

GLOBALIZATION OF HIGHER EDUCATION AND CHALLENGES

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ABSTRACT

The challenges facing higher education in the new millennium cannot be understood unless proper account is taken of the phenomenon of globalization. Two points are emphasized. The first is that globalization cannot simply be seen as a higher form of internationalization; it is a much more turbulent phenomenon that not only transcends but ignores national boundaries. The second is that globalization is one element within a larger shift from modernity to post-modernity, which involves not only the radical reconfiguration of society but also an even more radical reconstitution of the concepts and mentalities of the modern world. The university is caught in the middle - as both an institution that embodies modernity but also one of the instrument that is most actively transcending its limits. Whether the university can survive in this brave new world of globalization and post modernity or whether its place will be taken by new forms of 'knowledge' organization.

KEY WORDS: Globalization, Higher Education, Challenges

INTRODUCTION

Broadly speaking, the term 'globalization' means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross border integration can have several dimensions - cultural, social, political and economic. In fact, some people fear cultural and social integration even more than economic integration. The fear of 'cultural hegemony' haunts many. Limiting ourselves to economic integration, one can see this happen through the three channels of (a) trade in goods and services, (b) movement of capital and (c) flow of finance. Besides, there is also the channel through movement of people.

Globalization describes an ongoing process by which regional economies, societies, and cultures have become integrated through a globe-spanning network of communication and trade. The term is

sometimes used to refer specifically to economic globalization: the integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology. However, globalization is usually recognized as being driven by a combination of economic, technological, sociocultural, political, and biological factors. The term can also refer to the transnational circulation of ideas, languages, or popular culture through acculturation.

HISTORICAL DEVELOPMENT

Globalization has been a historical process with ebbs and flows. During the Pre-World War I period of 1870 to 1914, there was rapid integration of the economies in terms of trade flows, movement of capital and migration of people. The growth of globalization was mainly led by the technological forces in the fields of transport and communication. There were less barriers to flow of trade and people across the geographical boundaries. Indeed there were no passports and visa requirements and very few non-tariff barriers and restrictions on fund flows. The pace of globalization, however, decelerated between the First and the Second World War. The inter-war period witnessed the erection of various barriers to restrict free movement of goods and services. Most economies thought that they could thrive better under high protective walls. After World War II, all the leading countries resolved not to repeat the mistakes they had committed previously by opting for isolation. Although after 1945, there was a drive to increased integration; it took a long time to reach the Pre-World War I level. In terms of percentage of exports and imports to total output, the US could reach the pre-World War level of 11 per cent only around 1970. Most of the developing countries which gained Independence from the colonial rule in the immediate Post-World War II period followed an import substitution industrialization regime. The Soviet bloc countries were also shielded from the process of global economic integration. However, times have changed. In the last two decades, the process of globalization has proceeded with greater vigour. The former Soviet bloc countries are getting integrated with the global economy. More and more developing countries are turning towards outward oriented policy of growth. Yet, studies point out that trade and capital markets are no more globalized today than they were at the end of the 19th century. Nevertheless, there are more concerns about globalization now than before because of the nature and speed of transformation. What is striking in the current episode is not only the rapid pace but also the enormous impact of new information technologies on market integration, efficiency and industrial

organization. Globalization of financial markets has far outpaced the integration of product markets.

Higher education, also called tertiary, third stage, or post-secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Higher education includes teaching, research and social services activities of universities, and within the realm of teaching, it includes both the undergraduate level (sometimes referred to as tertiary education) and the Graduate (or postgraduate) level (sometimes referred to as Graduate school). Higher education generally involves work towards a degree-level or foundation degree qualification. In most developed countries a high proportion of the populations (up to 50%) now enter higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right, and as a source of trained and educated personnel for the rest of the economy.

OVERVIEW OF HIGHER EDUCATION IN INDIA

Large Higher Education infrastructure

- 344 Universities and University level institutions
- 16000 affiliated colleges
- Regional Imbalances
- Low Access Rate
- Although enrolment is over 12 million
- Access rate is < 9% of the eligible population
- Variations in Quality
- Declining interest in Basic Sciences, Humanities
- Public Investments
- Emerging Private Not for Profit Participation
- Educational Institutions can be established only by registered societies, trusts and not by individuals

CURRENT REGULATORY FRAME-WORK

OBJECTIVES

- For Technical Education
- Facilitates Collaboration and Partnering
- Safeguards Students' Interests
- To Maintain Standards prescribed by the AICTE
- Weeds out non-accredited FEPs
- Regulates FEPs already in India
- Procedure laid down for Registering FEPs seeking to Operate through collaboration or on their own
- Information is sought on infrastructure, faculty, fee, curricula, financial resources
- Committee of Experts scrutinizes proposals
- Validity of approvals is for a limited period initially
- National Treatment to FEPs during the validity of registration

RESPONDING TO GLOBALIZATION

Apprehensions about globalization no different from that in other developing countries, Anxieties about 'strengthening of the strong and weakening of the weak' universities:

Universities differ from firms 'cannot dispose of assets and move on

Impacts on academic freedom not fully assessed, particularly as it impacts tenure of teachers

ACCESS

- Neglect of research and teaching in basic sciences, humanities and general education
- Courses in institutions that are notified as deemed to be universities indicate this
- Existing regulatory mechanism is under review
- Gaps being identified 'for e.g. no regulation at present in respect of on-line degrees
- A new law in respect of FEPs is under preparation
- Safe-guards against 'fly by night' FEPs
- Lack of policy keeps good FEPs away and brings in low quality providers
- Need to 'educate' the population on quality providers
- FEPs must be accredited in their home country
- Level playing field with domestic players (National Treatment)

- Successive judgments now recognize private effort and cross-subsidies ; Permission to plough back reasonable surpluses
- Treatment of FE institutions, other than Universities
- Policy to respect Judicial pronouncements against profiteering
- Universal elementary and secondary education will drive up demand for higher education and improve access ratio
- Increase in Public investment in higher education
- Enhancing Capacity in existing public institutions
- Encouragement to high quality domestic private institutions
- Transparency and efficiency in accrediting and regulating authorities
- Strengthening Open and Distance Learning
- Dedicated Education Satellite launched
- Easy financing schemes for student loans
- Several scholarship schemes introduced for the meritorious and needy

CONCLUSION

Globalization has become an expression of common usage. While to some, it represents a brave new world with no barriers, for some others, it spells doom and destruction. It is, therefore, necessary to have a clear understanding of what globalization means and what it stands for, if we have to deal with a phenomenon that is willy-nilly gathering momentum. Globalization is a concept which helps to interconnect the various educations throughout the globe, through the concept of globalization the people are able to exchange the cultures, and globalization has fulfilled the needs, desires and requirements of all the learners around the globe. Attaining higher education is a very important process so as to make fame and build a good living status in the society.

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