GLOBALIZATION AND HIGHER EDUCATION IN INDIA - AN ANALYSIS

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Abstract

Education plays a crucial role in socio-economic development of a country. Education is one of the most important factors which influences almost all the demographic variables in different ways. It is also essential for the economic modernization of the societies and potential instrument for bringing about social transformation and for making democracy a success. In the human development approach, education may be stressed more for its instrumental role and for its contribution to equity rather than merely a means to raise productivity and incomes. A more important reason for emphasizing acquisition of basic education in the present milieu of globalization is that it impacts the much sought after flexibility in labour skills and enables the economy to adopt to changing market conditions and maintain its competitive edge.

Introduction

Today globalization is a process which can pervade the collective life of humanity. It is particularly so in economic terms as the world is getting integrated more and more into one economy. In fact globalization largely consists of increasing integration of national economic systems. A globalized world is a world where, the competitive advantage of nations is largely determined by the extent and level of knowledge and skills imparted through education and training. This is particularly so in an age where science and technology are making immense strides in fields relating to the knowledge economy.

Given India's status as the fifth largest economy in the world at present and the third largest by 2010, our requirements of trained human resource of is of such order that higher education must claim considerable investment of finance and organizational effort on the part of both the government and the private sector. With this background the present paper try to examine the following.

Objectives

- To study the present system of higher education in India.
- To study the Degree of higher education in India.
- To assess the need for privatization of higher education.

Present Scenario of Higher Education in India

Some basic facts regarding Indian higher education are:

1. India has the second largest higher education system in the world. At the end of 2002, India has over 300 universities and university level institutions over 13000 colleges, about eight million students and over four lakh teachers. It is thus very well endowed

in terms of both infrastructure and human resources. But eight million students in this segment constitute only 7% of the population of the relevant age group 18-24 years.

2. The Government is the main provider of higher education but its contribution is declining. Expenditure on higher education as the percentage of GNP had fallen from 0.98 per cent in 1990-91 to 0.35 per cent in 1990-98. The share of higher education in the union budget total provision for education has fallen from 28.19 per cent in 1980-81 to .35 per cent in 1994-95. The share of higher education in the union budget's total provision for education has fallen from 28.19 per cent in 1990-91 to 17.7 per cent in 2003-04. Allocation for education in the first five year plan was 7.2 per cent of the total outlay. In the tenth five year plan, it has further come down to 2.9 per cent. Any one will be shocked and surprised to the union government's role in this respect.

3. The quality of education imparted in many institutions is mediocre. Yet there are around fifty institutions in India which have grown to become centres of academic excellence in various disciplines. Their standard of education is comparable to the best in the world. Sadly, most of them remain insulated as long as they enjoyed complete state patronage.

4. Education establishments in India have been enjoying state patronage over since the independence. We have not only failed to attract students from potential countries in South-East Asia, the Gulf and Africa to the economical and diverse fold of the Indian higher education but we have also fallen short in the use of New Communication and Information Technologies (NCIT) to reach out to students worldwide. It is only due to the absence of a proactive government policy regarding distance learning programmes. Courses via the internet, virtual university campuses and twinning arrangements have not been initiated in a big way.

5. The University system in India has certain limitations.

    - It is still dominated by the traditional set of rules, regulations and statutes that offer little scope of quick improvement in the present work system and the required level of autonomy and flexibility.
    - The academic structure is rigid and the teaching and evaluation methodologies are outdated.
    - The work culture of Indian universities is static and rigid mode of functioning leading to bureaucratic standards.
    - The level of quality of innovation and research has low social and educational relevance.
    - Our universities are often reduced to the level of examination conducting bodies.

The mindset of the educational planners and authorities in the universities have to change in an appropriate manner. Unless these changes take place it will not be possible to improve the quality and standard of education in India. Education and higher education in particular in India is thus not only for promotion and dissemination of knowledge but also for promoting humanism, tolerance, adventure critical thinking and the search for truth. It has got an important role of forging national identity of the country and offering a forum for pluralistic debate. When India decides to commit on higher education under the GATS, India must keep her higher education objectives in mind to make herself clear of her future needs. Higher education in India has seen tremendous growth since 1951. Table-1 gives a glimpse of such rapid growth. Several reasons can be attributed to this phenomenon of increased demand for higher education- the increased levels of primary and secondary education, the realization of the benefits of education, the linking of jobs to the university degrees and also its linking to social prestige.

Table 1 Growth of recognized educational institution in India

Year	Colleges for-education	Colleges of professional education	Universities
1950-51	370	208	27
1980-81	3421	3542	110
1990-91	4862	886	184
1994-95	6089	1230	219*
2000-01	7926	2223	254*

* Includes deemed universities
Source: Indian Planning experience: a statistical profile: Planning commission, Government of India 2001

Table 2 Various types of Universities in India as on 2014

Sl. No.	Various Universities	Number of Universities	Percentage
1	Central University	43	5.68
2	Central Open University	01	0.13
3	Institute of National Importance	69	9.11
4	Others	06	0.79
5	State Public University	316	41.74
6	Institute under State Legislature Act	05	0.66
7	State Open University	13	1.71
8	State Private University	176	23.25
9	State Private Open University	01	0.13
10	Deemed University Govt.,	37	4.89
11	Deemed University Govt., aided	11	1.45
12	Deemed University Private	79	10.46
	Total	757	100=00

Sources: AISHE 2014-15, Govt., of India, New Delhi

Table 3 Number of College per lakh population (18-23 years), Average enrollment per college in South Indian States

Sl.No.	State/U T	No. Of College	College per lakh population	Average enrollment per college
1	Andhra Pradesh	2591	46	558
2	Telengana	2328	57	613
3	Tamilnadu	2531	34	846
4	Puducherry	85	58	571
5	Karnataka	3416	47	451
6	Kerala	1240	40	612

Sources: AISHE 2014-15, Govt., of India, New Delhi

Growth of Higher Education in India

At present, India has more than 18067 colleges and just fewer than 10 million students. More than two-thirds of these colleges are classified by the University Grants Commission (UGC - the apex government regulatory body for higher education) as "Arts, Commerce and Oriental Learning Colleges".

Table 4 Type-Wise Number of Colleges in the Country: 2006

Sl.No.	Type	Number	Percentage
1	Arts, Science, Commerce/Management and Education	11377	62.29
2	Teachers Training	1082	6.00
3	Engineering/technology/architecture 10.23	1850	10.23
4	Medical	11127	6.23
5	Law/Agriculture/Veterinary 2631 14.56	2631	14.56
	Total	18067	100.00

Source: Annual Reports of the UGC

In India the institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), and Institutions established by State Legislative Act and colleges affiliated with the University (both government-aided and unaided) {Sanat Kaul, 2006}. In India technical education is treated as a separate sector. There are 65 centrally funded institutions like IITs, IIMs, NITs, IISc, etc. Additionally, State Governments have also set up technical institutions. AICTE and equivalent sectoral regulators(like the Medical Council of India) both approve and regulate technical institutions in engineering/technology, pharmacy, architecture, hotel

management & catering technology, management studies, computer applications and applied arts & crafts.

Vocational Education is another stream of higher education in India. For this a network of public and private polytechnics and vocational institutions exists, controlled and supervised by the Councils specializing in each discipline. India has also developed an Open University system to encourage distance learning. Indira Gandhi National Open University (IGNOU) was the pioneer and now there are 14 open universities in India [www.indiaedu.com>].

The open universities in India are regulated by the Distance Education Council of India (DEC), New Delhi which maintains the standards, encourages and organizes the activities of Open and Distance learning in India (ODL). Distance education with new information and communication technology (ICT) promises to expand the frontiers of Higher Education as never before. This is because it costs 66 per cent less and the students need not leave their homes or profession. The internet and satellite technology are being put to use to further the cause of distance education.

The higher Education sector ensures the quality of the educational process with the help of accreditation agencies established for the purpose. The main agency which accredits universities and colleges in general education is the National Assessment and Accreditation Council (NAAC) established by the UGC in 1994, whereas a similar function is done for technical education by the National Board of Accreditation (NBA) set up by AICTE in 1994, and for agricultural education by the Accreditation Board (AB) set up by ICAR in 1996.

NAAC proposes to introduce the India Education Index (IEI) for ranking institutes based on academic, research performance and other parameters. The outcome will help in the international comparison of institutes. NAAC has entered into an MOU with higher learning institutes of the United States, Taiwan, Norway, Kuwait and with the Commonwealth of Learning (COL) to facilitate collaborative work on quality assurance in higher education institutions (HEIs). Universities in India, both private and public, are spread across the length and breadth of the nation.

The number of universities in India increased from 20 in 1947 to 504 in 2010, a 25 times increase. It is clear from the growth of universities and colleges from 1947 to 2010 are the growth during 2004-05 is remarkable. However, during 2005 to 2007 the growth rate is low but again it increased and attained to a good number. According to MHRD Annual report 2009-2010 [MHRD, 2009-2010], as of March 2009, the country had 26455 institutes of higher education; 504 universities and university level institutions and 25,51 colleges. At the commencement of the academic year 2009-2010 the overall formal system enrollment in the various universities and colleges was reported at 13.6 million, while the total number of faculty members has been reported at 0.59 million.

Need For Privatization

Due to the limited resources, the government encourages active involvement of private organization, corporate world, implement some of its scheme as well as assisting in social welfare programme. Corporate world should take responsibilities of the research, infrastructure activities, they should provide fund for all innovative and scientific research because government lack funds, the reduction of fund increase day-to-day by UGC, ICSSR and CSIR to universities all over the countries facing financial crisis.

In India, currently educational sector total expenditure is 3.2 per cent of GDP, roughly more than 30% of the total allocation of the education is given to higher education. So, in this regard privatization will bring better management. Institution would favoured with great freedom. There would be hire talented staff, paying them better salaries. Higher education is one of the keys to implement the necessary process in order to face the challenges of the modern world so there should be great autonomy and private interfaces and there should competition.

Another important factor responsible for privatization of higher education is the Globalization. Now under the Globalization of higher education under GATE- there is a need to review the present dimension of higher education and provide direction with clean goals for achievement.

Conclusion

In order to cope with the dynamic changes due to globalization and to re-engineer the system to prepare a level field for all the players, there are some urgent measures to be undertaken:

- Enhance the quality of higher education at all levels.
- Transform the higher education to extremely flexible system, provide horizontal mobility, lateral entry and opportunities for moving between campus and off campus study.
- Increase the proportion of the relevant age group to at least 20% to make it a mass based system.
- Change the mindset and liberalize the thought processes to initiate innovative approaches in educational planning.
- Networking with institutions and individuals for information, experience and expertise sharing.

Some of these strategies should possible through private enterprises because of globalization and liberalization. What needs to be done is to formulate a legislation for constructive regulation and promotion of these institutions by the government. Either the government of India or the UGC should prepare a regulatory framework through regulation

for promoting and strengthening private initiatives in higher education. Private initiatives need not necessarily imply establishment of profit making commercial firms of education. The regulatory mechanism must be in place to enforce in time the appropriate rules and norms.

The increase in student numbers and the profile of students and the increased pressure for more accountability, changes in structure and funding and intense exposure to market forces necessitates the increased speed of educational reforms like autonomy of educational institution. We need to create more accountability to the account and also to the employers for the knowledge and skills base of its graduate. These are key purposes of higher education. Each higher education institution may be regarded as a concentrated system of interacting units or elements that is linked to the other systems such as local communities, society at large, funding agencies and employers in a symbiotic network of relationships, interactions, exchanges and transactions.

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