdens were slowly transferred from the state to the students. The Student Loans Company for availing loans pertaining to higher education was established. The 5 -year system of grants allocation was weakened. With the gradual collapse in the funding systems, Universities in their attempts to attract potential investments from students embarked on the road towards marketization and commercialisation of higher education.

In the Indian context, the New Economic Policy of 1991 intensified the process of public disinvestment and downsizing of public funding towards higher education. The share of higher education towards the GNP fell to a figure that was below 1% by the 1990s. In terms of fund allocation, a major share of the available funds were allocated towards the nationally owned institutions while majority of enrolments were registered the in the state owned and privately owned institutions. There were attempts to attract investments. Marketization and commercialization education was spearheaded to attract investments and enrolments.

Other trends included internationalization of higher education; the birth of new modes of service providers; the reliance of the e-learning systems and technology. Higher education was redefined as a provider of skilled, globally competent labour; as a platform for the generation of knowledge; as a competitor in global markets. Chapters 4 and 5 offer detailed and content based analysis of the neoliberal, globalized trends that have emerged in higher education and include supporting policy documents and action plans which have substantiated and formalized the trends highlighted above.

Higher educational systems based on the analysis of the British and the Indian higher educational systems have common trends and structures; common redefining features for the enunciation and establishment of higher education. These commonalities are all located under the divergent framework that has been propounded under Globalization

Based on the findings that have emerged throughout the course of the study, the dimension of education in globalization i.e. educational globalization is not isolated nor a separate entity. The analysis of higher education systems and the glaring commonalities and trends that are located all factor as supportive arguments which highlight the growing visibility of a fourth dimension i.e. educational dimension in globalization. Educational globalization is dependent on the other dimensions (economic, cultural and political) and vice versa. Each of these dimensions play connecting roles and form a globalized adhesive system. Integration of higher education systems is an indicator of the relational, dependent sub-systems.

To conclude, educational globalization has intensified the varying degrees of interconnected and integration of systems across the globe. Higher educational systems operate under the dictates of economic, political, cultural and educational globalization where the developments pertaining to higher education are cross linked and defined by the conditions that are defined by the other dimensions. The systems across the globe are integrated to form a global system.

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E. Scheduled Telephonic Interview and Questionnaire

a. Telephonic Interview with:

- i. Ankit Saraf, Senior Consultant, Oxford Policy Management on the 22nd of February, 2022(3:00PM IST)
- ii. Avih Ngouri, ASER Associate, PRATHAM on the 22nd of July, 2022(7:00PM IST)
- iii. Dr Lal Lawmzuali, Assistant Professor, Department of Political Science, Pachhunga University College, Mizoram on the 21st of January , 2022 (6:00 PM IST)

- iv. Dr Lalmuanzuali, Assistant Professor, Department of Education, Mizoram University, Mizoram on the 21st of January , 2022 (8:00 PM IST)
- v. Dr Ruth Lalsawmzuali, Associate Professor, Department of Education, Govt. Johnson College, Aizawl, Mizoram on the 20th of January , 2022 (9:00PM IST)
- vi. Dr. Zonunmawia, Assistant Professor, Department of Political Science, Pachhunga University College, Mizoram on the 20th of January , 2022(7:00PM IST)
- vii. Laldinkima Sailo, Senior Manager, International Affairs, Friedrich-Ebert-Stiftung (FES) & Adjunct Lecturer, Singapore Institute of Technology (former Senior Director in Public Affairs and Government Relations, REDHILL; M.Phil in Development Studies from University of Cambridge; M.Soc.Sc in International Studies from National University of Singapore) on the 28th of January , 2022 (6:00 PM IST)
- viii. Lalrinngheti Sangsiam, PhD Graduate Student, Swiss Business School (LLB Honours in Cardiff University; Bar in City law School, University of London) on the 1st of February, 2022 (6:00 PM IST)
- ix. Patrina, ASER Manager, PRATHAM on the 18th of July, 2022(6:00 PM IST)
- x. Zothan Mawii, PhD Graduate Student, University of Maryland (Former Research Fellow at Tandem Research India; Former Senior Associate in Research and Advocacy at Digital Empowerment Foundation; Master’s Degree in King’s College London) on the 21st of February, 2022 (8:00 AM IST)

b. ***Scheduled Questionnaires*** consisting of both open ended and close ended questions were shared through online media platforms to 40 people who were identified based on the parameters that were established for the population. The form consisting of the scheduled questions were sent on the 16th of July, 2022. The form was closed on the 20th of August, 2022. A total of 22 respondents were received