



## Impact of Liberalization and Globalization on Higher Education in North-East India

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### ABSTRACT

The two terms 'Liberalization' and 'Globalization' have come to dominate discourse in development economics. Liberalization means freeing of trade in goods and services, investment and capital flows between countries without hassles. Globalization refers to the process of integrating the economy with rest of the world. The quality of human resources of a country normally depends upon the quality of education of the country. Globalization and liberalization put tremendous effect on higher education and this paper is aimed to find out the influence of globalization on higher education with the help of SWOT analysis and also highlights the positive and negative effects of liberalization in North-east India.

### KEYWORDS

Liberalization, Globalization, Higher Education, SWOT Analysis, North-east India.

### INTRODUCTION:

Liberalization refers to the simplification of the procedures of business i.e., merchandise trade, foreign investments and trade in services etc. so that countries can do business without hassles. There is less intervention and more cooperative role of the government in facilitating international business. Globalization refers to the process of interaction and integration among the people, companies and government of different nations across the globe. This process has effects on the environment, on culture, on political system, on economic development and prosperity and on human physical well being in societies around the world. "A truly global corporation views the entire world as a single market and it does not differentiate between domestic market and foreign markets. In other words, there is nothing like a home market and international market there is only one market, i.e., Global market" (L.N. Koli & Madan Singh, 2014)

Higher education refers to the education beyond the secondary level, especially education provided at the colleges or university level. In other words, the institutions where post 10+2 are provided are called higher educational institutions. The department higher education, Ministry of Human Resource Development is responsible for overall development of the basic infrastructure of higher education sector, both in terms of policy making and planning. While the University Grant Commission of India provides recognition for universities in India and provides funds for government recognized universities and colleges and is also responsible for the co-ordination, determination and maintenance of standards of university education. The other government organizations such as All India Council for Technical Education (AICTE) and National Assessment and Accreditation Council (NAAC) etc. are also contributing for the improvement of Indian educational scenario.

The emphasis of higher education depends upon the number of universities currently present in India and the quality of education they provide. As per the latest statistical report 2014 collected from the website of India's HRD ministry, there are 677 universities, 37204 colleges and 11443 stand-alone institutions in India. Globalization for most institutions is to ensure quality enhancement, preparing students for jobs in a globalised world, attracting meritorious students, attracting efficient and effective faculties etc.

The North-east India consists of eight states namely Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Na-

galand, Sikkim and Tripura. Before independence of India, there were only 16 colleges in North-eastern region, majority of them were situated at the Assam area. The establishment of first University at Guwahati in January 1948 gave a real boost to the expansion of higher education from pre-university up to post-graduate and doctoral level in the whole of North-east India. In spite of the late start, higher education in North-east had a very rapid growth in post independent era. The number of universities in North-east India consists of:

1. Gauhati University, Assam.
2. Dibrugarh University, Assam.
3. Assam University, Silchar.
4. Tezpur University, Assam
5. Rajiv Gandhi University, Itanagar
6. Manipur University.
7. Mizoram University.
8. The North Eastern Hill University, Meghalaya.
9. Nagaland University.
10. Tripura University.
11. Sikkim University.
12. Assam Agricultural University, Jorhat.
13. Krishna Kanta Handique State Open University, Guwahati.
14. Central Agricultural University, Imphal.

At present, there are fourteen central and state universities in North-eastern region. Besides, North-east region has another 16 private and deemed universities. (Nitu Konwar et al., 2013)

### OBJECTIVE :

The present paper is designed to find out the influence of liberalization and globalization on higher education in North-east India with the help of SWOT Analysis.

### METHODOLOGY:

Secondary data has been used for the purpose of the study collected from various reputed research journals, books, magazines, prominent sites relevant to liberalization and globalization on higher education etc. The focus of the study is mainly on the influence of liberalization and globalization on higher education specifically in North-east India with the help of SWOT analysis.

### INFLUENCE OF GLOBALISATION UNDER SWOT ANALYSIS:

SWOT analysis is a structured planning tool that can be used to evaluate Strengths, Weakness, Opportunities and Threats involved in running a business venture. A good SWOT anal-

ysis will help an organization in minimizing the weakness and threats while taking advantage of the strengths and opportunities. SWOT analysis protects higher education from global effects and also helps in strengthening the market of higher education by matching internal strengths and weakness of the existing system with the external opportunities and threats.

#### 4.1 The strengths of Indian higher education system especially in North-east India are:

**Economy:** The cost of education in India is quite low as compared to many other countries of the globe. However, it is imperative to note that the cost of education is even lower in North-east India as compared to many other parts of the nation. For instance in the recent past, the Education Minister of Assam, Dr. Himanta Biswa Sharma announced free education for students with family income less than rupees one lakh per annum will be able to enroll into government funded colleges.

**Top positions of Higher Educational Institutions as per MHRD, National Institute Ranking Framework (NIRF):** As per latest ranking issued by MHRD, NIRF, most of the higher educational institutions in North-east India are placed in top 100 Indian Universities. The prominent names in this list are:

1. Tezpur University, Assam (5<sup>th</sup> Rank).
2. North-eastern Hill University, Meghalaya (15<sup>th</sup> Rank).
3. Gauhati University, Assam (22<sup>nd</sup> Rank).
4. Mizoram University, Mizoram (51<sup>st</sup> Rank).
5. Sikkim University, Sikkim (61<sup>st</sup> Rank).
6. Dibrugarh University, Assam (74<sup>th</sup> Rank).
7. Assam University-Silchar, Assam (77<sup>th</sup> Rank).
8. Tripura University, Tripura (88<sup>th</sup> Rank).
9. National Institute of Technology, Tripura (89<sup>th</sup> Rank).

**Potentiality in Tourism Education:** In the context of globally growing sector like tourism, North-east India with physical and human diversities is one of the most promising regions of the country in respect of Tourism Education. The universities in North-east India like Tezpur University, Dibrugarh University, Sikkim University etc. have been successfully operating in the field of providing tourism education.

**Uniqueness:** North-east India has some unique courses like Bodo studies, study on Assamese culture, Nagamese culture, Missing culture etc that enthrust and attract many national and international students.

#### 4.2 The weaknesses of higher education system especially in North-east India are:

**Feeble Regulatory Framework:** In India, there is highly complex and unclear regulatory framework at central and state level. The same problem is prevalent in the higher educational institutions in North-east India.

**Lack in Industrial Collaboration:** In Indian higher education system, there is lack of academic-industry cohesion and this leads the industry in the dark of depression. The similar problem has been observed by the higher educational institutions in North-east India.

**Theoretical Based Syllabus:** The main loophole of Indian higher education system is that most of our education is theoretical based rather than practical. The same problem is prevalent in the higher education system in North-east India.

#### 4.3 The opportunities of higher education system especially in North-east India are:

**Core Values:** The Indian education policy acquaints with the five core values: contribution to national development, fostering global competencies among students, inculcating a value system among students, promoting the use of research and technology and quest for brilliance.

**Bright Future for Research:** There is adequate focus on re-

search in higher educational institutions. In North-east India, there is a huge scope for research on tourism and cultural studies.

**Tie-up between Government and Private sector:** In north-eastern India, there is co-existence of private and government educational institutions which has created a lot of scope for prospective students to make a selection into higher educational institutions. This tie-up has also enhanced employment opportunities across the globe, particularly in government and private institutions.

#### 4.4 The threats of higher education system in North-east India are:

**Outflow of the local students to other parts of the country:** In north eastern region, the parents usually have the tendency to send their children to metropolitan cities like Bangalore, Mumbai, and Delhi etc. or even to other parts of the country for higher education. As a result, sooner or later the North-east India may start to lose the local meritorious students.

**Less focus on the establishment of excellent institutions like IITs and IIMs:** Due to few numbers of excellent institutions like IITs and IIMs in North-east India, the students are bound to move to other parts of the nation and even abroad for higher education.

**Competition:** The higher educational institutions of north east India are getting stiff competition with institutions located in other parts of India. So there lies a challenge for higher educational institutions to excel in their field to upgrade their quality.

#### IMPACT OF LIBERALIZATION:

The positive impacts of liberalization on higher education are as follows:

1. Liberalization encourages meritorious students outside North-east region to get admission and receive scholarship.
2. Due to liberalization, the standard of the courses provided in the higher educational institutions in north-east India has improved.
3. Due to liberalization, the higher educational institutions in north-east India have been able to obtain ranking as per MHRD National Institute Ranking Framework.
4. Liberalization expands the supply and the competition among educational institutions which ensures that they cannot charge higher fees for education.

#### The negative impacts of liberalization on higher education are as follows:

1. Due to liberalization, the average local students are to face stiff competition with regard to admission into higher educational institutions.
2. Corruption is widespread in education system in India. Due to excessive competition, the number of colleges and universities are awarding false degrees, taking donations to clear the examination and going through unfair lane of marking.
3. As per past observations, many higher educational institutions target market by investing on technical courses for their business perspective rather than proving quality education and research which is very important for creating and developing human resource.

#### CONCLUSION:

From the above study it is inferred that North-eastern region has lots of strengths and opportunities in relation to higher education yet some more efforts need to be made by the government to minimize weaknesses so as to deal with threats. Although the higher educational institutions in the region have done excellently in the recent past but still the region has scope for improvement in bestowing quality education.

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