



A study on effects of globalization on higher education in India

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ABSTRACT

Education system in India can be dated centuries back to the age of Buddha but, now there has in fact been substantial 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 paucity of funds, lack of autonomy, burden of affiliation etc. It is characterized by extreme rigidity and lack of flexibility. The real weakness of the higher education is in the structure itself, and there is a need for introspection and reflection on what we have achieved and where do we go from here during the times of globalization on the other hand, 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 an information based society.

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Introduction

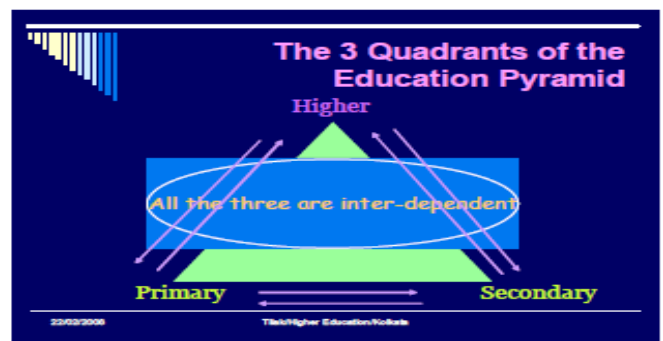
Education is most important factor to progress the country. Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Basically Indian Education system is composed of three components and they are Primary education, Secondary education and Higher education. The educational structure in India is generally referred to as the Ten + Two + Three (10+2+3) pattern. The first ten years provide undifferentiated general education for all students. The +2 stage, also known as the higher secondary or senior secondary, provides for differentiation into academic and vocational streams and marks the end of school education. In +3 stage, which involves college education, the student goes for higher studies in his chosen field of subject. The Educational structure in India which operates at all conceivable levels from pre-school to post-doctoral is of monumental proportions. According to a World Bank report there are more than 7,40,000 formal schools; more than 3.6 million teachers are working on full time basis; there are more than 175 Universities offering under graduate and post graduate courses and about 6000 colleges affiliated to these universities.

Elementary education in India, therefore, is the foundation on which the development of every citizen and the nation as a whole hinges. Therefore government has introduced innovative ways of universalizing elementary education in India like Sarva Shiksha Abhiyan or SSA etc. Despite all the efforts of the government of India, universalization of elementary education in India remains a distant dream.

Higher Education System

India claims to have the second largest higher education system in the world, in view of its vast population it is regarded as one of the backward countries in respect of education, especially higher education. At the advent of India's independence, there were 19 universities and 591 colleges while students enrolment at the tertiary level of education was 0.2

million. After 56 years of independence now, the number of universities, deemed universities and institutions of national importance have risen to 261, the number of degree and above level general education colleges to 8,361, the number of professional colleges to 2,340 and total enrolment to 8.8 million. This certainly is a great advancement.



Three pillars of Indian Education system

Higher Education Institutes in India

Universities and its element colleges are the main institutes of higher education in India. There are at present 227 government-recognized Universities in India. Out of them 20 are central universities, 110 are believe universities and 11 are Open Universities and rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. However Jawaharlal University is a extraordinary exception to this rule. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. According to the Department of higher Education, government of India, there are 16,885 colleges, 99.50 lakh students and 4.59 lakh teachers in various higher education institutes in India. The University Grant Commission (UGC) of India is not only the lone grant giving agency in the country, but also responsible for organize, determining and maintaining the

standards in institutions of higher education. In order to maintain that rate of growth and the quality of higher education in India. Therefore the Prime Minister of India has say the establishment of 8 IITs, seven Indian Institutes of Management (IIMs) and five Indian Institutes of Science, Education and Research (IISERs) and 30 Central Universities in his speech to the nation on the 60th Independence Day.

A pictorial overview of Higher Education in India

“Higher Education in India: The Need for Change”.

Private Colleges (Aided)	Private Colleges (Unaided)
Distance Learning	Foreign Institute
Non-University Sector (Polytechnics and Industrial Training Institutes)	

HEI: Higher Education Institutions

Years	Universities	Colleges	Total HEIs	Enrolment (in Million)
1947-48	20	496	516	0.2
1950-51	28	578	606	0.2
1960-61	45	1,819	1,864	0.6
1970-71	93	3,277	3,370	0.2
1980-81	123	4,738	4,861	2.8
1990-91	184	5,748	5,932	4.4
2000-01	266	11,146	11,412	8.8
2005-06	348	17,625	17,973	10.5

Types of institutions imparting higher education in India

* Universities under the Government	* Private Universities
* Deemed Universities (Aided)	* Deemed Universities (Unaided)
* Colleges under Government	

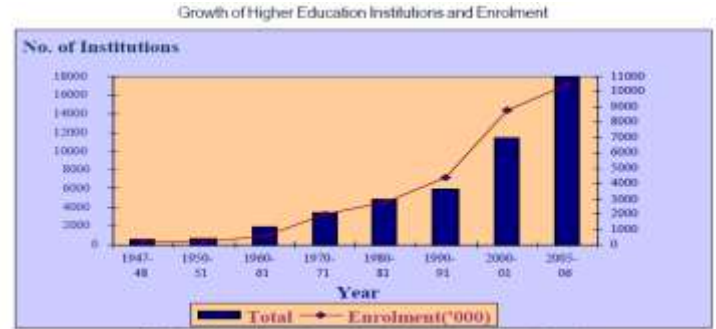
Typology and Growth Trends of Higher Education Institutions

	Ownership	Financing	Number of institutions*	Number of students*	Growth trends
Universities under the Government	Public	Public	240	1,000,000	Not growing
Private Universities	Private	Private	7	10,000	Emerging on the scene
Deemed Universities (Aided)	Private or Public	Public	38	40,000	Growing slowly
Deemed Universities (Unaided)	Private	Private	63	60,000	Growing rapidly
Colleges under the Government	Public	Public	4,225	2,750,000	Not growing
Private Colleges (Aided)	Private	Public	5,750	3,450,000	Not growing
Private Colleges (Unaided)	Private	Private	7,650	3,150,000	Growing rapidly
Foreign Institutions	Private	Private	150	8,000	Emerging on the scene
Total			18,123	10,468,000	

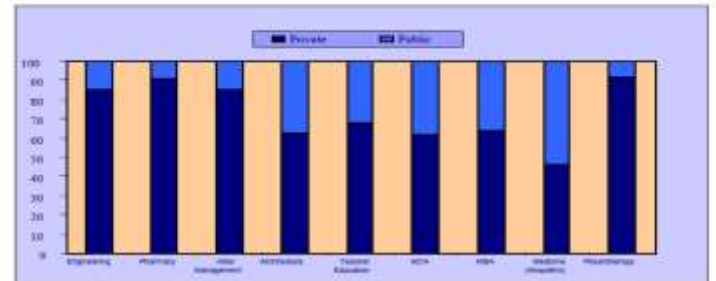
Relative Share of Private and Public Institutions For professional courses, majority of institutions are private (self-financing). In addition, there is a huge private training sector and coaching industry in India. (Source: Paper by Pawan Agarwal, ICRIER New Delhi)

Globalization and Its impact on Higher Education

The term ‘globalization’ means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people.



Post-1980 rapid growth in number of institutions and enrolment
(Source: Paper by Pawan Agarwal, ICRIER New Delhi)



Globalization is fusion of Indian education with international standards. This dual educational norm, is not confined to national academics only, and has crossed the boundaries, to become multifaceted. The world of education is constantly shrinking, in order to be globally systematic. Globalization is a step ahead, in the direction, to bridge the parallel, trends, in the pursuit of knowledge and creation of global opportunities for discerning. The innovative forms of transnational education like Internet based distance learning, educational franchising, global competition for brightest brains along with the market place for higher education, have greatly expanded opportunities for Indian students, outside their own country of origin.

India is also following the global phenomenon. As part of globalization, the economic reform packages were introduced in India in the beginning of 1991. The education sector, relative priority assigned to higher education has been on the decline it is to be realized that higher education institutions play an important role in setting the academic standard for primary and secondary education. They are also responsible for not only providing the specialized human capital in order to corner the gains from globalization, but also for training inside the country, provide policy advice, etc. Globalization is expected to have a positive influence on the volume, quality and spread of knowledge through increased interaction among the various states. The free market philosophy has already entered the educational world 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. Our Institutes like IIM'S and IIT'S have produced world-class professionals. These institutes imparts quality education as per industry expectations and give due importance to Institute Industry Interface. India is a transforming country. In India, over the years, there have been private initiatives in education. Privatization of higher education has emerged in several forms and types in the recent decade in India. One, privatization within government higher education institutions take place in the form of introducing self-financing courses within government institutions; two, converting government-aided private

institutions into private self-financing institutions; three, allowing to expand self-financing private institutions with recognition and also without recognition, which may be termed as commercial private. Commercial private higher education emerges from market forces and tied to economic and global forces. They thrive on the principles of commercialism, primarily focus on vocational courses and highly pragmatic. Their commercial thrust is training jobs; indeed, part of the curriculum is industrial training. Not only training for jobs but also place their students in well-paid jobs. We can divide these institutions into various types, like of the self-financing engineering colleges and management institutions are affiliated to the conventional universities. In which, the course structure, design, curriculum, and the pattern of examination fall within the purview of the national or state pattern. On the other side, several of these self-financing private institutions are also non-affiliating to any universities and cater to the demands of the corporate sector nationally and internationally.

The Twenty first centuries, Buzz word I.T., is great contribution of globalization. Information and technology include, computing, telecommunications and microelectronics, which helps in modernizing, teaching, learning and research, in the higher educational set up of India. The Indian higher education would lag behind without I.T. systems. Today, students and teachers have come out of four walled classrooms, to interact through cyber-world, leaving behind even the geographical boundaries, of their country. I.T. has paved the way for potential improvement of higher education system of India, by carving out the reasoning and thinking ability, judgment and decision-making, self-concept and value education along with the scientific-trends. The teaching and learning has brought a change in the higher education of India, as the electronic data is used world over and people do not have to rely on print material only. Technological expansions have helped; spread education to every nook and corner of the world, creating classrooms sans teachers. I.T. would be very beneficial to Indian higher education but its accessibility, for the general masses in India, is doubtful, as it is an expensive approach and remains beyond the purchasing power of Indian students. The use of this advanced technology in India, without its decentralization among masses, would lead to inequality in learning and the outcome would be disproportionate growth of society, leaving poor the sufferers. The government has to come forward, in this context, so that the maximum good is done for maximum number of students, otherwise the impact of such a globalization, would prove to be dangerous.

Privatization is yet another concept associated with globalization, World Bank, I.M.F., W.T.O. and GATS are pressurizing India, to privatize its higher educational institutions i.e. universities, which clearly means selling the education to those who can pay the high prices. There would be no control, over export and import of higher education, and the private institutions, from overseas would open branches in India, exchange of degrees and certificates would go on without restrictions, on the part of any universities, major problem of affiliation will also arise, snatching the independence of Indian Universities. Their autonomy will be at a stake. Indian Universities are already at loss as more than 42,000 students of our country are studying abroad in U.S., Australia and U.K., where as a very small number of foreign students are seeking admissions in Indian Universities. The concepts of brain –drain get a boost, under Privatization.

The presence of foreign universities, within our own country, would also undermine task of creation of knowledge and services for the community and for nation building, as Indian Universities have their special mission to provide traditional educational values, along with teaching, learning and research. The vedic values of gurukul, are entrained in the higher education of India, so that we take the cultural heritage along and not forget our customs, rituals and spiritual touch of divinity. If the privatization occurs the higher education would cease to be a social-service and public good, and certainly turn into commercial good. Universities would become private commodities; as a result higher education of India will suffer on social-lines. Yet, as the Indian higher education system is a large one, with some 300 universities and 10,000 colleges, our quality of education is deteriorating, due to paucity of funds. Privatization is welcome in India only if Joint Ventures between universities exist; private industries come forward to help Indian universities and foreign collaboration, to bring out the reforms. Foreign policy of the kind is required, which would make educational exchange to produce tangible benefits for our country. The private universities help in funding scholarships and infrastructural facilities. The Privatization done for philanthropic reasons is a welcome, in India, but not as a market place for education. Financial crunch is a major handicap of Indian higher education.

Globalization would help funding the Indian universities; ‘Bharat Shiksha Kosh’ is no doubt a laudable step in the face of financial constraints, as state funding is inadequate. The Kosh is constituted to receive donations from individual and the corporates, central and state governments and N.R.I’s along with foreign institutions as well. This would be of great help, especially when the I.M.F. and World Bank has pressurized India to frame 93rd Amendment, putting the responsibility of educating the children, on their parents. Thus private funding is a must, in the form of, industry and university collaboration, the help of Multinational Corporation together with Indian hi-tech industry, which holds considerable promises towards financing higher education, in India. Partnerships such as equipment donations, faculty training, student scholarships, infrastructural developments, with universities, by the multinational companies, would bring the real change in education. Global companies like General electric and Lucent Technologies have already started walking on these lines, to help India.

The impact of globalization can be seen on the curriculum also, as the new curriculum is based on the lines of foreign universities, to bring the transformation in a uniform way, in some higher education institutions of India. With rapid changes world over, the restructuring of the curriculum means, designing courses to bring flexibility, and to strengthen the inter disciplinary, in the higher education, leading a student to analytical and critical thinking. Whereas the India is a second largest higher education system, in the world, facing the crisis of, university of the poor, with continued expansion, deteriorating standards, limited resources, political involvement, therefore the changes in curriculum, on the lines of globalization, cannot hold ground. Since the curriculum in other countries is guided by market forces and here it is designed on national requirements.

Challenges and Threats Mad Drive for Privatization

Privatization in the sphere of higher education was stressed in the country paper submitted by the union HRD minister at the world conference on higher education, held in Paris on October

5-9, 1998. Then the Mukesh Ambani and Kumarmangalam Birla committee submitted its report in 2000, recommending a greater level of privatization in higher education. The University Grants Commission (UGC) issued a directive that only 80 per cent of the teaching vacancies will be filled up and that too on a temporary basis. We have to remember here that education is the process by which people not only acquire knowledge and information skill, but also values and ability to live and interact within and with social groups, as well as participate in cultural life and productive activities which may not always be economic. Though not a fundamental right in India, higher education is considered essential for any nation's cultural, social and economic development. The authority to regulate higher education must remain in the hands of competent bodies as designed by any country — the universities. The objective of the WTO and GATS is to bring to the market all educational production and institutions of all kinds. But the real power lies in the hands of the multinational corporations who are carrying on most of the world's trade.

The National Institute of Educational Planning and Administration (NIEPA) observed in 2000 that the danger of opening up of the education sector under the auspices of the WTO-GATS regime is that it might result in the draining of resources of the privatizing country. Also there may be strong cultural and political influences by one set of countries on another set of countries. Thus the danger of GATS has been correctly apprehended — that it will lead to the commodification of education, and degrade the humane face of education, culture, health and social welfare.

The Perils of Globalization

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

1. 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.
2. It will lead to the creation of three different classes of graduates — those educated 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.
3. In view of the nature of the globalize higher education, the commodification 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.

Globalization and commercialization of education has thus become a reality. This privatization has its negative in the form that student is acting as market force. Student is the power while faculty is weak in these private institutions. Indeed, the faculty lacks the position, power and autonomy as they traditionally enjoyed at universities. Basically they serve to students and their practical orientations in commercial private institutions. These institutions rely on part-time faculty and may be drawn from full-time faculty at public universities (and hence do not add to further employment opportunities). When employing full-time faculty, they pay meager salary. Perhaps many of them have neither practical nor academic expertise and lack training. Apart from privatization there is one major concern that how is to

deliver world class education with updated curriculum and practical exposure. This is possible only by attracting talented & 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. India is witnessing new era in the field of Management Education. Many Corporate groups like Reliance, Nirma, Tata, Sterlite etc. have promoted Management Institutes. The entire higher education in India has thus been thrown into a dangerous situation, which was never witnessed before. The World Bank has published a report on higher education in developing countries, titled *Peril and Promise*. Is there any doubt, however, that the current drive of globalization of higher education will not bring any promise to developing countries; on the contrary, it will thrust into a catastrophic peril the higher education system in developing countries?

Conclusion

We can say that the impact of globalization on Indian Higher Education could be termed as mixed-blessings. Developing countries have, little competitive potential, in the global arena. The globalization is a very serious issue, and it must be examined fully, in the perspective of nation building and social-set up. Globalization should take, hand in hand, the concept of cultural and social transmission, tolerance, brotherhood, compassion, mutual understanding and respect for all. India is facing a paradoxical situation; as system of Indian higher education is slow, to respond to globalization. Therefore, a step forward, in the direction of globalization should not be taken in haste; instead, the vistas should be cautiously unfolded, in order to find out "The World in One Nest".

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