

Threats of Globalization and Role of Higher Education



Education

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ABSTRACT

Globalization has become an important topic in contemporary society. No doubt higher education has attained a key position in the knowledge society under globalization. However the threats/challenges faced are immense and far reaching. Globalization has not only made higher education a very expensive proposition but has also induced massive changes in the structure of courses, their content and even research. Professional courses are in high demand and institutions as well as students are losing interest in traditional courses. In response to globalization, the emerging education agenda includes new notions of internationalization, marketization, privatization, and decentralization and the role of technology in global era. . More focus should be given on three traditional functions performed by higher education structures: knowledge creation, knowledge transmission and knowledge conservation. Universities need to provide specialized knowledge and professional development to knowledge workers as well as opportunities for continuous upgrading they need to function as learning centers for all members of the community.

Introduction

The ongoing external changes occurring on the international scene on the political, economic, cultural and social levels give rise to interacting relations with traditional and contemporary values in the various societies. Globalization presents one of the axes of these changes, in their impact on the values during the attempt of expressing a unified inconsistency.

According to Torres and Schugurensky (2002), the process of globalization is seen as blurring national boundaries, shifting solidarities within and between nation-states, and deeply affecting the constitution of national and interest group identities.

Herman E. Daly argues that sometimes the terms internationalization and globalization are used interchangeably but there is a slight formal difference. The term internationalization refers to the importance of international trade, relations etc. International means between or among nations. "Globalization means erasure of national boundaries for economic purposes, international trade (governed by comparative advantage) becomes inter-regional trade (governed by absolute advantage).

Noam Chomsky argues that the word globalization is also used in a doctrinal sense, to describe the neoliberal form of economic globalization.

Characterization of Globalization

It is characterized by four type of change

1. It involves a stretching of social, political and economic activities across political frontiers, regions and continents.
2. It suggests the intensification or the growing magnitude of interconnectedness and flow of trade, investment, finance, migration, culture etc.
3. The growing extensity and intensity of global interconnectedness can be linked to a speeding up of global interactions and processes as the evolution of worldwide systems of transport and communication increases the velocity of the diffusion of ideas, goods, information, capital and people.
4. The growing extensity, intensity and velocity of global interactions can be associated with their deepening impact such that the effects of distant events can be highly significant elsewhere and even the most local developments may come to have enormous global consequences. In this sense boundaries between domestic matters and global affairs can become increasingly blurred.

Globalization can usefully be conceived as a process (or set of processes) which embodies a transformation in the spatial organization of social relations and transactions, generating transcontinental or interregional flows and networks of activity, interaction and power. The advent of globalisation has changed the nature of migration as well as the motivations for the same.

Threats of Globalization

The process of globalization has completely changed the higher education scenario in the country. This has completely made higher education a business and profit maximization has become the main motive of educational institutions. Globalization has also induced massive changes in the structure of courses, their content and even research. Professional courses are in high demand and institutions as well as students are losing interest in traditional courses. Earlier, the educational institutions with more financial support from the government tried to strike a balance across disciplines but now they are responding only to the signals of the market (Nayyar, 2007). As there is rising competition for foreign students due to economic reasons but also to the aging population of developed countries, there is greater need to attract foreign students (Binsardi and Ekwulugo, 2003). Consequently higher education institutions have started to turn to marketing to recruit more students.

- The impact of ubiquitous information communication and technology (ICT).
- The globalization of financial markets has been accompanied by devastating financial crises in emerging market economies.
- The benefits of economic integration have primarily extended to the industrialized countries.
- The threats of information overload the effects of dissipating borders and the perils of multiculturalism and citizenship.
- The traditional gender disparities in wages appear to be widening in globalizing economies like women being caught in a low skilled/low paid jobs.
- Notions of global competitiveness produce dynamics such as rankings, which are inherently reductionist.
- Higher Education is increasingly seen as a commercial product to be bought and sold like any other commodity.
- Amid growing competitive pressures, new form of work organization are being introduced by many enterprises as part of their efficiency enhancing and cost saving strategies. This

leads to a rise in non standard employment i.e. lack of job security (certain enterprises do not give written employment contracts), limited possibilities for training and career in terms of old age pensions.

- Emphasis on English and communication and cultural construction mechanisms of media and mass consumption erode higher education's traditional role of cultural preservation.
- The increased recognition of new economic and social capitals and its significance to innovative meritocracy.
- Domestic environment protection policies are no longer sufficient to address pressure on the environment exerted by globalization.
- Instability and change within economic production systems produce instability within job systems, thereby aggravating the misalignment between higher education and job markets.

Role of Higher Education

The social benefits of education are quite obvious and hence do not require emphasis (Appleton and Horsnell, 1990). At the same time it is also important to realize that people acquire education not only for its intrinsic value but also for enhancing their capabilities to suit the requirements of the labor market. (Kingdon,1997). Indeed, there is no better way to raise standards of living and increase global prosperity than through broadening access to education from leading colleges and universities around the world. UNESCO and the World Bank attest that it is college graduates who are the principal drivers of economic development for nations; they design and build infrastructure, establish healthcare and education systems, create jobs across all sectors of the economy, and make agriculture sustainable.

Socially and culturally globalization is influencing teaching and learning and the ability to deal with differences. It is reshaping student lives through market influences and symbolic concerns about personal and cultural identity. The international transformation towards knowledge driven economy, the strong demands for societal developments and the international and regional competition have driven numerous educational changes in the different parts of the world (Cheng & Townsend, 2000). Policy makers and educators in each country have to think how to reform higher education for preparing their young leaders to more effectively cope with the challenges in the new era (Armstrong, Thompson, & Brown, 1997, Hirsh & Weber 1999, Kogan & Hanney 2000; Lick 1999, Mauch & Sabloff, 1995; Mingle 2000). In many nations the notions of excellence, enhance international competitiveness, quality, increasing system of effectiveness, decentralized management environments, flexibility to explore, alternatives to public provision of services, establishment of productivity targets and competitive environment between public sector organizations along with the strengthening of strategic capacities at the centre of organization.

- New habits of the mind are required expressed in terms of tolerance for and understanding of ambiguity, complexity and uncertainty.
- Problem based learning becomes central; it requires inquiry, information gathering and reflection (information management) and processing of knowledge.
- Teachers should be trained in new information technologies, and that they have the necessary equipment at hand.
- The university is called upon to share actively in promoting

a civilization of peace. In this era of globalization an education for peace also requires an education for the dialogues of cultures. This type of education tries to bring about changes in content, in the methods and in the social context of education in order to better prepare students for citizenship in a global age.

- A shift from education for conformity to education for creativity from individual to partnership and group work.
- Globalization highlights the need for strategic imagination which will render alternative scenario of reform that deal with two of the conditions that most affect decision making in a globalized world: uncertainty and complexity.
- Setting enrolment and graduation targets for girls and women in educational institutions at all levels with a view to raising knowledge and skills which would enhance their employability.
- Universities need to provide specialized knowledge and professional development to knowledge workers as well as opportunities for continuous upgrading they need to function as learning centers for all members of the community.
- Delivery of higher education in global scenario can be done through virtual mode, export of students, by setting up of campuses abroad and by hiring qualified faculty.
- Certification procedures should be modified so as to indicate an individual's capacity to adapt to a rapidly changing job market. Certification should be standardized so as to be widely applicable and thus facilitate the mobility of the students as well as workers. A certifying body which would include representatives from both the supply and demand side of education as well as education experts could be created to achieve these goals.
- We should try to internationalize our university system and improve infrastructure to match the international standards. The government may improve upon the quality of higher education through public funding and allow public private partnership.
- Higher education should set objectives for training managers, engineers and technicians skilled in dealing with change and analyzing urgent economic and social problems, so as to provide relevant guidelines for the various participants who make up society.
- With the presence of foreign providers students can have degrees from a foreign institution while sitting in their home country's university. Ngok and Kwong (2003) mentioned that distance learning has started to gain prominence, new information and communication technologies made it possible for courses to be delivered online via the internet.

Conclusion:

Countries should open their educational systems to international forces. More emphasis should be given to stimulating and supporting activities that relate to networking. These will complement the work of the universities in a more concrete and rewarding effects. New tertiary education should make its process interactive, self actualizing, discovery, enjoyable and self rewarding. More focus should be given on three traditional functions performed by higher education structures: knowledge creation, knowledge transmission and knowledge conservation. New curriculum and pedagogy that provide world class learning for students, students can learn from the world class professors, experts and learning materials from different parts of the world in any time frame and get local, regional and global exposure.

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