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Attitude of Teacher Educators towards Foreign Direct Investment for Quality and Standard Higher Education in India

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Abstract : *In the present study an attempt has been made to find out attitude of teacher educators towards foreign direct investment for quality and standard higher education in India. The sample consisted 204 Teacher Educators (74 Govt. and 130 private) selected through simple random sampling techniques from Department of Education of affiliated colleges of Dr.Bhim Rao Ambedkar University, Agra and Department of Education of Dayalbagh Educational Institute (Deemed University), Dayalbagh, Agra. An Attitude scale by Likert method was developed for collection of data. For the analysis and interpretation of the data, both descriptive and inferential modes of treatments were adopted. t-test was applied for testing the significance of Hypotheses. The results revealed that there is no significant difference in attitude of Govt. and Private Sector Teacher Educators' towards foreign direct investment for Quality and Standard higher Education in India But they are not strongly agree on FDI.*

Keywords: *Global Economy, Foreign Direct Investment, Globalization, Liberization and Commercialization*

Introduction

India is a developing country. The present time is time of globalization, liberization and commercialization. The world class countries depend on each other to full fill their demands. India wants to be competitive in Global economy so we are required to produce very skillful and effective professional people to be strong member of global economy. India has second largest education system in the world after the United States but it is unable to supply current demands. So Kapil Sibal Hon'ble Minister of HRD said that India plans to open its higher education sector to foreign investment and for world's leading universities in 2010. Hence the foreign University (Regulation of Entry and operation) Bill, 2010, has been cleared by the union cabinet presided by prime minister Manmohan Singh on 15th March, 2010 this Bill (No. 57 to 2010) has been introduced in the parliament on 3rd May, 2010 for discussion and its approval. The bill seeks to allow foreign education providers to setup campuses in India and offer degrees in various disciplines. Provisions of section 25 of the Indian companies Act 1956 will be applicable to foreign educational institutions. The foreign institutions will have to establish

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a corpus fund of not less than 50 crore. The institutions will not allow repatriating the profits, but will have to spend the savings up to 75% on the development of institutions and deposit the remaining 25 percent in the corpus fund. There will not be any restriction on the fees charged. There will also be exemption from reservation. Kapil Sibal (2010) announced: "This is a milestone which will enhance choices, increase competition and benchmark quality." Entry of foreign educational institutions in India is a debating issue among educationist as well as politicians.

Arguments on allowing the foreign education providers in India are both in favour and against. There are some strong arguments as well as some factors which are responsible for approval of this bill. First of all, Indian Higher education system is not globally competitive if we compare educational sector of India especially higher education sector with other countries in terms of expenditure and Gross enrolment ratio etc. The picture is not satisfactory. According to Ernest & Young EDGE 2008 report on 'Globalizing higher education in India'. Brazil spends 0.91% of its GDP, Russia- 0.62% and China, 0.50% of its GDP on higher education. Developed countries such as Australia spends 1.19% of its GDP on education, Canada (1.88%) the UK (1.07%) and the US (1.41%) while India spends only 0.37% of its GDP. Gross Enrollment ratio in higher education in US 72.6% UK 59.5%, Brazil 16.5%, Australia 63.3%, Canada 60.0%, Russia 64.1%. But in India, It is only 10.5%. According to UGC report (2009) in a study conducted by the National Assessment and Accreditation council reported that 90% of the colleges and 70% of the Universities are having medium or poor quality. According to HRD minister Mr. Kapil Sibal (2010) 'The target of Indian Government is to increase GER 12.4% to 30% till 2022. In the developed world, the GER is about 70%'. It is argued that GER would increase. Quality of Education will improve by calling foreign universities. Further, there is a big gap between demand and supply in higher education in India. There are 2364 universities for 395 million population in America whereas there are only 532 universities and 25951 colleges for above 1120 million population in India (Shah, 2010). Only something 12.4% Indian students are getting higher education in current time.

A lot of students go to abroad to study. Many never came back, creating a pool of huge talent abroad. According to Global Education Digest 2009, UNESCO, India sends (153,300) the largest number of students outside (about 421,000 in 2007) because there are better placement, richer Job Opportunities, better infrastructure laboratories and workshops. Programmes offer a log of flexibility in foreign countries. So inviting foreign universities will be effective tool to stop brain drain and out flow of currency to cross-border.

Besides it, abroad is a not safe and secure destination for the Indian. The most popular destination for higher studies for Indian students are US, Australia, UK and Singapore. Students face problem of racism in some countries like in Australia. Prasad & Kishor (2010) focused that there were many notable attacks on Indian students in Australia. Some students had been killed' during 2008 to 2010. This indicates that foreign destinations are not safe and secure for students.

Finally, we can attract more foreign students from other countries. By allowing FEIs We can kill two birds with one stone as on one hand out flow of our currency will minimize on other hand foreign currency can be earn by our education market from foreign students

As soon as FEI bill, 2010 was introduced in parliament. Immediately afterwards, the students Federation of India and democratic teachers' front of Delhi university burnt the copies of the bill outside the parliament and demanded its immediate withdrawal. Hundreds of such protests were organized all over the country in state capitals and districts headquarters. The CPI (M) and other left parties have been protest the bill and demanding to bring FEIs under social control in relation to fees, course

content, infrastructure, academic standards, examination etc. former UGC chairman Prof. Yashpal (2010) has not supported much on this issue to government. An important weakness of the FEI bill lies in the fact that it does not in any way restrict our students going to abroad. That is why it is difficult to say how much foreign exchange the country will save by this process. According to Nageshwar (2010) the general agreement on trade in services of the world trade organization agreement considers educational services also as tradable services. This is precisely because the estimated market for educational service in the world is over one trillion dollars and Education is the fifth largest traded services by the US. Therefore the demand for setting up of foreign universities is nothing to do with interaction with the best global minds. Infact, such a demand is primarily coming for reasons of trade and commerce. Hence in these situations, the present study is very much needed to know the teacher educators' views about this decision of Govt. of India

Operational Definition

"Attitude of Teacher Educators is refers in terms of views expressed by them, FDI can increase gross enrolment ratio, Attract more foreign students from other countries., Provide more Quality Education, make higher education system globally competitive, Fill demand and supply gap, Stop brain drain ,safe and secure , Implementation of reservation policy of India, ,Make Indian educational institutions quality conscious ,Education Accessible to grass root level common students ,Availability of foreign teachers and stop brain gain"

Objectives of the Study

1. To study attitude of Government sector teacher educators' attitude towards foreign direct investment for Quality and Standard Education in India.
2. To study attitude of Private sector teacher educators' attitude towards foreign direct investment for Quality and Standard Education in India.
3. To compare attitude of Govt. and Private sector teacher educators' attitude towards foreign direct investment for Quality and Standard Education in India.

Hypothesis of the Study

H₀₁ There is no significant difference in attitude of Govt. and Private Sector Teacher Educators' towards foreign direct investment for Quality and Standard higher Education in India.

Methodology of the Study

The present study adopted a descriptive survey method to investigate the problem.

Sample

The sample consisted 204 Teacher Educators (74 Govt. and 130 private) selected through simple random sampling techniques from Department of Education of affiliated colleges of Dr. Bhim Rao Ambedkar University, Agra and Department of Education of Dayalbagh Educational Institute (Deemed University), Dayalbagh, Agra.

Tool used

For collection of data, three point scale (Agree, Indefinite and Disagree) "Attitude towards foreign Direct Investment for Quality and standard Higher Education in India" was developed by likert method. The responses were assigned three successive weights '1','2','3' according to nature of items.

Analysis of Data

The quantitative data collected through an attitude scale by contacting to Teacher Educators were analyzed by using statistical package for social science (SPSS). Statistical techniques like percentage, Mean, Median, Mode, Standard deviation and t'-test were applied for analysis of the data and their interpretation.

Result and Discussion

Table 1: Attitude of Teacher Educators' Towards Foreign Direct Investment for Quality and Standard Higher Education in India in Terms of Percentage

Description of Aries/Dimensions	Responses of Govt. Sector Teacher Educators			Responses of Private Sector. Teacher Educators		
	Ag.	Ind.	Dis.	Ag.	Ind.	Dis.
FDI can make Higher Education System globally competitive	60	20	20	80	15	5
FDI can Fill demand and supply gap	24	35	41	30	26	44
FDI can Stop brain drain	24	30	46	28	28	44
FDI will be safe and secure	48	2	50	52	10	38
FDI can Attract more foreign students from countries.	50	0	50	51	9	40
Govt. of India should Implement Reservation Policy.	40	10	50	43	20	37
Education by FDI will be Accessible to grass root level common students	14	30	56	17	25	58
FDI can Provide More Quality and Standard Education	60	20	20	70	10	20
FDI can make Indian Educational Institutions Quality Conscious.	38	25	37	61	19	20
FDI can increase gross enrolment ratio(GER) in higher education	18	0	82	47	10	43
FDI can stop brain gain	52	15	33	59	19	22
Availability of foreign Teachers from parent country	38	20	42	43	20	37

Note: Ag.-Agree, Ind.-Indefinite, Dis-Disagree

In Table No.1,Teacher Educators belonging to from Govt. and Private Educational Institutions are similiar in their views on FDI in Higher Education for quality and standard Education that FDI can make higher education system globally competitive (60,80%), Fill demand and supply gap (24,30%), Stop brain drain(24.,28%), FDI will be safe and secure (48.,52.%), Attract more foreign students from other countries (50,51%) ,Implementation of reservation policy of India (40,43%), Accessible to grass root level common students (14,17%)Provide more Quality and Standard Education (60,70%), , Make Indian educational institutions quality conscious(38,61%) , ,increase gross enrolment ratio (18,47%) , , Availability of foreign teachers from parent country (38.,43.%). At last, As regards argument against FDI. (38%) Govt. and (43%) private teacher educators are agree that FDI can stop brain gain.

Table 2: Showing descriptive statistical measures of attitude Score of Govt. and Private Sector Teacher Educators' Towards Foreign Direct Investment for Quality and Standard Higher Education

Statistics	N	Mean	Skewness	Kurtosis
Govt.Sector Teacher Educators	74	48	-0.31	.184
Private Sector Teacher Educators	130	52	-0.37	.201

It is clear from above observations that there is slight negative skewness in attitude Score of Govt and Private Sector Teacher Educators But this skewness values are very low and negligible as both values are very near to zero. Thus Kurtosis values of Govt and Private Sector Teacher Educators attitude score are according to leptokurtic but both values of Kurtosis are very near to value of normal probability curve (.263)

Hence, it can be concluded from above result that attitude scores of both group are normally distributed. Although there is slight divergence in skewness and kurtosis values of scores but this divergence is by chance. So it is negligible.

Table 3: Difference in attitude of Govt. and Private sector Teacher Educators' Attitude of towards Foreign Direct Investment for Quality and Standard Higher Education in India

Teacher Educators	N	Mean	SD	t-value
Govt. Sector Teacher Educators	74	48	20.02	1.42
Private Sector Teacher Educators	130	52	17.88	

Table 3 shows that the mean and SD value of Govt. and Private teacher educators is (48,52) and (20.02,17.88) respectively. The't' value (1.42) is insignificant at both .05 and .01 levels of significance. It shows that the attitude of both Govt. and Private teacher educators do not differ significantly with reference to Foreign Direct Investment for Quality and Standard Higher Education in India . Therefore, Null hypothesis "*There is no significant difference in attitude of Govt. and Private Sector Teacher Educators' towards foreign direct investment for Quality and Standard higher Education in India*", is accepted. Hence it can be concluded that they have same attitude.

Similarly, teacher educators belonging to Govt. and Private Teacher training institutions have very low similar attitude towards FDI. They are not strongly agree to open higher education sector for FDI.

Opening the education sector to foreign investment is a biggest decision in history of Indian education. It has argued by our union education minister that it is important to us to keep in mind that We are far behind from the global average of gross enrolment ratio GER which is higher 23% .In developed countries, it is something 40% so we are going to open education sector for foreign investment to increase it up to 30%. Now, question arises that how can GER increase without involvement of deprived categories. India is a country of villages. Most of the population of villages would be unable to pay huge fee while there is no provision to control fee standard in the bill. Besides its, states like

Bengal, Orissa, Chhattisgarh, Arunachal Pradesh, Meghalaya, Jharkhand, Assam and Maharashtra are suffering from the abuses and terror of MCCs. In these states, gross enrolment ratio GER in Primary and secondary education is very low which is input for higher education. While FEI bill declines for any reservation for deprived categories so it seems that education of these institutions affordable only for students belonging to rich families. Therefore there are fewer chances to increase GER. Similarly, it has argued that the entry of foreign educational institutions will create competitive environment among educational institutions that in turn promotes academic excellence and benchmark quality. If we look and analyze the current faculty strength some top class universities of country like Delhi 550 out of 853, JNU 141 out of 428, BHU 700 out of 1119 sanctioned posts are lying vacant for lectures respectively. Similarly, Delhi University, JNU and BHU have 35%, 39% and 29% positions are vacant for readers respectively. (UGC, 2007-08 statistical report). The condition of IITs and IIMs is also not very satisfactory in terms of faculty strength. In IIT Kharagpur 299 out of 700, Bombay 222 out of 772, Delhi 78 out of 508, Kanpur 69 out of 570 posts are lying vacant. It is not a level playing field. Therefore why are we thinking about competition and quality standard in terms of Indian and Foreign educational institutions in such shortage situations of manpower? Further, if we look forward the issue of entry of FEIS on the bases of History and Utility in the world. The past experience of country like Singapore, Israel, China and Malaysia has been very disappointing in opening its door to foreign investment. In Singapore, the University of South Wales and UK's Warwick University was set up full campus. But immediately backup to home country. In China, University of Nottingham in (2004) and Liverpool University was set up its campus in (2006). These universities had started traditional courses like management, information technology, Tourism, Journalism, Disaster management and hair style in place of research work. It was the beyond the expectation so now, campus has been closed while china is so resourceful country in the world. The campus of these universities in these countries became only official campus. There is lack of an intellectual climate in its that encourages scholarship, research and its resources and high quality leadership. It also has assumed in India that famous world class scholarly teachers will come to teach in foreign educational institutions. But of rich and resourceful countries like Europe, Canada and Hongkong had been failed to call the famous scholarly teachers from America because they do not want any disturbance in their research work while India is a developing country. How can it be possible to call them in India? The Migrating to abroad by the bright students and talent teachers may be minimized. FEIS will try to appoint the brightest teachers from our country in place of teachers from its parent countries. Besides it, Prof. Yashpal (2010) earlier has stated that foreign educational institutions will come full fill its hide targets only in India. These may be some reasons that teacher educators do not have general agreement and perfect support on this issue of FEIs in India

Concludingly, this is a new and encourageable experiment in history of Indian Education, should be held. If it becomes successful, would prove to be Milestone. Support doesn't mean submission. To oppose doesn't mean domination. We must support or oppose this proposal after analyzing its advantages, disadvantages, qualities and shortcomings. Yet government of India would have take special care and transparency in terms of recognition of degree, admissions, teaching, fee standard, quality, research, examination, evaluation and expected output. In spite of this, only those educational institutions should be allowed to found campuses which are really competent to maintain the standard and quality of education. Mainly, research work must be in top priorities so world class research centers strengthen research work and for searching new innovations should be established in these foreign educational institutions.

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