



Globalization of higher education: An Indian perspective

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Abstract

Education serves as backbone for development of any country. University system in India is extraordinarily rigid and pronouncedly resistant to change: The impetus to change does not come from within the system. No doubt, Higher Education has attained a key position in the Indian knowledge society under globalised economy. *The present paper makes an attempt to study the current status of Indian higher education and challenges surrounding it.* However, the challenges faced are immense and far-reaching individuals, Institutions, Systems and Societies is not only clear but also not comprehensible at this moment unless it is viewed in the context of various other factors that are simultaneously operating on the higher education system. Some agree that there is rapid cross national flow of people, goods, capital and information may dissolve the nation State, push institutions (university is the one) into a common mould where as others disagree. It is assumed that globalization promises dramatic and rewarding change in the higher education systems, societies, it may threaten the stability needed to build well performing higher education system. *The paper may further highlight the contribution of the universities in producing talent and their competitiveness against the foreign universities and institutions.*

It is also true, that so far globalization has given the advanced economies a huge advantage as they had made enough preparation prior to its launch, while others are caught in the trap without any preparation. *The paper puts lights on benefits of globalization to different section of society and Indian education system at large.* The emergence of globalization in Indian education system may bring foreign universities on Indian soil as well as global faculty mobility, even research mobility & student exchange programme, both teaching & student community gets a nod for global exposure.

Keywords: university system in India, globalization, current phase, etc.

Introduction

At the time of independence India was composed of 19 universities and 591 colleges and with 0.2 million enrollment. Drastically the number has changed now post 60 years of independence India has become second in the world in terms of higher education with many government universities operating independently under the umbrella of union government named as Central Universities and state universities respectively along with these from time to time government have permitted institutes which are imparting quality education from long time have been accorded with status of private universities and deemed to be universities.

Access to universities and schools were restricted during the British rule but on the other hand the university system of education is inherited from the Britishers. The government has accorded reservation to weaker sections and marginalized sector so that education system can be grown and every Indian should be free to learn and education and also helps in increase in the GER of the country. The formal education in India is composed of three stages Graduates, Post Graduates, Research Programmes which includes master of philosophies and Doctorate in Philosophies and at present one more flag has included i.e. post doctoral fellows across universities in India and abroad.

The government is thinking to some extent on globalizing the education system in the wake of private institutions flourishing and growing impetus on the public universities to

perform in the way how the private players are seriously performing and producing good talent. The government institutions facing tough time in generation of employment for its input and supply where as private to some extent is ahead in providing employment through organization and conduction of campus recruitment.

Regulatory framework of the Indian Education

The Higher education institutions in India has various regulatory bodies to have constantly monitor and guide these are controllers of the education in India which encompasses various rules and regulation from time to time to maintain the standards of education in Indian be a public institute or a private. The bodies are continuously bringing changes and amendments for making the higher education robust and to be felt in the society. These are considered to be statutory bodies of Indian higher education.

The bodies are as follows

UGC: University Grants commission

MCI: Medical council of India

AICTE: All India council for technical education

ICA: Indian council for agriculture and etc.

Current phase of Higher Education in India

The higher education in India has grown significantly over the years and played pivotal role in the creation of human capital

contributing substantially the economic growth. The education being the concurrent subject, the state and center playing an important role in the field of higher education by establishing

higher learning institutions and enhancing the reach of the higher education. The following tables provides an over view and development of higher education in India.

Table 1: No. of Institutions during the Year 2014-15

No. of Institutions/enrolment	Year (2014-2015)
Universities	760
Colleges	38498
AICTE Technical Institutions	15950
Distance teaching Institution and Universities	200

Source: MHRD Annual Report 2014-15

AICTE Approval process handbook 2014-15

Table 2: Classification of the No. of universities during the year 2014-15

	Type	Number
Universities	Central universities	43
	State public universities	316
	Deemed universities	122
	State private universities	181
	Central open universities	01
	State open universities	13
	Institution of National Importance	75
	State private open universities	01
	Institution under legislature act	05
	Others	03
	Total	760

Table 3: Enrolment during the year 2010-11

Enrolment in universities and colleges (In Lakhs)	169.5
Enrolment in open distance learning (In Lakhs)	37.45
Enrolment in post-sec/post graduate diploma (In Lakhs)	18.56
Intake in the AICTE Approved institutions (In Lakhs)	26.5

Source: MHRD Annual Report 2011-12

Higher Education sector in India has witnessed a tremendous growth in the number of Universities/Universities level Institutions and Colleges since Independence. The number of Universities has increased from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities, 318 State Universities, 185 Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs - 30 and IISERs - 5) and four Institutions (established under various State legislations). The number of colleges has also registered manifold increase of just 500 in 1950 to 37,204, as on 31st March, 2013. There was a time when population of the India was much less and higher education was accessible for everyone to pursue higher Education in India. but due to raise in population has made difficult to seek admission to universities and higher learning institution in India and it is also found that increased high cut-off percentage for admission as 80%, 85% even 90% in some of the discipline in prestigious universities and institutions of the India.

The final onus resides with the teachers of the nation. They, by their precept as well as by their example of uprightness and devotion to perform duties and responsibilities should become the real torch bearers for the student community and win regard and reverence from them. That alone can place the University or the college campus above narrow perceptions.

Private coaching has become a wide-spread malady among teachers. This needs to be curbed and controlled even by law, if required.

Three general objectives

Technology is playing a bigger role in teaching, India to compete on the global front has adapt new methods and models of teaching where practical insights can be drawn and creates more job oriented for the students community when they come out of the institutions. Building of world class infrastructure for higher education in India has been a major challenge for the government and stake holders. 10th plan launched "Operation Knowledge" with a series of recommendations aimed at accelerating the expansion of computers and IT use for the purpose of teaching and learning. Special financial schemes to make computers affordable to students and teachers were promised, along with a commitment that computers and the Internet would be made available in each and every school, polytechnic, college, university and public hospital by 2003. All universities, engineering colleges, medical colleges and other institutions of higher learning, as well as research and development organizations, would be networked for distance education programs to improve the quality of education. Virtual institutes would be set up in different parts of the country for distance education. Various initiatives to promote IT literacy

were indicated, including a "Teach the Teachers" program. Connectivity is coming to Universities, and distance education is making available new learning opportunities.

To protect the constitutional provisions with regard to access, equity and equality, suitable policies have been formulated in the education sector. To equalize access, the policy of providing opportunities for higher education to all those who aspire to it has been enunciated by the center. To serve this commitment, facilities have been massively expanded. Further to cater to the disadvantaged the reservation policy of reserving particular quota of seats for SC/ST, Backward Class and Physically Challenged students in colleges and universities have been in operation for quite long. Reservation in employment, both in teaching as well as in administrative posts, is also one of the major components of this policy. Besides these, several other policy interventions have been made in various Five Year Plans of the country and by the UGC to improve access, retention and better performance of the disadvantaged groups. These include: Reduction in fee charged at the time of admission; Scholarships and Free ships; Book Banks and Book Loan Facility etc.; Boarding and Lodging Facilities. Reservation of seats for SC/ST in general hostels, in addition to the provision for separate hostels for SC/ST, etc. Boarding and Lodging facilities are also provided for women and Physically Challenged; Relaxation in admission criteria i.e. such as lowering of minimum marks and increasing of maximum age; and Exemption in respect of duration of course, papers, marks etc. For improving performance of these groups in colleges and at competitive examinations, institutions of higher education also make provision for remedial teaching, pre-examination coaching facilities, preparation for competitive examination, counseling facility and finally to monitor the implementation of various programmes and initiate action, there is provision for setting up Human Right Cell, SC/ST Cell, Women Cell in the universities and colleges. For removing disparities and regional imbalances, the UGC has relaxed norms for giving development grants to colleges located in educationally backward, rural or border areas and to colleges catering to SC/ST students and women.

Higher Education and Globalization

Higher education is implicated in all these changes. Education and research are key elements in the formation of the global environment, being foundational to knowledge, the take-up of technologies, cross-border association and sustaining complex communities, though higher education institutions often see themselves as objects of globalization they are also its agents (Scott, 1998). Research universities are intensively linked within and between the global cities that constitute the major nodes of a networked world (Castells, 2001; McCarney, 2005). Characteristically global cities have a high density of participation in higher education; there is a strong positive correlation between the higher education enrolment ratio of a nation or a region, and its global competitive performance (Bloom, 2005, pp. 23-24). Correspondingly, nations and regions that are relatively decoupled from the globally networked economy are typified by a low density of higher education.

Challenges of Higher Education in India

1. Higher education as an investment
2. Expansion of higher education
3. Quality higher education to transform India into developed nation
4. Contribution of education for national development & economy
5. Expenditure on Higher education.
6. Science & technology as a base for higher education.
7. Focus on qualitative research.
8. Privatization of higher education is apparently a fledgling but welcome trend; Higher education requires maintaining creativity, innovative, adaptability and Quality.

Few high esteemed institutions like IIM's, IIT's, IISc's & central universities cannot alone contribute to uplift the standards of higher education in India. Emergence of globalization & foreign universities like Harvard, Cambridge can benefit higher education. But it is not going to benefit to tertiary education system of India & rural part of India will get a setback. Globalizing education system is positive thinking as competition level existing universities are checked but whereas rural India will be deprived of utilizing of global resources. Globalization can bring exchange programmes for both student as well as teaching community. So the government of India & Ministry of HRD should seriously think of globalizing education system & reforms in education. The most important one will be that it will be tight competition for government universities as globalization may bring massive change in educational system through advanced technology, methodology of study, infrastructure and recruiting quality staff to handle higher education in institute/universities.

Globalization - Challenge or an Opportunity

Two of the strategic and long-term questions that Globalization poses to the higher

Education system is:

1. 'Commoditization' - the use of knowledge as a purchasable and
2. Saleable good.
3. 'Alternative providers' with profit motive of higher education's landscape that are engaged in the transmission of knowledge using Information and Communication Technologies. Displacing and reinterpreting knowledge raise fundamental questions to the Universities, more so, in the area of autonomy and academic freedom. They also pose questions with regard to the very objectives of Higher Education system in terms of its ethical obligation to make knowledge freely available to those who seek for it. The apprehension is, that the globalization, may herald a basic change in the very role that the Universities play in the society. Defining universities simply as 'service providers' and changing their responsibility to the society for the shorter gains, May in the long run, ruin the very objectives with which the universities were established. One of the major challenge will be that due to globalization, education system may become fully commercialized & stay no more as service. The second challenge is that what will be the status of our own existing educational

institution & universities can they be in a position to attract students to register admission in Indian institutes. But on the other hand globalization may serve as an opportunity as research centre will be shared as well as faculty and exposure at large for both faculty & students. For these reasons it is serving as both opportunity as well as challenge.

The dynamics of Globalization is no doubt a challenge as well as an opportunity.

Higher education today, Globalization or no Globalization, is no more constrained by

Geographical boundaries. Innovative forms of translocation and transnational education have become a possibility. Multi campus institutions, "franchised institutions learning centers providing university degree, off campus education, distance learning, internet based distance education, virtual universities merging of part studies to combine into a whole for obtaining national as well as international degrees are only few models as examples. As far as higher education is concerned, an enthused and well-informed student has umpteen choices, for the first time in the history of education, to access for a "global marketplace". Yet, the matter of the fact is, this access remains only as availability. Who can reach to it and how? What alternative provisions are made for those who cannot afford to reach is the crux of the matter.

Positivity of globalizing education

- More number of Indian students moving abroad for studies
- Interest of teaching staff in foreign institutes and universities to teach.
- Exchange programmes for all i.e students, staff and researchers to learn more and explore.
- India is serving as importer and exporter.
- Scope for international marketing and expansion of curriculum.
- Competition will start between Indian and foreign institutes to prove that they are the best.

Negatives of globalizing

- Growing parent's interest to seek admission in foreign universities for their kids terming that will change the life of kids.
- Bias among graduates
- More money is spent on education in foreign.
- Only economically weak people may opt for government and Indian institutes

The impact of globalization on the Higher Education in India

1. The higher education policy, programmes and its implementation;
2. The very system of higher education;
3. The structure, functions and structure-function relations;
4. The accreditation and assessment of higher education;
5. The role of regulatory bodies;
6. The individual institutional policy and programmes; and finally on
7. The acts and statutes of universities and state education acts.

8. The institutes of India may fail to attract students for enrollment or admission as quality might play a major factor along with infra.

Conclusion

The current arena is going to be tough for Indian higher education system as government is thinking to globalize the higher education system for transformation and standards in the education system. This will pose a serious question on the existing standards that how well the Indian universities and institutes are meeting the global challenges in the sector. Few feel that globalizing education would lead to quality education and research at large which will enable to capture the current and future challenges and explore the opportunities to excel in getting employment. Globalizing education system may lead to emergence of foreign universities on the Indian soil and also existence of private universities. It is need of the hour as current education system is fluctuating in producing quality education and research due to infrastructure or shortage of teaching staff in the universities/institutes. Today we are producing graduates at high rate but still lot of them are unemployed so it's time to transform, adapt change to impart high quality education. Globalizing serve as both challenge as well as an opportunity for development of higher education system in India.

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