

Globalization in Indian Higher Education: Rethinking on Challenges and Opportunities

Sankar Prasad Mohanty

Department of Education, Ravenshaw University, Cuttack, Odisha, India

Email: spmcuttack@gmail.com

Abstract

No doubt, globalization intends dramatic and rewarding changes in the learning community- systems, approaches, outputs, through advanced information and communication to create world citizenship- 'intelligent people' with broad range of knowledge and skills to apply in competitive information based society. Knowledge became a saleable and purchasable good; education, knowledge available at door steps. It is only due to global information revolution. The real concept of education is to impart knowledge, and make the learners to apply in real life situations. Due to globalization the concept of education is changed after introduction of internet facility in 1996 in India. GATT and computer development changed the life style, world became more interactive with the concept 'global village'. It has become a challenge as well as opportunity for each learner. Thus, present paper highlights the impact of changes due to globalization and how it is both challenge and opportunity for learning community.

Keywords: Globalization, Challenge & Opportunity, Higher Education, GATS

The Concept

Globalization began towards the end of the nineteenth century, but it slowed down during the period from the start of the First World War until the third quarter of the twentieth century. This slowdown can be attributed to the inward-looking policies pursued by a number of countries in order to protect their respective industries... however, the pace of globalization picked up rapidly during the fourth quarter of the twentieth century...(The United Nations ESCWA, 2010). Globalization of education is an emerging process relating to international explosion of knowledge. It leads to internalization of education for economical development, social interaction, world wide understanding. The goal is to increase material wealth,

goods, and services through an international division of labor by efficiencies catalyzed by international relations, specialization and competition. We can better understand the concept of globalization as to integrate the national system of education into international system by way of privatizing education, sharing of ideas and utilizing latest information technology.

...globalization, in a fundamental sense, is not a new phenomenon. Its roots extend farther and deeper than the visible part of the plant. It is as old as history, starting with the great migrations of people across the great landmasses. Only recent developments in computer and communication technologies have accelerated the process of integration, with geographic

distances becoming less of a factor. Is this 'end of geography' a boon or a bane? Borders have become porous and the sky is open. With modern technologies which do not recognize geography, it is not possible to hold back ideas either in the political, economic or cultural spheres. Each country must prepare itself to meet the new challenges so that it is not being bypassed by this huge wave of technological and institutional changes... (Rangarajan, 2003)

Globalization is a process through which there is increasingly free flow of ideas, people, goods, service and capital leading towards integration of economies and societies. It is an accelerated flow of trade, capital information, mobility of individuals across geographical borders. It is beyond the word "International" which has given rise to popular concept "One World" Global Village'.

Globalization: A challenge and an opportunity

Globalization process two higher education systems (1) commoditization – knowledge is purchasable and saleable good, (2) alternative providers- transmission of knowledge using Information and Communication Technology (ICT). However ,it is both a challenge and an opportunity as , multi campus institutions, franchised institutions, learning centers providing university degrees, off campus education, distance learning, internet based distance education, virtual universities, which has created a 'global marketplace with accessibility.'

Globalization is simply putting' the space-time compression which brings together nations, cultures, economies and increasing interdependency and interaction which helps in improving quality of education. Distance and virtual institutions are generally regarded as industrialized form of education, which has been made available in India. Although, there is access, it has remained only as availability. Out of digital revolution, only India is becoming benefited, still 45% of population is unable to read and write how we will avails digital dream. Here, instead of local problem or regional problem, now it has become global issue.

Globalization: Influencing the Learning Society

Global citizenship

Globalization makes a capable learner to get world educational facilities. Secular, political, geographical barriers are not now the stumbling blocks. By developing world citizenship, we can assume world peace. Narrow thoughts like fundamentalism, terrorism, etc are to be removed from the students mind.

Adopting educational technology

Globalization has made the present as push button age. Due to technology advancements, the distance is squished and education is prevalent at our table by pushing the button only. Regional concept has been merged with world concept due to Information and Communication Technology. To these developments must be added changes in educational technology - especially the use of the internet and other computer forms, and the growth of distance learning. At one level these can be seen as an instrument of localization. They allow people to study at home or at work. However, they usually involve highly individualized forms of learning and may not lead to any additional interaction with neighbours or with local shops, agencies and groups. They also allow people from very different parts of the world to engage in the same programme - and student contact can be across great physical distance.

Enhancing global language communication

The most popular second language is undoubtedly English, the "lingua franca" of globalization. English is the international language, which has been accepted worldwide, because, near about 35% of the world's mails, telexes, and cables are in English. Approximately 40% of the world's radio programs are in English. English is the dominant language on the Internet. All web materials, satellite based communicative documents are produced and uploaded in world wide web international language, which helps smooth learning.

Global investments

As education is an investment for future capital, human as well as technology. This concept is enriched in all the learners worldwide.

Worldwide service

The international transactions in services are defined as the economic output of intangible commodities that may be produced, transferred and consumed at the same time. Traditionally services are viewed as domestic activities due to direct contact between producer and consumer and government monopoly in infrastructure sector. The computerization and digitization of wide range of services has altered this perception. The ascent of information and communication technology has given rise to e-commerce, e-banking, e-learning, e-medicine and e-governance. So, it is argued that government finds it increasingly difficult to cope up with technology-driven activities (Maske, 2006).

From the time immemorial, the concept of education has been changed to service industry. Many foreign universities are now able to provide their service due to General Agreement on Trade in Services (GATS, 1995). The GATS defines four ways services which can be traded globally, i.e., (I) Cross-Border Supply; (II) Consumption Abroad; (III) Commercial Presence; and (IV) Movement of National Persons, respectively. The education is being accepted as a service which includes all levels of education viz: primary education, secondary education, post-secondary education, adult education and higher education and training like sports.

Globalization and Teacher Education

The teaching process has lost its passion, rather it has become profession. In context of globalization, teacher education needs strategic alliance with educational institutions, research organizations, laboratories for better teachers training and curriculum development. The quality controlling body of Government has to maintain quality standards of the teacher education institutions at par with international counterpart. NAAC (National Assessment and Accreditation Council) in India is the guiding body to improve the quality standards and also certifying the institutions, still Indian teacher education institution has long way to go for world competitions.

Globalization and Higher Education

Globalization entails recognition and celebration of identities, culture and values across borders. Education has turned out to be a commodity of international trade. It is no more a public good on domestic scale, but a private good on global scale (**Maske, 2006**). Due to Globalization India has received requests for opening up of services from several countries viz, Australia, Brazil, Japan, New Zealand, Norway, Singapore, USA in education services in the new round of service trade negotiations launched in January 2000 (GATS 2000 round), which mostly focus on higher education, adult education, and other education services. USA also specified training services and educational testing services and Brazil has also requested in primary and secondary education services, while there were no requests from the European Community. All requests to India are for full market access and national treatment commitments in Cross border delivery, Consumption abroad, Commercial presence. India has not made any offer in education services in the GATS 2000 round due to sensitive public good nature. (**Chanda, 2004**). The main subsectors under the GATS in the area of education are, primary education; secondary

education; higher education; post secondary technical and vocational, university degree or equivalent; adult education; other education services. GATS define services trade as occurring via four modes of supply all of which are relevant to education as following:

- ***Cross border delivery***: It entails as delivery of education services via internet, world wide web-www in means of distance education, tele-education, and education testing services. The import interests of India in education services encourage importing services from foreign academic institution. The export interests of India in education services outsource with remote tutoring from India (along the lines of efforts by Career Launcher, Educomp Datamatics etc.)
- ***Consumption abroad***: It implies movement of students from one country to another for higher education for example foreign students study in US universities. Import factor entails, Indian students studying in foreign universities like, US, UK, Australia. Approximately 60,000 students are studying in US, Europe. The export factor with reference to education services, witness several thousand Students from developing countries; neighboring developing countries, studying in Indian Engineering and Medical Colleges.
- ***Commercial presence***: Establishment of local branch campuses or subsidiaries by foreign universities in other countries, for course offerings by domestic private colleges leading to degrees at foreign universities, twinning arrangements, franchising etc. Indian students are getting foreign degrees, doing professional courses at local branch campuses of foreign institutions in India such as UK-based Wigan and Leigh College, Indian School of Business tie-up with Kellogg, Wharton, and London Business School, Western International University, Arizona; NIIT tie-up with ITT Educational Services, USA; Tata InfoTech tie-up with Hertfordshire University, UK . On the export ground in the education services, India setting up of overseas campuses, giving franchise by Indian institutions such as MAHE, BITS, Central Institute of English and Foreign Languages; more than 300 Indian CBSE schools are established abroad. Central Institute of English and Foreign Languages (CIEFL), Hyderabad, has successfully launched English Language Teaching (ELT) programme in Kirgizistan. The institute won the contract in

succession although there was strong competition from other countries (Kolhatkar, 1999).

- ***Movement of natural persons:*** Encourages temporary movement of human resources like, teachers, lecturers, and education personnel to provide education services overseas. Indian teachers, lecturers teaching abroad in Middle East, Africa, and researchers / scholars are on visiting arrangements to abroad. Huge Recruitment opportunities in foreign countries are being availed by Indian teachers in Education, Math, Science, English, business management, software etc. At the same time foreign teaching faculties and other professionals are also rendering services here.

Enhancing Skills to Acquire and Apply Knowledge

The objective of education is not confined to impart knowledge rather to teach how to learn, solve problems and to synthesize the old with the new. The information revolution enhances production and dissemination of new knowledge through internet, world wide web, electronic media, and these technologies have made the teacher as a 'guide on the side- the facilitator', to assist the learner to acquire skills knowledge of various field.

The concept of academic practitioner has been changed. Now the knowledge delivering media 'teacher-sages on the stage' became the facilitator only. The way of acquisition of knowledge is increasing in leaps and bounds. The Global Information Infrastructure Commission (GIIC) an international, non-governmental organization opines that the globalization of economy and its concomitant enhances the ability of learners to access, assess, adopt and apply knowledge to think independently to exercise appropriate judgment in a constructivist approach. ICT based capabilities have given rise to a rapidly evolving new era, denoted most frequently as an "information society," and widely regarded as one that transcends borders and is an increasingly powerful force in all societies... (GIIC,2005).In this connection the GIIC an international NGO aim to examine how the public and private sectors can collaborate to push the frontiers of information and communications technology in education technology and learning and skills development. To mobilize public and private sector constituencies in new thinking, experimentation and exploration of technological innovations for education and sharing and exchange of ideas and experiences in education technology.

Enhancing the Curriculum Design

Education in international level needs a strategic alliance with schools, colleges, research organization and laboratories for betterment in training and curriculum design. Curriculum refers in the first instance to the knowledge and information content of formal education and its translation into teachable subject matter. Global perspectives are already entrenched in many school subjects, and popular expectations that the globalization of new information technologies will be transformed to schools and their curricular subjects and activities. The curricular planners need to design flexible curriculum. Public opinion in form of "expression of interest" for curriculum improvement is very much needed. International issues like varied cultures of the world, language diversity, and narrow fundamentalism should be taken care while designing curriculum. ICT based curriculum can attract global learners to make globally fit. Global Classrooms, since 2000, has offered a variety of curricular units dealing with issues in: Peacekeeping, Human Rights, Sustainable Development, and The Economics of Globalization. Each unit deals with specific issues that have been at the fore-front of important debates in global affairs. (UNAUSA, 2011)

Problems due to Globalization

• ***Education became a Business***

Indian educational system is full of culture, tradition, factors relating to Dharma, Spiritualism. Education was considered as a path for salvation. Globalization has made education a business process, by way of entry of foreign universities, privatization of education which leads to multi-dollar business.

• ***Global Competition***

International universities and other educational institutions stand for global competition. And they aim to provide quality education with world norms; they are away from local needs like basic education, agriculture, handlooms, etc. Indian educational institution which is bonded with cultural propagation, transmission, will find tough to compete with foreign universities.

• ***Delinking Between Education and Employment***

Due to globalization in education, the number of employed youths is increasing. Getting certificate is easy, the young graduates are getting frustrated as their education of poorly linked with employment opportunities, service sectors etc.

• *Expensive Higher Education*

Professional education is now very expensive, private self financing institutions have made education as a profit making business. These institutions are providing attractive self finance courses, for which they charge high cost, which is not possible for middle or lower middle classes. Ultimately, it will create socio-economic problem of justice and equity.

• *Deteriorating Cultural Factors*

Globalization is replacing existing culture. Some existing languages, dialects are at threat of wipe out. So there is question mark for cross cultural society.

Some Predictions

It has been predicted about education system in near future, some points are mentioned here under.

- The number of degree granting institutions will grow but the number of traditional campuses will decline.
- By 2025, half of independent colleges will be closed, merged or their mission will undergo changes.
- Distinction between distance education and local education will disappear.
- All the courses will be digitally enhanced.
- Large corporations will have their own approve system.
- Accreditation will change by 2025, there will be many accreditation system and the educational outcomes will be the basis of programme approval and accreditation (Paprock, 2002).

Hence, there would be an urgent need to act in earnest without further delay. The government, academic institutions and the Associates of Indian Universities be urged to take necessary steps to globalize Indian higher education.

Concluding Remarks

World is influenced by globalization. In the name of global village, we should not wipe out culture, sentiments of local learning community, national interests, socio-economics scenario of the people. No doubt, globalization has made the world as a global village, here; all aspects of global concept must be utilized in constructive manner for welfare of the learning community. Due to globalization, the gap between haves and have not's is increasing in income,

information and education. Economic crisis, trade imbalances etc have precipitated a moral crisis in many countries, resulting growth of unemployment, suicide, violence, drug abuses and anti social behaviors from schools. Hence, globalization is a challenge in 21st century, equipping students with knowledge, skills, values needed for competitive world market. This globalization challenges us to rethink upon its ultimate purpose.

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