

GLOBALIZATION OF HIGHER EDUCATION IN INDIA: IMPACT, CHALLENGES & OPPORTUNITIES

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Abstract-- India is a rapidly changing country in which inclusive, high-quality education is of utmost importance for its future prosperity. India is currently in a youth bulge phase. It has the largest youth population in the world. This demographic change could be a powerful engine of economic growth and development: If India manages to modernize and expand its education system, raise educational attainment levels, and provide skills to its youth, it could gain a significant competitive advantage over swiftly aging countries. Education is the stepping stone for high flying career. Education system in India is of dates back where the children's were taught in Gurukuls and the Guru-Shishya system was the means of education. Indian education system was improved when many universities came into existence. Education system in India is managed and controlled government well, providing education to all without any discrimination had become the priority of the government.

The Indian System of higher education is facing today many challenges arising out of globalization and liberalization. Globalization has a multidimensional impact on the system of higher education in India. 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 education and emphasis on its research and development activities because education is an important investment in building human capital. This paper focuses on the impact of Globalization on Higher Education System in India and challenges & opportunities in Higher Education.

Keywords--Globalization, Higher Education System, Institutional framework, Academic framework

I. INTRODUCTION:

Today Indian System of higher education is facing many challenges arising out of globalization. Globalization has a multidimensional impact on higher education system of India. It has underlined the need for reforms in the primary, secondary and higher educational system with particular reference to the wider utilization of information and communication technology, giving productivity dimension to education and emphasis on its research and development activities. Education is an important investment in building human capital. Aspiration of India is to establish a knowledge society in the context of increasing globalization. It is based on the assumption that higher and technical as well as professional education essentially empowers people with the requisite competitive skills and knowledge. It has been realized that it is the quality of education that prepares one for all pursuits of life and in the absence of an acceptable level of quality, higher education becomes a mere formalism devoid of any purpose or substance.

II. EXISTING STRUCTURE OF INDIAN EDUCATION:

Education system in India is managed and controlled by government well, providing education to all without any discrimination had become the priority of the government. Government is responsible for quality education. Indian education system is divided into different levels such as pre-primary level, primary level and elementary education, secondary education, under graduate and postgraduate level.

The foundation of education in India is primary or elementary education later to it the students get into secondary level, undergraduate level and post graduate level are the higher education levels. Presently

India is blessed with various schools, colleges, universities and other institutions in India which are providing quality education to the students. From the past several years India is producing many talent professional who are best in the world and working hard for the Nations growth and are in great demand. This shows the strength of Indian education system.

As per the World Bank report in India there are more than 7.5 Lakhs formal schools, more than 3.6 million teachers are working on full time basis, there are more than 175 Universities offering undergraduate level and post graduate courses and about 6000 colleges affiliated to these universities.

III. ACADEMIC FRAMEWORK:

There are three principle levels of qualifications within the higher education system in the country which are as

i) Bachelor/ Undergraduate level: Bachelor's degree is offered after 12 years of school education. Generally it is offered in two streams: liberal and professional field of studies. The liberal studies are generally three years programme offered in arts, commerce and sciences. Some institutions offer bachelor courses with honours in liberal studies which are not necessarily longer in duration but indicate greater depth of study. Bachelor degree in professional studies is generally a four years programme offered in agriculture, dentistry, engineering, medicine, pharmacy, technology, and veterinary. The bachelors in architecture and medicine take five and five and a half years respectively. There are other bachelor programme which are offered only after completion of first bachelor degree. These include one year bachelors in education, journalism and library and information science. Similarly a Bachelor's degree in law can be pursued only after completion of first bachelor degree but is of three years bachelor programme. The bachelor degree in law is also offered as an integrated degree lasting five years.

ii) Master's / Post-graduate level: Master's degree is normally of two-year duration in both the liberal and professional fields of study. It could be coursework based with or without thesis or research. Now a days to match the skill requirement, fast track programmes in professional streams such as Executive MBA are also available to those having 3 to 5 years of experience at managerial level. Some Master's degree such as in Library and Information Science lasts for one year while in Computer Science lasts for three years.

iii) Pre-Doctoral / Doctoral level: A pre-doctoral programme - Master of Philosophy (M.Phil.) is taken after completion of the Master's Degree. This can either be completely research based or can include course work as well which is generally of one and half year duration. Doctor of Philosophy (Ph.D.) is pursued after masters or pre-doctoral programme and generally takes two to five years to be awarded. Students are expected to write a substantial thesis based on original research with or without course work.

iv) Diploma: Diploma Courses are also available at the undergraduate and postgraduate level. At the undergraduate level, it varies between one to three years in length while postgraduate diplomas are normally awarded after one year's study.

v) Distance Learning Programmes: At all the levels, programmes in both liberal and professional field are offered through distance learning mode which normally takes longer duration than their equivalent regular programme.

IV. HIGHER EDUCATION INSTITUTIONAL FRAMEWORK:

Compared with other education systems, India's has a large variety of HEIs. India's UGC Act of 1956 specifies that only universities that were established by federal, state, or provincial legislation or institutions that have been granted the status of a deemed university by the federal government, are allowed to award academic degrees in India. Thus, there are five types of institutions with degree-granting authority:

i) Central Universities: Central Universities are also called as Union Universities. These are established, overseen, and funded by the federal government, mostly through UGC grants. There are presently 40 central universities directly under the MHRD. In addition, there are seven federal universities, including the Indian Maritime University and Rajiv Gandhi National Aviation University, which fall under other federal government bodies like the Ministry of Civil Aviation.

ii) State Universities: State Universities are established and overseen by the governments of the individual states. State universities are generally eligible for UGC grants, but not all of them receive such grants, instead deriving funding from state governments, tuition fees, and other sources. Like central universities, state universities are bound by UGC standards regarding matters like curricula, program structures, and admission requirements, even though the regulatory reach of the UGC may sometimes be blunted in federal court. Most are larger, multidisciplinary institutions, but there are also a large number of specialized agricultural universities among the state universities.

iii) Private Universities: Private Universities are privately owned institutions that have been established by federal or state legislation and are therefore sometimes also referred to as "state private universities." Private universities can only be set up by non-profit entities like philanthropic societies, religious groups, non-profit organizations, etc. For-profit higher education is officially not permitted in India, but many private universities are said to operate like de facto for-profit institutions.

Private universities face greater restrictions than public institutions. The UGC stipulates that they "cannot affiliate an institution/college. They cannot establish off campus centre(s) beyond the territorial jurisdiction of the concerned State. However, they can establish off-campus centre(s) within the concerned State after their existence of five years and with the prior approval of the University Grants Commission. So far, UGC has not approved any off campus centre(s) of any Private University."

There are more than 300 private universities in India. They comprise a diverse group that includes small specialized institutions and larger multidisciplinary research universities. Many, but not all, have lower admissions requirements than public universities and charge high tuition fees by Indian standards.

iv) Deemed to be Universities: Deemed-to-be-Universities are defined as non-university institutions of high quality, public or private, that the federal government has declared to be of equal standing with universities via executive order based on the advice of the UGC. These universities are having same academic status as universities and are eligible to receive UGC grants, if only under certain conditions. Deemed universities have the right to award the same types of degrees as state universities, although most of them have a much narrower, more specialized academic focus.

Deemed universities are not allowed to affiliate colleges and must seek UGC approval before offering new types of degree programs, although some deemed universities have recently been exempted from these restrictions under a new "graded autonomy" system.

v) Institutions of National Importance (INIs): Institutions of National Importance (INIs) are defined as institutions that serve "as a pivotal player in developing highly skilled personnel within the specified region of the country/state." INIs are specialized, highly selective elite institutions that are usually set up, or declared, by federal legislation and receive special central government funding. There are more than 100 of these institutions, including the Indian Institutes of Technology (IITs), the National

Institutes of Technology, the All India Institutes of Medical Sciences, and the Indian Institutes of Information Technology

Most of these institutions fall under the purview of the AICTE and other regulatory bodies like nursing boards. Unless they have been conferred degree-awarding authority by the UGC, SAIs can only award diploma and postgraduate diploma type credentials. The IIMs, for example, were not authorized to award degrees until they were declared INIs, even though their PGDMs were factually considered equivalent to university-issued MBAs by the Association of Indian Universities, as long as their programs were at least two years in length.

V. IMPACT OF GLOBALIZATION:

The challenge of higher education is to make full use of the opportunities that globalization has provided. First and foremost, the marvels of technology must be fully and profitably deployed. In India, Internet connectivity for university students is still inadequate. But the massive increase in cell phones, which are becoming more and more versatile, may be the answer to India's connectivity crisis. Once full connectivity is accomplished, the students can be liberated from the classrooms and allowed to find and create knowledge. The Universities will simply have to devise a means by which it can be established that the knowledge attained is genuine and accurate and that it is relevant to the needs of the countries concerned. Different students in the same class may diversify themselves and enrich different branches of knowledge.

The impact of globalization on higher education may be summarized in the following ways:

- a) Increasing interest of parents to get their children admitted to foreign educational institutions will cost us precious foreign exchange.
- b) Sometimes there is also the possibility of sub-standard courses being offered to the students, which may lead to cheating of innocent citizens of India.
- c) It will lead to the creation of three different classes of graduates – those educations in foreign universities, those from costly private domestic institutions, and those from economically weaker sections studying in government funded institutions. This will only lead to social tensions.
- d) In view of the nature of the globalised higher education, the commoditization of Indian higher education is bound to have an adverse effect on our culture, the ethos of social welfare and even the quality of Indian education system.

One impact of globalization on education is the urgency to develop a skilled work force at all levels to meet the demands of increasing business environment. Instead of its traditional role of providing education as a welfare measure, the state is required to facilitate privatization and deregulation in education, particularly as the quality of education provided by the state institutions has been rather poor. This is by no means undesirable, as privatization of education has helped to increase quantity as well as quality. Profiteering is a negative factor, but its evil is often offset by the timely and efficient utilization of human talent to develop competitiveness worldwide. Indians seeking employment and competing successfully is no recent phenomenon. Globalization has merely hastened the pace of migration and created better placements worldwide.

In order to cope with the western countries, the measures required include the adoption of a credit based semester system with continuous internal evaluation. A cafeteria type option to the students for the course to be offered and facilitates of credit transfer. A majority of conventional universities in India are far behind, at least in non-professional courses. As the UGC, AICTE (All India Council of Technical Education) and other controlling agencies are not in a position to intervene effectively and control the foreign educational institutions. The UGC has decided to invite proposals from institutions that are keen on “exporting Indian education” to foreign learners under a “Study India Programme”. A recent study

shows that one in every 10 students studying in the US was an Indian, while less than 0.6 percent of American Students were receiving educational credit for studying in India.

The government of India has recognized these dangerous phenomena and belatedly started the process of constituting a Committee for the Promotion of Indian Education Abroad under the Ministry of Human Resources Development, department of education. During 2001, there were 54,664 Indian students in the United States alone, with the total number abroad exceeding 10 lakhs. In contrast, there were only 7,791 foreigner students in India, mainly from the developing countries like Bangladesh and countries of South and East Asia. Globalization and commercialization of education has thus become a reality and, India being a signatory to the WTO as also to the WATS, we have to be very much cautious about the functioning of the foreign educational institutions. The impact of Globalization on Higher Education can be summarised as,

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

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

VI. CHALLENGES OF HIGHER EDUCATION IN INDIA

Few high esteemed institutions like IIMs, IITs, IISc & 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. The challenges of Higher Education in India are as,

- a. Higher education as an investment
- b. Expansion of higher education
- c. Quality higher education to transform India into developed nation
- d. Contribution of education for national development & economy
- e. Expenditure on Higher education.
- f. Science & technology as a base for higher education.
- g. Focus on qualitative research.

Privatization of higher education is apparently a fledgling but welcome trend; Higher education requires maintaining creativity, innovative, adaptability and Quality.

VII. CHALLENGE OR AN OPPORTUNITY

The strategic and long-term questions that Globalization poses to the higher Education system are 'Commoditization' - the use of knowledge as a purchasable and saleable good. 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 centres 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.

VIII. CONCLUSION:

The Indian Higher Education system is facing many problems & challenges. Government is thinking to globalize the higher education system for transformation and bring the standards in the Indian 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. 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 and institutes. Through the current education systems number of graduates are produced with high rate but still lot of them are unemployed. So it is time to change current education into 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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