

# **Benchmark of Indian Education on Global Platform**

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## **Abstract**

The knowledge economy and globalization are inter related and affect each other. The economies can tend to achieve more when the capacity building potential of the workforce is optimized. In order to be prepared for the work environment and be work prepared one needs to develop the competencies which helps one in achieving the economies of scale. There is dire need for the education system to be revamped and equipped with capacity to make India's contribution in the internationalization of higher education noteworthy. The paper studies that how India offers other "source countries" by drawing students from developing countries and enhancing its human capital base. Capacity building is the chief differentiating factor which helps one economy in making a significant transformation in its operational efficiency. The paper hence identifies the various factors with respect to benchmarking of Indian economy on the Global platform through various strategies employed.

***Keywords: - Globalization, Indian Education, capacity building, efficiency***

## **Introduction**

The United Nations Development Program (UNDP) has laid emphasis on the concept of "capacity building" which is defined as the "the ability of people, institutions and societies to perform functions, solve problems, and set and achieve objectives". In the context of such development it is implicit that the role played by higher education in the enhancement of human capital is vital and will lead to regenerable development. The concept of higher education has gained prominence in the recent years due to the empowerment it gives to the developing World. The paradigm shift brought in by the higher education is noteworthy as it provides aid to the developing Countries and acts as a key driver in an economy. A knowledge economy is the one

which focuses on creation, dissemination and interpretation of knowledge and is hence required to enhance the productivity and development in an economy. Thus, a country should reach out to harness the new and existing knowledge in order to improve the productivity of all sectors and industries. It is the knowledge which plays a critical role in making economic growth happen and in achieving global level competitiveness.

## **Literature Review**

The role of higher education in enabling knowledge economy is crucial. Salmi (2009) expresses that the recognition brought in by economic growth and global competitiveness are the key drivers for the knowledge economy. A concurrence can be observed in the notions of knowledge economy and quality higher education as per the Altbach (2004) and in another study conducted by Sharma (2008). Tertiary education can be considered as the life blood of a knowledge economy and the human capital base is made up of skilled workforce and applied innovative knowledge.

The knowledge being generated by higher education is can be effectively applied to the available knowledge base in the opinion of Ramaprasad, A. (2011). The World Bank (2000) carried out a study to identify the perils and the promises of higher education with respect to the developing countries of the World. It led to the result that sufficiently helping in enhancing career competencies and developing skills was not possible for the higher education. There is a moving target that has to be chased by the developing countries as the knowledge has to be pushed further through the frontiers. As the high income countries are pushing the frontiers of knowledge the rest of the World is chasing and has to do the job of catching up. There are certain problems being faced by the developing countries like limited resources, insufficient support of infrastructure and poor quality of teaching since the faculties are sub-par. Hence, in the case of developing economies higher education does not serve the knowledge economy model completely.

## **Research Methodology**

The paper studies the research concern through descriptive and critical synthesis of published literature.

## Regional Capacity Building

There is a lot of significance given to higher education in the last few decades and it is considered as a high priority agenda by the UNDP and the World Bank (Girdwood, A.,1993). The students who came to India were traditionally from developing countries and previously colonized—countries in the “periphery” in the lexicon of neo-colonialism or “low and middle income countries” as a developmental economist might point out. Collins and Rhoads (2009) have identified the chief characteristic of countries as the economic asymmetry being perpetuated by a dysfunctional tertiary education system.

**Table 1: Inbound mobility of international students**

Year	1990-91	1992-93	1994-95	1996-97	1998-99	2000-01	2002-03	2004-05	2006-07	2008-09
Students	12899	12767	11888	5841	5323	6896	7756	13267	18391	21778
<b>Source: Association of Indian Universities (as cited in Powar, 2012, p. 245)</b>										

**Table 2: Region wise distribution of International Students**

Region	1990-91	1995-96	2000-01	2005-06	2008-09
Asia	5741	4831	3866	10493	16004
Africa	6318	4081	2964	2403	4193
N&S America	263	309	327	654	614
Europe	173	127	179	206	304
Australia	35	40	44	71	66
Miscellaneous	369	699	405	629	597
Total	12899	10087	7785	14456	21778
<b>Source: Association of Indian Universities (as cited in Powar, 2012, p.245)</b>					

In the opinion of Powar (2003) the level of higher education is not very satisfactory in countries and this is reflected in the quality of students in the skill oriented disciplines and areas like science, technology, medicine, management, and professional-vocational programs. With respect to the capacity building the mobility of the international students too needs to be considered.

Agarwal (n.d.a.) has identified the capacity building as the most dominant approach. The table number 3 below depicts the key approaches which guide the international student mobility.

<b>Table 3: Rationales that Frame the Mobility of International Students</b>				
<b>Approach</b>	<b>Limitations</b>	<b>Context</b>	<b>Host country</b>	<b>Country of origin</b>
Mutual Understanding	Foreign Policy	Takes a very broad view	Win	Win
Revenue earning	GATS Negotiations	Takes a myopic view of student flows	Win	Lose
Skill migration	Migration of highly skilled persons	Looks at students as potential migrants and views	Win	Lose
Capacity Building	Development Aid	Takes a very broad view	Win	Win
<i>Source: Agarwal (n.d.a, n.p.)</i>				

### **Role of Higher Education in Enabling Knowledge Economy**

An important level in the knowledge economy is the cross border higher education. There are several studies which has laid emphasis on the role of developing economies in the quality of higher education like South Asian Region (SAR). Asher (2007) studies about the provision and access of skill training to populations in parts of Asia and Africa. This will further help in building a globally competitive workforce. OECD (2006) has observed that the most important contribution of cross border higher education to the knowledge economy is that it helps in building skilled workforce in developing countries.

### **Suggestions**

The following important areas need to be worked upon: -

1. **Emphasis should be laid upon Focused Education with a Purpose:** - The education should be imparted with a special focus and purpose. This will help in turn in giving proper direction to things. Focused education also helps in preparing people being industry ready and inculcating the entrepreneurial spirit in them.
2. **Understanding the Teaching Learning Gap:** - There should be a synchronisation in the teaching and learning process. In most of the cases the teaching is done in traditional way whereas actually the purpose should be to create innovators through the process of teaching and learning. The teaching process of listening alone is not capable of solving the problems related to learning. To make learning effective it should be ensured that the teaching process involves including technology also. Technological learning helps in bringing a greater impact on the mind of the student.
3. **“Practice by Doing” Should be the key:** - There should be an effort to retain what is being learnt and this can be done through practicing by doing. This also helps in enhancing the skills and succeeding in the higher studies. Focus should be laid upon teaching in which emphasis is laid upon analysing and targeting the learning process. Students should be taught in a way that they analyze where they are, how and what to achieve to go where they wish to.
4. **Skill Enhancement:** - Skill development and enhancement has to be done in order to make the students ready for the corporate industry and to bridge the gap between academics and industry. Technology has to be integrated in order to make the education system seamless and there has to be an increase in the rate of adoption also. At this slow rate of adaption of technology nothing much can be done.
5. **Research with Social Relevance:** - There should be an emphasis on the research which is socially relevant. Such kind of research should be emphasized by providing them with the seed money in order to develop research proposals. Training programmes to promote the development of educators are also encouraged and integration of ICT with education should also be done.

6. **Improve Access to Quality Education :** -There should be an improvement in the quality of education being imparted to students and this should not be done at the cost of the quality of students being admitted.
7. **Nurturing the Character of the Students:** - The students should be groomed as per the industry requirements and hence the focus should be on making the students corporate ready. There should be enough focus on cultivating the right character in the students. This is imperative for the success in the long run.
8. **Going “Beyond being Literate”:** - The focus should be on making the students not just literate but educated in actual terms. There has to be an integration that runs through the entire pedagogy and focuses on different dimensions to make it explicit in the learning process. The pedagogic activities should be aimed at integrating the teaching of skills in reading with teaching the curriculum contents. This will further help in making the students explicitly learn how to learn from reading and writing.

## **Conclusion**

In spite of the lack of proper policies and framework for the functioning of higher education the system in India continues to contribute towards capacity building in regions of Asia and Africa. The image India possesses in the global front certainly helps in making it a provider of quality higher education. Also, noteworthy are the similarities being faced by India and other developing countries on grounds like socio-cultural and organizational structures. India's role as a host country is further strengthened with English as the medium of instruction and low cost of living in the country. The pace with which India is progressing can contribute towards building a human capital base and promoting knowledge economy in many regions of the World.

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