



Globalization and Higher Education in India

KEYWORDS

Dr. Rajive Kumar

Assistant Professor, Department of Education, N.A.S. College, Meerut.

The human society around the world, over a period of time, has established greater contact, but the pace has increased rapidly since the mid 1980's. The term globalization means international integration. It includes an array of social, political and economic changes. Unimaginable progress in modes of communications, transportation and computer technology have given the process a new lease of life. Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world.

Globalization is not new, though. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. Likewise, for centuries, people and corporations have invested in enterprises in other countries. In fact, many of the features of the current wave of globalization are similar to those prevailing before the outbreak of the First World War in 1914. In the years since the Second World War, and especially during the past two decades, many governments have adopted free-market economic systems, vastly increasing their own productive potential and creating myriad new opportunities for international trade and investment. Governments also have negotiated dramatic reductions in barriers to commerce and have established international agreements to promote trade in goods, services, and investment. Taking advantage of new opportunities in foreign markets, corporations have built foreign factories and established production and marketing arrangements with foreign partners. Through Globalisation 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.

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 any where 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.

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". Education is undergoing constant changes under the effects of globalization. The effects of Globalisation on education bring rapid developments in technology and communications are foreseeing changes within school systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialisation towards an information-based society. It reflects the effect on culture and brings about a new form of cultural imperialism. It brings rapid developments in technology and communications are foreseeing changes within school systems across the world as ideas, values and knowledge.

The rise of a global society, driven by technology and communication developments are shaping children, the future citizens of the world into 'global citizens', intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society. The future of countries often lies within their ability to compete in a global market where industrial based economies are giving way to knowledge based industries, realizing the importance of "knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty" Education is becoming a lifelong learning and training process, developing transfer-

able skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as a commodity.

The introduction of technology into the classroom is changing the nature of delivering education to students is gradually giving way to a new form of electronic literacy ,more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form". Video projection screens, books with storage device servers and CD ROMs as well as the emergence of on-line digital libraries are now replacing blackboards. Even exams and grades are gradually becoming available through electronic means and notebooks are starting to give way to laptops. Also, students can be examined through computer managed learning systems and do tutorial exercises on a computer rather than in a classroom. Such developments in education portray that there has been a shift from industrialization to information-based societies. Subsequently, technology is foreseeing a change in the education environment towards a reliance on electronic sources to deliver material. With such changes and the emergence of video conferencing and the Internet, the barriers of distance are being broken down at a rapid rate, due to the key aspect of globalization.

Communication technology is offering new challenges for students of all abilities as they can discuss issues of concern with their fellow students from around the world, thus developing communication and interpersonal skills, fostering a mutual understanding across countries and cultures. Developments in the delivery of education is allowing for individuals to explore new areas of learning and thinking that could not be done with pen and paper. They are discovering knowledge through inquiry and experimentation rather than memorizing facts in a teacher dominated classroom setting. In fact, students no longer need to be physically present to learn as education material is becoming readily available over the Internet, through video conferencing, and tape recordings.

Institutions are now turning towards the use of the Internet to deliver courses to students. A shift in education is becoming evident where more responsibility is being placed on the individual for his or her learning, instead of solely on the teacher. Subsequently, the teachers themselves also need to be highly technologically literate, needing the competence and confidence to prepare students for a global information society. A global education should teach about issues that cross national boundaries, and interconnected systems on ecological, cultural, economical, political and technological grounds such as the Globalization program which draws upon expertise in many areas such as humanities, social science and environmental science.

India's' requirement is not in terms of quality alone but also access to the academic institutions that can contribute to the national development. There has been concern expressed on its impact on the nature and quality of research and its relevance to the local needs, which is supposed to contribute for strengthening the civil society. WTO is expected to facilitate educational products of all kinds to be freely exported from one country to another. Copyright, patent, and licensing regulations, which are already part of international treaties, would be further reinforced. Those wishing to engage in such imports and exports would have recourse to international tribunals and legal action. How-

ever, it would become very difficult to regulate the trade in academic institutions, programs, degrees, or products across international borders.

Under these circumstances the so-called India's elite institutions and their capacity to attract and retain world-class faculty and students in the face of attractive offers from foreign universities, research institutes and multi-national corporations is the main issue. The cream of students hitherto the prerogative of these elite institutions might have to choose amongst the second and third level. The apprehension that haunts the Indian mind is that universities and students in India might be the losers in the game of global higher education. It would be equally interesting to view globalization as a real opportunity for India and can benefit significantly from the global revolution in higher education. Obviously, it would require major policy reforms with regard to university structure; function, structure function relation, funds and the way universities are regulated. It would require closer links between industries and institutions especially in the growing technology-based sectors, and an entrepreneurial style of leadership to head the Indian universities. Given these inputs, India might be able to capture the benefits of globalization. No doubt, the country has potential and individuals are capable, yet "ifs and buts" appear to be the crux of the matter. The matter is "how to achieve the concrete gains from existing higher system, competing with Global trends without sacrificing national goals of higher education and development and without abandoning its commitment to Indian tradition and cultural values is a real challenge.

With the liberalization of the country's economy, global market forces have generated new fears and dilemmas for higher education in India. In order to take advantage of the low cost of educated labor, multinationals have been locating many of their labor-intensive operations here. While institutions of higher education are moved to produce fail or mode skilled manpower to suit their requirements. Commercialization of education may in turn penalize the participation of brilliant students coming from poor background. In nation building an overwhelming emphasis on commercialization and competition also involves risk of undermining the inculcation of higher values of sacrifice, service and commitment to the country, a loss that may be difficult to overcome; It may contribute for materialism and self-centeredness converting students towards self-centered personality. Already there is a belief amongst villagers that education alienates persons from their grass roots.

References

1. Chauhan, C.P.S. (2202) Higher Education in India Challenges of Global Trends, University News, New Delhi: AIU, 40(17).
2. Government of India, (1992), National Policy of Education Programme of Action. New Delhi.
3. Jain, N. (2003) WTO Opportunities and Challenges, University News, New Delhi: AIU, 41(29).
4. Joseph, T. (2004) Privatization and Commercialization: The New Paradigm in Higher Education, University News, New Delhi: AIU, 42(7).
5. Kale, S, Sahni, R.(2004) GATS & Liberalization, affecting Higher Education in India. Teachers Movement, Hyderabad: AIFUCTO.
6. Khirwodkar, A, Tomar, A (2003), Cross Border Education: Impact on Higher Education. National Conference, Vadodara: CASE.
7. Stromquist, N. P., & Monkman, K. (2000). Defining globalization and assessing its implications on knowledge and education. In Nelly P. Stromquist & Karen Monkman (eds.), *Globalization and education* (pp. 3-26). Lanham, MA: Rowman & Littlefield Publishers, Inc.