Emerging Trends and Challenges in Indian Advanced Education in the Era of Globalisation

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ABSTRACT

Globalization has reshaped higher education in India by opening the sector to foreign participation, trade in educational services and cross-border competition for students, faculty and ideas. This paper examines how these forces, together with the commitments made under the WTO and GATS regime and the debate on foreign direct investment, are changing the country's higher education system, which is among the largest in the world. Using secondary sources, it reviews the objectives of higher education set out by the Indian Education Commission and the National Policy on Education, describes the present position of the system, and identifies the reasons it struggles to deliver quality at scale: a mismatch between the supply of graduates and the demand for skills, the mushrooming of low-quality institutions, high admission cut-offs, and weak regulation of foreign providers. The paper argues that globalization offers India access to capital, technology and international standards, but that these gains depend on strong public regulation, sustained investment, and teachers and institutions committed to quality. It closes with suggestions for reform that treat higher education as central to income growth, leadership and the expansion of people's choices.

Keywords: globalization; higher education; India; foreign direct investment; quality of education

I INTRODUCTION

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 15 autonomous institutions established by the University Grants Commission (UGC).

As per the latest 2011 Census, about 8.15% (68 million) of Indians are graduates, with Union Territories of Chandigarh and Delhi topping the list with 24.65% and 22.56% of their population being graduates respectively. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2016, India has 799 universities, with a break up of 44 central universities, 540 state universities, 122 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 75 Institutes of National Importance which include AIIMS, IIT's and NITs among others. Other institutions include 39,071 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2016. Colleges may be Autonomous, i.e. empowered to examine their own degrees, up to PhD level in some cases, or non-autonomous, in which case their examinations are under the supervision of the university to which they are affiliated; in either case, however, degrees are awarded in the name of the university rather than the college.

Indian higher education is in need of radical reforms. A focus on enforcing higher standards of transparency, strengthening of the vocational and doctoral education pipeline, and professionalization of the sector through stronger institutional responsibility would help in

reprioritizing efforts and working around the complexities. The rise of IT sector and engineering education in India has boxed students into linear path without giving them a chance to explore and discover their passions. Concerted and collaborative efforts are needed in broaden student choices through liberal arts education.

II OBJECTIVES

The objectives of higher education are as follows:

(1) Wisdom and knowledge:

Since education is both a training of minds and training of souls, it should give both knowledge and wisdom. No amount of factual information would take ordinarily into educated men unless something is awakened in them. Therefore, there should be inculcation of wisdom and knowledge.

(2) Aims of the social order:

Our education system must find its guiding principle in the aims of the social order for which it prepares. Unless we preserve the value of democracy, justice, liberty, equality and fraternity, we cannot Preserves our freedom.

(3) Love for higher values of life:

The greatness of a country does not depend on the extent of its territory, the length of its communication or the amount of its wealth, but on the love for higher values of life. We must develop thought for the poor and sufferings, regards and respect for women, faith in brotherhood regardless of race, colour, religion etc.

(4) Training for leadership:

One of the important aims of higher education is the training for leadership in the profession and public life. It is the function of universities to train men and women for wise leadership.

The Indian Education Commission (1964-66) has made the following recommendations:

(1) To seek and cultivate new knowledge, to engage vigorously and fearlessly in the spirit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries.

(2) To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, right interests, attitudes and moral and intellectual values.

(3) To provide society with competent men and women train in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated citizen individuals imbued with a sense of social justice.

(4) To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of knowledge.

(5) To foster in the teachers and students and through them in society generally the attitudes and values needed for developing the good life.

The National Policy on Education-1986 viewed higher education as follows:

“Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system.”

India has been advancing to the final stage of Census India 2011. Shortly with the availability of new data on all the economic, social, geographical, demographic, tribal, religious, regional and academic facets of human capital, a new perception and presumptuous and informational database will be built up and compiled accurately. The methods used in Census 2011 of India will not help only India with its statistical requirement, but also help the global entities to come out with new conclusions and recommendations. What is worthwhile to talk about is the contribution of new methods and technologies that were helped by the revolutionary Information Technology. With the onset of information technology and its computing, compiling, filtering options have generated sophisticated results and helped the globe in ‘destroying distances’. Needless to repeat that the historical watershed in the field of Information Technology has brought the sea change in the world social science and economic map of the

globe. The role of social networking sites like Twitter, Facebook and Orkut cannot be ignored that have brought the dramatic and drastic change in the social and global mingling of minds; and obviously the term globalization is attributed to the revolutionary onset of information and technology and Internet. Globalization is attributed as "unleashing progressive liberalization of trade in services including public services like education. The aim in introducing such bills is to open new avenues for Indian students to access and assimilate into the competitive and standardized international academics and research establishments of higher education.

III HIGHER EDUCATION IN INDIA

The phenomenon of globalization has not left any human facet intact. Education has been under a constant shape under the influence of globalization bridging the gaps of ever-growing human demand and supply. Modern India has been receiving new methods and systems in the name of education to work out new benefits and advantages for the young economically strengthening and IT enabled India. India is coerced to receive and accept the multi-dimensional changes appearing in the physical and cultural values of the globe. The globe is unconventionally acclaimed as a 'social universe' (Potstone 1996) with multiple visions. Education as service sector had always been recognized as a valuable asset of growth. India who stands at par with the old civilizations in its rich history and culture, had been an epicenter of higher learning. An old India had been eminently recognized as flourished India with many higher learning centers established in various parts of India. Among them still some of them have their relevance and importance culturally and historically. The universities or higher learning centers like Nalanda, Takshila, Ujjain, Vikramshilla and Vallabhi are significant to name which once attracted the students and scholars from almost all parts of the world. With the dawn of Buddism till the dusk of the British regime, India witnessed myriad of changes in the academic institutionalization and its implementation.

The young population of more than 1.2 billion people in needs an effective assimilation into the academic framework. This massive assimilation needs to boost up more infrastructural set ups. Since 1990 the government of India came out with the policies upholding the need to roll out privatization under its monitoring regulators. The Parliament and other state legislatures offered private players to participate under its framed norms and regulations for the following objectives-

- To provide the general mass all the optimal chances to access into the global competitive market and growth with their employability.
- Teaching the best methods, practices, techniques, curriculum universally applied and accepted to prepare for the future growth with the acquired skill-based knowledge.
- Affording the best infrastructure and fund for education and research.
- Opening access to other national and transnational agencies, centers and institutes to work with, to coordinate, to collaborate and interact.
- Complete access to foreign students and hiring faculty across the nation and borders for the growth of academic goals and framework.

IV GOVERNMENT OF INDIA AND PRIVATIZATION

-With the implementation of GATS and India's agreement to provide access to its market has opened vistas for fair institutionalizations of service sectors including education. The phenomena of LPG (Liberalization, Privatization and Globalization) have forced India to match parallel its social and economic growth with the globe by imbibing the self-approach of the globe. India cannot deny the assertive role of globalization and its tangent impact and cannot sustain its needs without upholding and participating in its inevitable process to connect the global axis. Since India had begun liberalizing its policies and laws since 90's, India expects a complete partnership

with the international communities and entities in unfolding the new and diverse opportunities beneficial for Indian social and general masses. The Government of India has taken multifield initiatives to pace along with the rest of the world. Special Economic Zones, liberalizing FDI in retail and wholesale, the model of Public Private partnership, IDR, allowing foreign fund managers to operate, allowing foreign player to invest in Mutual funds are some of the frameworks that testify that how the phenomenon of globalization is inevitable and responsible to sustain growth and economic impetus. The period of 90's avers that how government of India started showing interest in privatizing institutes and tertiary education colleges. The introduction of the bills like Private Universities (Establishment and Regulation) Bill 1995 (the bill remained under legislative procedures due to heavy opposition from the opposition parties) and UGC (Establishment and Maintenance of Standards in Universities) Regulation,2003 heralded hope to cater a consistently burgeoning young population of India. The Constitution of India under its Directive Principles of State Policy binds the central and state government to unleash steps to promote education from Primary to tertiary level. Since 1976education has been a mode of partnership for central and state governments to promote it with meaningful purpose. Various National Policies (1963 and 1986) envisage this sector of public good as organized, maintained, coordinated and well implemented. The post scenario of these visions can be gauged with the data that reveal that till 2005 the southern states like Tamil Nadu, Kerala, Karnataka and Andra Pradesh retain only 5 percent institutions/ colleges as government institutions/colleges. (Kaul, 2005). Undoubtedly the government's call to private players has widen the scope for Indian general masses to upgrade their competencies to get share in the global economy as an active stakeholder. The problem of massification can be addressed only by inviting the corporate entity to be stakeholder in the collective social responsibilities. The privatization has spurred a dramatic growth in India till 2010. Along with this boom in the educational sector, the sector has undergone through some challenges and foils. The long list of cases in various courts of India and the verdicts delivered verify that smooth growth of this sector seems debatable. The governments in India, time to time, have instituted many academic watchdogs to monitor their operations and to bring uniform standards in their delivery.

Foreign Participation-

Role and need under the WTO and GATS regime, the government of India is bound to open its boundaries to allow foreign and private players to tap the untapped sector of education for meaningful global competition and meaningful affordability of all levels of education. The government of India has been in the process of liberalizing its conditions to promote its level from being national to be global or international entity. The US has been the major destination for international entities through their money and funds and the US with its knowledge based economic frameworks dominated growth in all the major sectors. The globalization is consistently straining the world with various economies offering tough competition in production and management. These economies have been surpassing each other or in constant endeavor to control the competitive dynamics in its favour. The world economies have resorted to knowledge economy by laying down the best and competitive higher educational frameworks. India though innate in ushering itself into new complex economic structures, but have started processing need based requirements. India knows that without skilled human capital it would fail to roll out its growth and impetus as it has already started. India has the largest IT skilled workers and market after the US; and India knows that to maintain the steady and dynamic pace it has to stimulate its educational (vocational and professional) policies and strategies. Last decade boomed and exploded with numbers of new programmes and institutions operating trans nationally. The countries like Qatar,

Singapur, and the United Arab Emirate stimulated the growth by incorporating the phenomenon of internationalization. These countries facilitated the foreign universities to establish campuses with the goalposts to achieve surge in skilled human capital and their employability in international markets. The European Community long before had accepted and affirmed the positive role of opening access to other countries in their local service and non-service sectors. 'The clear political and economic aim of the Bologna process, as supported by the European Commission, is making the EU, indeed the most competitive and dynamic knowledge-based economy in the world.' (Daniel Lincoln,2005). The phenomena of achieving high growth and spur in these above countries cannot be challenged. The only inclusive growth can be underpinned with the help of establishing high quality and competitive institutions and universities based on high research and innovation to make the production and management of a economy a knowledge-based production and economy.

V FDI AND HIGHER EDUCATION

India received USD 35 billion FDI in the month of January 2011 (The Economic Times, Feb 2011). Major automobile, telecom, financial and pharmaceutical firms have turned their faces toward India that expects to sustain a growth rate of 9 percent in 2011-12. The booming economy of India is motivating the developed countries to recover their collapsed economic structure since their crash in their domestic economies. India and China are being coveted as their recuperating economies. The countries like the US, the EU and some of the Latin countries have better graph in their public expenditure towards promotion of higher education. The lack of infrastructure and non-robust funding stress the need to pave ways for foreign and private players under uniform regulations both of national and international level. Along with meagre public funding, the FDI contribution in education sector has been dismal. Since India has allowed 100 percent FDI in education sector, and currently is being considered the best destination to fund due to global economic downturn, and its robust need to cater a big chunk of young population, India has received a dismal FDI growth in education.

VI PRESENT POSITION OF HIGHER EDUCATION IN INDIA

Higher education: refers to the education in colleges and universities. India has a large higher education system. It has more than 600 universities and over 33000 colleges with more than 20 million students. These includes higher education in the fields of technical, medical, law, forestry, etc.

The present situation of higher education system in India is complex and challenging. With the increase in population, there has been surge in the number of students seeking admission in these universities and colleges for higher education. In the field of higher education in India, there was the time when population of the country was much lesser and higher education was accessible to all and everyone.

High Cut-off rate:

Students find a staggeringly high cut-off percentage for admission such as 80%, 85% even 90% in some subjects in prestigious universities and colleges. This again is a grim scenario, causing distress disappointment even leading to deep depression among the admission seekers. Such situation affects the mental condition of the students. However, it is true that only the deserving should seek admission and granted admission.

Diversified streams for higher education:

The streams for higher education have been diversified in a large way. There are several options for the admission seekers, but qualifications and competitions at every stage are to be presented and faced.

Loan schemes:

For the brilliant-poor, there should be educational-loans schemes by the banks, which should be available after due scrutiny of qualifications and means, repayable in easy installments or even after

getting duly employed. Many banks have come up with education loan schemes for students.

Limited Stay:

Students at the Universities should be allowed to stay as students only for limited period of study and research period. Beyond it, none should be allowed to stay after post-graduation. Professional students, who just want to stay on as they have nothing better to do, turn into student leaders, indulge in politics, become active members of some political party, contest union elections and ultimately become a law-and-order problem for the administration. Such disoriented students have no place in a university or a college.

Role of Teachers:

Here again the final onus falls on teachers. They, by their precept as well as by their example of uprightness and devotion to duty should become the real torch bearers for the student community and win regard and reverence from them. That alone can place the University or the college campus above narrow gains.

The current scenario of Higher Education System in India

Now-a-days it is very frequently observed that students sign up for higher studies with less interest or take is casually. Moreover, there are very few institutions in India who are giving quality inputs so as to inculcate the learning skills amongst students.

It categorically spells out, how much we are lagging behind in terms of overall % of higher educational institutions, number of students pursuing higher education. We are not only beaten in by the developing and developed countries in terms of GDP, Exchange of foreign currency but also in terms of number of students pursuing higher education.

Budget allocation by Govt. of India as per 2012 plan is about 6 % which is not going to be adequate, and therefore allocation must be made appropriately, i.e. minimum 10 % in order to improve the scenario. Basic education must reach to maximum number of children from different strata of the society so that they are eligible to pursue higher education.

Special emphasis must be given to communication and presentation skills, especially for students coming from rural background / remote locations and that for students' studies in vernacular languages., so that they can perform well in the corporate world, across the globe.

Institutions should also inculcate multitasking abilities amongst students, foreign languages, advanced IT knowledge so that they can perform better in the chosen field. Student exchange, cultural exchange should be encouraged and various ways and means should be found to enhance students interest level & participation.

In our collective experience of past two decades or so as teachers, we observe that the great Indian undergraduate education system, on the average, serves to electively curb independent thinking, self-study skills, resourcefulness, intellectual maturity, academic confidence, and the very motivation to learn with excellence. Academic excellence is often identified, wrongly, with performance in examinations that tend to assess mostly memorization skills of a student, and the true measures of academic excellence such as depth of understanding, originality, authenticity, creativity, and perseverance are systematically discouraged.

The reasons below, why our higher education system fails.

1. Too much time spent on assessing the problems, rather than finding tangible solutions

Let's look at the service and solution providers as an example. Attend any educational conference frequented by them and it's like listening to a broken record player. You have hour long speeches, expert panel discussions and solutions from experts in the industry. And these solutions are more or less the same – "Attitude needs to change", "We need to get back to the basics", "Funding needs to increase", "Structural and design changes", "Awareness needs to increase" and my personal favourite, "we need more data and analysis".

All good points no doubt, but these conferences are mostly for networking purposes where individuals want to establish themselves as thought leaders in order to impress the right people and move up in their careers. In the end the sponsors get their 2 second vote of thanks, visiting cards are exchanged and everybody leaves with some souvenirs to carry home.

2. Miss match in supply and demand

India's GER is lingering around 19 percent at the moment, 6 % below the world average and at least 50 % lesser than countries such as Australia and the United States of America. GER stands for gross enrollment rate, or the percentage of students enrolling into higher education institutes each year post high school. The government apparently has a vision to increase this to 30 percent by the year 2020.

There is a massive gap that is created due to the difference in the number of schools and higher education institutes that really needs to be bridged. There is either a lack of seats to accommodate the rest or seats are available in colleges nobody has heard of.

3. Mushrooming of low-quality, money-making Institutes.

As a result of that huge gap, people who have no reason to be in the field of education want to capitalize on the shortage of supply. It's no secret that the education industry has long lost its noble cause and is more of a business. Politicians, realtor's, businessmen/women - basically anybody who wants to mint some serious cash, start to open colleges. (Probably already own half the colleges in the country).

And if you interact with the management of the latter type colleges, you can see they have zero intentions of churning out quality graduates. The moment we revealed to them that we did not have siblings who wanted to enroll in their "prestigious" institutions, and that we were in fact there to boost students' awareness and empowerment, we got shooed away in a hurry.

4. India's obsession with the service industry.

The buzzword globalization has been around for quite some time now, and it caused one of the most important changes in our country's Economy. India inc saw a gradual shift from being a manufacturing hub to a service provider. This was fueled mainly by the boom in I.T and B.P.O industries, and has had a large role to play in the way our education system has been modeled the past decade or more.

Along with the I.T and B.P.O industries, education institutes started seeing themselves as service providers, rather than being a place where the youngsters were moulded into innovators and architects of the future. The service they provided was that of certifying graduates as "employable by the service industry". For 3 to 4 years, students stuff their minds with information which they would probably never use, because each of these I.T and B.P.O companies have their own training programs which have no relation to a student's field of study.

Colleges proudly put up banners and hoardings of the 50 different companies that hired their students. These accomplishments act as some killer marketing material, because why wouldn't you want to study in a college that assures you a job after graduating? It also gives the false notion that the only jobs present belong to the I.T , B.P.O and other service industries, thus forcing youngsters to enroll only in courses that cater to them. And finally, the most terrible effect it has had is that it provides no incentives for these colleges to improve.

Campus Placements? Check.

System and policies? Check.

Admission Numbers? Check.

Donations? Double Cheque.

5. Ineffective Foreign Education Providers Bill

In September of 2013, the government of India passed an executive order to allow the top 400 universities in the world to set up campuses in India and allow them to function independently, without the requirement of Local Partners. This sounded promising and one can see the possibilities when universities such as Duke University and Georgia

Tech, both among the top fifty U.S Universities, started to show interest.

So why aren't more universities lining up considering their cash reserves and how easy it is to set up a college? (All they need to do is call one of our ministers and ask for guidance). As always fine print seems to spoil the goods. The foreign education providers Bill can be more effective if stops trying to control and regulate universities and instead be similar to their Singapore and Dubai counterparts - granting quick permissions, infrastructure and subsidies. These countries are quickly emerging as top quality higher education hubs for students from around the world.

One can see the parallels between FDI and the foreign education provider's bill. A major concern of opening gates to foreign investors was that it would ruin traditional and local industries, while also forcing the shutdown of many small-scale industries. If that means death to all the low-quality-cash-generation types of colleges, it can only be good news. Another trade in, more importantly, is students here get access to qualified and world class educators.

6. Lack of relevant opportunities and project-based learning

Most of us in the cities have had the privilege of studying in some of the better institutions. But the way they function is a far cry from their more superior counterparts across the globe, nor are they that much better than their inferior counterparts locally. There is a reason not a single Indian University ranks in the world top 200. Even at top institutes, students are force fed a few kilos of textbooks, spend a relatively short time on hands-on project-based learning and are absorbed into fields irrelevant to their subjects.

To put things into perspective, engineering graduates have to study about 40 subjects - that's close to 250,000 pages worth of information, spend an average of 6000 hours attending classes out of which only 500 hours are spent interacting in "Labs" across 4 years, have to write 120 internal assessment papers and 50 main exams, undertake a couple of "projects" which was probably stolen from their seniors and let's not even get into the amount of time and resources spent on traveling and studying. And then after all that effort, most of them get jobs in the I.T service industry which has absolutely nothing to do with what they learnt. Only 15 % are lucky enough to get into relevant industries.

VII CONCLUSION

There can be so much said about the tall hill that we as a nation have to climb if we need to step up our education system. Even the problems mentioned above just scratch the surface of all things wrong, and are probably only few of the many reasons, but were enough to make me want to get into the field of education as a career, and that's when I decided to start Invoke with a few friends who shared a similar passion.

All of them are presented in a superficial perspective, one really needs to dig deep to understand the complexities. The government alone can't make improvements as much as it is their job. Reforms that are not name sake, heavy involvement from the private sector and more youngsters venturing into the field of education are few of the things that could help alleviate the problem. But we need to start somewhere.

Although developing countries contain over 80 per cent of the world's population, they account for just half of its higher education students, and a far smaller proportion of those with access to high-quality higher education. Overcoming these gaps is a daunting challenge that will require a concerted effort between developing and developed countries.

It is clear that higher education institutions come in all shapes and sizes, and this means that solutions will need to be organic. A standard set of remedies will also not work when countries are so diverse. Despite this diversity, the main objective of the Task Force has been to determine strategies for higher education reform, as well as general guidelines and principles for assessing the operation of higher education systems and

institutions. These benchmarks offer guidance for informed dialogue aimed at educational reform – helping to cut through the often confusing thicket of institutions and practices. Our analysis and conclusions are a blend of research and discussion with colleagues from around the world and the professional expertise of our members. We have consciously tried not to emphasize the lessons of one country at the expense of others.

- Significant obstacles. Higher education must overcome formidable impediments if it is to realize its potential contribution to society. Some – such as demographic change, fiscal stringency, and the knowledge revolution – are determined by external forces of considerable power and must be taken as given. Others can be removed or mitigated. One example is the ineffective management that plagues so much of higher education, yet this is largely in the overlapping domains of higher education institutions and national governments to overcome. Change will not be easy. The problems are deep-seated, and efforts to rationalize and strengthen systems and institutions will require sustained effort. This work will certainly span several political cycles in most countries. . Progress is most likely in countries that develop a clear vision of what higher education can contribute to the public interest. Piecemeal fixes must be avoided in favor of a holistic approach, focusing on the complementary and mutually reinforcing nature of a range of possible solutions. etc.

VIII SUGGESATIONS

Statistical analysis, case study, and common observation all point to the fundamental importance of higher education to development. Higher education promotes the following.

- Income growth. The vitality of higher education is a fundamental – and increasingly important – determinant of a nation's position in the world economy. It contributes to labor productivity, entrepreneurial energy, and quality of life; enhances social mobility; encourages political participation; strengthens civil society; and promotes democratic governance.Economic growth is a powerful determinant of poverty alleviation and improvements in people's lives. Higher education's contribution to growth, therefore, means better living standards for people at all levels of a society.

- Enlightened leaders. Higher education can give leaders the confidence, flexibility, breadth of knowledge, and technical skills needed to confront effectively the economic and political realities of the 21st century. It also generates cadres of well-trained teachers for all levels of the education system.

- Expanding choices. Development is fundamentally concerned with expanding the choices people can make. As such, an accessible higher education system – offering a wide range of quality options for study – is a major achievement, bolstering social mobility and helping the talented to fulfill their potential etc.

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