

GLOBALIZATION OF HIGHER EDUCATION: IMPLICATIONS FOR INDIA

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Abstract

Globalization has had a significant impact on higher education in India, with the influx of international students, faculty, and collaborations with foreign universities. This paper explores the implications of globalization on higher education in India, including the challenges and opportunities it presents. The paper discusses how globalization has led to increased competition, changes in curriculum and teaching methods, and the need for higher education institutions to adapt to the changing landscape. The paper also highlights the benefits of globalization, such as the exposure to different cultures and ideas, and the potential for knowledge sharing and collaboration. The paper concludes by suggesting ways in which India can leverage the opportunities presented by globalization and mitigate its challenges.

Keywords: *globalization, higher education, India, internationalization, competition, curriculum, teaching methods, knowledge sharing, collaboration.*

Introduction

Globalization is the process of free flow of information, ideas, technology, goods, services, finance, and ultimately people, across countries in the global economy, affecting many areas of human life, especially education. This means to bring the education system under one roof in various economies to develop uniform teaching syllabi and body of knowledge required to achieve the ideal of life. In the 20th century, most of the developing countries saw growth due to the development of education to enter the Western institutions. Developing countries wanted to change to acquire educational knowledge from the West through globalization to develop people's skills. The skills needed for different jobs have brought changes in the relationship between industry, corporate worlds, and higher education.ⁱ

The process of globalization has been the driving force behind significant change in technological innovation and economic growth since the 20th century, when education has been a major investment in building human leadership in world trade, communication, educational activity, and economic relations. It ensures diversity development for the people by spreading the status of education in the society. In the post-industrial world, advanced nations derived their national income from the service sector rather than from agriculture or industry. So far, the education sector has been trying more to impart skills and training to the students and youth. Disagreement arose over the introduction of changes in circular prioritization between the allocation of leading resources, and this fallacy led to layoffs in higher education. It advocated privatization without realizing the danger of making the system a commercial enterprise.ⁱⁱ

International influences in Indian higher education

In the post-Independence era, the Indian Institutes of Technology, consciously patterned after the Massachusetts Institute of Technology in the U.S., received substantial overseas help right from the outset. With support from four donor nations, the five IITs benefited from guest faculty from outside of India, the ability to send Indian faculty for training abroad, and contributions of modern laboratory equipment and facilities. Similar international links were established by the Indian Institutes of Management: IIM-Ahmadabad, for example, still maintains strong connections with the Harvard Business School. Perhaps the most recent innovation in Indian higher education, the Indira Gandhi National Open University (together with similar, state-sponsored Open Universities), drew heavily on the UK experience with distance education and the Open University concept.ⁱⁱⁱ

The challenge of higher education is to make full use of the opportunities that globalization has provided. First and foremost, the marvels of technology must be fully and profitably deployed. In India, Internet connectivity for university students is still inadequate. But the massive increase in cell phones, which are becoming more and more versatile, may be the answer to India's connectivity crisis. Once full connectivity is accomplished, the students can be liberated from the classrooms and allowed to find and create knowledge.^{iv}

Impact of Globalization Higher Education

accurate and that it is relevant to the needs of the countries concerned. Different students in the same class may diversify themselves and enrich different branches of knowledge. The impact of globalization on higher education may be summarized in the following ways: Increasing interest of parents to get their children admitted to foreign educational institutions will cost us precious foreign exchange. 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. It will lead to the creation of three different classes of graduates – those educations 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. In view of the nature of the globalised higher education, the commoditization 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. One impact of globalization on education is the urgency to develop a skilled work force at all levels to meet the demands of increasing business environment. Instead of its traditional role of providing education as a welfare measure, the state is required to facilitate privatization and deregulation in education, particularly as the quality of education provided by the state institutions has been rather poor.^y

This is by no means undesirable, as privatization of education has helped to increase quantity as well as quality. Profiteering is a negative factor, but its evil is often offset by the timely and efficient utilization of human talent to develop competitiveness worldwide. Indians seeking employment and competing successfully is no recent phenomenon. Globalization has merely hastened the pace of migration and created better placements worldwide. As the private sector's contribution in higher education in India is gaining in strength, India cannot take recourse to article 1.3 of the GATS that allows exemption for services provided by the government.

In order to cope with the western countries, the measures required include the adoption of a credit-based semester system with continuous internal evaluation. A cafeteria type option to the students for the course to be offered and facilitates of credit transfer. A

majority of conventional universities in India are far behind, at least in non-professional courses. As the UGC, AICTE (All India Council of Technical Education) and other controlling agencies are not in a position to intervene effectively and control the foreign educational institutions, the government of India has set up a committee under the NAAC, under its chairman Ram Takwale, to monitor the applying foreign universities. At present 150 foreign universities (50 from UK, 45 from Australia, 30 from USA and the rest from Canada and other European countries that have been operating in India. The UGC has decided to invite proposals from institutions that are keen on “exporting Indian education” to foreign learners under a “Study India Programme”. A recent study shows that one in every 10 students studying in the US was an Indian, while less than 0.6 percent of American Students were receiving educational credit for studying in India.^{vi}

During 2001, there were 54,664 Indian students in the United States alone, with the total number abroad exceeding 10 lakhs. In contrast, there were only 7,791 foreigner students in India, mainly from the developing countries like Bangladesh and countries of South and East Asia. Globalization and commercialization of education has thus become a reality and, India being a signatory to the WTO as also to the WATS, we have to be very much cautious about the functioning of the foreign educational institutions. 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 300 universities and deemed universities, more than 10,000 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.^{vii}

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 SNDT 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.^{viii}

Negative impacts of globalization on higher education in India

Negative side of this globalization is that it could fade our traditional values and ethics. Another negative impact of this globalization is that it increasing the gap between the rich and poor for where rich people are becoming richer and poor are becoming poorer. Global learning has become beyond the reach of poor students. Commodification and commercialization of education increased in our country due to globalization. As a result of outsourcing, globalization may deprive an entire country of getting proper jobs and resources. This is because globalization takes jobs away from one country and provides it to another country.

Major problems faced by Indian higher education

Higher education is now becoming a marketing commodity. It is a marketing business

across the whole world. Foreign universities are trying to have a share of Indian educational markets, and have prepared for this during the last decades. This shift from education as a social good to marketable commodity is against the Indian culture. The poor and disadvantaged people of India become the daily sufferers for these changes.^{ix}

Global Competitiveness

Globalization raised the quality and standards of Indian higher education and makes it globally competitive, which increase the cost of higher studies in the market.

Concerns of weaker institutions

Due to globalization in education high disparity in educational standards and quality of education offered by Indian universities and colleges is of great concern to all. National and global competition may create problems of survival of weaker universities and colleges.

Developmental disparities problems

Many colleges and universities were started in India for removing regional imbalances and for supporting education of weaker and disadvantaged classes, particularly for women. These institutions and other developmental programs for weaker classes are still facing resource problems. Thus, many educated students from weaker and disadvantaged sections kept outside the job and employment markets which create disparities among students.^x

Conclusion

There is now increasing global competition for the best and brightest students, as more and more countries recognize the economic potential of higher education as a service export sector and India is not an exception. The major concern of globalization has been “how to fulfill the national objective of equality?” Interaction is expected to improve the quality of education and performance evaluation at all levels of education which is giving more avenues to the private education and in turn affecting the equity consideration. Educational globalization means wider and broader educational opportunities for citizens. Higher education has attended a key position in the knowledge society under globalized economy. It brings rapid developments in technology and communications are foreseeing changes within higher education system

across the world. It is also impacting the institutional frame work in both developing and industrial countries. It is changing the way in which governments perceive their role in the society. Changes in Indian education system that pervasive the core appears to remain the same only the notion of change and the rate at which it takes place varies virtually and spatially and in field operations. Globalization of higher education may help India to take advantage of opportunities in the new global environment. With foresight, skill and determination, today's leaders of Indian universities have it within their power to craft a different kind of globalization, one which affirms and values cultural difference and encourages greater mobility for all students. The world of higher education in the 21st century can truly be a border-less world of knowledge and ideas which will yield reciprocal benefits for all nations.

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