

Globalization and Indian Higher Education

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Abstract

One important element in a country's progress is its level of education. This should adapt to the demands of the moment and the evolving global environment. It offers a chance to critically consider the moral, intellectual, moral, and psychological issues that humanity is currently confronting. For Economic growth to advance, we need a society that is more productive and educated. Several Indians are well renowned for their talent and capacity to build India as a center of education or to become a successful member of the global economy. India needs to improve the quality of its post-secondary and general educational standards by adding a scientific and technological branch. Government funding in postsecondary learning has been decreasing over time due to globalization and deregulation, and responsibility is gradually transferring to private stakeholders. To fulfill educational and social growth targets, it is prudently vital for such government to maintain funding for higher education funding. decreasing public sector spending and much more students enrolling in private institutions. It shows that higher education is in need of significant private funding and is of poor quality.

Keywords: Global environment; economic growth; higher education; Quality.

I. Introduction

The term "globalization" refers to the expanding interconnection, interdependence, and worldwide circuit in the economic, political, scientific, cultural, geopolitical, and natural domains(Carnoy & Dossani, 2013). It is a unified process that encompasses a wide range of such comment threads, possibly best understood in terms of greater trade agreements, increased cultural relevance, faster data technology advancements, and particular sociopolitical and governance issues(Ghosh & Kshitij, 2016). Over the last twenty years, globalization has redefined the inhabitants and forces behind economic advancement. Through globalization,

information and knowledge have displaced the traditional drivers of economic growth and power, like raw materials and manufacturing capacity (Schwartzman, 2015). The information economy has undergone substantial changes as a result of globalization, and new circumstances have arisen for the delivery of higher education to meet skill requirements globally (Islam et al., 2012). Over the past few years, higher education services have emerged as one of the largest commercial industries, worth several billion dollars. The information age, technology for communication and information, a market-oriented economy, the prevalence of trade liberalization, and transformations in governance structures are the essential components of globalization (Sahoo, 2013). These aspects of globalization have had a significant impact on both higher education as a whole and the educational sector in particular. The rise of Indian higher education institutions is examined critically in this chapter, which also groups the main issues. Additionally, it assesses the nation's readiness to open its borders for foreign institutions. Higher education, also known as graduate school or third level students, is the stage of education that takes place at colleges, colleges, monasteries, and schools of technology and medicine. Additionally, there are certain universities that offer higher education, including career institutions, apprenticeship programs, and technical education that grant certificates (Mahani & Molki, 2011). Globalization has had an influence on many organizations' practices during the past 20 years, especially academic institutions all across the world. Institutions of higher learning have acted as both a conduit and a target of globalization. International migration, global comparability, benchmarking, and other phenomena have become increasingly important in the formulation of public policy (S. Kumar, 2015).

With a focus on economic liberalization, competition, and administration in higher education, Teichler (2004) expressed a surprising degree of discussion on global topics. To combat the rivalry on a global scale, some nations embraced organizational devolution, developed a semi competition within the system, and achievement managed enrollment (Escalante et al., 2012). Many nations have reacted in various ways to the worldwide environmental shifts. Comparatively, foreign operations have taken over as the main means of growth in the Language world (Wilkins & Huisman, 2012). The main development in Europe that has contributed to the global environment for higher learning is the collaboration of the exponential function education

area and the European research area. Transnational study circuits have been linked into China, Singapore, and Korea's quickly expanding higher education institutions. India has not yet allowed direct foreign institution admission into its educational system(Gupta, 2011).

II. Attributes of Higher Education System in India

The establishment of colleges in the three presidency capitals in 1857 marked the commencement of the current system of higher education in India. India currently has a fully advanced higher education system that offers cutting-edge instruction and training in all fields of human creativity and present research examines, including the humanities and arts, the sciences of nature and society, engineering, medicine, agriculture, business and strategic planning, music and drama school, both domestic and international languages, heritage, and communication systems, among others. Strength refers to a capability, talent, economic ability, physical facilities, market position, or other benefits over rivals(Shahani & Nair, 2011). Education and training has risen significantly in recent years.

Given recent capacity increases, it appears that the country can now graduate more than 500,000 students each year, and there has been a similar rise in the graduation of software engineers, with about 50,000 receiving post-graduate degrees(Trilokekar, 2010). There are more than 1.2 million academics in the country. As a result, India today enrolls more than 2 million scientists, engineers, and technicians each year(Basak, 2013). The advantages of the higher educational system in India are:

Economical: Compared with numerous other nations throughout the world, India's education costs are very affordable.

Excellence: The Indian government set up statutory organizations to certify the educational system's high standards. As a result, India is home to a number of renowned institutions of higher learning that offer top-notch instruction. There are now more institutions and colleges of this type in India thanks to the efforts of the Indian government(Sahni & Kalyan Shankar, 2012).

Consulting Services: Via Educational Advisers of India, the Indian government offers consultation services to prospective foreign students. Hence, well before arriving in India, visitors can learn everything there is to know about the Indian educational system, including costs, length, and visa policies as well as accommodations(P. S. Kumar & Mahadevan, 2012).

Distinctiveness: The indigenous knowledge system that exists in India is responsible for the discovery and development of several unique courses. These courses include Ayurveda, Hindi, Yoga, and Hindi, which appeal to many international students (Joshi, 2012).

III. Vulnerabilities in Indian Higher Education System

The term "weakness" refers to a restriction or deficiency in resources, infrastructure, skills, abilities, and interpersonal relationships that substantially impairs an organization's ability to execute effectively. The Indian higher education system has the following flaws:

Faulty Regulation Framework: The federal and state regulatory frameworks in India are both quite complex and ambiguous (Shahani & Nair, 2011).

Reduced Government Support: The development of the Indian educational system is negatively impacted by the declining trends in public spending on education. The government should spend 6% of the national revenue on education, according to the first education commission established in India after freedom. But as of right now, it is between 1 and 2 percent.

Absence of Industry Partnerships: The Indian university system lacks collaboration between industry and academia, which has plunged this system into a deep depression.

The connection between the academic and industrial worlds is still frowned upon by India's oldest universities.

Inadequate for Academic Research: The infrastructure and other facilities in the higher schooling system in India are insufficient for doing research at a global level. India does not have enough PhD students, there aren't enough possibilities for transdisciplinary and interdisciplinary work at institutions, there is a shortage of early phase research project, there's a weak environment for innovation, as well as a low rate of business engagement. The amount of college research chairs is steadily decreasing. Because of this, the nation's advancement and education are slipping away each day.

Lack of Facilities: Indian colleges that are properly organized and accredited are unable to provide international programmes for foreign students. Only a small portion of the country's population receives education, and those who are marginalized do not receive enough education. 24 percent of men and 46 percent of women in the nation are still illiterate. 50-60 percent of children do not complete secondary school, which indicates a relatively significant rate of

dropout. In India, there are only 2.5 percent of people who attend colleges and institutions.

Limited Potential for Developing Fields: Indian educational institutions lack the resources necessary to accommodate the rising demand for undergraduate and research degrees in subjects like microbiology, oceanography, nanomaterials, and others that are now considered to be emerging.

Lack of Devoted and Capable Teachers: Colleges, colleges, and professional organizations do not have enough committed and qualified faculty to tackle the difficulties of the modern world. Most institutions, including universities, are operating with insufficient faculty. The government always allocates less money for education in its budgets.

Theoretical Knowledge: The primary flaw in the Indian education systems is that it places more emphasis on theory than on actual application. For instance, general education is given far too much weight relative to vocational and technical schooling. China serves as the ideal illustration when it comes to emphasizing vocational and technical education.

IV. Challenges of The Higher Education System in India

A threat is a significant, risky circumstance in a company setting, such as the entry of a new competition, slow market expansion, significant technology advances, etc. These are some instances of risks that businesses frequently encounter. The following threats to the system of higher learning:

Lack of accountability: The phoney university syndrome draws attention to issues with higher education in the nation, including a lack of responsibility, a lack of quality control, and a significant failure to meet expectations.

Restrictions on Domestic Research: The global consequences limit academic organizations' contributions to nation building, local need-based research, and the growth of civil society.

Lack of consistency in Higher Credentials: The worldwide repercussions lead to a distinction between the identical degrees earned from expensive private institutional arrangements, international universities, and govt. institutions. The widespread consequences increase the likelihood that Indian students may be defrauded into enrolling in inferior courses abroad.

Absence of competent and well-trained Faculty: Additional reality is that the educational experience is declining, particularly in the private sector. By hiring underperforming faculty

members at minimal rates, the private sector has always sought to maximize profits and reduce costs.

For any nation, and especially for India, the significance of higher learning in the developing knowledge - based economy is very important and multifaceted. The higher schooling system in India is struggling with a number of fundamental issues.

Lower Level of Quality Of teaching: Many of our educational system's colleges and schools are having difficulties with quality. Many problems, such as a shortage of professors, poor educational standards, outmoded and rigid curricula and pedagogy, a lack of responsibility and quality assurance, and the division of research and teaching, generate concerns about the Indian educational system.

Desirability of International Studies: Due to the increased desire of parents to send their children to overseas academic institutions, global influences raise the potential of currency loss.

Dangerous for Preparing Students: Globalization's consequences bring about the concept of corporatization of education, which alters our social structure, cultural norms, social assistance ethics, as well as the standard of higher learning in India.

Insufficient Facilities and Equipment: In India, a large number of institutions and universities lack the necessary facilities or facilities to carry out education-related research. Even many universities and colleges are operating lacking classrooms and instructional supplies. Many pupils are still unable to access the Internet and Wi-Fi facilities.

Our Diverse Educational System Based on geography rural-urban; rich-poor setup has presented a significant difficulty for academic institutions. Many types and levels of education have been generated as a result of the proliferation of colleges, universities, other technical institutes. While a few of them are doing the worst job possible, several of them are actually providing high-quality education.

Absence of Moral Values: The modernization that followed the rapid advancement of science and technology has put our traditional morals and values in grave peril. The dissatisfaction and rebellion of the millennial population are the results of a collapsing value structure.

V. Effect of Liberalization

Just trusts, organizations, and benevolent organizations are permitted to establish academic

institutions within India, per Article 25 of the Organizations Registration Act, and any income generated by these establishments must be returned. To establish branches in India, international universities and institutes must abide by certain regulations that are not defined and made clear by the administration. Unless they are aware of the extent of regulations, financing, and other difficulties, parties involved have been hesitant to move forward.

In an effort to boost the faltering economy, the government has implemented liberalization and modification programs, however these actions have had both beneficial and negative effects on the economy. It would allow universities and institutes from abroad to establish campuses in India.

Optimum Effect

1. The service industry currently makes up a big portion of the Indian economy, however the education industry may soon overtake it as a major economic contributor.
2. Following liberalization, a consistent fund will also support research-based careers and provide students and instructors in India with a choice for a bright future.
3. It will increase the supply and ensure that academic institutions do not overcharge for instruction because of competition between them.
4. Students now have the option of attending school locally thanks to liberalization. Also, it reduces brain drain, another loss for the country. Students with specialized talents enable corporations to guarantee the growth of better industries.
5. The liberalization programme has resulted in a fantastic shift in the educated populace, which points to quickening technological and communications advancements.
6. Learning is a constant since it doesn't finish with graduation, therefore the system can change as the country develops and incorporates new technology.
7. Rivalry with overseas higher education institutions would increase local higher education institutions' competitiveness on a global scale. Foreign Direct Investment in the sector of education would also result in the development of new institutions, infrastructure, and job possibilities.

Unfavorable Effect

1. Private companies are taking advantage of the opportunity presented by liberalization to turn

education into a source of revenue while offering education of subpar quality. So, those universities that offer instruction but lack competent teachers and a supportive environment have very little future potential.

2. No sector of foreign direct investment has the overarching goal of achieving the welfare state's social outlines. It is driven by the market and profits. Education would become commoditized as a result of this.

3. The higher education industry is underfunded, and there are few domestic avenues for increasing investment in this area.

4. According to prior findings, the majority of international institutions spend in engineering subjects to target the marketplace rather than quality in research and instruction, which are crucial for producing and growing human resource.

5. The Indian educational system is rife with corruption. Because of fierce rivalry, several colleges and institutions are giving out dishonest degrees, accepting bribes to pass exams, and using an unfair grading process.

6. It has a negative effect on local educational institutions/colleges as they have limited capital direct exposure and must compete fiercely with reputable institutions because nationwide certificates will be worth less than credentials from top-tier institutions.

VI. Recommendations for Continuing to Improve Higher Education

Government, business, academic institutions, and students have made several recommendations and expressed hopes for raising the standard of higher education.

Active methods and pupil instruction: Teachers will need to adopt new strategies and abilities if they want to provide a student-centered education and use engaging teaching techniques. Lecture-based teaching strategies must be inferior to those that place a strong emphasis on independent study, one-on-one conversations between educators and students, and engaging sessions of seminars and workshops, among other things. Massive use of distant learning techniques will be required.

Reforms to Exams: Exam changes must be implemented, gradually moving away from final, annual, and end-of-semester exams towards periodic and ongoing evaluation of student success in learning.

International Collaboration: Through conventional activities like research, invention, teaching, recruitment and retention, and ongoing training, universities in India have been a major conduit for the advancement and dissemination of information.

More Universities required: since we are a larger population and the current number of institutions is insufficient. The National Informatics Commission has advocated the establishment of 1500 institutions in order to raise the gross enrollment ratio to 15%. In this fashion, efforts have been made to build medical, technical, and central universities.

Plan Of action for Increasing Quality: To guarantee quality in all facets of academic activities, academic and administrative audits must be carried out by outside specialists once every three years in colleges and institutions. The self-financing colleges must submit an application for accreditation and fulfil the requirements.

Top Class Education: Several national universities, such as those in the USA, UK, Australia, etc., allow international students to pursue university education in their nations as well as through correspondence programmes. Using the same strategy and the globalization, Indian universities can provide study abroad opportunities to international students. The Indian schooling institution must accept standardized worldwide curricula in its academic institutions in order to achieve that goal

High-tech Bookstores: The book collections in our academic libraries must be excellent. A library needs to be useful and accessible online for serious study. Indian colleges should put more of an emphasis on providing high-quality instruction that meets international standards.

Summary

The government has historically been in charge of higher education, but due to a shortage of funding to keep up with the rising demand, the financial industry has been given some of the responsibilities. The educational system in the nation is well-developed in terms of programme diversity and applicability to local business, but it falls short in terms of meeting international quality criteria. Higher education institutions run by the private sector place a greater emphasis on the economic than the intellectual, which lowers the standard of instruction.

International quality standards and a reliable system to check on the status of the current standards are not available to the legislatures and government bodies in charge of quality

assurance. Furthermore, but rather one of taking the proper actions to raise the standard of higher education, political parties deal with issues of equal opportunity in postsecondary learning for their own entrenched political interests. As a result, people who are able to pay for higher education go on to chances elsewhere, whereas the rest are forced to make due with inadequate education. India must create a sophisticated national policy to solve the issues of poor standard quality, ineffective institutions of higher learning if it is to become the preferred place for postsecondary learning in the globalized world.

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