

**Valedictory Address Delivered By Smt. D. Purandeswari, MoS-  
HRD In The International Conference On Emerging Directions In  
Global Education Held At New Delhi On 5<sup>th</sup> March, 2008.**

**Dr. Kasturi Rangan, and members of Vision group and  
other distinguished guests and friends.**

I have immense pleasure to be present here and to deliver the valedictory address on the occasion of the International Symposium on Emerging Directions in Global Education which is being organized by prestigious institutions from Academia, Government and Industry sector from India and overseas. I hope that this Conference will create adequate opportunities and provide a suitable platform for the Indian education fraternity to interact with global leaders on this highly vital subject of international importance. It is, indeed, a great occasion for me to share my perceptions with all stakeholders including educationists administrators, and policy framers on this subject. I therefore, welcome this opportunity with added enthusiasm.

As we are well aware, India embarked upon a process of economic reforms since 1991 of which. Liberalization, Marketization , Privatization and Globalization are the main constituents. The avowed objectives of the first generation reforms were fiscal discipline, deregulation and reduction of physical and tariff barriers relating to imports and exports. The second generation reforms continued the first generation reforms and its reinforcement through disinvestments in financial and non-financial public enterprises and

opening of the agricultural economy in addition to the rest of economy to multinational and other enterprises in the developed countries in order to give effect to the stipulations of the World Trade Organization(WTO).

The Government has recognized that Globalization is a reality which cannot be denied and should not be avoided. We have therefore decided that the process of reforms should continue and be further strengthened. To do this, it is necessary to continue the process of opening up of the economy to international competition which was initiated in the Eighth Plan period, while making parallel efforts to strengthen the potential of Indian industry to compete effectively in world markets. This is our unequivocal policy for the last nearly twenty years or so, which we have to pursue with determination for our survival in a highly competitive global market.

Implicit in the system of Globalization is the inevitability of internationalization of the educational system, particularly at the higher education stage. This is not peculiar to India alone, but has become a world-wide phenomenon. The entry of the World Trade Organization (WTO) and the inclusion of educational services under the general Agreement on Trade in Services(GATS) has given a boost to the concept of internationalization of higher education. I would like to mention in this context that The USA is the main exporter of educational services with 4.5 lakhs students

from different countries in 1995-96. it is followed by United Kingdom (1.99 lakhs), Germany (1.65lakhs) and France (1.39 lakhs). About \$27 billion worth higher education is exported to Asia and pacific by three countries namely USA, UK and Australia. About 50,000 students from India are enrolled for studies abroad. A number of countries like USA , France, Canada and Australia: have entered into Twinning/Franchisee/ Distance mode programme with Indian agencies.

The case for internationalization of education is, therefore a strong one and is based on sound hypotheses. It is well recognized that University education will improve if higher education is internationalized and healthy competition takes place. It will provide global opportunities and promote international good will. It will encourage exchange of scholars. This can be done by involvement of reputed scholars in the respective countries in curriculum designing.

However in order to make the system of internationalization of education effective and subservient to common good it has to be ensured that the entry of foreign universities should be regularized on the basis of some conditionalities or some rules of the game such as :

- a) While the foreign universities may be allowed to set up their campuses in India, they should function under the control of the government or specialized bodies like the National Assessment and Accreditation Council (NAAC) set up by the government for the purpose.
- b) The universities which want to function in India should have been accredited in their own countries.
- c) The foreign universities should be subjected to pre-entry academic audit and accreditation norms devised by the designated government agency.
- d) The foreign universities should sign the Memoranda of Understanding (MOU) with the government or a body designated by it. The Memorandum should give details of the courses of studies, infrastructural facilities, both academic and non-academic and the amount of expected cost recoveries from Indian students etc.
- e) The entry of foreign universities should be allowed on the basis of reciprocity. The countries exporting education to

India should also permit the opening of Indian university campuses in their countries. There should be provision for mutual exchange of faculty among the various countries participating in the programme.

At the same time it is important that internationalization of education is not reduced to a mere one-way traffic. We should also export our excellent achievements in the field of knowledge and education by our universities setting up their campuses in foreign countries, as a reciprocal measure and on reciprocal terms and conditions. Only best departments of the Indian universities may be allowed to open their campuses in foreign lands. There should be mutual exchange of faculty members. The Indian University wishing to open campus outside the country should:

- a) submit a detailed report to UGC/MHRD,
- b) Justify the demand of its course(s) in foreign country.
- c) Give details of financial implications.
- d) Obtain permission from the government of India for opening the campus outside the country and also from the government of

the country of destination where the campus is proposed to be opened.

Indian universities may provide only those courses which may attract foreign students, but this venture should not be only for profit making on the contrary, we should project the excellent performances in diverse fields of knowledge. While opening a new campus in foreign land, the following issues should be kept in view;

- a. The fee structure;
- b. Regulations about employment of local and foreign staff;
- c. Legal provisions to be laid down;
- d. Representation of funds, which should be in accordance with the law of the land.

As far as possible the course should be a joint venture i.e., the course may be similar but opened on a reciprocal basis. Procedure for accreditation may be worked out by mutual agreement. If an Indian university earns profit by opening a campus in a foreign country, it must pay tax as per the law of the country of origin or country of destination as may be agreed upon. The same provision

should apply to the foreign universities opening campuses in India. Collaborative/partnership programmes will be more successful in/comparison to the programme offered by individual universities.

Globalization, as an effective instrument of international exchange of goods and services, must have a humane face, based on ethical considerations rather than on cut throat competition. It should play a positive role in reducing economic and social disparities within and among the nations. It should also be an effective tool for promoting sustainable development. Globalization has a multi dimensional impact on the system of education. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology; giving productivity dimension to the educational system and emphasis on research and development. However internationalization of education, particularly higher education, is advocated with due regard to the needs and susceptibilities of the developing countries. In order to ward off the evils of untrammelled competitiveness and use of unethical practices to go up in the socio-economic ladder, it is necessary that education should lay stress on value education, which emphasizes cooperation rather than competition, sharing of experience rather than personal aggrandizement and learning to

live together rather than living in mutually hostile camps. It is, therefore, necessary that each country should decide about the nature and extent of globalization that can be absorbed, in their socio-economic and educational systems. While it is difficult to resist the temptation of falling in line with the international community, it is necessary that while doing so, the paramountcy of national interests should be kept in view. Any thoughtless entry into the global educational market can end up in harming the vital interests of students for generations to come in the developing countries.

Before I conclude, I would like to state that globalization is comparatively a recent phenomenon in the international scenario. But conceptually this was not unknown to Indian philosophy and thought. **The message of the Rig Veda is clear AA NO BHADRAHA KRITAVO YANTU VISHATAHA – “Let noble thoughts pervade and permeate us from all directions”.**

Our seers and saints inspired our society towards a global orientation. The concept of globalization and internationalization is, therefore, normally accepted by us in keeping with this concept of universalisation.

I may also mention here that long before the concept of globalization was even thought in the Western World, Gandhiji articulated his views on this subject. In his letter to Gurudev Rabindranath Tagore, who was himself an apostle of cultural universalism between the East and the West, Gandhiji wrote:

**I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all the lands to be blown about my house as freely as possible, but I refuse to be swept off my feet by any. I also refuse to live in other people's house as an interloper, a beggar or a slave”.**

We in India share this perception as the basic principle of our national policy.

With these words, I thank you for giving me an opportunity to articulate my views on this important subject.

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