

**IMPACT OF GLOBALISATION ON HIGHER EDUCATION IN INDIA:  
CHALLENGES AND PRESCRIPTIVES**

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**INTRODUCTION:**

Education is the backbone of a nation. So education should be acquired from the cradle to grave. Higher education occupies the apex of educational pyramid in the formal process of education. Generally it comprises of three stages-graduate, post graduate and research programme i.e. M.Phil and Ph.D. Higher education also comprises of general, technical, commercial, medical, engineering, law and other professional degrees and diplomas. Therefore the scope of operation of higher education is extensive and intensive. It is intensive in the sense that, it provides a broad prospective of opportunities to the students about almost all the aspect of our life. In the recent year efforts have been made by the commission to regulate the growth of higher education as well as the establishment of new universities and colleges with a view to ensuring that, higher education grows to meet the genuine needs of the society for trained manpower with appropriate level of professional training. Globalisation increases the demand for higher education and for educational quality.

The globalisation is not a new but is an old age concept which was first introduced by Adam Smith in the year 1776 through the book titled *Wealth of Nations*. The word globalisation connotes where all the nations join their hands with each other and create a kind of socio-economic environment to do business or any commercial, cultural and educational activities in which every participant nation should be benefited. Globalisation means more competition not just with remains in the same countries but throughout all over the world. Globalisation increased the demand for education in two parts. The first is the economic rising payoffs to higher education to global, science based, knowledge and intensive economy make university training more of a necessity to get good jobs. The second part is socio-political, demographic and democratic ideals increase pressure on universities to provide access to groups that traditionally have not attended universities.

Globalisation indeed sounds exciting and makes one feel great and global in many respects such as approach, attitude and changed mind set to compete at international level and finally look for an elevated quality of life. Knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures elements of globalisation have a significant impact on higher education. therefore nations across the world have been striving to create the right educational environment to promote effective teaching and learning to achieve the unique requirements of globalisation.

**GLOBALISTAION:**

As it is known globalization, no doubt, promises dramatic and rewarding change to the higher education systems of the developed countries. Whereas for the developing and the

underdeveloped countries, where the system is facing the scarcity of resource, it threatens the stability needed to build the well performing system. Developing countries often have to adjust willingly or unwillingly both to the quickening pulse of international change and accordingly, reform on several fronts simultaneously, which may not be possible under the given resource status of higher education.

In spite of continued debate and discussion on this issue, still it is not clear whether this new global policy would keep in view the interests of global capitalism or the needs of particular societies in general and disadvantaged groups in particular. The fear that the process of Globalisation Policy may apparently shape the perspectives of educational reforms in favour of those who have already benefited from the system as they are in the position to influence the policy is haunting those who are not in a position to influence the policy.

Globalisation is expected to be a process through which an increasingly free flow of ideas, people, goods, services and capital would lead to the integration of economies and societies. It is characterised by an accelerated flow of trade, capital and information, as well as mobility of individuals, across geographical borders. It reflects comprehensive level of interaction than that has occurred in the past, suggesting something beyond the word “international”. It implies a diminishing importance of national borders and strengthening of identities, that stretch beyond those rooted in a limited locale in terms of particular country or region. It can also be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and vice versa. It is this construction of time-space compression that has given rise to popular notion of “One-world” “Global Village”, etc.

In educational terms, there is a growing understanding that the neoliberal version of globalisation, particularly as implemented (and ideologically defended) by bilateral, multilateral, and international organisations, 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 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.

The thrust of Globalization is expected to push Higher Education to face extensive challenges. According to the Spanish sociologist, Manuel Castells, one of the leading authorities on Globalization states, “effects on the university will be more drastic than industrialization, urbanization and secularization combined. It is, the biggest challenge that the University has ever faced for more than a century and a half.”

The current globalisation of higher education creates both challenges and opportunities. The relationship between universities education and globalisation gives special attention. Education will be the answer to many problems raised by globalisation. Educational goals are

seen to be an area of great concern in the era of globalisation. 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 globalisation. They must engage with the issues of globalisation, both theoretically as analysts and researchers, and practically as academic workers involved in an increasingly globalised enterprise.

#### **INTERNATIONAL INFLUENCES IN INDIAN HIGHER EDUCATION:**

If one scans the horizon of Indian education institutions today, the legacy of prior waves of international, if not global, influence can be seen in virtually every field. India hosts a wide variety of pre-Independence missionary institutions –colleges founded in the late 19<sup>th</sup> and early 20<sup>th</sup> Centuries by foreign missionaries of different faiths. St. Joseph's College Trichy, St. Xavier's Chennai, Christian Medical College Vellore, St. John College Agra, Isabella Thoburn College Lucknow, etc.

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-Ahmedabad, 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.

#### **PROBLEMS FACED BY HIGHER EDUCATION INSTITUTIONS IN INDIA:**

Higher Education in India is more privatized than any advanced countries. A large number of institutes are private and self financed. Most private institutes however concentrate on market driven disciplines such as Medical, Engineering, Management, and ignore social sciences and pure science.

The License Raj continues to flourish in Higher Education sector in India causing confusion and uncertainty in the regulatory environment. Conflicts between multiple regulatory authorities are the standard norm. Major weaknesses are perceived to be bureaucracy, lack of de-regulation or related policies and lack of autonomy with respect to admissions, course curriculum, among others. Autonomy (instead of affiliation) needs to be provided to Deemed and Private Colleges there by encouraging flexibility. Public Private Partnerships are required for sustained inputs from industries to deal with the human resource requirements. Frequent political involvement and infringement of academic processes should be regulated, which results in lowering of academic standards raising the entry barriers for various jobs well above acceptable levels. Another major setback will be withdrawal of tax benefits which characterised the not-for-profit entities and redeployment of funds for creation of capital/

infrastructure etc., which will be greatly affected. Capacity Constraint Prestigious institutions are not able to accommodate all aspirants when compared to International Universities. As compared to China, an investment in building capacity is negligible (AICTE, 2007).

According to the results of a special survey 'Higher Education: Free degrees to fly' (see *Economist*, February 26<sup>th</sup>- March 4<sup>th</sup>, 2005, pp63-65), higher education is already a global business. The days when higher education was a matter of national policy and government regulation are rapidly fading. Higher education provisioning is now globalised and in many ways, a commercialised affair and the way that the State had in the goings on is vastly diminished, while private profit seeking companies have entered the education business, even government-controlled universities are seeking independence from governmental authority. However, many countries including India continue to control the fee structure of their universities causing financial stress to foreign students, who are generally made to pay much higher fees than local students. This has resulted in many universities openly soliciting entry of foreign students. To facilitate this process they have even tailored their courses to international requirements besides appointing agents abroad and publicizing the offers widely in the media. Hence a University is no longer a place where students apply to study. Universities are now actively pursuing students, especially foreign ones using a wide variety of strategies to market their courses. The student is now the customer or client. With globalisation, Universities are spreading their reach beyond geographical and political borders.

Besides the above the development of higher education has been affected by-politicization, poor quality of intake, heterogeneity of student population, communication gap between universities and colleges, unsystematic growth of institutions, managerial inefficiencies, overcrowded classroom, wastage in instructional hours, poor course design, inadequate student service, inadequate material resources, inefficiencies in teaching, lack of training facilities for educational administrators and teacher.

### **GLOBALISATION AND ITS IMPACT ON HIGHER EDUCATION IN INDIA:**

Globalisation 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 utilisation 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. **Globalisation and economic reforms** : It has yielded many significant changes in the role of state and restructuring of social welfare 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 globalisation 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 India higher education system should be radically transformed to meet the new challenges of the 21<sup>st</sup> 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 literacy rate has grown over the three decades. Women education plays an important role in the overall development of the country and improving the quality of life at home and outside.
4. **Commercialisation:** Imp[act of globalisation is commercialisation of higher education due to which self financing courses have been introduced which 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 globalisation of higher education is motivated by profits rather than social justice or the policy of the government. Its goals therefore are to meet the demands of the market.
5. **Teacher education:** In the global society today the aspects of rapid change, lifelong learning, flexible routes of learning and the use of technology have a major impact on all the areas of teacher education. major steps to be taken qualitative expansion, valued based, competency based and ICT based teaching learning.
6. **Knowledge:** The impact of globalisation on higher education is the transition to a knowledge society towards universities as knowledge-centers.
7. **Skill:** Higher education is seeking ways to meet the demands and challenges put forth by globalisation. Higher education today is expected to produce skilled and trained workforce who can compete in this global market.
8. **Education policies:** Globalisation also impact the education policies on higher education in 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.
9. **Entry of Foreign Universities:** Foreign Direct Investment (FDI) is important tool of globalisation. As government lack of funds FDI is allowed 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 level playing field for all institutions and also ensure that other factors are considered. Their entry should also increase the qualities in research areas and so on, rather than focus on undergraduate programs.
10. **Communication:** The effects of globalisation on education bring rapid developments in technology and communications. It changes the role of students and teachers and producing a shift in society from industrialisation towards an information-based society.
11. **E-learning:** People with disability get benefit from globalisation only if they endowed with knowledge, skills, capabilities and rights needed to pursue their basic livelihoods. 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 forms, 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.

### **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 300 .....The situation is further complicated by the rigidities of India's centralised 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 internationalisation 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 labelled 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 science, 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 globalisation, 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.

### **CONCLUSION:**

There is now increasing global competition for the best and brightest students, as more and more countries recognise the economic potential of higher education as a service export sector and India is not an exception. The major concern of globalisation has been “how to fulfil 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. 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. Globalisation 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 globalisation, one which affirms and values cultural difference and encourages greater mobility for all students. The world of higher education in the 21<sup>st</sup> century can truly be a border-less world of knowledge and ideas which will yield reciprocal benefits for all nations. There is no single, simple path for reaching this new global future ,but instead, multiple pathways that lead toward “a world in one nest.”

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