



Higher Education under Global Influence: Policy Shifts in Public and Private Universities

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ABSTRACT

This study looks at how globalization has affected higher education, specifically how changes in policy have affected both public and private colleges. It looks at how higher education systems have undergone substantial changes as a result of the growing interconnectivity of economies and cultures, forcing universities to implement new tactics in order to stay competitive. While private colleges are growing their market share and forming worldwide alliances, public universities are diversifying their sources of funding, improving their research capacities, and drawing in talent from around the world. The research draws attention to the difficulties brought about by globalization, including conserving cultural identities in academic courses, guaranteeing fair access, and sustaining educational quality. It also covers the idea of Public-Private Partnership (PPP), which is a key tactic to improve the effectiveness and caliber of higher education. This study explores the evolution of the Indian higher education system after independence and the role played by the University Grants Commission (UGC) in this process. It also discusses how PPPs, by utilizing the efficiency of the private sector, might improve public services, such as education. Through an analysis of these processes, the study seeks to provide light on how higher education is changing as a result of globalization and the tactical reactions of public and private colleges.

Keywords: Higher Education, Policy Shifts, Public and Private Universities, Global Influence, University Grants Commission (UGC), Public Private Partnership (PPP).

1. INTRODUCTION

The environment of higher education has been drastically altered by globalization, necessitating policy and strategy adaptations on the part of both public and private colleges in order to remain relevant and competitive. The growing interdependence of economies and cultures has made it easier for knowledge, students, and academic practices to move across national boundaries. This dynamic interchange has an impact on institutional policies all around the world. Public universities, which have historically relied on government money and regulations, are currently investigating novel ways to increase their sources of income, improve their capacity for research, and draw in top talent from around the world. On the other hand, private universities—which frequently enjoy more autonomy—are taking advantage of globalization to establish worldwide collaborations, increase their market share, and launch internationally acclaimed curricula. But there are drawbacks to this worldwide effect as well, namely the need to preserve academic curricula's cultural identities, provide fair access, and preserve educational quality in the face of massification. Both public and private institutions must manage these difficulties as they work to deliver high-quality education while promoting inclusive and varied learning environments. They must strike a balance between the demands of global standards and local requirements. In order to create policies that improve these institutions' global competitiveness and societal relevance, it is essential to comprehend the complex effects of globalization on them. This research investigates these processes by looking at the strategic ways in which public and private colleges are addressing the possibilities and challenges presented by globalization.

2. LITERATURE REVIEW

Meyer, J. W. (2000): Despite the fact that the political and cultural structure of the world is essentially stateless, they defend strong nation-state identities as the primary players in the world. As a consequence of this, there is a very strong inclination for the acceptance of common models of modernity, despite the fact that there are remarkable variations in the resources and the culture of the local community. It is also necessary for the validity of local



differences to be contingent upon the fact that they do not go against the concept of homogeneity with regard to the basic features of stratification and identity, respectively.

Powar, K B, (2012) Historically, the primary objective of higher education was to cater to the requirements of a limited number of distinct groups, such as those of priests, lawyers, and physicians. Students were supposed to acquire a wide range of specialized abilities through their participation in higher education. For the duration of the medieval period, the liberal arts and the study of religion were accorded a considerable degree of importance in the context of higher education. During the second part of the 17th century and the 18th century, there was a need for education in the disciplines of science and technology. This desire was a direct outcome of the industrial revolution. On the other side, the 20th century was the time when education started to take on a more comprehensive aspect during the course of the century. As a result of the fact that a "knowledge force" has evolved into an essential requirement for the progressive development of the nation, there has been a significant increase in the demand for professional education. The use of information and communication technology brought about a paradigm change in the philosophy and pedagogy of educational institutions of higher learning. This shift occurred as a result of the introduction of the technology. Because of the implications of globalization, which include greater trade investments and the movement of people across borders, there has been a demand in the 21st century to adapt higher education to the transformed global environment. This is because globalization has increased the number of individuals who are able to move freely across borders.

De Wit, H., & Altbach, P. G. (2021) In accordance with this approach, the following elements are taken into consideration: In the course of internationalization, what are the many stages that have been performed during the process? How should we interpret the phrase "internationalization" in our everyday lives? To what extent does this occurrence have an impact on the most significant features of international tertiary education, and to what extent does this phenomenon have an impact on these aspects? It is currently being aggressively pursued via the establishment of a variety of programs and policies that the globalization of tertiary education in the United States. Within the context of this crucial period of upheaval brought about by nationalist-populist movements and climate change, what are the most relevant statistics, trends, and challenges that are significant for the future of internationalization, both domestically and internationally?

Pucciarelli, F., & Kaplan, A. (2016) The purpose of this article is to contribute to this discussion by providing particular recommendations to those responsible for higher education administration and policymaking. It recommends performing a SWOT analysis—which stands for strengths, weaknesses, opportunities, and threats—in order to achieve this. Eight significant themes that will impact academia and higher education in the short- to medium-term will be highlighted by this research. Three key challenges that higher education institutions confront have been identified using these advancements as a foundation. These difficulties have important ramifications for practice and research alike. The three conditions that must be fulfilled are: increasing market share and prestige; embracing an entrepreneurial mindset; and expanding relationships and valuing co-creation with important stakeholders. Over the past ten years, the higher education sector has encountered a number of basic problems, just like many other businesses, both for-profit and nonprofit, have. In the past, educational institutions that were nonprofit, free from market pressure, and with clearly defined social objectives provided education as a public good. Presently, the education sector is developing into a worldwide service offered by quasi-companies in a knowledge market that is becoming more complex and competitive. Institutions of higher learning need a suitable plan to address these issues. Numerous requests for strategy research in the higher education industry attest to this demand.

Perkmann, M., et.al., (2013) We intend to accomplish our goal of providing a complete overview of the research that has been carried out on the subject of the participation of academic scientists in the activities that we refer to as "academic engagement." We are not

only interested in obtaining discoveries that may be used to other studies, but we are also curious about the differences between academic engagement and commercialization. Commercialization is characterized as the blend of licensed innovation creation and scholarly business. Following the disclosure of the individual, organizational, and institutional forerunners and outcomes of scholastic commitment, we continue to contrast these discoveries and the predecessors and impacts of commercialization. In particular, we take a gander at how these four elements impact scholarly commitment. Scholarly commitment is isolated from commercialization by the way that it is solidly related with customary scholastic research exercises and is looked for by scholastics to get admittance to resources that help their research plans. This is done in order to differentiate academic engagement from commercialization to differentiate it from commercialization. The practice of academic involvement is also being carried out to a greater extent. In conclusion, we discuss the need of conducting more research, the possibilities for the creation of new methodologies, and existing governmental efforts.

Fernández-Zubieta, A., et.al., (2016) 123 CRCS In order to accomplish the goal of this study, which examines the financial structure of CRCs in Spain, CRCs are utilized as a sample. Learning the impact that the level of intersectoral coordinated effort has on the funding arrangement of the capital resource centers (CRCs) is the objective that we have set for ourselves. We ordered collaborative research projects (CRCs) as "market-arranged," "scholastic situated," and "government-arranged" in view of the level of contribution of each sectoral entertainer in different parts of the organization. These perspectives incorporate the foundation of their targets, the execution of research and development, as well as the foundation of administrative cycles and appraisal techniques. We have found that local area research centers (CRCs) that are market-situated are less dependent on open cutthroat subsidizing, while CRCs that are scholastic situated have a more expanded supporting portfolio. This is something that we have identified as a consequence of our study.

3. GLOBALIZATION AND ITS IMPACT ON INDIAN HIGHER EDUCATION SYSTEM:



Figure 1: The Indian Higher Education System's Globalization

The Indian higher education system is being impacted by globalization in a number of ways. It encourages the use of innovative methods and tools in fields such as flexible learning, globalized remote learning, international training and education, and e-learning. Globalization has an impact on the institutional structure of industrialized, developing, and emerging nations. Globalization's effects on higher education open up new avenues for investigation and inquiry. Globalization and higher education have a close link. The relationship between globalization and higher education is summed up as follows in an OECD article:

- Globalization is both a driver of and a driving force behind higher education. The capacity for innovation and the research base are two factors that influence a company's level of competitiveness in a knowledge-based global economy. Higher education is responsible for training highly trained personnel and contributing to the research base. It makes international cooperation and interaction between different cultures easier to accomplish. The environment in which higher education institutions operate is undergoing transformation as a result of recent breakthroughs in information and communication technology, as well as the movement of ideas,

students, staff, and financial resources across international borders. Cooperation and competition are both strengthening at the same time as a result of the growing impact of market forces and the development of new actors.

- "Globalization separates public hindrances and interfaces colleges to each other across the world, working with information streams, values, and culture," as indicated by a paper distributed by the Organization for Economic Cooperation and Development (OECD). Thus, colleges are critical specialists of globalization."

4. CONCEPT OF PUBLIC PRIVATE PARTNERSHIP



Figure 2: Public-Private Collaboration

The private sector's efficiency is the most significant factor in the nation, and public-private partnerships are thought to benefit not just the citizens but also enhance and govern human life strategies, which are framed in terms of the people's standard of living and quality of life. The idea of a public-private partnership necessitates a sufficient level of capital investment, technological know-how, evaluation of cost-benefit analysis, and consideration of economic development. The Indian central and state governments have both embraced the novel idea of public-private partnerships. This module on public-private partnerships covers industries including infrastructure, healthcare, public transportation, education, and services that strive to offer high-quality, broadly accepted education services to a significant portion of the populace. Through public-private partnerships, higher education is a key priority in the work of nation-building, so both the public and private sectors would launch the system, adopt, and carry out different policies, programs, and strategies. They would also encounter problems. A public-private organization is a cooperation between government offices and confidential organizations to offer types of assistance or put away money, and it is financed and directed by the previous. Public-private organizations "are not viewed as a suitable venture (Data Innovation) undertaking, or where social concern put a limitation on the client changes that could make a task entombs testing for the confidential area," said a paper from the Landon School of Financial matters. Concerning the Canadian Chamber, a Public-Private Organization is a drive that joins general society and confidential areas, utilizing each accomplice's insight to address explicit public requirements through asset portion really. With respect to the Public authority of India, the word relates to cooperative endeavors between open specialists and the confidential area pointed toward ensuring, funding, making due, or protecting public framework or offering public types of assistance. It recommends an understanding between a confidential association and the public position to offer public types of assistance or potentially resources through ventures made by the confidential area body for a specific measure of time. A public-private association is a long haul, critical component that includes an agreement or direct speculation between a confidential party and a public area authority. In this kind of plan, the confidential party embraces huge monetary, specialized, and functional gamble while offering a public support or task. To draw in confidential financial backers, the public authority might offer a capital endowment as a one-time grant. In a few different circumstances, the public authority could support the task by offering tax reductions or reliable yearly pay for a foreordained measure of time. In significant regions like medical services and advanced education, public-private organizations certainly stand out enough to be noticed. The objective is to expand advancement and productivity in the creation and conveyance of public administrations.



5. HIGHER EDUCATION SYSTEM IN INDIA

The catalyst for social and economic transformation is education. It inspires advancement and brings about a revolution in the concepts required for the nation to advance. It's also one of the indications of life for humans. Both private and public universities are part of India's higher education system; public universities are primarily funded by the national and state governments, while private institutions are mostly sponsored by different private organizations and society. By 2030, India will have more children than any other country in the world. Approximately 140 million individuals are enrolled in institutions as first-year students. The Indian educational system will produce one in every four graduates worldwide. India's higher education sector has grown significantly since independence. The University Grants Commission (UGC) has aided in the expansion and advancement of higher education in India by creating programs and putting various plans into action with administrative, financial, and academic assistance. The introduction of private institutions is a major changer in the evolving scene. Numerous new medical, scientific, technological, and other institutions have been established. Our gross enrollment ratio is now about 17.9%, but by the conclusion of the 12th plan, an ambitious goal of 25.2% has been set.

6. CONCLUSION

Higher education has been profoundly impacted by globalization, which has forced both public and private colleges to innovate and adapt to new possibilities and difficulties. Public universities, which have historically relied on government funding, are currently looking at other revenue streams, boosting their research programs, and attracting talent from around the world in order to stay competitive. Gaining more independence, private colleges are taking advantage of globalization to reach a wider audience, form international alliances, and launch globally acclaimed programs. Public-private partnerships, or PPPs, are a key tactic that encourages cooperation between public and private organizations in order to improve educational access and quality. By striking a balance between regional requirements and international standards, this synergy seeks to meet the growing need for high-quality education brought on by globalization. With significant expansion since independence, spurred by the University Grants Commission (UGC) and the entrance of private institutions, the Indian higher education system is a prime example of this dynamic transition. Policymakers and educational leaders must navigate these complexities as globalization continues to reshape higher education in order to ensure that the benefits of globalization are distributed fairly and that higher education institutions' educational quality, cultural identity, and societal relevance are preserved and improved.

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