

Globalization and Higher Education

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The Indian system of higher education has always responded well to do challenges of the time. The Ministry of human resource development and the UGC took initiative to ensure the standard of higher education. The higher education system has witnessed rapid expansion of education in post independence era in term No. of students and staff colleges and universities.

Globalization and Higher Education in India understands this need and analyses how the Indian education system can be re-structured to shape the cognitive skills, inter-personal sensibilities and cultural sophistication of the children of our country and prepare them for a globalized knowledge society.

In the new era of paradigm shift towards more of humanization and less of mechanistic view of mankind worldwide have initiated growing concern towards protection, substance and development of human being. Education too has been haunted with such mega issues of human growth and development.

Globalization is the process by which all people and comities come to experience and increasing common economic, social & cultural environment but globalization as a theory deals with the compression of the world and intensification of the consciousness of the world a whole.(Robertson. 1992)

Globalization has the impact on all aspects of life but to have the real taste of global trend the most affected area is higher education because the increasing demand of the workforce requires the knowledge which a person can easily adopt and implement to collaborate with others according to their needs and satisfaction.

Globalization in world usage has been termed as a rapid change with universalization of usage, interchange, sharing among products need, values, culture, belief and thought. Globalization and Global education has been thought the same though many would still argue among the relationship.

Globalization is an international and intra-national force. While global education is a teaching / learning paradigm. Thus their areas of focus though in different domains have a circular relationship. Education in such a context has prefixed 'global' and modified itself from were education to global education

Education justifies now has to prepare the students to participate and successes with their responsible attitude and reasonable contribution to well being of the society, some of the major contributors to the global education system are Multinational companies, corporate universities, media, universities, new education delivery systems due to increasing morality of student program providers and projects and increasing investment in higher education.

The above mentioned factors is increasing the higher education marks and is making it more competitive them ever.

Globalization of higher education in Indian context is favored by the Indian government by passing the foreign Education provides (Regulatory) bill in 2010 to allow the foreign university to open their benches in India. Though there are some concerns like the discrimination or economic basis and also the capital movement towards the joining institution but it seems that the status of Indian Universities and other institutes will remain intact.

More over the innovative ideas in higher education in this era of globalization is felt more because the aim of education no longer remains simple knowledge of the text body but to simplify the learning, not only identifying the problems but also to explore the solution, Globalization is leading the higher education to emphasize more on personal advancement and technically satisfying the investor on the consumer.

Globalization is making everything market driven including the higher education. it is better to sail along with the wave. Globalization is expected to be a process through which an increasingly free flow of ideas, people, goods, services and capital would lead to the integration of economies and societies. It is characterized by an accelerated flow of trade, capital, and information, as well as mobility of individuals, across geographical borders. It reflects comprehensive level of interaction than that has occurred in the past, suggesting something beyond the word “international”. It implies a diminishing importance of national borders and strengthening of identities, that stretch beyond those rooted in a limited locale in terms of particular country or region. It can also be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and vice versa. It is this construction of time-space compression that has given rise to popular notion of “One World” “Global Village”, etc.

Globalization though has contributed for rise in living standards, improvement in health and education and Technology advancement, especially in the area of communication and computers during this period, yet in the recent past, there have been apprehensions expressed in terms of its impact, especially on the people who still live below the poverty line and the question that is being raised repeatedly is “will they also equally share the benefits?” if not equal, then “what will they get”? More than these “What is that which is typical Indian and is known to be precious and pride of the country that both the groups i.e. “haves” and “have notes” have to loose?

In other words, the concerns expressed are with regard to:

- (i) Benefits of globalization to the different sections of the society –it is believed to be “far uneven”.
- (ii) Its role in creating greater social stratification and inequality –widening the gaps between the “haves” and “have not’s”
- (iii) Its role in destabilizing and distorting the indigenous culture, tradition and values.
- (iv) Its role in alienating the youth from its own place by uprooting and at the same time not sure of providing a landing space. And
- (v) More than these, its role in facilitating the rich countries to grow richer by drawing the resources from the poor.

The global strategic environment of nations and institutions

National higher education systems and institutions across the world do not experience global flows and relationships in a uniform, even, consistent or entirely predictable manner. Nations and institutions have varying potentials to absorb, modify and resist global elements at home and to engage and act across borders in a global setting which affects them in different ways. Vaira (2004) discusses the filtering of global effects in national higher education systems. Douglas (2005) makes the point that “all globalization is local” in that global convergences are subject to local, sub national and national influences and countervailing forces, including governmental regulation and academic cultures. Hence the effects of globalization are also differentiated by institutional type.

Accordingly, national policy makers and the executive leaders of institutions now face a complex strategic environment. They pursue their own pathways, articulated through national tradition and open to their own strategy making, yet they no longer have full command over their destinies. A base level of global flows and forces in higher education is inescapable. Some impact institutions directly, others are mediated. The old policy-making circuit linking national/state government to institution has been partly broken open. Institutions and nations vary in the extent to which they are engaged with and open to global flows. Again, the extent of engagement is partly (but only partly) under their control. Nevertheless, the nation remains the major influence in the sector. International agencies play a minor role, multilateral negotiation in higher education is still unusual except in Europe, and a single world-wide policy setting in higher education is a distant prospect.

Global transformations:

In higher education there are three kinds of potential global transformation, with varying implications for nation-states and for government/institution relations:

1. Global processes of an integrationist type that are distinct from national ones, that once established are difficult for national agents to block or modify, for example the development of Internet publishing; the formation of a global market in high value scientific lab our,

Distinguishable from and to some extent over-determining the separate national labour markets;

2. Global systems and relationships that engender a pattern of common changes in national higher education systems, leading again towards convergence and integration. Examples include the use of English as the language of academic exchange, and the convergence of approaches to PhD training. The question here is not just whether cross-border effects are manifest at the national level but whether these effects lead to global homogenization;

3. Parallel reforms by the different autonomous national governments, following common ideas and templates, which tend to produce some convergence and also facilitate inter-connectivity between different national higher education systems. One example is the selective changes inspired by the Anglo-American templates of the new public management, though as noted there is much scope for national and local enhancing. Note that this cross border “parallelization” is facilitated by homogeneity in a national system and retarded by intra-system diversity.

Changes generated under national auspices, type 3 transformations, can lead to a tipping point that facilitates global transformations of types 1 and 2. Likewise transformations of type 2 can establish favorable conditions for type 1 transformations. Europeanization, combining transformations of type 2 and 3, is opening higher education to larger changes than originally envisaged.

Not all higher education institutions are globally active:

Likewise the rise of global referencing does not obviate the national identity of institutions. Studies of international student choice-making indicate that except for a small group of institutions, the Harvard’s, Berkeley’s and Oxfords, that are household names in many nations, the national identity of institutions remains more important in determining their reputation than the individual identity (OECD 2004a, p. 266).

The degree of global engagement of institutions should not be overstated either. Research and doctoral training are the quintessential international and global fields and this continually reinforces the global orientation of networked research-intensive universities. But many first degree, sub-degree and vocational training institutions have no active global agenda as such. Though the populations they serve are directly or indirectly affected by global economic and cultural flows, for them their local or sub-national regional mission is a logical strategy within the global setting. On the other hand, not all sub-university institutions confine themselves to local operations. Many North American public community colleges (Levin, 2002) and Australian vocational education and training institutions sell places to international students. Some have established offshore operations in Asian nations. A significant proportion of international training in business studies, computing and English language learning is provided in private commercial non-university institutions.