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INTERLINK RESEARCH ANALYSIS

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Globalization and Higher Education : Challenges and Advantage

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Research Paper - Economics

Introduction:

The principal objective of education has been the development of the whole individual. The minimum level of education that was necessary to achieve this goal in the agrarian society was basic or primary and in the industrial age, secondary. In the present borderless information society, education needs to be able to respond to additional demands of a rapidly globalizing world by raising awareness of environment, peace, cultural and social diversity, increased competitiveness, and the concept of a global village. Such education is to a knowledge or information society what secondary education was to an industrial economy. Education prepares the individual to connect - and live in harmony - with the environment around him. Globalization has changed the size, nature and quality of that environment. The challenge for higher education, therefore, is to reform, create and develop systems that prepare the individual to work in a borderless economy and live in a global society. In other words, our educational institutions need to produce global citizens.

The collapse of the Soviet Union in 1991 allowed liberal democracies to claim victory for the capitalist system and contributed to increasing the pace of globalization that was already under way. As globalization gained momentum, market substituted political ideology as the dominant force guiding national and global policies. What followed next, therefore, does not seem so illogical. National governments everywhere - partly in deference to the ascendancy of the market and partly in response to pressure from the private sector to expand their sphere of activities - began to relinquish control

over the delivery of social goods. Everything began to be viewed as a commodity that could be produced and delivered by the private sector in line with market forces and according to the principles of supply and demand. One by one - water, electricity, postal services, health, and now education, have been turned into a commodity.

Globalization is a process, which has affected many areas of human life, one of those being education. In the twentieth century, many developing countries have experienced growth in the educational facilities available to them due to the entry of institutions from the West. Some believe that this process is an invaluable opportunity for the people of the developing countries to raise their skills and standards of education. Others fear that it is merely a modern version of cultural imperialism that will lead to the creation of a universal, ultimately Western society. One aspect of the globalization of education has been the creation of 'twinning projects' between one Western and one non-Western university (www.ssn.flinders.edu.au). Through Globalization of education, which is being knowledge transfer from the Western countries into developing countries, is intended to improve the skills and capabilities of the people receiving it. Bull and Watson wrote in their book 'The Expansion of International Society' that the European elites who entered India were accused of Western imperialism actually rediscovered India's languages and religions and identified the region's social, legal and political traditions and they also argued that the transplantation of Western institutions into developing countries shapes the behavior of those involved and thus makes for greater similarity with the people in which the institutions first evolved. In fact a study has shown that the process of transferring such institutions results in an increasing similarity of outlooks and values.

Structure of Higher Education in India:

Over the last 50 years, the Government of India has provided full policy support and substantial public funds to create one of the world's largest systems of higher education. These institutions, with the exception of some notable ones, have however, not been able to maintain the high standards of education or keep pace with developments in the fields especially in knowledge and technology. Over time, financial constraints with exploding enrolments, and a very high demand from primary and secondary education has led to the deterioration in the financial support provided by the



government. On top of this, an overall structure of myriad controls with a rigid bureaucracy has stifled its development. In terms of higher education, however, on the science and technology side, India has however built up the largest stock of scientists, engineers and technicians.

The growth of higher education in India has been phenomenal. Starting with 1950-51, there were only 263,000 students in all disciplines in 750 colleges affiliated to 30 universities. This has grown by 2005 to 11 million students in 17,000 Degree colleges affiliated to 230 universities and non-affiliated university-level institutions. In addition, there are about 10 million students in over 6500 in vocational institutions. The enrolment is growing at the rate of 5.1 per cent per year. However, of the Degree students only 5 per cent are enrolled into engineering courses, while an overall 20 per cent in sciences. The demand for professional courses is growing rapidly.

In India both public and private institutions operate simultaneously. In 2000-01, of the 13,072 higher education institutions, 42 per cent were privately owned and run catering to 37 per cent of students enrolled into Higher education, that is, approximately 3.1 million out of total 8.4 million. It is also likely that most of the growth in the rapidly expanding higher education sector took place in private unaided college or in self-financing institutions. Since grant-in-aid to private colleges is becoming difficult, many governments/universities have granted recognition/affiliation to unaided colleges and many universities have authorized new 'self-financing' courses even in government and aided colleges. It is felt that as of now more than 50 per cent of the higher education in India is imparted through private institutions, mostly unaided.

Development of Higher Education in India:

Higher Education sector has witnessed a tremendous increase in its institutional capacity in the years since Independence. The number of Universities/University-level institutions has increased 18 times from 27 in 1950 to 504 in 2009. The sector boasts of 42 Central universities, 243 State universities, 53 State Private universities, 130 Deemed universities, 33 Institutions of National Importance (established under Acts of Parliament) and five Institutions (established under various State legislations). The number of colleges has also registered manifold increase with just 578 in 1950 growing



to be more than 30,000 in 2011.

The quantum growth in the HE sector is spear-headed by the Universities, which are the highest seat of learning. University word is derived from the Latin word "Universities," which means 'specialized associations between students and teachers.' This Latin word referred to institutions of learning, which granted degrees to its students. The present day Universities are no different from the ancient institutions except for the fact that Universities today are much bigger in terms of both the subjects taught and the students. In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognized by the University Grants Commission (UGC) in accordance with the regulations made in this regard under this Act. Every year, millions of students from within the country and abroad, enter these portals mainly for their post graduate studies while millions leave these portals for the world outside. Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government. The Central Government provides grants to UGC and establishes Central Universities in the country. The Central Government is also responsible for declaring educational institutions as "deemed-to-be University" on the recommendation of the UGC.

Main players in Indian Higher Education:

1. University Grants Commission (UGC) set up under UGC Act 1956 is responsible for coordination, determination, and maintenance of standards and release of grants to universities and research organizations.
2. Professional councils that are responsible for recognition of courses, promotion of professional institutions and provision of grants to undergraduate programmes. As of today software development does not have a statutory council. NASSCOM is generally accepted as equivalent of a council. Research Councils: A number of them have been setup under the Central (federal) government.

Advantage of globalization to India:

Now in the era of reverse brain drain, the IIT graduates increasingly prefer to



return or remain in the country. It is stated by some that Bangalore today has 150,000 software engineers compared to 130,000 in Silicon Valley. According to Computer wise, the top 50 global IT service firms alone target raising India's headcount from 173,000 in September 2004 to 500,000 by end of 2005. According to NASSCOM, India had a total of 650,000 IT professionals in 2002 and by February 2005, they were to rise to 813,500. According to Brainbench Inc., India ranked behind the US in the number of certified software professionals (145,517 against 194,211) The Indian figure was 30 times larger than Europe's top country Germany (4802) and one hundred times Chinas (1325). India, therefore, does have an overwhelming lead in software. Further, leading US IT firms have their CMM Level 5 certification in India, rather than in the US. The High Technology leadership of the US is now coming under threat from India. In a paper published by Richard Freeman of Harvard University quoted by Sheshabalaya, the employment at General Electric Company's Global Research Headquarters in New York is being surpassed by their own facility, the Welch Centre at Bangalore. Similarly, IBM cut its jobs in the US and Europe 17 but recruited more in India. In another surprise move, in just 2 years, the Indian R&D Centres of Bell Laboratories, the world's largest research organization, filed more patents than the US Labs. In August 2006, India announced 1312 applications for drug patents, a record second only to the US. It is 25 per cent higher than Germany which is the third in ranking, and ahead of Britain, Japan, etc.

India is therefore, not just at the lower end of the software and research business, but is now in a leading position of the scientific and financial research revolution. This is also confirmed by the massive market value of IT firms on US stock markets which indicate that the investment community endorses this view.

According to current thinking an estimated \$356 billion worth of global financial services will relocate to India in the next 5 years, producing a cost saving of \$ 130 billion for top 100 financial service firms. From R&D and scientific research, Indian commercial research market has further widened to financial and economic research. It has been said that Wall Street is also outsourcing white-collar jobs to India as a reaction to the local scandals, which erupted in 2002 and 2003. Already McKinsey & Co. and AT Kearney



Inc., have shifted bulk of their research to India. J.P.Morgan, Moran Stanley, Deutsche Bank, etc. are all considering the same. In the health sector, the story is the same. According to McKinsey & Co's forecast, India will earn \$2 billion a year by 2012 from 'healthcare tourism'. Peter Dracher has noted that the Indian medical schools in New Delhi are the best in the world.

Indian hospitals already treat over 150,000 foreign patients a year and India is emerging as one of the most sought after medical destinations in Asia for offshore patients. The 30 hospitals under the Apollo Group are believed to have over the period treated 60,000 foreigners. Escorts Heart Institute and Research Centre has a large number of foreigners coming in every year looking for high quality cardiac care. The cost of treatment and surgery is 25 per cent that of the UK. In more fundamental research, Monsanto has set up a massive R&D facility within the Indian Institute of Science, Bangalore. Indian biotech firm, Shanta Biomechanics stunned the scientific community with r-DNA based hepatitis vaccine. Work on genetically modified food is going on full swing in India. Institute of Genomics and Integrative Biology (IGIB), based in New Delhi, has discovered these new genes of SARS virus. The biggest company in the world - GE has announced that their R&D centre at Bangalore will take up 30 projects underway in the US. This is their biggest facility outside the US where 1800 engineers with a quarter of them holding PhD degrees are engaged in fundamental research. Oracle, the famous software company has 7000 employees in India, mostly engineers.

Globalization - Challenge or an Opportunity:

Two of the strategic and long-term questions that Globalization poses to the higher education system are: (i) 'Co modification' - the use of knowledge as a purchasable and saleable good. (ii) 'Alternative providers' with profit motive of higher education's landscape that are engaged in the transmission of knowledge using Information and Communication Technologies. Displacing and reinterpreting knowledge raise fundamental questions to the Universities, more so, in the area of autonomy and academic freedom. They also pose questions with regard to the very objectives of Higher Education system in terms of its ethical obligation to make knowledge freely available to those who seek for it. The apprehension is, that the globalization, may herald a basic

change in the very role that the Universities play in the society. Defining universities simply as 'service providers' and changing their responsibility to the society for the shorter gains, may in the long run, ruin the very objectives with which the universities were established. The dynamics of Globalization is no doubt a challenge as well as an opportunity.

Higher education today, Globalization or no Globalization, is no more constrained by geographical boundaries. Innovative forms of translocation and transnational education have become a possibility. Multi campus institutions, "franchised institutions learning centers providing university degree, off campus education, distance learning, internet based distance education, virtual universities merging of part studies to combine into a whole for obtaining national as well as international degrees are only few models as examples. As far as higher education is concerned, an enthused and well-informed student has umpteen choices, for the first time in the history of education, to access for a "global marketplace". Yet, the matter of the fact is, this access remains only as availability. Who can reach to it and how? What alternative provisions are made for those who cannot afford to reach is the crux of the matter.

Conclusion:

The principal objective of education has been the development of the whole individual. The minimum level of education that was necessary to achieve this goal in the agrarian society was basic or primary and in the industrial age, secondary. In the present borderless information society, education needs to be able to respond to additional demands of a rapidly globalizing world by raising awareness of environment, peace, cultural and social diversity, increased competitiveness, and the concept of a global village. Globalization is a process, which has affected many areas of human life, one of those being education. In the twentieth century, many developing countries have experienced growth in the educational facilities available to them due to the entry of institutions from the West. The growth of higher education in India has been phenomenal. Starting with 1950-51, there were only 263,000 students in all disciplines in 750 colleges affiliated to 30 universities. This has grown by 2005 to 11 million students in 17,000 Degree colleges affiliated to 230 universities and non-affiliated university-level institutions. In addition, there are about 10 million students in over 6500 in vocational



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