

# Impact of Globalisation on Higher Education Sector in India

**Bhawana Sharma**

Sophia Girls College, Ajmer

**Email:** sharmabhawana2@gmail.com

***Abstract-** From ancient time, India has always played a significant role in knowledge development. Many scientists, economists, mathematicians, astronomers have done many researches and inventions for the welfare of society. Indian education system is playing a significant role in world's education. As a result, education is becoming a part of Globalisation. The Globalisation of higher education is the process of exchange activities in research and education among various universities and institutions of different countries. Hence, it integrates the functions, activities and purposes of education at international platform by integrating the knowledge in international, intercultural or global dimensions. The major objective of this study is to study the present status of higher education sector in India. Also, this study highlights the impact and challenges in higher education as a result of Globalisation. The data have been collected through secondary sources. The study makes suitable suggestions to establish sustainable competitive advantage in global education market.*

**Keywords:** Globalisation, Higher Education, Quality etc.

## **Introduction**

The Globalisation of higher education is the process of exchange activities in research and education among various universities and institutions of different countries. Hence, it integrates the functions, activities and purposes of education at international platform by integrating the knowledge in international, intercultural or global dimensions.

Globalisation and Internationalisation, Both the words have been in use since long with the same impact. Internationalisation is not a recent concept, earlier it was used with the subject of political science and governmental relations, but after 1980, it gained popularity in education sector. As a result, in 1990s different terms come to be used expressing the old concept such as 'multi-cultural education', 'comparative education', 'global education', 'cross-border', 'borderless education' or 'transnational education'. Now, the Globalisation in education sector has emerged with technology. Conventional blackboard and chalk have been replaced by projectors and audio/video lectures and classrooms. As a result, the performance of students has increased than before, because E-learning tools help a student to develop the brain more than simple reading of textbooks. Visual impacts increase attraction, memory and creativity amongst them.

## **Classification of Education Services in India**

1. Primary Education: pre-school and primary education not covering child care services.
2. Secondary Education: higher secondary, technical, vocational, secondary and education for the disabled.
3. Higher Education: post secondary technical, vocational and other higher education services leading to university degree or equivalent.
4. Adult Education
5. Other Education: covers all remaining educational services except education related to recreation.

## **Major Regulatory Bodies in India**

1. University Grant Commission (UGC)
2. All India Council for Technical Education (AICTE)
3. Council of Architecture (COA)
4. Research Councils: Indian Council of Historical Research (ICHR)
5. Indian Council of Social Sciences Research (ICSSR)

## **Objectives of the Study**

1. To study the structure of higher education in India.
2. To examine the impact of Globalisation on higher education sector in India.
3. To identify the challenges in education services at global level.
4. To give suitable suggestions for establishing a sustainable competitive advantage in global education market

## **Significance of the Study**

In economic prosperity, the literacy rate has always been a significant factor to contribute. Thus, the need to improve the level of education is highlighted by government at every stage. We need highly educated and skilled people to strengthen our economy. When Indian students explored themselves outside the country, it helps the nation to develop the economy in the context of Globalisation.

## **Data Collection**

Data have been collected through various secondary sources such as: Journals, Newspapers, Websites and Books etc.

## **Present Status of Higher Education in India**

India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. The main governing body at the tertiary

level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and their constituent colleges are the main institutes of higher education in India. At present in 2011, there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and the rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. However, Jawaharlal University is a remarkable exception to this rule. According to the Department of Higher Education Government of India, there are 16,885 colleges, including 1800 exclusive women's colleges functioning under various universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher education institutes in India. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system. In India, higher education is provided through major five groups of institutions such as central, state, private, deemed universities and Institutions of National Importance.

### **A Statistical Review of Higher Education in India**

**Table-2.1:** Number of Higher Education Institutions in India

<b>Year</b>	<b>Universities</b>	<b>Colleges</b>	<b>Tota</b>
<b>1947-48</b>	20	496	516
<b>1950-51</b>	28	578	606
<b>1960-61</b>	45	1819	1864
<b>1970-71</b>	93	3227	3320
<b>1980-81</b>	123	4738	4861
<b>1990-91</b>	184	5748	5932
<b>2000-01</b>	266	11146	11412
<b>2005-06</b>	355	18064	18419
<b>2016017</b>	789	37204	37993

Source: UGC and Higher Education in India, Annual Reports (Universities include central, state, private, deemed and also the institutions of national importance established both by the central and state legislatures).

### **Benefits for Existing Domestic Higher Education Sector**

International trade in higher education services can supplement and support National education commitments.

Government can free the huge resources currently engaged in the higher education sector and divert them to other priority sectors. International academic exchange and increased cross-cultural linkages will enrich the domestic knowledge sphere.

Increase flow of funds and resources will lead to improvement of infrastructure of present institutes. Competition will put forward the challenges such as achieving maximum efficiency, reduction in cost and raising revenue resources.

Since the fittest survive, quality improvement will take place as an outcome of foreign competition and reduction in protection measures. Increasingly attractive market will be available since borders are open.

Availability of corporate funding will boost research and development activities. Greater autonomy and freedom to design new courseware introduce new courses since Government intervention reduces.

### **Benefits of International Trade in Educational Services to Consumers (Student Community) and other Individuals.**

- Access to wide range of education options – with choice and flexibility which otherwise may not be available in one's own country.
- Helpful to enhance the knowledge and development of skills
- Exposure to International culture.
- Better quality of education because of competition of free trade, which will shape more efficient work force. In the vast populated countries like India generally disparities appear in the number of aspirants and the available admission seats; which could be removed by entry of several foreign institutions in the higher education market.
- Availability of campus jobs. At a time students can enroll for more than one degree, even from different streams.
- Availability of several modes of learning.
- Bright future of Indian higher education sector under the forces of Globalisation
- Economic significance of the Globalisation in higher education services is changing dimensions of the traditional role of higher education institutions.

### **Challenges of Globalisation in Higher Education in India**

This study has clearly stated the changes in the higher education sector that have occurred as a consequence of the recent emphasis on Globalisation and the structural reforms in order to integrate Indian economy with the world economy.

Our university system is, in many parts, in a state of disrepair. In almost half the districts in the country, the ratio of enrolment is very low as most of the colleges are rated as below on quality parameters. Research studies state that in many states university appointments, including that of vice-chancellors have been politicised and have become subject to caste and communal considerations. At present, following challenges in higher education have been seen:

**Demand-Supply Gap:** In a recent report of HRD, the result shows that 12.4 percent students go abroad for higher education. If India takes any initiative to stop them then it would

require another 800 to 1000 universities and over 40000 colleges in the next 10 years. Recently, in a summit organised by the Federation of Indian Chamber of Commerce and Industry (FICCI), former HRD minister said “We will need 800 new universities and 40,000 new colleges to meet the aim of 30 percent GER (gross enrolment ratio) by 2020. Government alone cannot meet this aim,”

Statistics shows that two attempts were made by Indian Govt. to liberalise education system in 1995 and 2006 and it was found that there is a huge gap between the demand and supply in higher education system. Currently, foreign universities fill this gap to a large extent but in future, it would be a huge problem for them also to fill the gap between demand and supply.

**Quality Education:** Quantity and quality of highly educated people have always been a problem in the global market. According to the result of a recent report of MHRD, around two-third colleges and universities in India are not working as per the determined standards. However, a proposal for essential accreditation in higher education is under consideration to produce quality education. Only a few of the highest-quality institutions exist here, which also have limited capacity without competition. To enhance and increase the supply, there is need to maintain the quality.

**Research and Development:** Research always has been a key parameter to enhance higher education. In fact, both are complementary to each other. According to the data of current statistics, 0.8 percent of gross domestic product (GDP) is spent on research and development in the area of science & Technology in India. whereas, many other countries are spending a huge amount on R&D such as Israel (5.11 percent), Japan (3.11 percent), Sweden (4.27 percent), United States (2.77 percent), South Korea (2.95 percent), the U.K. (1.88 percent) China (1.54 percent). Even countries like Brazil (1.04 percent) also have spent a huge amount on research even though more than India. India’s higher education system is badly separated from qualitative research centers, which must be connected to match the required standard. Thus, it is also an important matter amongst the bundle of common problems associated with R &D in the country.

**Faculty Shortage:** A Recent HRD ministry report shows that top higher educational institutions such as the Indian Institute of Management (IIMs) and the Indian Institute of Technology (IITs) are facing a major problem of shortage of qualitative faculty and around one-third posts are vacant there. Statistics report also shows that more than 30% posts are vacant in Central Universities, 33.33 percent in the National Institute of Technology (NITs), 25 percent in the IIMs and 35.1 percent posts are vacant in other institutions, regulated under the ministry of Human Resource Development (HRD). In addition, Government is also planning to overcome this problem by enhancing the salaries and other benefits and by increasing the age of retirement in teaching from 62 to 65 years. The government is also taking steps to attract young people to opt the teaching profession as their career, by providing and enhancing the fellowships and attractive grants in various streams.

**Resource Constraints:** The trends in financing higher education sector in India show that the share of higher education in the total Government expenditure on education is declining, both in plan allocation and in recurring expenditure.

### **Changing Modes of Higher Education**

It covers four ways of supplying services, which are pretty comprehensive

1. **Supply across the border:** for example, distance education services, e-learning, virtual universities.
2. **Consumption abroad:** for example, students physically moving offshore to study.
3. **Establishing a commercial presence:** e.g. allowing a Foreign Service provider to set up a local branch, franchise, or satellite campuses; twinning partnerships; arrangements with local institutions.
4. **Movement of personnel:** supply of a service by specialist personnel travelling to the country, such as professors, specialist teachers or researchers. The biggest component of trade in higher education service is study overseas. While virtual learning, e-education is becoming popular and cost effective delivery methods, face to face contact with the teachers and classroom conditions in fading out.

### **Suggestions**

Quality is the most significant factor behind the concept of Globalisation of education. Thus, India needs to develop the level of education as per the international standard. As most of the colleges are not providing quality education, Govt. should take an action to improve the level of education through better syllabus, exams, live projects and so on.

1. **Faculty development:** The research showed that faculty composition was changing with these reforms. Faculty development for every teacher is an urgent need and will become essential to institutions' capacity to compete for students in the years ahead and to survive and thrive. Faculty Development aims at equipping teachers with skills and knowledge that are essential so that they can act as resource persons in guiding and motivating students. Some institutions appoint foreign professors to improve their image and international competitiveness. The Globalisation process has provided new employment opportunities with cross border faculty mobility.
2. **Reputation of foreign degree:** The research showed that a growing number of Indian students are willing to pay for the expensive foreign degrees, travelling that extra mile, but they definitely want the best of education. There is a growing demand for the foreign qualifications. Foreign degrees are treated as high prestige career opportunities with brand value.
3. **Income generation:** From the other point of view the Globalisation of higher education led to generating additional institutional and national income. Many respondents stressed on this economic rationale of higher education that enhances earning power.

4. **Cultural integration at global level:** Due to transnational forces cultural integration takes place in the higher education sphere. The Globalisation forces swing the cultural homogeneity process in the higher education sector. There will be no limitations of geographical boundaries.
5. **Curriculum development:** Achieving major curricular change requires institution leaders to define a new vision and allocate sufficient resources to support faculty efforts. Appropriate steps should be taken to actively involve the faculty early in the process of change and to recruit stakeholders from within the faculty ranks to play prominent roles.
6. **Development of research and technology:** Funding is available from government and private sources to support research, travel, equipment, publication, course development, conferences and seminars. Some agencies award grants and fellowships directly to members of the faculty. The application process is usually lengthy and highly competitive.
7. **Cost of education:** is the most important factor when it comes to making choice of institution. High cost of education leads to low enrollment. One of the biggest threats to a low-income student is that she may not be able to participate in a more market-oriented system.

### **Conclusion**

Quality assurance, access, funding from govt., development of faculty, employment generation, significance of foreign degrees, standard curriculum as per the international market, cultural integration, skill based programmes and development of research and development are the significant factors to measure the standardization of education sector at global market.

It is essential for a developing country like India, to enhance the level of education in the country to reach on the tag of developed nation. The process of globalization pressurizes the nations to develop their curriculum as research oriented, which can be helpful to generate maximum employment opportunities in the country. Because employment always has been a driving force for national development as well as for standing in the queue of progress. Thus, India needs a research oriented, employment oriented, and result oriented approach to bring the consistent development in higher education sector, which would help to accelerate the process of Globalisation.

Therefore, Globalisation is attracting the attention of higher education institutions throughout the world. Also, it is being discussed in conferences and seminars. For a country like India, Globalisation is at progressive stage, where it needs to create innovation, tie-ups, strategic alliances, joint ventures and franchisees with other business institutions at global market. Not only it will be helpful to develop the knowledge of students but also it will be prove as a helping element to develop the infrastructure of country. The better quality of education will bring prosperity, free trade between the nations and efficient workforce.

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