Impact of Globalization and Higher Education in India- Some Reflections

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ABSTRACT

Globalization phenomenon has transformed the higher education landscape in India. The major trend is the reforming and restructuring of higher education in India to make it more competitive globally. India and many of the Asian countries are promoting higher education to the world. However, criticism from world educational councils have highlighted that the impact of globalization on higher education in developing countries to follow the ideologies and global practices without developing their own unique systems and disregarding their rich tradition and cultures. As the world looks east for global leadership in economic growth, India has to consistently pay attention to her higher education as a source of growth in current times of knowledge driven growth. Within these challenges, underlie the promising opportunities for India to outshine on the global map.

KEYWORDS : Globalization, Higher education, Challenges, Present Scenario

INTRODUCTION:

Globalization can be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and vice versa. It is this construction of time-space compression that has given rise to popular notion of "One-World" "Global Village", Today, the median age of India's 1.5 billion strong population is a mere 32; a good ten years lower than most other nations in the world. Today, India is the largest contributor to the global workforce, its working age population surpassing 950 million. It is no surprise then that, India has emerged to be the world's third largest economy – an achievement underpinned, no doubt, by its unique demographic advantage, but also a prospect that would not have translated into reality if not for the country's pioneering reforms in university education over the past 20 years.

LITERATURE REVIEW:

The discussion in the sources from India tends to either focus on access or privatization. The focus on access relates to the fact that, as Singh explains "India has one of the poorest Gross Enrollment Ratios (GER) for higher education in the world. According to 2010 data, India's GER was a meager 13.8 percent, compared with the global average of around 26 percent." The current Ministry of Human Resources and Development set the goal, however, of reaching 30 percent GER by 2020. MK Singh (2006) highlighted the challenges of globalization on Indian higher education. Singh interviewed Pramath Raj Singh, founding dean of the Indian School of Business to obtain further background information On these statistics and the status of higher education in India. According to Sinha " The total population between the ages of 15 and 24 in India is 234 million. If India meets its 30 Percent GER target by 2020, about 40 million students would be enrolled in the higher education system in 2020. Currently, around 18.5 million students are enrolled in the HE sector"(Sinha, 2013). Sinha (2013) explains that enrollment is kept low because the country simply does not have capacity to accommodate a growing number of high school graduates. The demand is so high that in order to meet it and reach the goal of 30 percent GER, as Sinha (2013) explains "we need to create an additional capacity of about 25 million Seats over the next decade. This requires an additional 10,500 technical institutions,15,530 Colleges and 521 universities" (Sinha, 2013). The discussion in India is also focused on the Issue of privatization. Historically, higher education was a public system run by the government (Tandon, 2012). As the government placed priority on access to primary And secondary education, growth and expansion in higher education received little attention and investment.

OBJECTIVES OF THE PRESENT STUDY:

This research paper has the following objectives:

1. To examine the higher education challenges in globalized world
2. To examine the present scenario of higher education in India.

METHODOLOGY & DATABASE:

For the present paper and for the purpose of study data have been collected from secondary sources. Necessary secondary data on conceptual frame work and review of literature are collected from Journals, Magazines, Newsletters, News papers, Periodicals, Reference Books, including the reports and documents of Ministry of Human Resource Development, various regulatory bodies like the University Grants Commission (UGC), All India Council for Technical Education (AICTE), accreditation organizations, National Sample Survey Organization, Five Year plan documents, etc. and various other publications.

Observations and Findings

HIGHER EDUCATION CHALLENGES IN A GLOBALIZED WORLD:

Globalization is a growing challenge to higher education institutions worldwide since it brings not only opportunities but also concerns to higher institutions and universities. Duderstadt, Taggart and Weber (2008) go so far that they argue that there is a serious imbalance between educational need and educational capacity-many of our universities are in the wrong place, where populations are aging and perhaps even declining rather than young and growing, driving major population migration and all too frequently the clash of cultures and ethnicity. They further argue that current estimates suggest that the number of students seeking university degrees will roughly double over the next two decades to as high as 250 million, with most of this growth in the developing world. And, there is no doubt that higher education institutions, especially research universities, are among the main agents of global convergence. While the higher education system in India has witnessed significant expansion and progress over the past decades, there are some systemic issues that need to be addressed;

a. **Social Value** Widen the reach and enhance affordability of higher education so that it is accessible to all strata of society
b. **Economic value** Support India's economic agenda by creating job-ready and employable workforce through increased focus on imparting structural and technical skills
c. **Intellectual value** Pushing the frontiers of knowledge by enhancing quality and building excellence through research, partnerships etc.

Existing deficiencies

• Significant disparity in higher education across genders, social groups and geographies
• Low employability of graduates perceived by industry
• Lagging behind other countries in university rankings and research output

Table-1 Higher education architecture in India

1. Curricula and peda-gogy	2. Faculty	3. Research	4. Partnerships	5. Infrastructure
►Outdated curricula not reflecting the require-ments of dynamic market environment	►Vacant faculty positions, even in top institutions ►Inadequate teacher training ►High student- teacher ratios	►Low focus on research, even in top institutions ►Lack of industry involve-ment to drive industry oriented research	►High quality partnerships with foreign institutions re-stricted to a few institutions	►Most institutions not meeting infrastructure norms ►Allocated funding for infrastructure develop-ment not being utilized effectively

Higher education foundation

6. Funding	7. Governance/Leadership
►Low government spending on research relative to other countries	►Multiple regulatory bodies with duplication and ambiguity of regula-tions

PRESENT SCENARIO OF HIGHER EDUCATION IN INDIA:

The current higher education system in India is massive with over 30 million students enrolled across 45,000 institutions. Total enrollment (2013-14 est.) was 30.5 million, Regular brick and mortar was 84% and in distance education was 16% and   Gross enrollment ratio (2013–14 est.) was 22.5%.

Institutions
Number of institutions (2011-12)
• Colleges : 33,023
• **Diploma-granting institutions: 12,748**
• Universities: 659
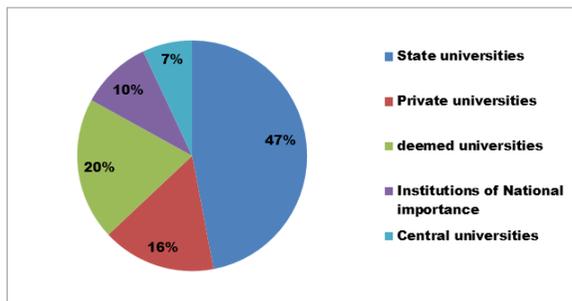
Figure-1 Type of degree-awarding universities (2011-12)

- State universities — 47%
- Private universities — 16%
- deemed universities — 20%
- Institutions of National importance — 10%
- Central universities — 7%

Figure-2 Enrollment by field of study (2011-12)

Enrollment by field of study (2011-12)
- Arts — 31%
- Science — 15%
- commerce/ Management — 15%
- Engineering/Technology — 24%
- Education — 6%
- Medicine — 5%
- Law — 2%
- Agriculture/ Vaterinary Science — 1%
- Others — 1%
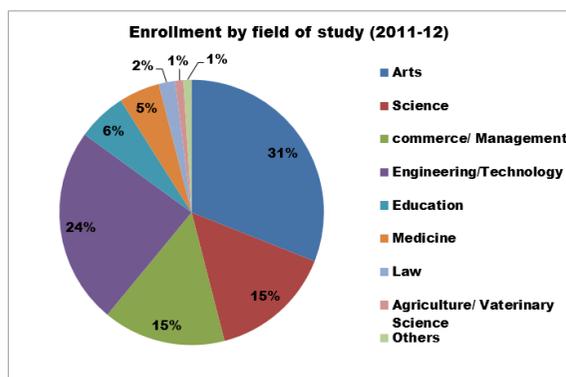
Figure-3 AICTE approved technical institutions (2012-13)

AICTE approved technical institutions
- Engineering — 3498
- Management — 2467
- Computer applications — 1255
- Pharmacy — 1153
- Others — 225
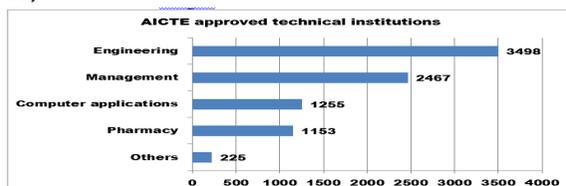
*Extrapolated basis 2011-12 data from Twelfth Five Year Plan: chapter on higher education

Source: Twelfth Five Year Plan: Chapter on higher education, UNESCO: Global Education Digest 2011. UGC: Higher education in India at a glance, June 2013, AICTE Growth of Institutions in last six years: 2012, UGC Annual Report 2011-12, MHRD Annual Report 2012-13

Despite the current size, India's GER lags that of other leading countries such as the US, Switzerland, Japan and the UK as well as the developing countries such as China, Brazil, Malaysia and the Philippines. Compared to developed countries, India witness-es more enrollments in Arts and Engineering while enrollment in Medical studies is lower.

Figure-4 Stream-wise split for enrollment 2011
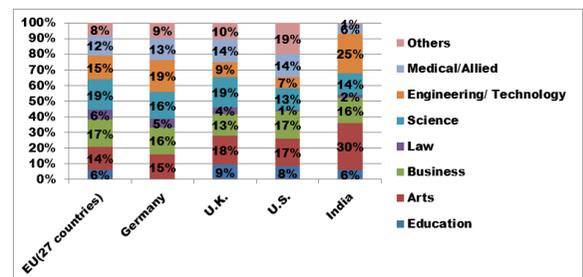
Source: UNESCO: Global Education Digest 2010, EuroStat 2011 data, EY analysis

Enablers of progress in the higher education sector
• Increasing private participation
• Increased government allocation
• Increasing industry-academia partnerships
• International collaborations

Government Initiatives to improve Higher Education in Globalized Scenario
Increased budget allocation
► Increased Budget allocation under Rashtriya Uchhatar Shiksha Abhiyan (RUSA) during the Twelfth and Thirteenth Five Year Plans.

Implementation of National Mission for Education through ICT (NMEICT)
► The Government's allocation of INR40 billion during the Twelfth Five Year Plan for NMEICT
► Initiatives on generation of e-content by the Consortium for Ed-ucational Communication for 68 subjects in undergraduate level courses and 77 subjects in postgraduate level courses

National Knowledge Network (NKN)
► To interconnect all universities, libraries, laboratories, hospitals and agricultural institutions to share data and computing re-sources across country over a high-speed information network with gigabit capabilities
► It also focuses on providing digital campuses, video-conference classrooms, wireless hotspots, and laptops/desktops to all stu-

dents enrolled in professional/science courses, and Wi-Fi connectivity in hostels.

The Planning Commission presented its draft 12th five year plan (2012-17) on December 27, 2012 to the National Development Council which has now adopted it. The draft plan document estimated that "developed economies and even China will face a shortage of about four crore (40 million) highly skilled workers by 2020, while, based on current projections of higher education, India is likely to see some surplus of graduates in 2020. Thus, India could capture a higher share of global knowledge based work, for example by increasing its exports of knowledge-intensive goods and services, if there is focus on higher education and its quality is globally benchmarked."

Conclusion

In The 21st century is marked by a paradigm shift in education that has resulted both in threats and opportunities. It has brought new challenges and an opportunity for higher education. Higher education in India is undergoing rapid changes. The challenges ahead are multifaceted and multidimensional. Higher education in India was traditionally looked after by the government, but in view of lack of resources to meet the increasing demand, private sector has been allowed to share the responsibility. The country has a well developed educational set up in terms of range of programs and their acceptability in local industry, but it lacks in terms of international quality standards. As a result those who can afford the high cost of higher education look forward for the opportunities abroad while the others have to compromise with sub-standard education. However, we still have a long way to go to meet the challenges thrown by the developed western world." If we want to attain an important place in the international community and wants to progress there are three requisites - a strong base of science and technology, a strong defense system and a strong economy,"

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