

# Impact Of Liberalization On Education

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## INTRODUCTION

The rapid development due to General Agreement on Trades in services (GATS) as well as other agreements certified have led to an increased emphasis on trade services in this era of globalization. It's GATS which focus on trade services agreements and which was wholly administered by the 154 member countries i.e a powerful organization of World Trade Organization (WTO), off these, Education is one of the 12 services which was covered by the GATS. Consequently, academic interest in Education has increased, as has been demonstrated by several special issues of education related journals . It is because of GATS that USA has generated much revenue (i.e 30 billions US dollars in 1999) from the export of education services, thereby making it the country's fifth largest service sector exports (Gabriel, 2005). Recently, OECD study(Larsen et al, 2002) estimated that values of trade in education services was about \$US 30billions in 1999. In the interim, there is an initial body of empirical research in impact of liberalization of education. However, this research stems from several disciplines and is scattered throughout numerous journals. The purpose of this paper is, therefore, to provide a review of this literature and to identify implications for further research that can enhance the understanding of the impact of liberalization on education.

## FRAMEWORK

At the current stage of research, there are two frameworks, first was empirical research and second was the technique of AWW (Ability to do certain work, Willingness to learn and Willingness to do the work) and its implications are discussed. To keep the task meaningful and to provide the quality of the research work, studies published in refereed national/international journals, books, conference, working papers, annual reports, etc were considered.

## REVIEW OF LITERATURE

International Indian Higher Education should be designed and functioned as a system under a New Paradigm. The new Paradigm is to be designed on an entirely novel Vision. Mission and Goals set for International Indian Higher Education. International Indian Higher Education is to fulfill the Indian expectations and generate Intellectual Capital and Leaders to the global order in a dynamic context (Murty.M.G.K, 2005). Higher Education system in India is faced with diversity, ambiguity and complexity. In the changing scenario at global level, it is being rethought for creating competitive human resources of international standards. India is still lagging behind as compared to the advanced and many developing countries, despite abundant human and natural resources. (N.M.Nare 2005,). In the light of present socio-economic situation, Constitution of India, Supreme Court judgment on higher education (2003) and GATS under WTO, the system of higher education in India is required to be reorganized for the overall development of an individual and his surrounding. As we see that in India, both at the national and state level, quality of business education is fast declining (Meiraj et al, 2005), Vinita (1994,) views educational institutions produce products which are no longer purchased by industry due to their poor and irrelevant knowledge. (Meiraj, 2005) states that Indian education has neither identified industry issues nor made education lacks professional commitment and training. Jane knight (2002,) Critics focus on the threat to the role of government, the 'public good' and the quality of education. The GATS defines four ways in which a service can be traded, known as 'modes of supply'. (WTO, 1998). These four modes of trade apply to all services sectors in GATS. The most controversial and critical issue related to the agreement is the meaning of Article1.3. (AUCC, 2001) This article defines which services are covered or exempted. According to the WTO, the agreement is deemed to all measures affecting services except' those services supplied in the exercise of government authority'. GATS supporters (Ascher, 2001) that education provided and funded by the government are therefore exempted. The driving force of globalization is competition and the international education market has become fiercely competitive with different marketing strategies being implemented by educational institutions to attract the growing number of students seeking higher education (Arambewela and Hall, 2005).

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## INDIA'S INITIATIVES

\*During the Ninth and the Tenth Plan, (UGC, 1996-99) the importance of education, especially higher education, has been constantly growing and knowledge-based industries are now occupying the centre stage in development. Though the modern higher education system in India is almost 135 years old, its growth has been much faster after India became independent. Over the past 50 years, there has been a significant growth in the number of new universities and institutions of higher learning in specialized areas. There are now 273 universities/deemed to be universities (including 18 medical universities and 40 agricultural universities) and 12,300 colleges (of which 4,683 are in the rural areas) regarding the performance of teachers, which is the most important challenge in elementary education as they are the principal instruments education. Although a lot has already been done to improve the quality of teachers, historical deficiencies in teachers' education and training has resulted in many of them having little understanding of the material they teach, poor teaching skills and poor motivation levels. Besides addressing the issue of quality, the Tenth Plan would also place an exclusive emphasis on teacher education. Some of the broad strategies, which would be followed, are:

### **Development and strengthening of teacher education institutes:**

The focus of teacher education would be on the development of the following institutions:

**a) District Institute of Education and Training (DIETs) :** Each state would be encouraged to rethink the structure of its DIETs as per needs of the district and effectiveness of the institution. Each DIET would be encouraged to draw up a development plan for itself, defining its role and setting goals for itself. Special attention will be paid to the development of libraries in DIETs, as well as providing computer facilities (including computer literacy training), exposure visits, networking and sharing among DIETs and other academic institutions on professional issues and the establishment of district resource groups.

**b) College of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs):** The need for CTEs and IASEs in each state would be ascertained in terms of the needs for secondary teacher education and identified institutions would be strengthened. The identified CTEs/ IASEs would need to prepare their individual plan of development, mentioning the areas in which they need to be strengthened and make a need assessment survey in the areas of their jurisdiction. They must also develop schedules and materials of in service teacher training to cover secondary teachers and implement the National Council of Teacher Education (NCTE) project on imparting information technology (IT) literacy to the teachers. IASEs would be encouraged to play a greater role in elementary education and education of teacher educators. During the Ninth Plan, an outlay of ₹ 2,520.06 crore was allocated for the university and higher education sub-sector against which an expenditure of ₹ 2,270.92 crore was incurred. Many universities have already recognized the strategic significance of open and distance learning and offer correspondence courses. At the beginning of the decade, there were 64 universities offering courses through correspondence. The developments in the field of information communication technology and expansion of infrastructure for communication all over the country have created an unprecedented opportunity to serve the needs of continuing education and also to meet the demands for equal opportunity for higher education.

The Indira Gandhi National Open University (IGNOU) established in 1985, has 1.2 million students on its rolls and offers 72 programmes. The University has created a countrywide network of student support structures, with 46 regional centers and 765 study centers. There are, at present, nine open universities in the country, all started by different states during the nineties.

## TENTH PLAN- OBJECTIVES, KEY ISSUES AND FOCUS

The main objective in the Tenth Plan is to raise the enrolment in higher education of the 18-23 year age group from the present 6 per cent to 10 per cent by the end of the Plan period. The strategies would focus on increasing access, quality, adoption of state-specific strategies and the liberalization of the higher education system. Emphasis would also be laid on the relevance of the curriculum, vocationalisation, and networking on the use of information technology. The Plan would focus on distance education, convergence of formal, non-formal, distance and IT education institutions, increased private participation in the management of colleges and deemed to be universities; research in frontier areas of knowledge and meeting challenges in the area of Internationalisation of Indian education. The UGC, the apex body responsible for the development of higher education in the country, has been providing financial assistance to all

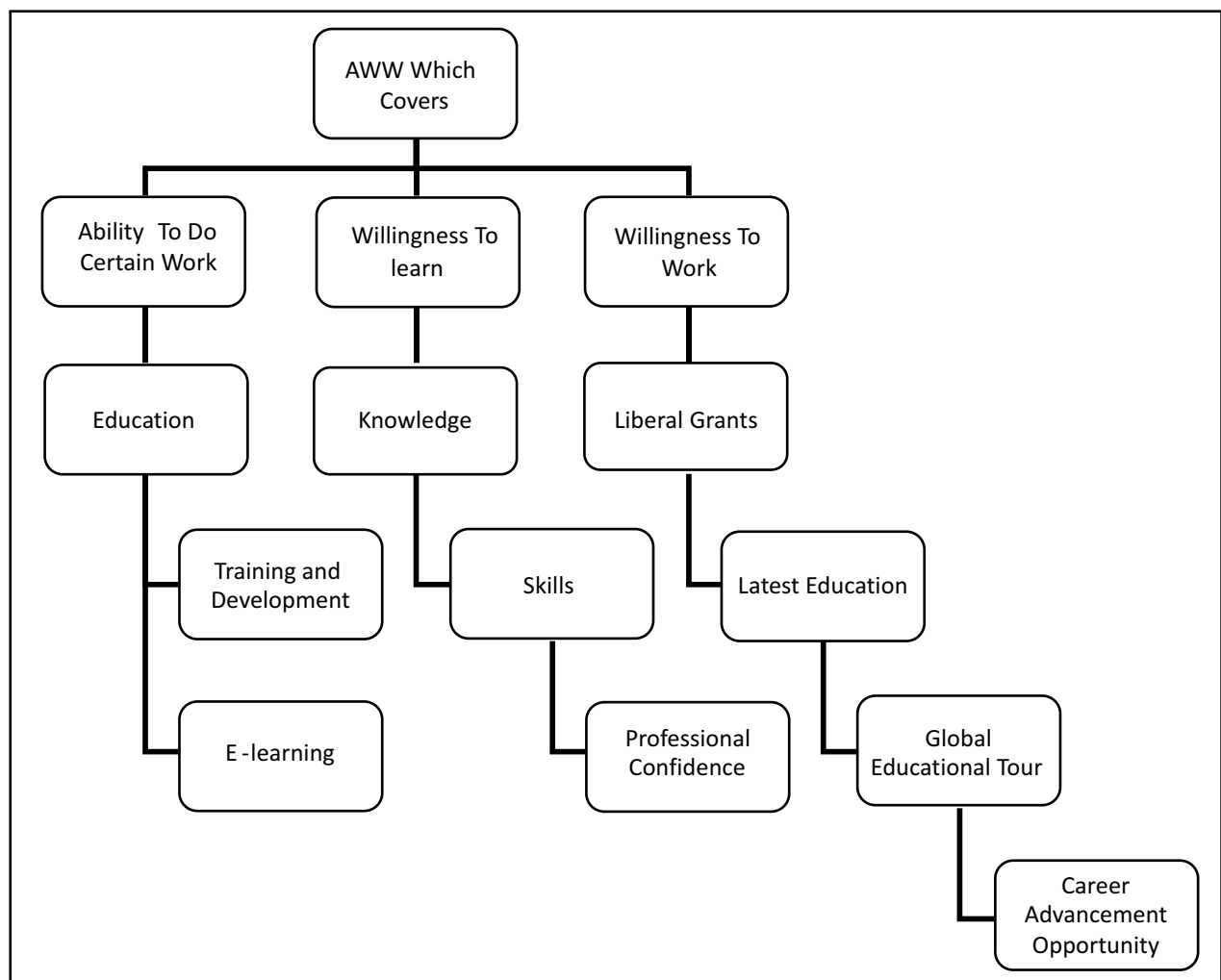
eligible central, state and deemed universities, both under Plan and non-Plan heads, for improving infrastructure and basic facilities. The grants-in-aid would be used for setting up central universities especially in states that do not have one, more autonomous colleges and providing support to private colleges. Attempt would be made to ensure that the socially, economically and geographically disadvantaged sections are able to access higher education. To encourage more women to pursue higher studies, the number of counselling/study centers, day care centers for children and hostels will be increased during the Tenth Plan. Similar steps will be taken for scheduled caste/scheduled tribes (SCs/STs) students and minorities. Besides, the activities of distance/open universities will be supported to increase access for the northeastern and backward areas. The UGC proposes to promote quality and relevance in higher education in the Tenth Plan by initiating complementary skill-oriented courses. The career development of students will be promoted through courses with a professional focus. A major programme of vocationalisation of education has already been initiated in 35 subjects at the undergraduate level. In the Tenth Plan, new courses, including vocational courses, relating emerging areas such as information technology, biotechnology, biomedicine, genetic engineering, applied psychology, tourism and travel, physical education and sports would be introduced in more and more universities. The UGC has been continuously updating curriculum and the process has been completed in 30 subjects in different disciplines. The Administrative Staff Colleges (ASCs) have proved to be good instruments for teacher training and orientation. Efforts will be made to widen and enhance the range and scope of ASCs and set up more ASCs to achieve a uniform regional spread.

## **TECHNICAL AND MANAGEMENT EDUCATION**

The technical and management education sector has made immense contribution to the country's economic and industrial development. It has produced high quality skilled, technical and managerial manpower. Technical / management education is provided through the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and 17 Regional Engineering Colleges (RECs). Other institutions in the central sector are: Indian Institute of Science (IISc), Bangalore, Indian Institute of Information Technology and Management (IITM), Gwalior, Indian Institute of Information Technology (IIIT), Allahabad, Indian School of Mines (ISM), Dhanbad, School of Planning and Architecture (SPA), New Delhi, National Institute of Foundry and Forge Technology (NIFFT), Ranchi, National Institute of Training and Industrial Engineering (NITIE), Mumbai, Technical Teachers' Training Institutes (TTTIs), North Eastern Regional Institute of Science and Technology (NERIST) and Sant Longowal Institute of Engineering and Technology (SLIET). In addition, there are various polytechnics and engineering colleges in the states and in the private sector. The number of institutes has grown phenomenally. In 1947, there were only 46 engineering colleges and 53 polytechnics with an annual intake of 6,240 students. Due to initiatives taken during successive Plan periods, and particularly because of large-scale private sector participation, the number of All India Council of Technical Education (AICTE)- approved technical and management institutions has risen to 4,791 in 2001-02 with an annual intake of 6.7 million students. The Ninth Plan period saw a phenomenal increase in the number of institutions in the technical and management education sector in the country with the AICTE granting approval for the setting up of 1,715 institutions across the country mainly through private initiatives. These cover courses/ programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts and crafts etc. There has also been a corresponding increase in the enrolment of students to meet the growing demand for quality technical/ managerial manpower, especially in the field of information technology (IT) and IT related fields. Networking facilities have also been upgraded. There is greater use of technology in the teaching-learning process in the IITs in transforming pedagogy etc. The community polytechnics scheme started in 1978-79 made substantial contributions towards transfer of advanced technologies at low cost to the rural population and cost effective strategies to upgrade skills. A National Programme of Human Resource Development (HRD) in IT targeting mainly IT education at the degree level and beyond was launched in January 2000 in pursuance of the recommendations made by the Task Force on HRD in IT. The components of this programme include upgrading of computing facilities and connectivity; promotion of technology-enhanced IT education; faculty development initiatives; curriculum and course initiatives; and promotion of interface with industry. Further, a Task Force constituted by the Planning Commission to suggest strategies for India's transformation into a knowledge superpower, has highlighted how advances in IT, biotechnology and other emerging areas could be harnessed for India's economic and social development. Although there is enormous growth in capacity expansion and the turnout

of world-class technical manpower, the technical education sector is still beset with some problems. These include lack of adequate training programmes and highly qualified faculty for the knowledge industries; shortage of funds/resources for technical institutions; inadequate linkages between the IITs, RECs and other engineering institutions; etc. Parasuraman et al.(1994) identified five dimensions of service quality i.e., tangibility, reliability, responsiveness, assurance and empathy. Tangibility refers to the appearance of physical facilities, equipment, personnel, and communication materials; reliability to the ability to perform the promised service accurately and dependably; responsiveness to willingness to assist customers and provide prompt service; assurance to the knowledge and courtesy of employees and their ability to convey trust and confidence; and empathy to the caring. Such five dimensions must be given continuous attention by the education service provider, so as to increase the marketability of india's educational services in the global market.

## TECHNIQUE OF AWW



From the above technique it was observed that at first, the ability factor to do certain work is totally dependent on a person when he has some kind of education along with training and e-learning motive. Secondly, willingness to learn depends on Knowledge, skill and professional confidence, when the person is having proper education, and third, the most important factor depends on Willingness to work depends on when he is getting liberal grants, latest education, global tour and career advancement opportunity.

## IMPLICATIONS FOR INDIA'S INITIATIVE

To address the impact of Liberalization on Education, the following section tries to elaborate the implications concerning greater inequality, marketing techniques by the foreign universities, as well as topic of further research program is discussed. One of the important factors in the creation of inequality is variation in individuals' access to the education. Education, especially in an area where there is a high demand for workers, creates high wages for those who are having better education. As a result, those who are unable to afford an education, or choose not to pursue optional education, generally receive much lower wages. Many economists believe that a major reason of the world has experienced increasing levels of inequality since the 1980s is an increase in the demand for highly skilled workers in high-tech industries. They believe that this has resulted in an increase in wages for those with an education, but has not increased the wages of those without an education, leading to greater inequality. Regarding the marketing techniques by the foreign universities, it was observed that British Council has its own Information Center which has reduced the fees especially for Indian students. Specialized agencies like International Development Programme (IDP) by Australia and by Germany like Academic Exchange Services (DAAD) giving more emphasis on higher education, with tuition fee waiver in addition with training and placement for international students. The seats of learning in United States are not only having richly endowed institution, but they also have numerous institutional scholarships to attract students from all part of the globe (Chatterjee, 2002)

Finally, it was also observed a threat for developing countries i.e.

**a)** An exploitation of a natural system and culture, **b)** The cost for education is higher if there is competition with foreign universities which is beyond the reach for poor students. **c)** Foreign university may not bother about the social culture **d)** Due to large financial resources they can use aggressive marketing techniques to attract the indian students. **e)** The gap between the urban and rural areas which leads to greater inequality.

## CONCLUSION

This paper aimed to review the research on Impact of liberalization on Education and its Implications for future approaches. Despite the continuous efforts by the University Grants Commission and different educational service sectors in its ninth and tenth plan, which not only covers the emphasis of teachers education, Vocationalisation of education, district institute of education and training, College of teachers education and Institute of Advance studies, Indira Gandhi National Open University, Administrative Staff Colleges, Technical and Management education, etc in their annual reports. This paper ends with a suggestions and recommendation that the policy makers must give more attention in analyzing the opportunity, risk as well the implication factors for the betterment of the nation and finally it was end with a note that : the result reveals a strong relationship between the direct and indirect effect of liberalized system. If we see the *direct effect* on education: firstly the education is facing the challenges for this we have to explore and track out these challenges i.e. to redesign and reoriented the courses and secondly willingness to learn is totally depend on various factors: Skill (Expertise and professional confidence), Knowledge (professional ability as well as capability in services), Latest education technology and infrastructure moulded to Indian requirement along with needed infrastructure, Facilitating exposures of students through global tours. Liberal grants for the costly higher educational program. And the *Indirect effect* is that: Due to initiatives taken during successive Plan periods, and particularly because of large-scale private sector participation, the number of All India Council of Technical Education (AICTE)- approved technical and management institutions has risen to 4,791 in 2001-02 with an annual intake of 6.7 million students but as we know that the Education motive is to impart knowledge and skills under the head of occupation, here we had observed that most of the people used as a tool of trade or business, If the education is treated as trade, then it is neglected mostly by the weaker sectors i.e. poor people who are unable to afford such a huge price. So in order to improve the quality of education and upliftment of the weaker society, the higher education centre must at least liberalize some kind of grants for the upliftment of poor sectors, in order to remove poverty from the nation.

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