

# INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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**HIGHER STUDIES IN A GLOBALISED ENVIRONMENT**

**DR. VANDANA DESWAL**  
**ASST. PROFESSOR**  
**MAHARAJA SURAJMAL INSTITUTE**  
**JANAKPURI**

**ABSTRACT**

*India stands at the third number when we compare the size of the higher education network in the world. Some of our institutions are world class in their standard of education, like the Indian Institute of Management, Indian Institute of Technology. On the other hand, the credibility of many is questioned by the evaluation agencies worldwide. Now, with the advent of foreign universities, Indian institutions need to step up to maintain pace with the competition. This paper attempts to understand the Indian scenario in the current market dynamics and give suggestions therein. For this purpose, secondary data was taken and a thorough review was done of the available literature. It was found that the higher education needs to strictly follow the standards provided by the regulatory agencies and to modify the Acts suitably to adapt to the demands of the markets.*

**KEYWORDS**

credibility, Globalization, Higher Education, UGC, WES.

**INTRODUCTION**

The ever-growing population of India is demanding an equivalent growth in the number of educational institutions to educate it. India stands at the third number after USA and China in terms of higher education network. It is expanding fast, almost 20000 colleges and 8million students have been added within a span of ten years (2000-2010). The main regulatory or governing body for Higher education is the Union Grants Commission which has constituted further 12 autonomous institutions to oversee the accreditation processes. The Indian higher educational scenario is known for its stress on the technological studies with more of the institutions falling in this category. Every year we have thousands of engineers coming out of these colleges and fighting for their luck in the job market. Another feature of Indian higher education is the distance learning and open education looked after by Distance Education Council. Though we boast of some of the largest or best institutions in the field, still do not have anything that would fall in the league of Ivy League Colleges. Some of our institutions are world class in their standard of education, like the Indian Institute of Management, Indian Institute of Technology. Yet, still the credibility of many is questioned by the evaluation agencies worldwide. Now, with the advent of foreign universities, Indian institutions need to step up to maintain pace with the competition. This paper attempts to understand the Indian scenario in the current market dynamics.

**REVIEW OF LITERATURE**

Higher education is an educational level that follows a completion of a school providing a secondary education, such as a high school, secondary school, or gymnasium. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges, universities, and institutes of technology are the main institutions that provide tertiary education (sometimes known collectively as tertiary institutions).

It is a process that is "super charging" the interaction and integration of cultures, politics, business and intellectual elements around world. Driven by technology, information and finance, a full spectrum of views exist, some praising, some disparaging, as to the value of globalization. However, most observers believe that the ability to harness the good from globalization and avoid the bad lies in the cultivation of knowledge (Robertson 1992; Ali 2000; Friedman 2000; Newman, Couturier and Scurry 2005).

Today, possessing knowledge and having the ability to use knowledge in a world-wide arena is critical to personal and societal advancement. Likewise, having a skilled and globally focused workforce is perhaps the most important ingredient to any organization's competitiveness in a world where competitors can come from next door or around the world. Any entity that does not support an environment that attracts, sustains and retains creative, imaginative, and globally resourceful individuals will eventually fall behind. The role of higher education in such nurturing is most apparent as universities and colleges are considered by many to be the primary suppliers of such individuals (see Florida 2002, Friedman 2005).

**IMPORTANCE OF THE STUDY**

Since education is one service that would continue to be in demand irrespective of the economies' or market dynamics; it is imperative to understand the vastness of the Indian higher education system and its present status in the globalized environment. Moreover, higher studies are of utmost importance for any nations' economy as they build the skill base of the workforce. This study is an effort in that direction and aims to explore the shortcomings of this important system and it is expected that the findings would help in formulating suggestions to improve the overall situation.

**OBJECTIVES**

The objectives of this paper are:

1. To understand the vastness of the Indian Education Scenario.
2. To evaluate the prevalent system in the globalized environment.
3. To find the shortcomings and suggest remedies for it.

**HYPOTHESIS**

This research is done on the hypothesis that vastness of the education network is no guarantee of the quality of education.

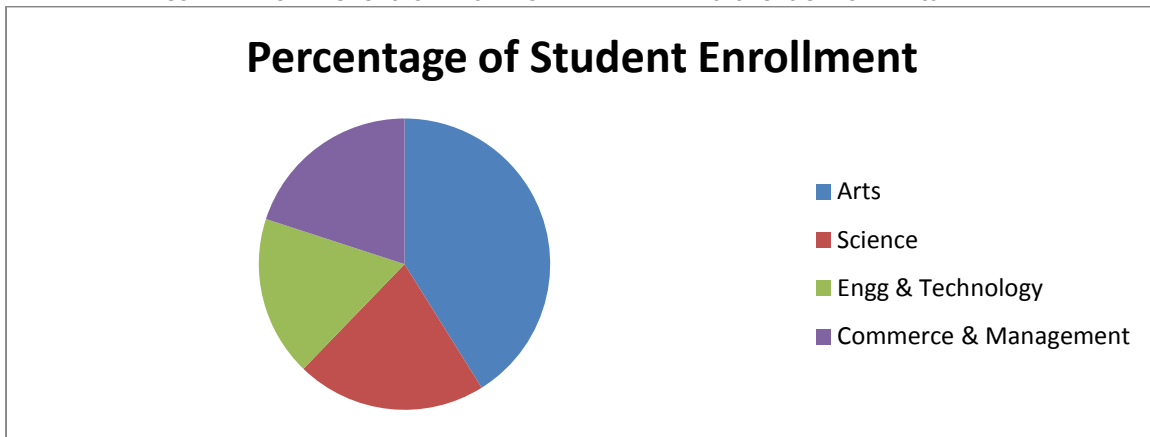
**RESEARCH METHODOLOGY**

This research employs descriptive cum exploratory cum diagnostic research design as it utilizes the existing available data for the purpose of understanding the vastness of the Indian higher education and aims to explore its shortcomings in order to suggest remedies.

**RESULTS**

The following figure explains the percentage of the students enrolled in various streams of academics in India:

**FIGURE 1: PERCENTAGE OF STUDENTS ENROLLED IN DIFFERENT SECTIONS OF ACADEMICS IN INDIA**



**TABLE 1: AN YEAR WISE DEPICTION OF NUMBER OF INDIAN STUDENTS GOING ABROAD TO STUDY**

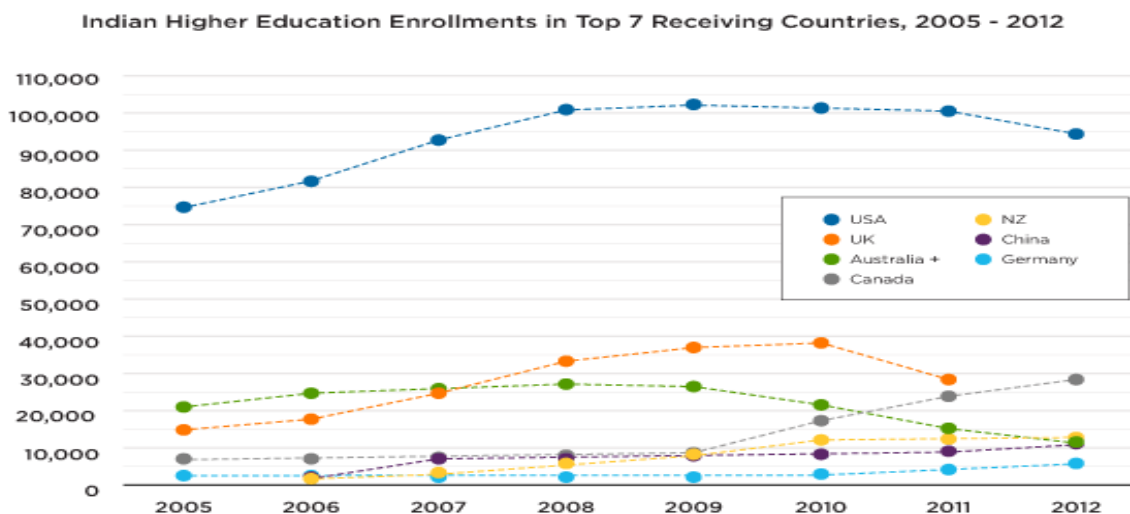
Indian Higher Education Enrollments in Top 7 Receiving Countries, 2005 - 2012								
Year	USA	UK	Australia+	Canada	NZ	China	Germany	Total
2012	96,754	N/A	12,629	28,929	11,349	10,237	5,745	190,055**
2011	100,270	29,900	15,395	23,601	12,301	9,370	4,825	228,774
2010	103,895	39,090	21,932	17,549	11,616	9,014	3,821	253,743
2009	104,897	38,500	28,020	9,561	9,252	8,468	3,236	247,631
2008	103,260	34,065	28,411	8,325	6,348	8,145	3,217	216,516
2007	94,563	25,905	27,078	7,304	3,855	7,190	3,431	205,852
2006	83,833	19,228*	25,497	6,927	2,599	3,245	3,583	158,215
2005	76,503	16,872*	22,529	6,688	N/A	N/A	3,807	N/A

Sources: IIE Open Doors, UK Higher Education Statistics Agency, Australia Education International, Citizenship and Immigration Canada, New Zealand Ministry of Education, China Scholarship Council, DAAD/HIS (Germany).  
 \* Inferred from percentage of total international student body  
 \*\* Minus UK total for 2012, which is not currently available  
 +Higher education (University) enrollments only; no VET

Source: <http://wenr.wes.org/2013/12/indian-study-abroad-trends-past-present-and-future/>

It is clear from this table that the total number of students going abroad for higher studies is increasing every year. The figure below corroborates this fact. It also shows the favorite destination for overseas study is USA. Indian universities need to take up this challenge and overcome the gaps in their services to reduce this outflow.

**FIGURE 2: THE ENROLLMENT OF INDIAN STUDENTS STUDYING ABROAD YEARWISE**



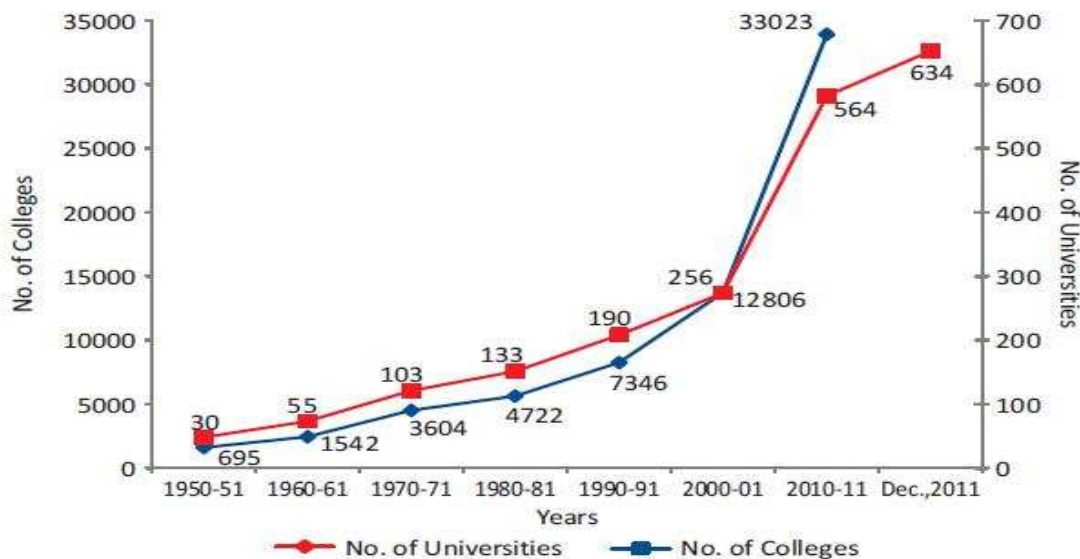
Source: <http://wenr.wes.org/2013/12/indian-study-abroad-trends-past-present-and-future/>

Now, to understand the Indian scenario, it is imperative to see the present status of growth of such institutions. Following figure explains it all:



FIGURE 3 GROWTH OF HIGHER EDUCATION INSTITUTIONS IN INDIA

### Growth of Higher Education Institutions



Source : MHRD / UGC

It is clear that such institutions are rapidly increasing in number. But they need to be at par with international quality standards to compete with the global competitors.

#### FINDINGS

The higher education system suffers from very poor enrollment rates as in a developing nation like India; education itself is not a priority for people. With government's support and incentives majority of the people finish just their primary education. On the top of it, still not many options, apart from the usual science and technology, are available to those who wish to pursue higher studies and if they are available, they are not promoted well. People get into higher courses to either refine their expertise or to better their chances of employment. Poor quality institutions offer none. Thus, dissuading those few who are willing to study more. Not just this, a plethora of fake institutions and universities granting unrecognized degrees or diplomas act as a deterrent to the growth of this field. The country suffers from an accreditation system marred with loopholes that lower down the standards of even the recognized institutions. With time, more and more students are opting for universities abroad as they find education in India equally expensive. So, the added factor of global exposure makes the option of studying abroad a better one.

#### SUGGESTIONS

1. The study says the main problem with higher education is low enrollment rate, so the government along with institutions, need to work on it.
2. The regulatory bodies need to take stringent actions against fake institutions.
3. The whole university system of India need a revamp and it should be updated with time.
4. More transparency should be brought in the working of the institutions involved in higher education.
5. The government sector needs to come out to support the higher education sector.
6. More options for studies should come in this regard wherein the focus on technology and science moves to other sections.
7. People need to be more aware of the options available.
8. The universities need to nurture an environment of progress and strengthen the employment prospects to lure more students.
9. The students that opt for courses in universities abroad can be retained if they get a better deal at home. So, the curriculum and the courses need to provide a better return on investment.

#### CONCLUSIONS

In the nutshell, the Indian higher education system calls for a stringent accreditation implementation system. The quality of the education is of utmost concern if India wants to strengthen its skill base. Moreover, government needs to provide more incentives to the people to go for higher education as right now its focus is more on the primary education to all.

#### LIMITATIONS

This study suffers from the following limitations:

1. Due to less time, only a limited study was conducted.
2. The financial constraints did not allow access to few expensive reports.
3. As it is based on secondary sources, it suffers from the limitation of the data used.

#### SCOPE FOR FURTHER RESEARCH

This study offers lot of scope for further research on the improvement of the course structures and accreditation systems. Further researches can be taken up on the ways on retaining the flow of Indian students going abroad for study purposes.

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