



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

GLOBALIZATION AND HIGHER EDUCATION: KEEPING A PACE WITH CHANGING GLOBALIZED ECONOMY AND SOCIETY

Dipak Chowdhury
Assistant Teacher,
Haldia Govt. Sponsored Higher Secondary School,
West Bengal

Abstract

In an era of globalization, it appears 'change' seems to become a permanent future of human civilization. Thus, the cultivation of a permanent learning attitude and disposition becomes a major mission of schools all over the world. It implies schools must promote higher order and divergent thinking among school pupils. Regrettably, most school systems especially those of developing societies currently operate close-ended educational systems which are only good for the attainment of obsolete behavioral objectives that pre-determined outcomes and foster lower-order thinking processes. Open-ended educational systems however foster divergent thinking, authentic reasoning and self-directed exploration of topics and issues associated with inter disciplinary contents. The skills and competencies needed for survival in an era of globalization perhaps call for the adoption of more innovative approaches to education. Globalization symbolizes a paradigm shift involving the re-thinking of beliefs and structures in traditional consciousness. It symbolized a shift from mono-cultural approach to education to multi-cultural approach with attendant implication for changes in school curriculum and attendant practices. The goals stipulates that learning needs of all young people and adults are to be met through equal access to appropriate learning and life skill programs hence the emphasize education, which has been highlighted through this paper.

Keywords: Globalization, Opportunity, Higher Education, Society.

Introduction

Globalization is a process of global economic, political, and cultural integration and unification. The main consequences of this are a global distribution of labour; migration of capital and human and industrial resources on a global scale; standardization of legislation and of economic and technological processes; and greater contact between different cultures. This is an objective, natural, historic process that is systematic. In other words, it encompasses all areas of social life. Globalization is the process of a continuously growing influence of various international factors (such as close economic and political connections, exchange of cultures and information) on the social reality of separate countries.

Globalization - Challenge or an Opportunity?

Two of the strategic and long-term questions that Globalization poses to the higher education system are:

- (i) 'Commodification' - the use of knowledge as a purchasable and saleable good.
- (ii) 'Alternative providers' with profit motive of higher education's landscape that are engaged in the transmission of knowledge using Information and Communication Technologies.

Displacing and reinterpreting knowledge raise fundamental questions to the Universities, more so, in the area of autonomy and academic freedom. They also pose questions with regard to the very objectives of Higher Education system in terms of its ethical obligation to make knowledge freely available to those who seek for it. The apprehension is, that the globalization, may herald a basic change in the very role that the Universities play in the society. Defining universities simply as 'service providers' and changing their responsibility to the society for the shorter gains, may in the long run, ruin the very objectives with which the universities were established. The dynamics of Globalization is no doubt a challenge as well as an opportunity.

Globalization with respect to different perspectives of educational reforms:

Higher education today, Globalization or no Globalization, is no more constrained by geographical boundaries. Innovative forms of translocation and transnational education have become a possibility. Multi campus institutions, "franchised institutions learning centers providing university degree, off campus education, distance learning, internet based distance education, virtual universities merging of part studies to combine into a whole for obtaining national as well as international degrees are only few models as examples. As far as higher education is concerned, an enthused and well-informed student has umpteen choices, for the first time in the history of education, to access for a "global marketplace". Yet, the matter of the fact is, this access remains only as availability. Who can reach to it and how? What alternative provisions are made for those who cannot afford to reach is the crux of the matter.

As it is known globalization, no doubt, promises dramatic and rewarding change to the higher education systems of the developed countries. Whereas for the developing and the underdeveloped countries, where the system is facing the scarcity of resource, it threatens the stability needed to build the well performing system. Developing countries often have to adjust willingly or unwillingly both to the quickening pulse of international change, and accordingly, reform on several fronts simultaneously, which may not be possible under the given resource status of higher education.

In spite of continued debated and discussions on this issue, still it is not clear whether this new global policy would keep in view the interests of global capitalism or the needs of particular societies in general and disadvantaged groups in particular. The fear that the process of Globalization Policy may apparently shape the perspectives of educational reforms in favour of those who have already benefited from the system as they are in the position to influence the policy is haunting those who are not in a position to influence the policy. 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 nots” have to loose?

Higher education- keeping a pace with changing globalized economy and society:

Knowledge is the driving force in the rapidly changing globalized economy and society. Quantity and quality of specialized human resources determine their competence in the global market. Emergence of knowledge as driving factor results in both challenges and opportunities. It is well known that the growth of the global economy has increased opportunities for those countries with good levels of education. Globalization has a multidimensional impact on the system of education. It promotes new tools and techniques in this area like E- learning, Flexible learning, Distance Education Programmes and Overseas training. Globalization will mean many different things for education. In the near future, “it will mean a more competitive and deregulate educational system modeled after free market but with more pressure on it to assure that the next generation of workers are prepared for some amorphous job market of 21st century”. Since Lifelong jobs have been converted in to yearly contracts there is still possibility of even short duration jobs. Our education system should deliver such education and training so that professionals can adjust themselves as per market expectations. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology, giving productivity dimension to education and emphasis on its research and development activities. The benefits of globalization accrue to the countries with highly skilled human capital and it is a curse for the countries without such specialized human capital. Developing and transition countries are further challenged in a highly competitive world economy because their higher education systems are not adequately developed for the creation and use of knowledge. Converting the challenges into opportunities depends on the rapidity at which they adapt to the changing environment. India is also following the global phenomenon. As part of globalization, the economic reform packages were introduced in India in the beginning of 1991. These reform packages imposed a heavy compression on the public budgets on education sector, more specifically so on higher education. This has trickled down to public expenditure on education in general, and higher education in particular. Indian government and Indian corporate sector has recognized the importance of management education in the changing global scenario. Today under the reforming economic conditions, integration of the Indian economy with world economy presupposes efficiency and competitiveness on the domestic front as well as in the international arena.

Conclusion:

As the process of globalization is technology-driven, and knowledge-driven, the very success of economic reform policies critically depends upon the competence of human capital. It is to be realized that higher education institutions play an important role in setting the academic standard for primary and secondary education. They are also responsible for not only providing the specialized human capital in order to corner the gains from globalization, but also for training inside the country, provide policy advice, etc.

In conclusion, globalization is allowing a new order in the world of higher education. Going from political to economical purposes, nationalism giving way to world citizenship, culture depending on the identified groups more than geographical locales, organizational legitimacy more and more depending on global name recognition and expansion, allegiance to the organization giving way to entrepreneurialism and most of all control of knowledge dissemination; these forces have altered the fabric of higher education. Adaptation is a survival tool. Higher education organizations that fit, participate and welcome global changes will survive the best. Globalization is deeply controversial, however, proponents of globalization argue that it allows poor countries and their citizens to develop economically and raise their standards of living, while opponents of globalization claim that the creation of an unfettered international free market has benefited multinational corporations in the Western world at the expense of local enterprises, local cultures, and common people. Resistance to globalization has therefore taken shape both at a popular and at a governmental level as people and governments try to manage the flow of capital, labour, goods, and ideas that constitute the current wave of globalization. To find the right balance between benefits and costs associated with globalization, citizens of all nations need to understand how globalization works and the policy choices facing them and their societies.

Globalization is expected to have a positive influence on the volume, quality and spread of knowledge through increased interaction among the various states. Today our educational system is strong enough but central and state governments should change their roles within the education system, re-inventing themselves as facilitating and supervisory organizations. Teacher training, infrastructure and syllabuses need to be urgently upgraded. Industry should come forward to share experience with students and to offer more opportunities for live projects.

REFERENCES:

Arulraj David, Solomon., Wildemeersch, Danny (2014). Impact of Globalization on Higher Education Curriculum Restructuring in India, *The Indian Journal of social Work*. Volume 75. 553–572

Azad, L. J. (2003), *Globalisation: Its Impact on Education, Globalization and Challenges for Education*, NIEPA, Delhi.

Benking, H.A. Humane Information Society or Information War (1997).

Dash, N.K. (2003). *Education in a globalised world: Issues and concerns*, OSAC Journal of Open Schooling. Vol. III, No. 1, July 2003-12-04.

Das, S. (2007), *The Higher Education in India and the Challenge of Globalisation*, Social Scientist, Vol. 35, (3&4) (March-April), pp. 47-67.

https://en.wikipedia.org/wiki/Outcome-based_education

Naik, P.K (2015). Globalization and its Impact on Higher Education in India, *IJHMS*, Vol 3.2320-4044

Pathy, M.K. (2003), *Globalisation: The Threat Perception to Equality of Educational Opportunities*, in NIEPA, *Globalisation and Challenges for Education*. Shipra Publication, New Delhi.

Piran, Fabio Antonio Sartori., Lacerda, Daniel Pacheco., Antunes Jr, José Antonio Valle., Viero, Carlos Frederico., Dresch, Aline (2016). Modularization strategy: analysis of published articles on production and operations management (1999 to 2013). *International Journal of Advanced Manufacturing Technology*. 507–519.

Reddy, Maddi, Gurusurthy. (1997). *Higher Education in India*. APH Publishing Corporation.

Singh, S. (2016). Impact of Globalization on Higher Education in India: Issues, Challenges & Alternatives, *The International Journal of India Psychology*, Vol-3, issue 2, 2348-5396

Takwale, R. (2003). Challenges and Opportunities of Globalization for Higher Education in India- Alternative e-learning through e-education.