

IMPACT OF GLOBALIZATION ON HIGHER EDUCATION IN INDIA: CHALLENGES AND SUGGESTIONS

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Abstract: This paper gives an overview on the impact of globalization in the domain of higher education. It also gives review that how globalization affects educational policy and planning in India. This paper not only illustrates the challenges of globalization to education sectors worldwide, but also brings the merits of globalization in education. The author was inspired by the fact that globalization drives changes in education towards global perspectives. The impact of globalization on education (design education) is a subject of debate and discourse within the whole global community. Further, it leads us to think, Indian society to develop for the all-round benefit of the people, needs an alternative model of development, having consonance with our tradition and indigenous cultural milieu.

Keywords: Globalization, Higher Education, Internationalization

1.0 Introduction

Globalization is defined in a number of ways depending on the context. The Knight and de Wit (1997) define as the Globalization is the flow of technology, economy, knowledge, people, values, ideas...across the borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities." To cope with the 'Globalization', the higher education system has to re-orient its structure and function besides enlarging the scope of its provisions to meet the challenges of Globalization. This re-orientation process is termed as Internationalization. Internationalization of Higher Education is one of the ways a country responds to the demands of globalization.

In the twentieth century, many developing countries have experienced growth in the educational facilities available to them due to the entry of institutions from the west. Some believe that this process is an invaluable opportunity for the people of the developing countries to raise their skills and standards of education. Others fear that it is merely a modern version of cultural imperialism that will lead to the creation of a universal, ultimately western society. No human activity has remained unaffected by globalization and education is no exception.

In educational terms, there is a growing understanding that the neoliberal version of globalization, particularly as implemented (and ideologically defended) by bilateral, multilateral, and international organizations, is reflected in an educational agenda that privileges, if not directly imposes, particular policies for evaluation, financing, assessment, standards, teacher training, curriculum, instruction, and testing. In the face of such pressures, more study is needed about local responses to defend public education against the introduction of pure market oriented mechanisms to regulate educational exchanges and other policies that seek to reduce state sponsorship and financing and to impose management and efficiency models borrowed from the business sector as a framework for educational decision-making. Is it possible, to give general answers to the question of how globalization is affecting educational policy and practice in India and worldwide? We believe that there can be no single answer; national and local economic, political, and cultural changes are affected by, and actively responding to, globalizing trends within a broad range of patterns. Indeed, because education is one of the central arenas in which these adaptations and responses occur, it will be one of the most myriad of institutional contexts. Hence, the answers developed will require a careful analysis of the trends in education, including:

- The currently popular policy “buzz words” (privatization, choice, and decentralization of educational systems) that drive policy formation in education and prevailing research agendas based in rational organization and management theories.
- The role of national and international organizations in education, including teacher unions, parent organizations, and social movements.
- The new scholarship on race, class, gender, and the state in education (hence concerns about multiculturalism and the question of identity in education), critical race theory, feminism, post colonialism, diasporas communities and new social movements.

The current globalization of higher education creates both challenges and opportunities. The relationship between universities education and globalization gives special attention. Education will be the answer to many problems raised by globalization. Educational goals are seen to be an area of great concern in the era of globalization. It is here that universities play a crucially important role, to create better society. It is impossible to ignore the global; universities need to reflect on the impact of globalization. They must engage with the issues of globalization, both theoretically as analysts and researchers, and practically as academic workers involved in an increasingly globalised enterprise.

2.0 PRESENT SCENARIO OF HIGHER EDUCATION IN INDIA

Today we have more than 700 universities, institutions of higher learning and deemed universities, out of which 129 deemed to be universities, 67 institutions of national importance, 44 central universities, 306 state universities (public), 154 state universities (private), 5 institutions established under state legislation act and about 35000 colleges including 203 Autonomous colleges. Education System has increased many-fold in terms of the number of colleges, in comparison to the number at the time of Independence.

Government of India Ministry of Human Resource Development (M/HRD) Department of Education (DOE) has evolved a mechanism to screen the applications of such institutions for approval and promotion of internationalization of Higher Education through COFIE. COFIE is also expected to promote Indian higher education abroad. The scheme is expected to grant approval to only genuine foreign universities to operate in India. On behalf of Government of India already there are several schemes operating which are offered by various regulatory bodies concerned with higher education such as travel grants, seminar Grants, research Grants etc. These schemes support bilateral exchange of academic staff from India to foreign countries. There are also similar programs offered by UNESCO, UNICEF, UNDP, French, German, Canadian, etc. embassies and Common wealth and such other organizations. All these are aimed at bilateral transaction and aimed at Quality improvement in education. UGC provides financial Assistance to universities and colleges for up-gradation/augmentation of computer facilities in order to use computer in research and training.

To protect the constitutional provisions with regard to access, equity and equality, suitable policies have been formulated in the education sector by the Government of India. To equalize access, the policy of providing opportunities to all SC/ST, Backward Class and Physically Challenged students has been enunciated by the Government of India. To serve this commitment, facilities have been massively expanded. Further to cater the disadvantaged the reservation policy of reserving particular quota of seats for SC/ST, Backward Class and Physically Challenged students in colleges and universities have been in operation for quite long. Reservation in employment, both in teaching as well as in administrative posts, is also one of the major components of this policy.

3.0 GLOBALIZATION AND ITS IMPACT ON HIGHER EDUCATION IN INDIA

Globalization has a multidimensional impact on Indian higher education system. In Indian higher system there is a need of reforms 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 important to build human capital. The Indian higher education system faces many problems like lack of funds, lack of autonomy, burden of affiliation etc. On the other hand the effect of globalization on education brings rapid developments in technology, communication and knowledge economy.

1. **GLOBALIZATION AND ECONOMIC REFORMS:** It has yielded many significant changes in the role of state and restructuring of social welfares education, employment, agriculture and health system in India. In higher education it was always the monopoly of middle class and elite groups of the society.

2. **PRIVATIZATION OF HIGHER EDUCATION-** Today, the time of globalization and privatization and India is not exempted from it. The quality and content of the Indian higher education are industry oriented due to this phenomenon. In this regards the Indian higher education system should be radically transformed to meet the new challenges of the 21st century. Today, India is required to set up a chain of educational institutions which are accredited and globally acceptable. We should also keep in mind that quality can come only from quality teachers and quality infrastructure, under quality leadership.
3. **WOMEN EDUCATION-** Women education plays a very important role in the overall development of the society. It improves the quality of life at home and outside. In India women literacy rate has grown over the three decades. Today Indian women play a very crucial role in the development of India.
4. **COMMERCIALIZATION-** Commercialization of education has deprived many from getting higher education especially in countries like India where illiteracy still prevails and education is a dream to many. The existing policy of globalization of higher education is motivated by profits rather than social justice. This trend is dangerous for Indian society.
5. **TEACHER EDUCATION-** Today rapid change in curriculum, lifelong learning, flexible routes of learning and the use of technology have a major impact on all the areas of teacher education. So India has needed major changes in education system for qualitative expansion, value based, competency based and ICT based teaching learning process.
6. **SKILLED AND TRAINED WORKFORCE-** Indian higher education system is aggressive to meet the demands and challenges put forth by globalization. With a view to achieve these new horizons, the Indian higher education today is expected to produce skilled and trained workforce who can compete in this global phenomenon.
7. **EDUCATION POLICIES-** Globalization also impacts the education policies of India. In the last two decades Indian government has formed various committees, commission and also different kinds of economic bodies came to existence like NAAC and UGC.
8. **ENTRY OF FOREIGN UNIVERSITIES-** The Government of India allowed FDI into higher education. The foreign universities is expected to bring the quality infrastructure in teaching, research as well as physical infrastructure This will attract large scale foreign investments into India and also to an extent reverse brain drain. However, the government will have to create a playing field for all institutions and also ensure that other factors are also considered. Their entry should also increase the qualities in research areas and so on, rather than focus on undergraduate programs.
9. **E-LEARNING-** The introduction of technology into the classroom is changing the nature of delivering education to students is gradually giving way to a new form of electronic literacy, more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form. Video projection screens, books with storage device servers and CD rooms as well as the emergence of on-line digital libraries are now replacing blackboards. Even exams and grades are gradually becoming available through electronic means and notebooks are starting to give way to laptops. Also, students can be examined through computer managed learning systems and do tutorial exercises on a computer rather than in a classroom

4.0 LOOKING AHEAD: PATHWAYS TO A GLOBAL FUTURE

Even an extreme optimist cannot help but be disheartened by the many problems confronting the Indian higher education system – a vast and unwieldy system comprised of some 700 universities, more than 35000 colleges and some 6.5 million students. The situation is further complicated by the rigidities of India's centralized higher education bureaucracy, the political pressures on higher education institutions and the growing problem of corruption in various aspects of university life (e.g., admissions, examinations, promotions). In such a beleaguered system, how can internationalization efforts possibly be effective? 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. Three pathways offer some hope and promise for the future.

The first path is labeled policy reform. It includes opening up space for private universities, easing or eliminating research restrictions on foreign scholars and graduate students, and encouraging "foreign collaboration"

in the university sector in the same way such joint ventures now exist in private industry. Stronger partnerships need to be developed between Indian universities and universities in other countries.

A second pathway for Indian internationalists has to do with partnerships. In fields such as engineering, management and computer sciences, for example, industry-university collaborations can yield significant benefits for both sides. A more systematic focus on institutional partnerships could also become part of India's approach to bi-lateral scholarly exchange programs.

The final pathway focuses on innovation and leadership, two qualities in greatest need within Indian higher education today. Innovation can take a variety of forms, ranging from the use of internet technology to develop joint on-line courses between Indian and foreign universities to institutional innovations like the recent initiative by SNTD Women's University to establish an overseas branch campus for women students in the Gulf region. Successful innovation does not take place without leadership. For India to broaden and expand its place in the global marketplace of higher education will require bold and innovative leadership by university Vice-chancellors, political leaders, administrators and policy makers at the central and state levels. The need of the hour is not to fight the onset of globalization, but to turn the challenges into opportunities. The best revenge against the forces that cannot be stopped is turning them to our advantage. Education is one area where it can be done effectively. Some of the measures suggested by experts to accomplish this are:

- Liberalize and deregulate the education system,
- De-license higher education, confer institutional autonomy and decentralize syllabus design,
- Change the role of Governments into facilitation and supervision through adequate regulatory measures,
- Upgrade teacher training, infrastructure and syllabus

5.0 CONCLUSION

Globalization has many differential impacts on Indian Higher Education. It is evident that globalization, and its features like privatization, withdrawal of government from public services including education and emergence of FDI in higher education have opened the floodgates to alienation of youth from Indian Education System their native culture which is still admired world over. Given the inherent structural inequalities in Indian society, in future inequalities are likely to increase with consequent strengthening of social stratification and intensification of social unrest. It is not possible to dismiss at this stage that India may move towards Marxian and Engelain prophecy of two classes i.e. 'haves' and 'have nots'. Further, it leads us to think, Indian society to develop for the all round benefit of the people, needs an alternative model of development, having consonance with our tradition and indigenous cultural milieu.

6.0 References

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