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IMPACT OF GLOBALIZATION ON INDIAN HIGHER EDUCATION



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ABSTRACT

Probably, Higher Education has achieved a key position in the information society under globalized economy. In any case, the difficulties confronted are gigantic and broad. Its effect on the customers viz., Individuals, Institutions, Systems and Societies is not clear as well as not comprehensible right now unless it is seen in the setting of different components that are at the same time working on the advanced education framework. Some concur that the quick cross national streams of individuals, merchandise, capital and data might break down the country State, push organizations (college is the one) into a typical mold where as others oppose this idea. It is accepted that globalization guarantees emotional and compensating change to the advanced education

frameworks, of social orders, which are generally steady in their political, social and institutional cosmetics, while for the others, it might undermine the very security expected to manufacture well performing advanced education framework. It is likewise genuine, that so far globalization has given the propelled economies a tremendous favorable position as they had sufficiently made arrangement preceding its starting while others are gotten in the trap with no planning.



KEYWORDS:- Globalization, Higher Education, globalised economy.

INTRODUCTION:

As it is known globalization, doubtlessly, guarantees emotional and compensating change to the advanced education frameworks of the created nations. Though for the creating and the immature nations, where the framework is confronting the shortage of asset, it debilitates the security expected to fabricate the well performing framework. Creating nations regularly need to modify readily or unwillingly both to the animating beat of global change, and likewise, change on a few fronts at the

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same time, which may not be conceivable under the given asset status of advanced education.

Regardless of proceeded with wrangled about and talks on this issue, still it is not clear whether this new worldwide approach would keep in perspective the hobbies of worldwide free enterprise or the necessities of specific social orders by and large and impeded gatherings specifically. The apprehension that the procedure of Globalization Policy might obviously shape the points of view of instructive changes for the individuals who have as of now profit by the framework as they are in the position to impact the arrangement is frequenting the individuals who are not in a position to impact the strategy.

OBJECTIVES OF THE STUDY :

The specific objectives of present study are as follows.

1. To study the challenges thrown by globalization on Indian education.
2. To analyze the impact of globalization on Indian education system in general and higher education in particular.
3. To examine the present status of higher education in India.

METHODOLOGY :

The study is empirical in nature. The data for the study has been collected from secondary sources. The method followed is historical and descriptive. The data is collected from the publications of Department of Education, Ministry of Human Resource Development, Government of India, and various journals and books.

Globalization is relied upon to be a procedure through which an inexorably free stream of thoughts, individuals, merchandise, administrations and capital would prompt the joining of economies and social orders. It is portrayed by a quickened stream of exchange, capital, and data, and additionally versatility of people, crosswise over geological fringes. It reflects thorough level of collaboration than that has happened previously, proposing something past "worldwide". It infers a decreasing significance of national fringes and reinforcing of characters, that extend past those established in a constrained area as far as specific nation or district. It can likewise be characterized as the strengthening of overall social relations which connect inaccessible territories in a manner that nearby happenings are formed by occasions happening at any removed spot and the other way around. It is this development of time-space pressure that has offered ascend to famous thought of "One-World" "Worldwide Village", and so forth.

The push of Globalization is required to push Higher Education to confront sweeping difficulties. By Spanish humanist, Manuel Castells, one of the main powers on Globalization states, "impacts on the college will be more intense than industrialization, urbanization and secularization consolidated. It is, the greatest test that the University has ever confronted for over a century and a half."

Gentleman Neave and Frans Van Vught recommend "there was a neo-Keynesian accord in advanced education working from the end of the war to the late seventies. This agreement saw advanced education as having a monetary viewpoint in the progression of asset improvement through open venture, a political perspective in raising the general level of instruction, and a social angle in the procurement of access and opportunity. This accord has now separated because of a more prominent accentuation on the requirement for advanced education to react to industry and guarantee national financial survival." Robert Cowen makes a comparative point in connection to an ideological movement in what he recognizes as "the move from current to late-cutting edge instruction frameworks, whereby the solid political and municipal thought processes of the previous are supplanted by the strength of

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worldwide monetary standards in the last mentioned. John Smyth contends "the globalization of world private enterprise has significantly affected advanced education arrangement and created changes in the area. Specifically, globalization has brought about a noteworthy rebuilding of the economy, and government has responded inside of a corporatist and technocratic system to make new innovation based commercial ventures. This has made moves to change advanced education so as to create the fundamental technocrats. This procedure won't succeed; and that when it falls flat, advanced education will be the substitute."

Globalization, as some contend, redistributes rejection crosswise over nations and inside of the nation. In their perspective, "society parts into two sorts of individuals: those 'at the social center' and the individuals who hold tight with their finger nails to the 'social outskirts' - even on the planet's wealthiest economies. A late gauge recommends that close to 20 percent of understudies as of now in advanced education will be at the center of the rising Knowledge Economy. The rest of be a 'subordinate social layer'. This is not a formula for social union." "Social orders on the edge of the worldwide economy - "detached" are the popular word - face rejection considerably more crushing than their present troubles."

Two of the vital and long haul addresses that Globalization postures to the advanced education framework are: (i) "Commodification" - the utilization of information as an available and saleable great. (ii) 'Option suppliers' with benefit rationale of advanced education's scene that are occupied with the transmission of learning utilizing Information and Communication Technologies.

Dislodging and reinterpreting information bring up principal issues to the Universities, all the more in this way, in the region of self-rule and scholarly opportunity. They likewise suggest conversation starters as to the very destinations of Higher Education framework as far as its moral commitment to make information unreservedly accessible to the individuals who look for it. The worry is, that the globalization, might proclaim an essential change in the very part that the Universities play in the general public. Characterizing colleges basically as 'administration suppliers' and changing their obligation to the general public for the shorter additions, might over the long haul, destroy the very destinations with which the colleges were built up. The elements of Globalization is most likely a test and also an open door.

Advanced education today, Globalization or no Globalization, is not any more compelled by topographical limits. Creative types of translocation and transnational training have turned into a probability. Multi grounds establishments, "franchised foundations learning focuses giving college degree, off grounds training, separation learning, web based separation instruction, virtual colleges converging of part studies to join into an entire for getting national and in addition universal degrees are just few models as illustrations. Similarly as advanced education is concerned, an enthused and all around educated understudy has umpteen options, without precedent for the historical backdrop of instruction, to access for a "worldwide commercial center". Yet, the matter of the truth of the matter is, this entrance stays just as accessibility. Who can reach to it and how? What elective procurements are made for the individuals who can't stand to reach is the essence of the matter.

CHALLENGES OF WTO AND GATS :

WTO was established on January 1, 1995 by replacing GATT at the Uruguay Round. According to European Commission "the GATS is first and foremost an instrument for the benefit of business". GATS has two components (i) The framework of agreement containing 29 articles and (ii) a number of Annexes, Ministerial Decisions etc., as well as the schedules of commitments undertaken by each Member government, which bind them to allow market access and/or remove existing restrictions to

market access. This agreement in general covers all the services including the education services. This is a first multilateral agreement, which provides “legally enforceable rights to trade in all services. Only the services provided entirely by the government do not fall within the GATS rule. Whereas the services provided either by the Government partially, or some prices are charged, as happens in Education or provided by the private providers shall fall under GATS rule. Some people argue that any institution that requires payment, like fees, should fall under GATS as it currently exists”.

PRESENT SCENARIO OF HIGHER EDUCATION IN INDIA :

As on today we have more than 300 universities, institutions of higher learning and deemed universities, out of which 95 deemed to be universities, 13 institutions of national importance, 19 central universities, 203 state universities, 5 institutions established under state legislation act and about 16,885 colleges including 203 Autonomous colleges. Education System has increased fourteen-fold in terms of the number of universities and thirty three-fold in terms of the number of colleges, in comparison to the number at the time of Independence. At the beginning of the academic year 2004, the total number of students enrolled in the formal system of education in universities and colleges was 99.53 lakh- 12.97 lakh (13.3 per cent) in university departments and 86.57 lakh (86.97 per cent) in affiliated colleges and 4.37 lakhs teaching Faculty employed making India’s system of higher education the second largest in the world. “To finance this expansion, the Government of India has consistently increased its share in the total expenditure on higher education—from 49.1 percent in 1950-51 to more than 90 percent today. It is significant that despite these impressive statistics the system caters to hardly 6 percent of the relevant age group, as compared to more than 80 per-cent in the developed countries.” This is partly because the expansion has been offset by the growth of the population in the relevant age group. Nevertheless, the fact illustrates how difficult it is for developing countries to bridge gaps and to keep pace with the developed world. Massification of higher education has rather been responsible for this expansion. Resource constraints are severe, and the quality of education available to most Indian students is questionable in terms of its ability to face the challenges posed by further education as well as employment market. The situation is further complicated by the rigidities of the higher education system, the political pressures from regional, religious and caste-based groups, and related problems.

The Center, State, Institutions and Regulatory Bodies have taken activities keeping in mind the end goal to confront the difficulties of globalization. The National Policy on Education 1986 and the reconsidered approach, POA 1992 has made no reference to the working of outside colleges in India or advancement of Indian Higher Education abroad. Infact there is a requirement for developing a reasonable arrangement on these parts of transnational training. Nonetheless, in the later past, an endeavor has been made to work out the likelihood of controlling the section of the remote colleges. In doing as such, UGC has prescribed that remote colleges to offer their projects in India; they ought to be certify in their particular nation; Degree honored to the understudies ought to be substantial for India and also in the nation where degree-giving establishment is situated; There ought to be equal game plans for Indian Universities to work in those nations from where the organizations/programs have come to India.

Administration of India M/HRD (DOE) has advanced a system to screen the utilizations of such organizations for endorsement and advancement of internationalization of Higher Education through COFIE. COFIE is additionally anticipated that would advance Indian advanced education abroad. The plan is relied upon to concede endorsement to just honest to goodness remote colleges to work in India.

For the benefit of GOI as of now there are a few plans working which are offered by different administrative bodies worried with advanced education, for example, travel stipends, workshop Grants, research Grants etc. These schemes support bilateral exchange of academic staff from India to foreign countries. There are also similar programs offered by UNESCO, UNICEF, UNDP, French, German, Canadian, etc. embassies and Common wealth and such other organizations. All these are aimed at bilateral transaction and aimed at Quality improvement.

Gifts and so on. These plans support respective trade of scholarly staff from India to outside nations. There are likewise comparative projects offered by UNESCO, UNICEF, UNDP, French, German, Canadian, and so forth international safe havens and Common riches and such different associations. All these are gone for respective exchange and went for Quality change.

UGC gives money related Assistance to colleges and schools for foundation of PC focuses and up-degree/enlargement of PC offices in the middle keeping in mind the end goal to utilize PC in examination and preparing. 130 colleges have been given stipends to setting up PC focuses. 135 preparing projects were endorsed for preparing educators in the utilization of PC. Every system covers 15 universities. PC help to school improvement gathering of 64 colleges has been given. All the ASC's are furnished with PC offices. Moreover, 4219 schools have been given money related help on setting PC offices.

An aggressive IT Action Plan with 108 particular proposals was submitted to Parliament and promptly endorsed in July 1998. Three general targets were indicated: to fabricate a world class framework; to build programming and IT administrations fares to \$50billion by 2008; and to make IT accessible to all Indian subjects by 2008—"IT for all by 2008." Never has so much been guaranteed to such a large number of. In spite of this blast of hobby and the emotional development being used, the glaring actuality is that the Internet has negligibly affected most Indians, as just .5 percent of the number of inhabitants in one billion can be viewed as Internet clients. Demographic breakdowns show incongruities regular to most nations just more amazing. 72% of the clients are male, and 42 % are between the ages of 15 and 24. Just 27 percent are above 35. About 85 percent of the client base is in eight urban areas.

The arrangement dispatched "Operation Knowledge" with a progression of suggestions went for quickening the spread of PCs and IT use. Extraordinary budgetary plans to make PCs moderate to understudies and educators were guaranteed, alongside a promise that PCs and the Internet would be made accessible in each school, polytechnic, school, college and open healing center by 2003. All colleges, building universities, restorative schools and different foundations of higher learning, and also innovative work associations, would be arranged for separation instruction projects to enhance the nature of training. Virtual organizations would be set up in various parts of the nation for separation training. Different activities to advance IT proficiency were demonstrated, including an "Educate the Teachers" program. Network is coming to Universities, and separation instruction is making accessible new learning opportunities.

To secure the sacred procurements with respect to get to, value and correspondence, suitable approaches have been detailed in the training part. To even out access, the arrangement of giving chances to advanced education to every one of the individuals who try to it has been articulated by the inside. To serve this dedication, offices have been hugely extended. Further to oblige the burdened the reservation strategy of holding specific quantity of seats for SC/ST, Backward Class and Physically Challenged understudies in schools and colleges have been in operation for entirely long. Reservation in livelihood, both in educating and in addition in regulatory posts, is likewise one of the real parts of this strategy.

Other than these, few other approach mediations have been made in different Five Year Plans of the nation and by the UGC to enhance access, maintenance and better execution of the burdened gatherings. These include: Reduction in expense charged at the season of confirmation; Scholarships and Freeships; Book Banks and Book Loan Facility and so forth.; Boarding and Lodging Facilities. Reservation of seats for SC/ST by and large lodgings, notwithstanding the procurement for discrete inns for SC/ST, and so on. offices are additionally accommodated ladies and Physically Challenged; Relaxation in confirmation criteria i.e. for example, bringing down of least checks and expanding of most extreme age; and Exemption in appreciation of length of time obviously, papers, marks and so on.

For enhancing execution of these gatherings in schools and at aggressive examinations, organizations of advanced education likewise make procurement for healing instructing, pre-examination drilling offices, arrangement for focused examination, advising office lastly to screen the usage of different projects and start activity, there is procurement for setting up Human Right Cell, SC/ST Cell, Women Cell in the colleges and universities.

For evacuating inconsistencies and territorial irregular characteristics, the UGC has loose standards for giving improvement gifts to schools situated in instructively in reverse, provincial or fringe territories and to universities obliging SC/ST understudies and ladies.

WTO ON HIGHER EDUCATION IN INDIA :

The proposed WTO activities are relied upon to bring weight on the colleges worldwide into sharp core interest. It is trusted that the educated community would be altogether adjusted if advanced education worldwide were liable to the strictures of the WTO. The perspective of University serving as a wide open products would be adjusted, and thusly would be subjected to the business weights of the commercial center guided by the global bargains and legitimate necessities. Subjecting the educated community to the rigors of a WTO-authorized commercial center might obliterate the very destinations of the advanced education framework as a rule and colleges specifically, which were built up with incredible any desires for contributing towards accomplishing the objectives of national improvement and character. The suggestions are numerous fold and scarcely caught on. "It is particularly disturbing, yet not amazing to realize, that the U.S. Division of Commerce's Office of Service Industries is behind the push to popularize advanced education in the United States and around the world."

Similarly as the quality, access, significance and value of advanced education is concerned little is yet thought about the results of GATS. Likewise to the degree of GATS' impact on the national power to control advanced education frameworks, and unexpected outcomes on open appropriations for advanced education. There is this trepidation of obscure as to effect of WTO and GATS on the Higher Education part that is frequenting the brains of those worried with advanced education in India.

The effect of globalization and WTO and GATS on the Higher Education would be multidimensional, it would be on:

- the advanced education approach, projects and its execution;
- the very system of higher education;
- the structure, capacities and structure-capacity relations;
- the accreditation and evaluation of advanced education;
- the part of administrative bodies;
- tthe individual institutional arrangement and programs; lastly on
- the demonstrations and statutes of colleges and state training acts.

On the off chance that advanced education turns into a part of the WTO it requires rebuilding of the advanced education framework, not just to take into account the new arrangement of worldwide regulations, additionally to take into account the global commercial center, which implies colleges are to ensure market access to instructive items and establishments of different types.

The exchange training is presumably the most complex one because of its unpredictable nature and its long haul advantages. In any case, endeavors are currently under approach to create rules and regulations to foundation facilitated commerce additionally in advanced education. The WTO is relied upon to encourage scholarly establishments and other instruction suppliers, without controls to set up branches in other than their own nation, send out degree programs, honor degrees and declarations with insignificant confinement, put resources into abroad instructive organizations, utilize teachers for their outside endeavors, set up instructive and preparing programs through separation mode and so on. Looks of changed models working in India at present are:

i) Consumption abroad - data scattering and enrollment of understudies through:

- a) Information focuses of different nations set up by international safe havens
- b) Private Agencies

ii) Commercial Presence/Franchisee

iii) Twinning programs

iv) Cross fringe supply colleges

- a) Campus of A nation college in B nation

- b) Distance method of Learning/Virtual University.

An investigation on operation of remote colleges in India uncovers that the projects offered ranges from Diploma, UG to PG courses, for example, TV Production Technology, Business, Hotel, Tourism Management, Science Media, Hospitality and Communication, Graphics Design, Engineering, Architecture, MBBS, Dental Surgery, BBA, MBA, Agriculture, Science, Humanities Honors courses, Social studies, Human Languages, Bachelor and Masters in Information Technology. Length of time shifts from 4 months to 4 years relying upon the sorts of courses. There are additionally Institutions and focuses helping with the operation of remote colleges in India and Indian Universities abroad.

Effect of WTO on India would be not the same as the created nations: the nations that are yet to accomplish 100% proficiency, yet to give access of advanced education to its substantial number of age gathering populace, which is yet to set up foundations for advancing diverse sorts of projects of interdisciplinary and multidisciplinary nature, yet to present credit exchange framework, inner evaluation framework, semester framework, effect of WTO is unique in relation to those where all these are taken consideration off. The oblivious folks and understudies might fall go to the fascination of remote courses and projects that gives every one of these offices and in the process might get evacuated from their own particular national connections to the business and advanced education segments and may not be sufficiently skillful to contend on the planet market. India's' prerequisite is not as far as quality alone but rather additionally access to the scholastic establishments that can add to the national advancement. There has been concern communicated on its effect on the nature and nature of exploration and its significance to the neighborhood needs, which should contribute for reinforcing the common society. When colleges are liable to a worldwide scholastic commercial center controlled by the WTO, they would be overwhelmed by abroad organizations and projects aim on acquiring of benefit and not or less focus on national improvement.

WTO is required to encourage instructive results of numerous types to be unreservedly sent out starting with one nation then onto the next. Copyright, patent, and permitting regulations, which are as of now a portion of universal bargains, would be further strengthened. Those wishing to take part in

such imports and fares would have plan of action to global tribunals and lawful activity. Notwithstanding, it would turn out to be extremely hard to manage the exchange scholarly establishments, projects, degrees, or items crosswise over global fringes.

Out of the 514,000 foreign students currently studying in the US, more than 54 percent are from Asia. Seven of the top ten "sending countries" of international foreign students to the U.S. are Asians, while not a single Asian country is represented among the top ten destinations for American students studying abroad. India alone accounts for more than 79,736 students representing 13.9% of the total number of international students in the United States¹² compared to only 703 Americans who studied in India during the 2002-03 academic years. Worldwide student mobility data, compiled annually by UNESCO confirm similar imbalances in student exchange between India and other industrialized countries.

According to a recent survey conducted by EduWorld, an Australian research firm, states that "It's the quality of education and the perceived value of an overseas degree which appears to be the most significant factor in influencing student decisions to study outside India, and for more than one-third of such students, a major motivation was their desire to broaden their experience by living and working in another country.

GLOBALIZATION: OPPORTUNITY OR THREAT?

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As a result of Globalization the opportunities in India in the field of Higher Education now, appears to be immense, and areas are diverse. The remarkable development in information technology has promoted learners' method of learning in both the formal and distance modes. Globalization is simply putting 'the space - time compression' (Evans, 1995) which brings together nations, cultures, economies and at the same time increasing Inter-dependency. Interaction is expected to improve the quality of education. 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. Distance education and virtual Institutions, that is commonly regarded to be an industrialized form of education, is now taking place in India, which is proving to be more cost effective. With one global world, the aspiring students who are left out and failed to secure their seats in India's premiere Institutions can now go abroad to fulfill their aspirations. With the fast growing Information and communication technology the availability and flow of academic resource materials is providing input to the academicians to compete with their counterparts anywhere in the world.

It assists in avoiding of duplicacy in research and inspires the Indian academicians for research and publications on issues that are of international importance in order to make their mark in their

respective disciplines.

The envisioned policy reform has facilitated in opening up space for establishment of private universities, easing and eliminating research restrictions, entry of graduate students, encouragement for "foreign collaboration" in the university sector and joint ventures in an academic activities as it now exists in private industries.

System-wide higher education reform and incremental approach to liberalization of higher education may help India to take advantage of opportunities in the new global environment. Policy makers in India might have to be concerned with increasing adult participation in continuing education and training, particularly in relation to enhanced employability. It is expected to facilitate new international orders centering on lifelong learning and the "learning society".

Globalization, as a process no doubt has given importance to decentralized educational governance and control. The centre has viewed decentralization as a way to increase efficiency by giving more responsibility to local level functionaries, which in turn is expected to increase motivation and accountability. Further it is trying to involve the local community in the very planning and decision-making process of education and making them responsible for "the state of the art".

It has been realized the role of Internet, is as interactive medium with potential global reach. It has the capacity to bring knowledge and prosperity to isolated and marginalized individuals and nations. But Unequal access to the Internet, the "digital divide," creates inequity that exacerbates other inequities. No developing country has benefited more from the digital revolution than India, and in no country is the digital divide wider or deeper. On the other side of the digital divide are the 45 percent of the population who cannot read or write (57 percent of the female population), the 44 percent who survive on less than Rs. 50 per day, and those who live in the 370,000 villages where there is no telephone connections.

Budgetary restraints in most of the states in India have placed increasing emphasis on improving cost-efficiency in educational provisions. This has led to widespread interest in new forms of quality control and performance evaluation at all levels of education which is giving more avenues to the private education and in turn affecting the equity consideration. The major concern of globalization has been "how to fulfill the national objective of equality"?

As a part of the liberalization policy, it has been suggested that education should be progressively privatized and that access to it should be made subject to the payment of appropriate prices. The government, therefore, encourages the establishment of a larger number of private institutions and even private universities are being encouraged. Simultaneously mechanism to cater to the needs of those who cannot afford payment of high fees in also being evolved.

The process and effects of economic and cultural globalization are becoming evident in our educational Programmes and are expressed by teachers and students with particular reference to the ways in which the global media (such as television media and internet) are deployed in the construction of knowledge. - The threat is possibility of erosion of national values by imbibing the alien culture. The changes that are taking place in the country, even at the bottom level of the country; there seem to be shift in the power relations and consciousness at various levels of civil societies. The macro change brought by international capital, technology and mass media has brought new culture, but to what extent the new cultural assertions of identity will enable the people of various regions to face the new capitalist order, remains to be seen. The threat is for the national cultural values.

In India, during this period of globalization, much of the contemporary thought has gone into the issues of programmed learning, multimedia teaching, macro-micro-teaching, distance learning and other problems related to curriculum. No subject has been so much neglected as has been done to the

improvement of humanistic qualities, inventiveness, social, good and profound measurements in the educating learning process. - The risk is for the disintegration of rich and old society of human qualities.

The belief systems of the states and of multinational organizations brought the mechanical unrest. The procedure has been advanced by the vehicle framework, correspondence system, and it has expanded the Economic movement, yet Globalization does not as a matter of course result in homogenizations; in actuality, it is prompting the fortifying of the ethnic characters both at nearby and provincial levels. The risk is to the Nations Integrity.

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