IMPACT OF GLOBALIZATION ON HIGHER EDUCATION WITH REFERENCE TO INDIAN CONTEXT-A GLIMPSE

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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 examine the impact of globalization on higher education in India. 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. India’s higher education system is now the third largest in the world after China and US. As on today we have more than 300 universities, institutions of higher learning and deemed universities, out of which 95 deemed to be universities, 13 institutions of national importance, 19 central universities, 203 state universities, 5 institutions established under state legislation act and about 18000 colleges including about 300 Autonomous colleges. Perhaps globalization phenomenon has transformed the higher education landscape in India. Further it is also evidenced that the average enrolment in a higher education in India is 546 students, which includes several institutions with more than 10,000 students but also many with fewer than 100. 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. Adopting an analytical view on the impact of globalization on higher education, researcher has aimed to arrive at present scenario of higher education in India.

Key words: Globalization, Internationalization, Impact, Higher education

INTRODUCTION:

The principal objective of education has been the development of the whole individual. The minimum level of education that was necessary to achieve this goal in the agrarian society was basic or primary and in the industrial age, secondary. In the present borderless information
society, education needs to be able to respond to additional demands of a rapidly globalizing world by raising awareness of environment, peace, cultural and social diversity, increased competitiveness, and the concept of a global village. Such education is to a knowledge or information society what secondary education was to an industrial economy. Education prepares the individual to connect - and live in harmony - with the environment around him. Globalization has changed the size, nature and quality of that environment. The challenge for higher education, therefore, is to reform, create and develop systems that prepare the individual to work in a borderless economy and live in a global society. In other words, our educational institutions need to produce global citizens.

Higher education confers benefits above and beyond enhancing the incomes of those who receive it. And many of these benefits take the form of public goods, such as the contribution of higher education to enterprise, leadership, governance, culture, and participatory democracy, and its potential for lifting the disadvantaged out of poverty. These are all vital building blocks for stronger economies and societies and all routes by which the benefit of investment in higher education multiplies throughout society.

The international transactions in services are defined as the economic output of intangible commodities that may be produced, transferred and consumed at the same time. Traditionally services are viewed as domestic activities due to direct contact between producer and consumer and government monopoly in infrastructure sector. The emerging digitalization concept has altered this perception. The ascent of information and communication technology has given rise to e-commerce, e-banking, e-learning, e-medicine and e-governance. So, it is argued that government finds it increasingly difficult to cope up with technology-driven activities. Because of that Nowadays Education has turned out to be a commodity of international trade. It is no more a public good on domestic scale, but a private good on global scale.

CONCEPT OF GLOBALIZATION:

Globalization is defined as “a set of processes by which the world is rapidly being integrated into one economic space via increased international trade, the internationalization of production and financial markets; the internationalization of a commodity culture promoted by an increasingly networked global telecommunication system” (Graham 1996) Globalization transcends socio-economic and political barriers that the countries of the world are prone to build around themselves. It is not only a process “integrating just economy, but culture, technology and governance. It is giving rise to new markets, foreign exchange and capital markets linked globally, new tools, internet links, cellular phones, media network, new actors; the World Trade Organization with authority over national governments, the multi-national cooperation with more economic power than many states, new rules, multi-national agreements and intellectual property, multi-lateral agreements on trade” (Human Development Report, 1999). Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical wellbeing in societies around the world.
HISTORICAL DEVELOPMENT OF GLOBALIZATION:

Globalization has been a historical process with ebbs and flows. During the Pre-World War I period of 1870 to 1914, there was rapid integration of the economies in terms of trade flows, movement of capital and migration of people. The growth of globalization was mainly led by the technological forces in the fields of transport and communication. There were fewer barriers to flow of trade and people across the geographical boundaries. Indeed there were no passports and visa requirements and very few non-tariff barriers and restrictions on fund flows. The pace of globalization, however, decelerated between the First and the Second World War. The inter-war period witnessed the erection of various barriers to restrict free movement of goods and services. Most economies thought that they could thrive better under high protective walls. After World War II, all the leading countries resolved not to repeat the mistakes they had committed previously by opting for isolation. Although after 1945, there was a drive to increased integration; it took a long time to reach the Pre-World War I level. In terms of percentage of exports and imports to total output, the US could reach the pre-World War level of 11 per cent only around 1970.

Most of the developing countries which gained Independence from the colonial rule in the immediate Post-World War II period followed an import substitution industrialization regime. The Soviet bloc countries were also shielded from the process of global economic integration. However, times have changed. In the last two decades, the process of globalization has proceeded with greater vigor. The former Soviet bloc countries are getting integrated with the global economy. More and more developing countries are turning towards outward oriented policy of growth.

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.
NEED AND IMPORTANCE OF THE STUDY:

The very need of present study is to find the state of higher education in India after introducing LPG in service sector especially in education. I have aimed at to know the challenges and opportunities of internationalization of education and it’s over all impact on quality education.

STATEMENT OF THE PROBLEM:

Many researchers have made their own attempts to define the statement of the problem on higher education and globalization. I’m in my work tried to examine the challenges of the higher education in the globalized scenario. Further I have also tried to present the state of Indian University by touching subtle areas in the past.

OBJECTIVES OF THE PRESENT STUDY:

The main objectives of my present paper are:
1. To examine the higher education challenges in globalized world.
2. To glimpse on the state of Indian university and to present the present scenario of higher education in India.
3. To observe structure and scale of Indian higher education.

SCOPE OF THE STUDY:

This paper covers the lucid study of globalization and its impact on higher education. It covers the definition and meaning of globalization. The paper throws light on the concern areas for different functionaries involved in designing state of higher education and attempts to find out base to over-come challenges of internationalization of higher education.

METHODOLOGY & DATABASE:

Methodology is the scientific approach adopted for the preparation of any report, dissertation, thesis or a research paper. 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, and various other publications. Wikipedia.Com and Google search are also used for gathering secondary data related to the study. Necessary secondary data have been also collected from the various books in Government Degree College Siddipet Library.

HIGHER EDUCATION CHALLENGES IN A GLOBALIZED WORLD:

Globalization is interdependence. Globalization is neither good nor bad. It is exactly what we do that decides the ethical decisions made in higher education from both a macro and micro approach that decides our course of actions. Just as universities purged their holdings that were found to support transnational crimes, we now must continue to review our policies and implementation practices that impact the global humankind. Multiple voices must be present on our leadership teams to ensure all aspects are critically analyzed. The conflicting aspects of
market forces and our fundamental mission to educate is our most pressing issue. 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 (p. 274). 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 (p. 277). And, there is no doubt that higher education institutions, especially research universities, are among the main agents of global convergence.

Globalization breaks down barriers and connects institutions across the world making universities in every country visible to each other, facilitating knowledge flows, values on global learning, and creation of new opportunities for advanced graduates. The president of NYU, John Sexton developed the concept of “idea capitals” for research universities. Regarding the global spread of research universities, Sexton stated, “the evolving global dynamic will bring about the emergence of a set of world centers of intellectual, cultural, and educational strength; and recognition that research universities will be key to these “idea capitals” (cited in Spring, 2009, pp. 107-108).

INDIAN UNIVERSITY:

India is one of the largest higher education systems in the world facing the crisis of, university of the poor, with continued expansion, deteriorating standards, limited resources, and political involvement (Swar & Panday, 2008). In this regard, it is important to note that recently, the Indian government has approved the Foreign Education Providers (Regulatory) Bill (2010) that will allow foreign universities to open branches in India. When this bill becomes a law after approval in the parliament, foreign universities will be able to enter the education market. However, this raises some concerns among Indian politicians as many believe that 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 that would go on without any restrictions. Some of politicians argue that Indian Universities are already at loss as more than 50,000 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. On the other hand, some politicians argue that the presence of foreign universities, within India 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, which perpetuate the caste system which severely impacts women along with teaching, learning and research. The Vedic values of Gurukul are embedded in the higher education of India, to preserve the cultural heritage to keep our customs, rituals and spiritual touch of divinity alive (Swar & Pandey, 2008).
PRESENT SCENARIO OF HIGHER EDUCATION IN INDIA:

As on today we have more than 300 universities, institutions of higher learning and deemed universities, out of which 95 deemed to be universities, 13 institutions of national importance, 19 central universities, 203 state universities, 5 institutions established under state legislation act and about 18,000 colleges including about 300 Autonomous colleges. Education System has increased fourteen-fold in terms of the number of universities and thirty three-fold in terms of the number of colleges, in comparison to the number at the time of Independence. At the beginning of the academic year 2004, the total number of students enrolled in the formal system of education in universities and colleges was 99.53 lakh- 12.97 lakh (13.3 per cent) in university departments and 86.57 lakh (86.97 per cent) in affiliated colleges and 4.37 lakhs teaching Faculty employed making India’s system of higher education the second largest in the world. “To finance this expansion, the Government of India has consistently increased its share in the total expenditure on higher education—from 49.1 percent in 1950–51 to more than 90 percent today. It is significant that despite these impressive statistics the system caters to hardly 6 percent of the relevant age group, as compared to more than 80 per-cents in the developed countries.” This is partly because the expansion has been offset by the growth of the population in the relevant age group.

STRUCTURE AND SCALE OF INDIAN HIGHER EDUCATION:

In 1950-51 India had 27 universities, which included 370 colleges for general education and 208 colleges for professional education (engineering, medicine, and education). At the beginning of the 2006/2007 academic year, India had 369 Universities (comprising 222 State Universities, 20 Central Universities, 109 Deemed Universities, 5 Institutions established under state legislations and 13 Institutes of National Importance established by Central Legislation). In addition, there are 18,064 colleges. The total number of students enrolled in the universities and colleges was 11 million of which 13 percent were in University Departments and the rest in affiliated colleges (MHRD 2007). While we don’t have data for the distribution of students by discipline, in 2003 of the 2 million-odd graduates, engineering and medicine graduates accounted for 7 percent and 0.7 percent respectively. Nearly two-thirds of the colleges in 2005 were classified by the University Grants Commission (UGC – the apex government regulatory body for higher education) as “Arts, Science, and Commerce Colleges” (Table 1). Recent growth is much greater in professional colleges (especially engineering, management and medicine), as well as in private vocational courses catering especially to the IT sector.

THE IMPACT OF GLOBALIZATION ON THE HIGHER EDUCATION:

From the various studies and reports on impact of globalization on higher education and especially in developing countries following are the prime areas on which we found a high degree of impact of internationalization higher education.

- 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.

CHALLENGES FOR HIGHER EDUCATION:

Education, and more particularly higher education, is seen as a major foundation in implementing the complex process of globalization (NV Varghese-2008). With the advent of globalization, advanced information technology and increased transnational travel, higher education services have already been expanding beyond territorial boundaries either electronically or through physically-based campuses. Exporting higher education services emerged in the late 1980s and early 1990s and is now becoming global, market-oriented and private industry prevailing not only among those developed countries but also in the Asia Pacific region. For instances, Australia and Singapore have already established their international networks by setting up international academic offices and collaborating with partner institutions to attract overseas students to study in their own countries. Australia is now the third largest provider of education to overseas students in the world after USA and United Kingdom (Dunn and Wallace, 2004; Marginson, 2002).

Higher education, as a consequence, has moved from a peripheral to a central position in the responses of governments to globalization; it is a key factor in the developing countries, evidenced by the World Bank’s ‘Task Force Report on Higher Education in Developing Countries’ (2000); it is undoubtedly viewed as crucial to the developed countries, as illustrated in a number of chapters in this book (Lillie, Sporn, Marginson et al.). Peter Scott (writing in The Globalization of Higher Education) pointed out that ‘all universities are subject to the same processes of globalization – partly as objects, victims even, of these processes, but partly as subjects or key agents of globalization’ (Scott 1998b: 122). They are positioned within national systems ‘locked into national contexts’ and the majority are still state institutions. Yet globalization ‘is inescapably bound up with the emergence of a knowledge society that trades in symbolic goods, worldwide brands, images as commodities and scientific know-how’ (Scott 1998b: 127)

CONCLUSION:

The rapid rise in skill premiums in India in the last few years has exposed an important paradox about India’s labor markets. Despite its enormous size, the pool of skilled labor is relatively shallow, the result of a deep crisis in higher education despite the success of a few professional schools. The veneer of the few institutions of excellence masks the reality that the median higher education institutions in India have become incapable of producing students with skills and knowledge. The process neither serves a screening or signaling function, nor prepares students to be productive and responsible citizens. Consequently, students are forced to spend more years (and, increasingly, larger resources) to acquire some sort of post-graduate professional qualification, as they desperately seek ways to signal their qualities to potential employers. It would not be an exaggeration to say that India’s current system of higher education is
centralized, politicized and militates against the production of general intellectual virtues. The fact that the system nonetheless produces a noticeable number of high-quality students is due to the sheer number of students and the Darwinian struggle at the high school level to gain admission into the few good institutions. The most acute weakness plaguing India’s higher education system is a crisis of governance. Its most visible manifestation is a crisis of faculty. The generation that was inspired by a broad commitment to the public good has retired or will do so soon. There is little likelihood of sufficient replenishment, given entrenched mediocrity in institutions with lifetime appointments, few competitive pressures and abysmal governance. The result has been the academic equivalent of Gresham’s law—the bad drives out the good. The prevailing political ideological climate in which elite institutions are seen as anti-democratic, finds its natural response in political control to influence admissions policies, internal organization, and the structure of courses and funding. As quality deteriorates, students are less and less willing to pay the very resources without which quality cannot be improved.

REFERENCES: