

IMPACT OF GLOBALIZATION ON HIGHER EDUCATION IN INDIA *

BY

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Shafiqapolscience123@gmail.com**Abstract**

Education system in India can be dated centuries back to the age of Buddha but, now; there has in fact been large improvement in the higher education state of affairs of India in both quantitative and qualitative terms post globalization. The higher education system in India suffers from acute rarity of funds, lack of autonomy, burden of affiliation etc. The major sources of economic growth have changed over a period of time. Today, knowledge is the key to development and it has become universal. Educational globalization means wider and broader educational opportunities for citizens. One of the most visible aspects of Globalization is student mobility. It has estimated that around 2.5 million students, several researchers, colleges and universities moving in the globe freely in 2000 and it has predicted that this number may rise to 8 million students by 2021 (OECD and UNESCO, Institute for Economics, 2012). Globalization has given importance to decentralized educational governance and control. It has contributed for rise in living standards, improvement in health and education and technology advancement, especially in the area of information technology. The effects of globalization on education bring rapid developments in technology and communications are foreseeing changes within learning systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards information based society.

Key words: - India, Higher Education, Globalization

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Introduction

More than thousands of years, globalization has contributed to the improvement of the world through travel, trade, migration, spread of cultural influences, and dissemination of knowledge and understanding. These global interrelations have often been very productive in the advancement of different countries. Globalization is viewed by somebody as westernization. But it is not so. The decimal system emerged and became well developed in India between the second and sixth centuries; it was used by Arab mathematicians soon thereafter. These mathematical innovations reached Europe

mainly in the last quarter of the tenth century and began having an impact in the early years of the last millennium, playing an important part in the scientific revolution that helped to transform Europe. The agents of globalization are neither European nor exclusively Western, nor are they necessarily linked to Western dominance. Indeed, Europe would have been a lot poorer economically, culturally, and scientifically- had it resisted the globalization of mathematics, science, and technology at that time. And today, the same principle applies, though in the opposite direction (from West to East). And Now, Initial enthusiasm for globalization as a beneficial set of processes has yielded to an understanding that the phenomenon is largely associated with increasing social inequality within and between countries as well as instability and conflict. So at this stage, it is necessary to find the impact of globalization on Indian Economy. Education is important not only for the full improvement of one's personality, but also for the sustained growth of the nation. Education is an important investment in building human capital that is a driver for technological improvement and economic growth. It is only through improving the educational status of a society that the multifaceted development of its people can be ensured Basically Indian Education system is composed of three components and they are Primary education, Secondary education and Higher education. Today, in the age of privatization, globalization and liberalization, India is exposed to the world in all spheres. In the present competitive world, expansion, excellence and inclusion are the three challenges of Indian education system. The age old system of education has to be reformed. Practical knowledge should be given more priority than theoretical knowledge.

Objectives

To Understand Education System in India

To understand the role of Globalization and its Impact on Higher Education Challenges and Threats

To know a new and forward looking vision for India's Higher Education System

Indian Education System

Indian education has its own history of development. In the earlier times, Gurukulas dominated the society, which emphasized the traditional and cultural education, which had its own restriction. But Indian education system got an impetus after the invasion of the British. Western education exerted its influence on the Indian education system, under the British rule. Scientific and technological education gained more importance than traditional and cultural education in this era. But in the post-independence period, our constitution made the education a fundamental right and enacted a law for compulsory education up to 14 years. Today higher education gives more importance to survival in this competitive world. Today is the age of privatization, globalization and liberalization; India is exposed to the world in all spheres. In the present competitive world, expansion, excellence and inclusion are the three challenges of Indian education system. The age old system of education has to be reformed. Practical knowledge should be given more priority than theoretical knowledge. After passing the Higher Secondary Examination (the Standard 12 examination), students may enroll in general degree programmes such as bachelor's degree in arts, commerce or science, or professional degree programme such as engineering, law or medicine. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level

is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

As of 2012, India has 152 central universities, 316 state universities, and 191 private universities. Other institutions include 33,623 colleges, including 1,800 exclusive women's colleges, functioning under these universities and institutions, and 12,748 Institutions offering Diploma Courses. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system. The Government has launched Rashtriya Uchchattar Shiksha Abhiyan to provide strategic funding to State higher and technical institutions. A total of 316 state public universities and 13,024 colleges will be covered under it.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institute of Science have been globally acclaimed for their standard of under-graduate education in engineering. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science (IACS), Indian Institute of Science (IISc), Tata Institute of Fundamental Research (TIFR), Harish-Chandra Research Institute (HRI), are also acclaimed for their standard of research in basic sciences and mathematics. However, India has failed to produce world class universities both in the private sector or the public sector.

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfil the required criterion by the Government and central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, many institutions in India continue to run unaccredited courses as there is no legislation strong enough to ensure legal action against them. Quality assurance mechanisms have failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of deemed-universities. In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self-regulation.

Our university system is, in many parts, in a state of disrepair...In almost half the districts in the country, higher education enrolments are abysmally low, almost two-third of our universities and 90 % of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicized and have become subject to caste and communal considerations, there are complaints of favoritism and corruption.

New Education Policy Higher Education in India



Higher education plays an extremely important role in promoting human as well as societal well being and in developing India as envisioned in its Constitution a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and younger Indians are likely to aspire for higher education.

Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment it represents the key to more

vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

- A. moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- B. moving towards a more multidisciplinary undergraduate education;
- C. moving towards faculty and institutional autonomy;
- D. revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- E. reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;
- F. establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
- G. governance of HEIs by high qualified independent boards having academic and administrative autonomy;
- H. "light but tight" regulation by a single regulator for higher education;
- I. Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and Underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

Impact of Globalization on Indian Education

Because of the commercialization, Educational sector has been more commonly described as not service sector, but education industry. The free market philosophy has already entered the educational sphere in a big way. Commercialization of education is the order of the day. Commercial institutions offering specialized education have come up everywhere. In view of globalization, many corporate universities, both foreign and Indian, are encroaching upon our government institutions. Once these institutions turn „self-financing“, their prices would be benchmarked against their global counterparts, which would be affordable to the same top layer of the society. As the job markets become acutely narrow, the polarization between the elite and nonelite would be clearly discernible. Meanwhile, various kinds of price barriers would be imposed to prevent the entry of the non-elite like the downtrodden and poor communities. Further, Corporatization has transformed the education sector into an enterprise for profits.

Beyond a small group of elite institutions, few Indian institutions are globally accredited or recognized. Thus, the competition for a handful of elite institutions is severe. The Indian education system is not able to mobilize funds from its students at home. By some accounts, Indian students, whose fees are paid by their parents, have become a net subsidizer of British higher education; the largest number of foreign students in the US come from India, some 80,000; and there are even an estimated 5,000 Indian medical students in China. Many of the best students go abroad. Globalization has made education an extraordinary business opportunity with a great impact on employment. In the current scenario, Universities from different parts of the world want to join hands with Indian Universities and be a part of India's lucrative economic strength. Partnership, Academic Exchanges, Joint Ventures, Research Collaboration, just about everything short of building a campus on Indian soil (illegal) are the ways in which Universities in the UK are seeking a stake in India.

Large Industrial Organizations like Tata's, Reliance, Essars or the Associations like CII, FICCI, SIAM & ACMA start the initiatives to start Institutes of Excellence throughout India with collaborations from Institutes like Harvard School of Business, MIT in USA & London School of Economics. There are certain advantages in Recruiting Overseas Students like students will get international exposure and they will develop skills such as talking to industry, making presentations and dealing with senior managers. Recruiting overseas students is a way of getting financial advantage for the universities.

Suggestions:

Without losing focus on equity we believe that the Government should seriously consider this suggestion to attract private/foreign investment in this sector. Government should take such a positive step in the higher education sector also by reducing complexities governing foreign investment. This should also help the Government in achieving its aggressive goals of access, equity and excellence in higher education.

Now the students have easy scope to acquire higher education because a lot of colleges and universities are opened for higher education. But contribute to national development urgent steps will be taken to protect the system from degradation. Therefore along with quantitative expansive of education quality must be maintain in relation to the global market.

Globalization means more competition not just with remains in the same countries but throughout all over the world. Globalization increased the demand for education in two parts. The first is the economic rising payoffs to higher education to global, science based, knowledge and intensive economy make university training more of a necessity to get good jobs. The second part is socio-political, demographic and democratic ideals increase pressure on universities to provide access to groups that traditionally have not attended universities. Globalization indeed sounds exciting and makes one feel great and global in many respects such as approach, attitude and changed mind set to compete at international level and finally look for an elevated quality of life. Knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures elements of globalization have a significant impact on higher education.

Therefore nations across the world have been striving to create the right educational environment to promote effective teaching and learning to achieve the unique requirements of globalization.

Higher education includes teaching, research, exacting applied work and social services activities of universities. The primary role of higher education is increasingly to transform students by enhancing their knowledge, skills, attitudes and abilities while simultaneously empowering them as life logical and reflective learners. The higher education system in India grew rapidly after independence. By 1980, there were 132 universities and 4738 colleges in the country enrolling around five per cent of the eligible age group in higher education. Today, in terms of enrolment, India is the third largest higher education system in the world, behind China and the USA, with 37,000 institutions and 729 universities. This makes the system of higher education in India a highly fragmented one that is far more difficult to manage than any other system of higher education in world. However, other than a handful few institutions of national importance providing high quality higher education, the system is failing to produce wealth creators and creative, intellectual leaders who are much needed in all sectors of the society. India's higher education sector has failed to map the future demand for various skills, Global Competition and Competitiveness.

Framework of higher education in India

The present format of Higher Education in India was started in 1857 with the inception of universities in the three presidency towns. At present, India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human's creative and intellectual endeavors such as arts and humanities, natural, mathematical and social sciences, engineering, medicine, dentistry, agriculture, education, law, commerce and management, music and performing arts, national and foreign languages, culture, communications etc. Education is a crucial determinant of human capital accumulation in the country and therefore, a source of economic growth.

Education is the backbone of a nation. So education should be acquired from the cradle to grave. Higher education occupies the apex of educational pyramid in the formal process of education. Generally it comprises of three stages- graduate, post graduate and research program i.e. M. Phil and Ph.D. Higher education also comprises of general, technical, commercial, medical, engineering, law and other professional. Therefore the scope of operation of higher education is extensive and intensive. It is intensive in the sense that, it provides a broad prospective of opportunities to the students about almost all the aspect of our life.

In the recent year efforts have been made by the commission to regulate the growth of higher education as well as the establishment of new universities and colleges with a view to ensuring that, higher education grows to meet the genuine needs of the society for trained manpower with appropriate level of professional training. Globalization increases the demand for higher education and for educational quality. The globalization is not a new but is an old age concept which was first introduced by Adam Smith in the year 1776 through the book titled Wealth of Nations. The word 'globalization'

connotes where all the nations join their hands with each other and create a kind of socio-economic environment to do business or any commercial, cultural and educational activities in which every participant nation should be benefited. For smooth conduction of higher education in India we have the following framework.

Academic Framework

Undergraduate level- After 12 years of school education bachelors degree is offered in two streams- liberal i.e. three years of degree course in arts, science and commerce and professional courses i.e. agriculture engineering, medicine, pharmacy. Postgraduate level- Masters Degree is of two years duration. Research program M.Phil and PhD is taken after completion of master degree. Diploma courses are also available at the UG and PG level.

Institutional Framework

The degree and diploma awarding institutions in India for higher education are Central Universities, State Universities, Deemed Universities, Private Universities, Open Universities and Institutes of National Importance.

Regulatory Framework:

Higher Education in India is more privatized than any advanced countries. A large number of institutes are private and self financed. Most private institutes however concentrate on market driven disciplines such as Medical, Engineering, Management, and ignore social science and pure science. The institutions imparting higher education at different levels are regulated by University Grants Commission (UGC), All India Council of Technical Education (AICTE), Medical Council of India (MCI), India Council for Agriculture Research (ICAR), National Council for Teacher Education (NCTE), Bar Council of India (BCI), Distance Education Council (DEC).

Higher Education provisioning is now globalised and in many ways, a commercialized affair and the way that the State had in the goings on is vastly diminished, while private profit seeking companies have entered the education business, even government-controlled universities are seeking independence from governmental authority. However, many countries including India continue to control the fee structure of their universities causing financial stress to foreign students, who are generally made to pay much higher fees than local students. This has resulted in many universities openly soliciting entry of foreign students. To facilitate this process they have even tailored their courses to international requirements besides appointing agents abroad and publicizing the offers widely in the media. Hence a University is no longer a place where students apply to study. Universities are now actively pursuing students, especially foreign ones using a wide variety of strategies to market their courses. The student is now the customer or client.

Findings

India's higher education sector has failed to map the future demand for various skills, Global Competition and Competitiveness as higher education system in India suffers from acute paucity of funds, lack of autonomy, burden of affiliation. Besides these higher education has been affected by-politicization, poor quality of intake, heterogeneity of student population, communication gap between universities and colleges, unsystematic growth of institutions, managerial inefficiencies, overcrowded

classroom, wastage in instructional hours, poor course design, inadequate student service, inadequate material resources, inefficiencies in teaching, lack of training facilities for educational administrators and teacher.

Globalization and economic reforms, Privatization of higher education, Women education Commercialization, Teacher education, Skill, Knowledge Education, Entry of Foreign Universities policies Foreign Direct Investment (FDI), e-Communication, E-learning creates impact on higher education. It is the transformation of education to a knowledge building society.

Globalization is expected to have a positive influence on the volume, quality and spread of knowledge through increased interaction among the various states. Globalization leads to challenges and threats also. The major concern is to deliver world class education with rationalized curriculum and practical exposure. This is possible only by attracting talented and experienced persons in to academics. At present it is difficult to assess not only the nature and dimensions of globalization, but also what it means to the field of education. A few educational researchers have attempted to make connections between the several dimensions of globalization and the policies of education.

To attain Quality Assurance in Higher Education in an environment of global competitiveness it is important that Indian products of the higher education institutions are as competent as graduates of any other country, Not only in their scholastic attainments, but also in terms of the value system and richness of their personality. Unless the quality and standard of Indian higher education institutions is enhanced zealously and sustained at a high level through innovation, creativity and regular monitoring, it seems to be difficult for the Indian academics/professionals to compete in the World scene. This calls for suitable assessment and accreditation mechanisms to be available in the country to ensure the quality and standard of the academic/training programs at higher educational institutions. The assessment has to be continuous and the process has to be transparent to gain the acceptance of the society at large.

Conclusion:

Globalization has a multi-dimensional impact on the system of higher education. It promotes new tools and techniques in the area like E-learning, Flexible learning, Distance Education Programs and Overseas training. The higher education system in India suffers from acute paucity of funds, lack of autonomy, burden of affiliation. On the other hand the effect of globalization on education brings rapid developments in technology, communication and knowledge economy. We should encourage foreign universities to come to India to setup in collaboration with existing Indian institutions, colleges to promote global research activities for sustainable development. It will also improve our educational standards as well as solve the burgeoning problem of enrolment. Opening Indian higher education to foreign competition will benefit us and boosts our growth.

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