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## Quality-deterioration, English Studies, Problems and Challenges in Higher Education System of India

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### Research Article

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### Abstract

**Aims:** *The present paper aims to highlight the different aspects of quality deterioration in the higher education system in India, particularly in the context of globalization. It focuses on the growing number of students, over-professionalism, and systemic issues that are compromising quality, merit, and talent. The paper also includes a comparative exploration of English Studies in India.*

**Methodology and approaches:** *This paper critically examines the current challenges facing higher education in India, including the poor standard of education, inadequate academic infrastructure, shortage of competent faculty, bureaucratic dominance, and limited financial support from the government. A comparative approach is used to explore the evolution of English Studies in India, with an emphasis on minimizing dependence on foreign techniques and fostering practical, experience-based learning.*

**Outcome:** *The study identifies significant barriers to quality-driven education, including over-professionalism, the politicization of higher education, and excessive reliance on foreign systems. It acknowledges the positive impact of science and technology but emphasizes the need for a shift in focus toward strengthening educational quality rather than quantity.*

**Conclusion and suggestions:** *The paper concludes that value-based education is essential for improving the quality of higher education in India. It suggests that the government provide adequate financial support, reduce dependence on foreign education systems, and prioritize practical, experiment-based learning. Additionally, depoliticizing education and creating autonomous institutions will help achieve international standards.*

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The present paper is an attempt to highlight the different aspects of the quality-deterioration in the higher education system in India with the challenges of globalization. The number of increasing students by leaps and bounds in the universities, institutions and colleges is causing deterioration in the quality, merit and talent. Over-professionalism has paralyzed the quality education in the recent time to a greater extent and students are rather growing more committed to seek jobs than to enhance knowledge of the concerned subjects. The poor standard of education, the dearth of the competent faculty-members, inadequate academic infrastructure, explosion in enrolments, limited financial support from the government, dominance of bureaucratic framework, lack of autonomous institutions etc. stand as barriers in the way of the quality-driven education. The emergence of science and information technology has strengthened the quality-education in the recent time and has been working tremendously to uplift the standard of the quality in the Indian Higher Education system. Today this one needs to be strengthened by the quality rather than quantity. 'The government must provide adequate financial support and aid to the universities and colleges to find out the quality-product doctors, engineers, scientists and professors at the national and international level to strengthen the pillars of the nation. The politicization of higher education is yet another serious malady cropping up the quality-education in India. Another challenge in this globalized era is also created by our dependence upon the foreign countries. Our dependence upon foreign techniques, literature and education must be minimized and our mentality and thinking should be rather based upon practical experiments and experiences. Our education-system should be value-based rather than money-based to maintain the quality-education. The crises of the quality-education need removal, so that we may come to achieve international standards.

The higher education system in India is a complex and evolving landscape, shaped by its colonial past and ongoing socio-economic transformations. English studies, a critical component of the academic curriculum, hold a significant place in the cultural and intellectual life of the country. However, the system faces a number of challenges that have led to a marked

deterioration in the quality of education. The deterioration of academic quality, coupled with the problems specific to English studies, reflects deeper structural issues within India's higher education framework. These issues include a lack of qualified faculty, outdated curricula, insufficient funding, and regional disparities. This essay seeks to analyze the quality deterioration in higher education, with a focus on English studies, and explore the problems and challenges that plague the system.

English studies in India have their roots in colonial education policies, most notably with the implementation of Macaulay's Minute in 1835, which sought to establish English as the medium of instruction for higher education. The objective was to create a class of "English-educated Indians" who could act as intermediaries between the colonial rulers and the native population. Post-independence, English continued to be the dominant language in higher education, largely because of its role in global commerce, science, and technology. English literature and language studies flourished in universities, but over the years, the field has witnessed stagnation, largely due to an education system that has not evolved in step with global academic trends. This stagnation has further been exacerbated by systemic issues that pervade the broader landscape of higher education in India.

The mass expansion of higher education institutions in India has led to a significant deterioration in academic standards. Between 2001 and 2021, the number of universities in India grew from 266 to over 1,000. While access to higher education has improved, this rapid growth has outpaced the development of essential infrastructure such as libraries, research facilities, and student accommodations. Furthermore, many universities lack adequate faculty, resulting in overcrowded classrooms, high student-teacher ratios, and compromised learning outcomes.

One of the primary issues affecting the quality of education is the lack of qualified faculty members. Many institutions hire faculty on short-term contracts, which affects both the quality of instruction and the stability of academic programs. English studies, in particular, require a nuanced understanding of

literature, linguistics, and cultural studies, which is often lacking due to insufficient training and professional development opportunities for teachers. Many universities also lack the capacity to conduct research, leading to a teaching-oriented rather than a research-based educational environment.

The curriculum in English studies remains largely outdated, often focusing on canonical British literature while ignoring the rich diversity of global and postcolonial literatures. The Eurocentric focus in the study of English literature fails to engage students with more contemporary issues such as globalization, digital humanities, gender studies, and ecocriticism. This not only limits students' intellectual engagement but also hampers their employability in a rapidly changing world.

India's higher education system is largely examination-oriented, placing undue emphasis on rote learning and the regurgitation of memorized facts. This has been particularly detrimental to English studies, where critical thinking, creativity, and interpretive skills are of paramount importance. Students are often assessed through standardized examinations that fail to capture the nuanced understanding of literary texts or the development of analytical skills. As a result, the intellectual rigor of English studies is diminished, and students are less prepared for advanced research or careers in academia, writing, and media.

English proficiency and the quality of English education vary significantly across India. While students in urban centers and elite institutions often have access to well-trained faculty and resources, those in rural and less privileged regions face a lack of basic infrastructure. Regional disparities in access to quality education lead to significant gaps in learning outcomes, making it difficult for students from disadvantaged backgrounds to compete on an equal footing with their peers.

The position of English in India is fraught with political and cultural tensions. For many, English is associated with social mobility and international opportunities, while for others, it represents a colonial legacy that undermines local languages and cultures. This ambivalence toward English complicates the role of English studies in higher education. In many states, there is pressure to

reduce the emphasis on English in favor of regional languages, leading to a fractured and inconsistent policy landscape.

English studies in India often remain insular, with little engagement with other disciplines such as history, sociology, or cultural studies. This compartmentalization limits the scope of research and teaching. In contrast, in Western universities, English departments frequently engage in interdisciplinary research, incorporating insights from philosophy, politics, and the natural sciences. The lack of such interdisciplinary approaches in India hampers intellectual growth and the development of critical perspectives in literature and language studies.

A major challenge facing the entire higher education system in India is insufficient funding. Public universities, in particular, suffer from budget constraints that limit their ability to invest in research, infrastructure, and faculty development. Private universities, while better funded, often prioritize profit over academic quality, leading to a proliferation of substandard institutions. Without adequate financial support, it is difficult for universities to maintain high academic standards, particularly in fields such as the humanities, where research funding is often scarce. The higher education system in India is burdened by bureaucratic inefficiency and a lack of institutional autonomy. Universities are often subject to government regulations that stifle innovation and make it difficult for institutions to respond to changing academic needs. The University Grants Commission (UGC), which oversees higher education in India, has been criticized for its rigid, one-size-fits-all policies that fail to account for the diverse needs of different institutions.

The deterioration of quality in higher education, particularly in English studies, reflects broader systemic challenges that the Indian higher education system must address. While the rapid expansion of educational institutions has improved access, it has not been accompanied by the necessary investments in infrastructure, faculty, and curriculum development. English studies face unique challenges, including outdated curricula, regional disparities, and the politics of language

Globalization is a wide term pervading all walks of life. Penchant behavior of the people towards globalization may be inferred as '*globalization is inevitable in Indian economy*'. All the basic sectors of our economy have been tremendously affected by globalization. Revolutionary changes are vividly apparent in the field of education, entrepreneurial behavior and environment Change is the catchword of contemporary Indian society, be it thought, action or living, change prevails multifariously. This change is bringing up new dimensions in '*TAL*' which enables the Indian potentials to perform globally competing with the world potential in the field of economics, politics, science and technology, education and other economic spheres. Globalization has elated in the dormant energy of human resources in India. We are the largest exporter of human resource to the developed, developing and underdeveloped countries of the world since time immemorial. But it has been successful in igniting our potential in the field of service and in opening new vistas in other perspective fields which are emerging day by day across the globe. All the tiers of education (*primary education, secondary (school) education and higher education*) in India have been significantly impressed upon by globalization. From directionless literacy programme, the education of India has now become education providing wide range of paradigms to the people. The education is uplifting its standard from local need to the global greed concentrating upon the economic sense. In other words, the education in the regime of globalization, creates passion and makes people perseverant. Globalized education is nurturing, gnomonic, frantic and fretful human-being to meet the unchangeable eco-advantechno need of mankind.

With the change in trend and target, we can visualize and perceive the hovering threats, imposed by globalization, to our educational system institutionally and individually. Education that has been a strong pillar of creating values and ethos to establish harmony within individuals and within society, an effective means of controlling chaos and crisis in society, an enchanting device of enlightenment, deduction, urbanity, compassion, academia, tact, imagination, observance and numinousness has become fountainhead of chaos and confrontation, clash and confusion for the active population of the country.



Globalization is rooted in “*Vashudhev Kutumbkam*”, an emblem of Indian philosophy i.e. to view and maintain the world as a family. India, a nation of diverse religions, faiths, languages, traditions, cultures and great spiritual powers, has been nurturing the idea to become global since time immemorial. In the 21<sup>st</sup> century, the meaning of globalization has completely changed. In the present scenario, being global means how much we are contributing to the rest of the world in the field of science, technology, industry and commerce and what benefits we are getting from the rest of the world.

At present global names in the diverse fields of science, biotechnology, agriculture, pharmaceuticals and healthcare. I.T. and many other branches have been established and have settled in business in India. A number of young energetic and highly-qualified scientists are benefitted by globalization. Higher education in the basic sciences still languishes and there is need to get fresh air by changing syllabi, and curricula, by recruiting qualified teachers and by retaining good, innovative and enthusiastic people. Research priorities should be need-based instead of being determined by the international pressure and the financial aid. India, being the second largest country in the world, there is a need to fulfill the requirements of our people to provide them better conditions of life. (*food, water, shelter, sanitation, health and energy*)

There has been a significant growth in the area of higher education. At present, there are 342 universities (18 central, 211 state universities, 95 deemed universities, 13 national institutes and 05 institutes under state act) and 17,000 colleges involved in imparting higher education in the country. Out of these 40 provide higher education in agriculture, 25 in medicine, 49 in engineering and technology, 07 in information and communication technology and 08 in Law. The number of open universities is 11 and woman universities are 06. The total number of students enrolled is 99.54 lakh whereas the number of teachers is 4.5 lakhs. (INDIA-2006)<sup>1</sup> Despite tremendous achievements, the higher education is still facing several constraints in India, such as, poor educational standard, inadequate academics and physical infrastructure huge student-enrolments, limited financial aid, dearth of qualified faculty and the problem of governance.

Students joining higher studies are tempted to become professional and join job-oriented courses to obtain degree in search of livelihood with little interest in acquiring knowledge of the subjects. They usually show poor attendance in the class and laboratory and get a degree by manipulating at different levels. In such condition, they have dearth of knowledge, are unskilled in laboratory work and therefore, not suitable for the job applied for. This emerging trend amongst students is now deteriorating the quality of higher education which hampers the progress of country in the competitive world of globalization.

Since *independence*, the scenario of education (*both primary & higher*) in India has been changing. Education has been recognized as the potent tool for eradicating a host of socio-economic ills and malaises. Now, both the central & state governments are making vigorous efforts to achieve educational goals. As a result, there has been a significant rise in the area of university and higher education along with primary and the secondary education. The enrolments in higher education have increased from 7.26 million in 1997-1998 to about 10 million in 2003-04. The share of women students has gone upto 40 percent. With a View to expanding the base of technical and professional education, the number of *engineering colleges and about 100 management institutes besides 272 Universities and 58 deemed universities* have been working in the country.<sup>2</sup> Efforts have been made to establish strong linkages between technical institutions and the industry. The U.G.C. has been making serious efforts to encourage research activities in the universities and other institutions. Public expenditure in education has risen to 4 percent.

Despite these glaring achievements, higher education in India has been facing several constraints. Poor standard of education, poor and inadequate academic and physical infrastructure, explosion in enrolments, limited financial support from the government, dominance of the bureaucratic regulatory framework, lack of quality-faculty-members, government-intervention, lack of autonomy in universities etc., are the obstacles standing in the way of magnificent quality-driven education system. Regarding the quality of higher education in India, the global consultancy firm, *Mckinsey* points out that “only 25 percent of



*engineers, 15 percent of finance professionals and 10 percent of other graduates* are suitable for work with multinational companies in India”. It is generally recognized that while there are a few areas of excellence, the quality of higher education in India has been steadily behind at the global standards. Infact, in order to improve the image of higher education in India, effective measures need to be adopted vigorously and controlled effectively.

The term Globalization’ has unmistakably come up as the catchword of the contemporary world. Recent literature on history, geography, philosophy and even ethics is replete with the frequent use of this term. This is primarily because globalization has some definite implications for every walk of life, for all sections of the society. No doubt, globalization has its decisive influence on the functioning of our institutions of higher educations in general and on the functional enrolment of our universities in particular. In modern post-globalization era, the world in which our universities are called upon to operate is not limited by state or national boundaries. It is global, instead in which there is growing interaction of people across the world. The geographical boundaries are disappearing and there is shrinking of space and time. People everywhere are becoming connected and there are great opportunities for human advance. The surge of globalization over the past decade or two is now redefining the meaning of education. One is also talking of clever and well-defined governance, a type of governance that preserves advantage of global competition and simultaneously strengthens that support human advance. It is the knowledge that is going to be a powerful force in all this change.

In the recent times, the world has rediscovered the meaning and the importance of knowledge. It is an outcome of advances in information, science and technology. Everyone has come to realize today that social well-being and advancement in economic sphere have a direct link with the “*knowledge-wealth*” of a nation. Further, strong economies are not merely the handiwork of accumulation of physical capital or for that matter richness in human skills, but they are an organic outcome of how is the foundation of information, learning and adaptation of knowledge in a particular nation. The human development is always

linked with nation's economics. The purpose of development is to create enabling situations and environment for people to enjoy long, healthy, meaningful, satisfying, fulfilling and creative life. This simple statement has both material and mental aspects. The good governance, therefore, has to mould itself to accommodate both these aspects..... material non-material, which may at times appear to be diametrically opposed to one another. Interestingly, good governance depends upon the policies of a nation to convert knowledge to its advantage.

However, knowledge is not only a tradable commodity. It has other dimensions also. It enriches human mind, brings peace and tranquility in society. It allows human-beings to correlate and link individuals, families, societies, nations and world in a harmonious entity. The power and the reach of knowledge is far-spreading and is important to every nation. The developing and emerging nations, therefore, have to increase their capacity to create and use knowledge. Knowledge is not a commodity, which can be bought off and sold in the market. It is also an entity, which in sense is a public domain good. Thus, everyone can have access to knowledge. However, it is not straightforward and simple approach towards knowledge. Knowledge is created. It is recognized, attained, pursued etc. The inability to appreciate all the returns of knowledge could prove to be a disincentive to its private creation and supply. Innovators put in money to attain knowledge through costly research and development and they look for returns. The government does this and the private investors do this. Precisely because of this, one talks of patents, copyright and other forms of *Intellectual Property Rights (I.P.R.)*. They all have come in place so as to provide innovators an opportunity to recoup the cost of creating knowledge and make a 'fair profit'. Here, we have used to term 'fair profit' and this is the crux of all the issues that our institutions of higher educations are faced within the aftermath of globalization.

With globalization a new danger hands around the universities and their very existence is in the jeopardy if they refuse to change and move on to a new functional made. *The World Trade Organization (W.T.O.)* has included trade in the services for international regulation. Just like commodities, services too should be allowed to move from one country to another without any

discriminatory restriction. *The general Agreement on Trade in Services (G.A.T.S. and Trade Related Intellectual Property Rights (T.R.I.P.S.)* would govern the future movement of the services from one country to another. The services covered under *TRIPS* and *GATS* cover education also.

Under the proviso of these agreements, universities from other countries can't be barred from providing their educational services to India. Infact, several foreign universities have already tied up with universities in India to offer joint programmes and degrees partly in India and partly abroad. Indian institutions run programmes of foreign universities and pay for the services and degrees they grant. Now in the third stage, many foreign universities would set up their own campus for their degree. Under the *W.T.O.* conventions of *TRIPS*, we can't stop them from coming to India, we may even facilitate their entry in the same way as we are facilitating the entry of foreign business and industry.

Apart from the challenges emanating from the entry of the foreign universities, Indian universities are also confronted with a host of other challenges hitherto unheard of. New economic scenario with liberalized environment, free trade and open competition has changed job scenario shifting from predominantly public sector dominance to that of private sector. In short, the key-issues in the wake of globalization are increasing demand, relevance, quality and excellence, governance and resources. These issues, which are of internal significance are not merely controlled by internal factors, but also are governed by happenings at global level. To be competitive at global level, not only we need a good number of educated people, but also we need them of a particular quality. Internally we need quality-graduates with sound-base in fundamentals and appropriate skills. This means, while pursuing excellence at par with global expectations, we will have to pursue quality to enhance overall academic ambience across the entire fabric of higher education spread in rural, semi-urban and urban India. By any standard, this appears to be a daunting task for the universities in India, particularly in the face of the problems, they are currently grappling with. In a bid to tide over the present crisis, many universities in the country have set up self-financing institutions. Recent years have witnessed large scale of mushrooming of

such institutions (particularly in the field of professional education) probably as a part of global patterns of increasing privatization. However, majority of these institutions are run on business-considerations only. They often employ mediocre faculty and pay them meagre salaries. Infrastructural facilities in most of the institutions are awfully inadequate. They indulge in many malpractices and thereby devalue and debase higher education.

Politicization of higher education is yet another serious malady. *The Policy On Education, 1986*, had termed it as a formidable root hitting at the very roots of the system. Every political party having a student-wing exploits students for its own ends and interferes in the running of educational institutions. Some parties also participate in student union elections and promote unrest on the campuses. There is a new breed of *teacher-politicians* who are proving to be a formidable threat to student-welfare. Obviously, the solution to this problem lies in the hands of the politicians themselves who need to adopt a “hands off”<sup>3</sup> approach with regard to the educational institutions.

Autonomy to a university is what chastity is to a woman. Autonomy in the context of a university has three components — academic, financial and administrative. Generally, there is no conflict between the government and the universities in academic matters. As far as finance is concerned, there is no denying the fact that universities cannot exist without governmental assistance and *U.G.C.* grants. This, in turn, implies that universities must be accountable to both the Government and the *U.G.C.* Approval of university’s annual budget has long regarded as the most important instrument of financial control in the hands of the government. While nobody would object to the Government screening and approving a university’s budget, the same needs to be ‘done objectively, keeping in view the present and future requirements of the universities. ‘If you plan for a year, plant a seed if for ten years, plant a tree, if for a hundred years, teach the people. When you sow a seed once, you will reap a single harvest, when you teach people, you will reap a hundred harvests.’” (4 *K’UAN-T.Z.U. 551-499 B.C.*)

This Chinese saying intends to imply that education has to be regarded as an investment of the highest order, which over a period of time becomes as asset. Human-being is superior to animals because it has reason the ability to think, to take decision and it is education, which refines and chisels all the potential copulates of men. Since time immemorial, education is being regarded as the greatest asset of human-being as it sharpens the qualities which make a human-being a human.

But earlier, this asset was considered only the asset of elite class and it was beyond the access of common masses. Today the scenario has changed. In the democratic set-up, it has been made free to all without any restriction of caste, creed and sex. This is to be welcomed and has brought about tremendous expansion of higher education in quantitative terms. But the disturbing dimension is that instead of aiming at making humans as human, its objective has taken the form of providing livelihood/employment/bread to the masses. It is producing *job-seekers* and *job-providers*. While there cannot be two opinions on the issue that an educated person is likely to be a better person in discharging his employment obligations but to make this as the core objective ignoring the basic idea of developing a human has resulted in commercialization of education bringing qualitative degeneration in terms of contents, curriculum and faculty.

At the time of independence, one of the greatest challenges before us was expansion of education and to make planned strategy so that from being a prerogative for chosen-few, it should be accessible to common India. In 1947, we had only 20 universities and 50 colleges located in different parts of the country and about one lakh students were enrolled in higher education. We adopted *TURNROUND STRATEGY* and instead of education for classes, the motto “*education for masses*” was implemented. With the result, the number of universities grew by 900% colleges for professional education by about 700% and colleges for general education by about 2000%, in quantitative terms.<sup>5</sup> There had been an impressive growth but not as per our requirement. In qualitative terms, the graph took a downward trend very sharply and even today, the higher

education expansion is quite inadequate to cater to the needs of the students belonging to various strata in terms of region, sex and discipline.

Today our higher education system is in critical stage and is facing several challenges. In the initial years, after we achieved independence, we were looking towards higher education as a means of providing opportunities to the unemployed persons. Gradually the things changed with the ushering of globalization, the role of education completely changed. From the short term, vision of providing employment, the objective has shifted to bring about an overall development of the human-beings so as to make them effective *global-players*. Globalization and more specifically, the ushering of *W.T.O.* era has revealed that the cross cultural perspectives in human development without cultural crossing over are more important than mechanical transfer of knowledge from one end to the other end. Increasing interdependence of the global actors has created a borderless society wherein. Education has ceased to be a mere instrument of acquiring information/knowledge. Its dimensions have widened to cover the utilization of information or knowledge for a specific country in micro sense but for the good of the “*global village*” as a whole at the macro level. It may be mentioned that in *W.T.O.* frame work in the *General Agreement of Trade in Services* governs services (*GATS*) like education, which is like “*NIRGUN BRAHMAN*”. Under *GATS* higher education has been indentified, as “*private good*” which means that state subsidy to this sector must be withdrawn sooner or later. In India, virtually, the entire network of higher education is public-funded. So the implementation of *GATS* in this context would require a lot of advance planning. Pressure of global competition and emergence of Educational Entrepreneurs in private sector are the two biggest challenges during the post *GATS* regime, which have to be faced both in positive as well as normative terms. Our higher education system has to prepare itself to exploit the new opportunities emerging in the internationalization of education. Education is now seen as a tool to enter the global market and therefore higher educational institutions are undergoing organizational and behavioral changes.



Education has to be regulated as an *internationally-traded* service and transitional education becomes a key compound of such a trade. Another challenges in how to make higher education an instrument of political, economic and socio-cultural development. The effective instrument of education which transformed a cruelly iniquitous into a secular, egalitarian, progressive India should reach the unreachable so that everybody is involved in sharing the further processing for the emergence of our Dream-India — a self-reliant, developed and make stable country.

Another challenge relates to our dependence upon foreign countries. Our dependence on foreign literature and education techniques needs minimization and our thinking should be based upon practical experiences deriving strength from Indian ethos. Our education system has to be made *value-based* rather than *money-based*. The crises of the quality-education have to be met so that we may come up to achieve international standards. *Quality education* will improve quality of life by coordinating material progress with spiritual understanding. The two determining factors for *quality education* or the quality of teaching and the availability of infrastructural facilities. Quality of teaching in turn needs competent faculty-members.

Last but not the least is the challenge concerning the entry of foreign direct investment in education. Education in general and higher education in particular is highly nation-specific activity. It has to be determined by national culture and priorities. It is crucial to human capital creation and therefore very seriously the issue of converting education into industry has to be pondered. One opinion is that if foreign investment comes by inviting foreign-players who will set up their shops in our country, the higher education will get a financial boost. This issue is very critical and there is the need to analyse the implications of opening education sector for *F.D.I*. The *GATS* provides various modes for opening education to '*market*' over the world viz.

In order to meet the various challenges, the first step should be to spell and identify the objectives of higher education. To provide jobs and produce job-seekers could be one of the distant but not the focal of higher education. By

higher education, we mean education i.e. 10 + 2 + 3. The education up to the graduate level could be job or vocation-oriented. But beyond graduation barring professional, technical, the objective has to be spelled in wider terms. This be expressed as creating *WISDOM* where *W* stands for *widening*, *I* for *intelligence*, *S* for *spirituality*, *D* for *developing*, *O* for *of* and *M* for *mind*. This wisdom means *widening, intelligence, spirituality for the development of mind*.<sup>6</sup> Here spirituality refers to righteousness and code of conduct and not any particular religion or creed. Thus objective of education is not to be interpreted in materialistic sense of caring welfare of individuals only. The education should be such which imports such human values like fairness, harmony and co-operation, struggle and betterment, courtesy and humility (*respect, dignity and agelessness*), adjustment and assimilation (team-work), gratitude (power of appreciation).

Education should not merely provide *INFORMATION AND KNOWLEDGE*. It should go beyond by cultivating value-orientation system approach Lord Krishna in *Gita* while teaching Arjun on *GYANA (knowledge)*, *BHAKTI (Motivation)* and *Action (Karma) (YOGAN KARMASU KAUSWALAM)* meant skills in action. So education aims at bringing all the senses under control. It goes beyond micro-considerations and strives for identifying and setting goals with equanimity, calmness of mind and temper under control specially in trying situations. *Value and human excellence* have to be the ultimate goal. Education should be people-oriented. Values by creating quality of life would automatically enhance growth and lead to the development.

The deterioration in the quality of higher education in India, especially within the realm of English studies, reflects deep-rooted structural challenges that require urgent and comprehensive reform. While the expansion of institutions has democratized access to education, it has not been accompanied by the necessary focus on maintaining academic rigor, infrastructure development, or faculty competency. English studies, in particular, have suffered from outdated curricula, regional disparities, and inadequate preparation for global academic and professional environments. The discipline, which once stood as a bridge to global thought and critical inquiry, now risks becoming stagnant unless it is restructured

to include contemporary global perspectives, interdisciplinary approaches, and a deeper engagement with diverse literatures and cultures.

The broader challenges of insufficient funding, bureaucratic inefficiency, and the overemphasis on examinations further compound the problems, limiting the potential for intellectual growth and innovation. To address these issues, India's higher education system must prioritize quality over mere expansion, invest in faculty development, modernize curricula, and adopt policies that are sensitive to regional and socio-economic differences. A renewed commitment to academic excellence, coupled with a re-imagined approach to English studies, will be essential in ensuring that Indian higher education not only regains its credibility but also fosters critical thinkers and global citizens capable of contributing meaningfully to both national and international discourses.

Having set the objectives, the next question would be to decide the strategy to achieve the desired goal. Here we should adopt marketing strategy of *Segmentation, targeting and Positioning (S.T.P.)*. Since education meant for learners (*Consumers*) and all the learners are not alike, they will have to be divided into different strata and develop education (product) according to their need. For instance, we have technical, vocational, liberal and professional education. Educational need of the masses has changed with the wave of globalization. Dimensions have become global and the dictum. "*Think globally and act locally*"<sup>6</sup> has taken the upper hand. It means that our vision and mission have to be in the context of becoming *global players*. But being global does not mean subordination of local values. It simply means following indigenous inputs with the ultimate objectives of making higher education more meaningful and purposeful. Internationalization of education will bring the market for the *academic-workers* cut across international boundaries. The reference must also be made about privatizing the higher education. While every effort to privatize higher education has to be welcomed but its commercialization needs to be discouraged tooth and nail so that the educational scenario may not become the victim of high-fee structure fleecing poor parents, low salary to the teachers and insecurity of the services.

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