

## Globalization and Higher Education in India-A Glimpse



### Political Science

**KEYWORDS :** Globalization, Higher education, Access, Governance

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### ABSTRACT

*As knowledge replaces physical capital as major source of present and future wealth, higher education has come to occupy centre stage in the development strategies of countries the world over. The Indian government has approved the Foreign Education Providers (Regulatory) Bill (2010) that will allow foreign universities to open branches in India. In this context, in my present paper, I have tried to highlight the access to higher education in India and to understand the governance of higher education in India. The higher education system in India is influenced by political ideologies. Higher education being the joint responsibility of both the Central and the State governments, the state/provincial governments' shares a lion's share of about 80 per cent and to that extent influence higher education. The impact of globalization and the development of knowledge-based economy have caused much dramatic change to the character and functions of higher education in India.*

### INTRODUCTION:

Globalization is an umbrella term that refers to increasing global connectivity, integration and interdependence in the economic, social, technological, cultural, political, and ecological spheres. Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. With well-planned expansion and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. India has also undertaken large-scale reforms to better faculty-student ratios by making teaching an attractive career path, expanding capacity for doctoral students at research universities and delinking educational qualifications from teaching eligibility.

### LITERATURE REVIEW:

Altbach, PG & Knight, J (2007) in his paper "The Internalization of higher education: Motivations and realities" has emphasized globalization is the context of economic and academic trends that are part of the reality of the 21st century. Varghese (NV Varghese-2008) in his paper "Globalization of higher education and cross-border student mobility" was found Education, and more particularly higher education, is seen as a major foundation in implementing the complex process of globalization. PG Rani (2004) derived the high degree of correlation between economic reforms and financing higher education in India. Z Qiang (Z Qiang-2003) in his paper 'Internationalization of Higher Education: Towards a conceptual framework' had narrated internationalization of higher education is seen as one of the ways a country responds to the impact of globalization. MK Singh (2006) highlighted the challenges of globalization on Indian higher education. Devesh Kapur & Pratap Bhanu Mehatha (2007) argues that academic capitalism, fuelled by globalization has led to changes in the university visible in time/space compression, time acceleration and managing time in a justifiable and successful manner. Prof. Rahul. P. More (2008) in his paper presentation at the national seminar on Impact of globalization on education in India at Abeda Inamdar Senior College, Pune was greatly stressed on higher education policy, programmes & its implementation, role of regulatory bodies and individual institutional policy & programmes.

### OBJECTIVES OF THE PRESENT STUDY:

This research paper has the following objectives:

- To review the access to higher education in India
- To understand the governance 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

#### Access to Higher education in India

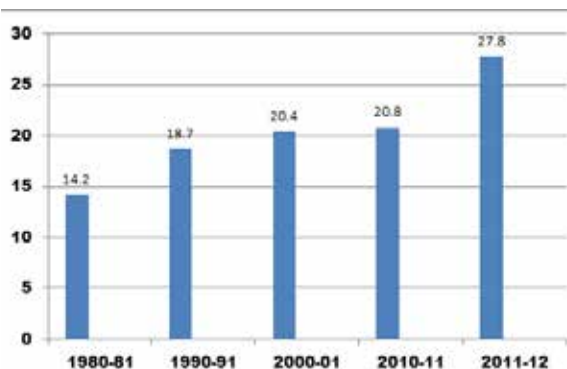
India has the largest higher education system in the world by the number of institutions with around 634 universities and about 33,023 colleges. But it ranks third in terms of enrolments with about 17 million students (UGC, 2012). The Gross Enrolment Ratio (GER) has seen steep growth in recent past decade, which is appreciable considering the ever increasing population and thereby the relevant age cohort in absolute terms. During the last five years the GER has increased more than 5 per cent and for some of the disadvantaged sections of the population it has been much more. With a GER of 15 per cent, India still lags behind world average, the averages of other countries including its growth sharing BRICS nations, and even the average of developing nations. But the GER attainment of 15 per cent is a result of increase in social demand and deliberate policy efforts to improve access (MHRD, 2012).

Besides low GER, there exists demand supply gap in higher education in India. On the demand front, the rising population of the age-cohort, increased numbers of secondary education pass-outs, increased social and private returns to higher education induce the pressure to raise the access to higher education, whereas public higher education lacks enough funding from its competing and prioritized ends. Ever since the higher education has opened up to the private sector, it has shared most of the responsibility of increasing access.

Of various types of institutes, 47 per cent are State Universities, 20 per cent Deemed Universities<sup>1</sup>, 16 per cent Private Universities, 7 per cent Central Universities, and other 10 per cent comprising of various Institutes of National Importance and other university level institutes (UGC, 2012). Thus the non-public sector accounts for a higher share than public sector. In Indian higher education, about 86 per cent of students are enrolled at undergraduate level and only about 12 per cent are enrolled at post graduate level. Surprisingly, diploma and certificate education has a meagre 1 per cent enrolment as it is considered as an available provision for those who are not able to make it in the mainstream higher education. Unfortunately, for a nation aspiring to become a knowledge economy, a trivial 1 per cent enrolment in research would not be praiseworthy (UGC, 2012). It has been observed that the share of enrolment in traditional courses viz., humani-

ties, social sciences and pure/natural sciences has declined during the last one decade and the same trend is likely to continue in near future. The inclination for professional courses and thereby enhanced enrolment is favoured by increased private providers and other stakeholders, who anticipate better job prospects. This is likely to hamper the basic research output. The contribution of India in research publication has increased during last one decade but compared to its contemporary developing nations its growth has not been appreciable (DST, 2012). Further the Distance education accounts for 26 per cent of the total students' enrolments and the remaining 74 per cent is the share of classroom teaching in higher education (FICCI, 2011).

**Figure. 1. Faculty-wise students' enrolment in higher education 2011–12**



Source: MHRD Annual Report 2012-13, UGC Annual report 2011-12, UGC report on HE in India 2011

### Governance of Higher education in India

The imperative of the previous decade towards 'good governance' in all realms – business, administration and politics – has resulted in dramatic changes in the governance framework for higher education in areas both internal to institutions as well as areas external to institutions. While much has been done towards ensuring quality, instituting accountability, enabling private participation, promoting internationalization and so on, there are a few salient trends that deserve particular mention when talking of governance reforms since 2013 –

**Diminishing role of government in governance:** Over the years, the government has gradually withdrawn from direct management of public institutions, devolving governance to boards comprising academics, alumni and external members. Self-regulation and self-critique has now become the norm. Over the 13th and 14th plan periods, the funding model has moved from funding for institutions to funding for individuals (including faculty, students and researchers). As a result, institutions can no longer rely solely on government monies for operations and expansion, but are increasingly taking greater responsibility for sourcing funding, further increasing their autonomy to plan their own futures.

**Moving from monitoring inputs to regulating outcomes:** Now the government has linked public funding with performance variables. Attempt has also been made to shift the thrust from consumption of allocated funds to outcomes from utilized funds, effecting, at the same time, greater autonomy in the use of allocated funds as well as greater institutional responsibility towards their effective utilization.

**Compulsory accreditation:** The move towards regulating outcomes has been accompanied by the introduction of a more sophisticated quality assurance system based on the establishment of a national accreditation agency for higher education and also several other agencies with a specialized focus. As a result, claims to quality can no longer be based on internal judgment by institutions themselves but have to be justified by an external process of peer review and assessment by quality rating agencies. Periodic assessment and review allows institutions to move up or down the hierarchy of grades within their tier, or even move across tiers.

**Enabling environment for private and foreign participation:** About ten years ago, the distinction between 'private' and 'public' among universities had effectually started to blur, with recommendations from the Narayana Murthy Committee Report being a first step in this direction. Today, foreign education providers are also treated on par with Indian institutions, they too being subjected to the same accreditation norms.

**Thrust towards internationalization:** Lastly, much of the 20 years of reform –including in aspects of governance– was underpinned by the desire and commitment to emerge as a globally competitive education system. Internationalization has been a powerful driving theme, enabling the Indian higher education sector to both be in consonance with global standards as also emerge a leader in higher education globally.

### Conclusion

During the last decade, the education sector has dominated economic planning. Despite many new national missions/programs and reforms agenda, by both the central and state governments with private sector intervention, the higher education sector is in a state of complete flux. While we have tremendously enhanced capacity, we lag in quality, given inadequate autonomy to our Universities. Centralized control and a standardized approach remain at the heart of regulations. We are in the 21st century with a mid-20th century regulatory architecture. If India has to emerge as preferred location for higher education in the globalizing world it will have to develop a national policy to address the challenges of sub-standard quality, ineffective systems of monitoring and control, red-tapism in growth and development and political interference.

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