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Foreign Universities in India

Gazala Bhoje

Assistant Professor, Department of Sociology, G.M. Momin Womens College, Maharashtra, India

Abstract:

The privatisation of education is a growing and complex issue. Privatisation is a process, which can be defined as the "transfer of assets, management, functions or responsibilities [relating to education] previously owned or carried out by the State to private actors" (Coomans & Hallo de Wolf, 'Privatisation of Education and the Right to Education' in de Feyter & Gomez (eds.), Privatisation and Human Rights in the Age of Globalisation, 2005). Private actors may include companies, religious institutions or non-governmental organisations. There are many different ways in which privatisation can occur, through for example, the development of public private partnerships. This can be visualized through the increase in the number of foreign education in India which is changing the role and goal of education.

Keywords: Education, privatization, foreign, universities

1. Introduction

In this millennium, the world is witnessing a borderless society. Global competition and cultural transformation have become the order of the day. Free flow of information is opening up new vistas in the field of conventional and professional education. To maintain the competitive edge in the field of higher education, it has become necessary for India to: Develop a long term vision and share it widely.. Ensure quality assurance, productivity improvement and technology development, aimed at improving the quality of life of the people. To fulfill this it has become necessary to think globally and share our education system with foreign Universities. Recently, Kapil Sibal, India's minister in charge of higher education, has become the government's most aggressive champion of opening the country's doors to foreign universities. India's current laws allow foreign colleges to offer programs in India, but only in conjunction with domestic academic institutions.¹

2. Definition

Education can be defined as the art or process of imparting skill and knowledge. The word Education means "to educate". Education can be either formal or informal. Formal education, is a deliberate effort by a person to learn the skills and techniques considered important for a particular job or activity.²

3. History of Education

Education in India has a history stretching back to the ancient urban centers of learning at Taxila and Nalanda. Western education became ingrained into Indian society with the establishment of the British Raj. India has made a huge progress in terms of expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress in education has been credited to various private institutions. With the arrival of the British Raj in India a class of Westernized elite was versed in the Western system of education which the British had introduced. This system soon became solidified in India as a number of primary, secondary, and tertiary centers for education cropped up during the colonial era.³

When the British Raj was prevalent in India they took up many initiatives for the betterment of Indian education system .One of among them was Lord Macaulay. He was a good orator and could influence others very easily. On June 10, 1834 he became a member of the Governor-General's Council and was appointed the President of the Committee of Public Instruction He was a staunch supporter of the Occidentalism and had come to India with new educational ideas. When he reached India, the occidental-oriental controversy was at its peak. In his proposals he vehemently criticized the Indian languages and the literatures of Sanskrit, Arabic and Persian.

He declared them useless before English languages.. He argued that the Indians were not so keen to receive free education in Indian languages as they are to receive education in English even on payment of fees .If English was made the commercial language, India would have better foreign relationships with other countries .Macaulay further argued that Indians should be taught English even if they showed no interest in it, because their regeneration was possible only through English education

¹ Retrieved from: <http://www.zenithresearch.org.in> 164 Date-23rd December 2014

² Retrieved from: <http://www.zenithresearch.org.in> 165 Date-23rd December 2014

³ Ibid

.Macaulay did not choose to interfere in the religious affairs of Hindus and Muslims, but he suggested a common law for both . He advised to close the Calcutta Madarsahs . but regarded the Benares Sanskrit College as more use than the Calcutta Madarsahs. However, he did not want that India should be given education in Sanskrit, Arabic and Persian. He wanted that Indians should be given education in English and English only. Lord William Bentick accepted Macaulay recommendation on education thus a new chapter in the history of modern education began. ⁴ After Lord Macaulay the government of India initiated several measures such as the launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan) and setting up of Navodaya Vidyalaya and other selective schools in every district, advances in female education, inter-disciplinary research and establishment of open universities. ⁵

4. Present Education System in India

In India around 340 universities controlling over 500 colleges with few of the monitoring systems are there to provide higher education . The present system of higher education does not serve the purpose for which it had been started . In general education in itself has become so profitable a business that quality is lost in the increase of quantity . But the present day education is neither imparting true knowledge of life nor improving the talent of our student .Our present educational system is not playing a significant role in shaping the future of our youth . The present educational system cannot make the child to become independent as they lack job orientation programmes .Indian government is not giving priority to the development of standard in education to achieve this goal it should adopt the concept of globalization in its educational institution. ⁶

5. Impact of Foreign Universities on Indian Education System

Recently the government has taken a step further for the free entry of A grade global universities into India without any restriction. This will include foreign universities setting up courses or entire institutions in India. No doubt such a step will have a great impact on Indian education especially the higher education . US in particular is very keen to pursue the trade in education services as it supports more than 4million jobs in US economy and accounts the fifth largest service sector of export .⁷

6. Foreign Boards in India

6.1.CBSE

Central Board of Secondary Education: Know as the CBSE board. It prepares the syllabus for students up to Class 12. The curriculum is set by National Council of Educational Research and Training (NCERT). The board conducts India's two nationwide board examinations: the All India Secondary School Examination for Class 10 and the All India Senior School Certificate Examination for Class 12

6.2.ICSE

The ICSE is short form of Indian Certificate for Secondary Education. It was established by the University of Cambridge Local Examinations Syndicate. The council conducts an all India exam for Class 10 called ICSE(Indian Certificate for Secondary Education) and for class 12 called the Indian School Certificate (ISC).

6.3. IB Board

This board is excellent for kids whose parents are globe trotters as it enables kids to get admission into any IB school across the world. There are very few students in each batch, hence ensures quality focus on each child. The syllabus is taught in most interesting and interactive way with the best of equipments. The overall atmosphere in the school is international .⁸

7. Objectives of Foreign Universities

1. To facilitate collaboration and partnerships between Indian and Foreign University / Institutions in the field of Technical education, Research and Training
2. To systematize the operation of Foreign Universities / Institutions providing training and other educational services, in India leading to award of Degree, Diploma, Post Graduate Diploma and Post Diploma Level in technical education on their own, under any mode of delivery system such as conventional / formal, non-formal and distance mode.
3. To safeguard the interest of students' community in India and ensure uniform maintenance of Norms and Standards as prescribed by various Statutory Bodies.
4. To ensure accountability for all such educational activities by Foreign Universities / Institutions in India.
5. To safeguard against entry of non-accredited Universities / Institutions in the Country of origin to impart technical education in India.
6. To safeguard the nation's interest and take punitive measures, whenever necessary, against the erring Institutions, on case-to-case basis. ⁹

⁴ Retrieved from : <http://www.publishyourarticles.net/.../education/what-was-the-contribution-of-html> Date -23rd December 2014

⁵ Retrieved from: <http://www.zenithresearch.org.in> 165 Date-23rd December 2014

⁶ Retrieved from: <http://www.zenithresearch.org.in> 166 Date-23rd December 2014

⁷ Retrieved from: <http://www.zenithresearch.org.in> 168 Date-24thDecember 2014

⁸ Retrieved from :http://www.navimumbaischools.com/icse_cbse.htm Date: 23rd December 2014

8. Foreign Collaboration in India

It is true that foreign collaboration in management courses is the new trend in Indian management education. Now, the trend is to collaborate with foreign business schools and provide equal periods of study for the students at their campuses in India as well as at the business schools. Offering a new management course which has significant international study periods in foreign business schools is a challenging task for an Indian business school.

The first aspect to be considered is the curriculum. In India we focus more strongly on the theoretical basis as compared to an American or European school. Therefore differences in perception towards curriculum content needs to be resolved in the cross-cultural setting. Secondly, informal group formations of students from different countries in an international class help Indian students to understand and appreciate cultural dichotomies. They also gain mutual respect for each country's traditions, cultures, businesses and management styles. Global programmes allow student to gain a holistic adaptability of working in different cultures. This in turns instigates employers to perceive such young management talent as a global resource which can be used extensively across multiple cultures, countries and spaces. Global managers are also useful in various troubleshooting scenarios and business conflicts, especially when it comes to dealing with foreign clients.¹⁰

9. Foreign Educational Institutions (Regulation of Entry and Operation) Bill 2010

The proposed Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 seeks to permit foreign players into India's higher education system. There is no dearth of applications for opening private higher education institutions. In addition to the existing 7,000-plus engineering colleges through which 8,00,000 students graduate every year, 2009-10 saw more than 200 applications considered favourably for establishing engineering colleges. The Ministry of Human Resource Development estimates that permitting foreign universities will reduce the foreign exchange outflow by 75 per cent. This is questionable. According to an ASSOCHAM report, the annual outflow of foreign exchange due to Indian students going abroad is \$ 10 billion. One of the main reasons is the high quality of the post-graduate and doctoral degree programmes offered in institutions abroad, delivered through innovative methodologies and abundant flexibility. In addition, the students crave for foreign exposure which can be a springboard for a global career. Even if foreign universities open up campuses in India, a vast majority of students will still prefer to leave India, and the impact of this on foreign reserves will continue to be felt.¹¹

10. Foreign Education Provider (FEP)

Foreign education provider (FEP's India) is the initiative of the Government of India to allow the foreign universities set up their educational campus (colleges and universities) in India. The foreign institutions must have to clear certain parameters financially and academically, before they can establish education in India. Gorgeous Universal Education Solutions (GUESS), leading private education firm in India, says its a good step by the Indian government. There are precisely many standards and norms that have been set for Foreign Education Providers in India (FEP's), by the Government of India. Amongst the various norms for foreign institutes eyeing Indian campuses, the primary norm is that they must first have to form a company under the companies act, 1956. Also, Foreign Education Providers (FEP's) would have to maintain an asset of not less than Rs 25 Crores for each campus they establish. The FEPs that have been in the field of education for more than 20 years in the parent country would be allowed to set up campus in India. The Bill, if passed, would help students get access to education provided by overseas universities. Currently, 3.78% of country's GDP is utilized for expenses in the education sector. Education is a cooperative responsibility of both the Government of India and states.¹²

11. Regulatory Framework

Education is governed by the Constitution of India. Maintenance of Standards of Higher Education comes in the Union List and Setting up of Universities falls in the Union and States list. Investment by Foreign Universities:- While 100% FDI in companies engaged in Higher Education is allowed under the automatic route ,regulatory issues have constrained the actual flow of FDI. The necks have been the "not for profit principle" and lack of clarity on existing regulations. The All India Council for Technical Education ('AICTE')⁴, in December 2010, permitted section 25 companies to act as sponsoring bodies of a technical institute with the rider that no foreign investment (directly or indirectly) will be permitted in such a company. While 100% FDI is permitted in the Education sector, this conflict has resulted in barring foreign investment in AICTE regulated technical institutes in the country.¹³

12. Present Opportunities for Foreign Universities in India

1. Tie-ups with Indian Educational Institutions for Twinning program.
2. Tie-ups with Indian Educational Institutions for providing services.
3. Tie-ups with Indian Educational Institutions for Distance Education Programs.

9 Retrieved from : <http://indiatoday.intoday.in/story/indian-b-schools-mba-management-degree-management-courses/1/198387.html> Date: 23rd December 2014

¹⁰ Ibid

¹¹ Retrieved from : <http://www.theindu.com/opinion/open-page/foreign-universities-bill-an-unprescribed-bill/article/544631.cce> Date : 1st January 2015

¹² Retrieved from : <http://www.indianexpress.com/news/foreign-universities-in-india-dollar-education> Date: 1st January 2015

¹³ Retrieved from : https://www.pwc.in/en_IN/in/assets/pdfs/industries/education/publication/India-higher-edu-sector-%28251012%29.pdf Date: 25th December 2014

4. Setting up entity in India/entering into arrangements with Indian parties for assistance with student recruitment activities – where the objective is to attract students from India and encourage them to enroll with the University overseas.
5. Tie-ups with Indian Educational Institutions for Student exchange Programs.
6. Tie-ups with Indian Educational Institutions for Faculty exchange programs.
7. Tie-ups with Indian Educational Institutions for Joint research Program.¹⁴

Name of institute	Location	Courses offered	Fee
MISB Bocconi	Mumbai	Post Graduate Program in Business (PGPB)	Rs.18 lakh total
Mod'art Fashion institute	Delhi & Mumbai	<ul style="list-style-type: none"> • Bachelor's in Fashion Design • Master's in Fashion & Luxury Goods Management • MA in Fashion & Luxury Goods Management (with an option of one year study abroad at Mod'Art Paris) • Diplomas in Fashion Design • Certificate & short-term courses in Fashion Design and Management 	UG - Rs 1.75 lakh per annum PG - Rs 2.50 lakh per annum Diploma - Rs 75,000 per annum Short-term courses - varies
DSK Supinogame	Pune	<ul style="list-style-type: none"> • Game Design • Game Art • Game Programming • (These are delivered alongside one main subject Project Management) 	Rs.6 to 7 lakhs a year (The fees include the course, canteen and hostel)
Schulich School of Business	Hyderabad	MBA	\$38,361.90 (Canadian) per year ¹⁵

Table 1: Courses Provided By Foreign Universities in India

13. Advantages of Foreign Universities

13.1. Stops Brain Drain

Entry of foreign Universities will definitely stop Brain Drain as the good opportunities to the Indian students will be present in their own Country. Researchers want adequate facilities and adequate funding to do research, so that they can publish their findings in top Journals like "Nature" & "Science". In fact, research is one area where the foreign universities can make a world of difference to Indian students and there must be ways to encourage some research funds available with these universities to flow into India. So, overall, many exciting possibilities, a researcher will be able to explore with the advent of these universities.

13.2. Better Opportunities

Each year about 90,000-1, 00,000 students go to US only for higher studies. It is clearly evident that foreign universities have better infrastructures, better facilities, and better faculties and therefore, the students are lured by and consider studying in them as better opportunities.

13.3. Will Raise The Indian Education Standard

Foreign universities' entry into India will raise academic standards of Indian Universities. If foreign universities are allowed entry in India it will immediately increase competition for Indian institutes with resultant pressure on them to improve quality. Indian students will benefit in terms of getting best education at moderate cost.

14. Disadvantages of Foreign Universities

14.1. Vested Interests of Foreign Universities

Entry of foreign universities will not be an unmixed blessing. They come but with a commercial motive. With an ageing population, increased restrictions on immigration, fewer employment opportunities and escalation of racial abuse in countries like Australia and the UK, the foreign universities are finding it difficult to get international students. Hence, they are now trying to shift the campus to where the students (the market is) are.

¹⁴ Ibid

¹⁵ Retrieved from : <http://www.studyabroad.careers360.com/foreign-universities-campus-in-india23-12-14> Date- 23rd December 2014

14.2. Masses May Be Misguided

With the entry of foreign universities it might be possible that in the absence of government regulation of foreign universities the new trend may be posing problems with respect to quality for the end users. It may increase the risk and uncertainty for the holder of qualification as the recognition of degrees is found to be absent. Moreover, the marketization of these foreign universities will promote the commercialization of higher education and tries to befool the innocent Indian masses; that are not much aware of the rules and regulations.

14.3. Lack of Regulatory Bodies

Lack of proper regulatory agencies is the only lacunae in allowing the foreign universities to enter the Indian Education System. The course material, the evaluation criteria, the faculty standards, the infrastructure, their accreditation, their standard of education and legal status in the country they hail from; every aspect needs to be checked and compared with the benchmark set in our own country.¹⁶

15. Barriers to Entry of Foreign Universities in India

1. Land acquisition issues is the major issue.
2. Labor issues.
3. Profit repatriation will be an issue and a trade-off in Parliament for the initial silence on the quota issue.
4. The costs of setting a campus comparable to their native land in India will mean fees pretty close to those abroad especially since endowment money cannot be used to offset costs.
5. Going abroad is an education in itself. Young Indians prize the opportunity to do so. Of course going there will be a better exposure.¹⁷

16. Conclusion

Education is an important element in the development of any nation .Foreign universities would want something in return and by partnering or entering in the Indian education system they too will be benefitted in the long run. India with its low cost of living as compared to the global developed educational centers can become major attraction for students from other developing countries thus benefitting the country economically and to some extent balancing the overflow of resources. India has been very prudent when it comes to financial liberalization.¹⁸

¹⁶ Retrieved from : [http:// www.zenithresearch.org.in](http://www.zenithresearch.org.in) 168 Date -25th December 2014

¹⁷ Retrieved from : [http:// : www.zenithresearch.org.in](http://www.zenithresearch.org.in) 171 Date -1st January 2015

¹⁸ Retrieved from : [http://www.zenithresearch.org.in/image/stories/pdf/2011/Aug13%20vol-1 issue-4 13.JYOTISARDANA.pdf](http://www.zenithresearch.org.in/image/stories/pdf/2011/Aug13%20vol-1%20issue-4%20JYOTISARDANA.pdf)
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