

The Impact of Globalization on Education

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Abstract

This paper focuses on the impact of globalization in the domain of education. It reviews how globalization may affect educational policy and planning in India by drawing on an empirical study involving senior management, a course leader and a design trainer/facilitator. This paper not only illustrates the challenges of globalization to education sectors worldwide, but also brings the merits of globalization in education to the fore and considers the challenges that it presents to multidimensional phenomena. The diversity of curricula; professional mobility; accountability and quality remain as parts of a continuing dialogue in the context of the global community. Research into these issues could trigger and influence thinking on how local design education (in the tertiary and higher education sectors) might be restructured to satisfy educators' hopes and desires for an ideal future in which design is promoted as being more imaginative, innovative, and eliciting wider responses to ideas, experiences, feelings, emotions, and intercultural cooperation in a globalizing world in both developed and developing nations. The impact of globalization on education (design education) is a subject of debate and discourse within the whole global community.

Introduction: Globalization is simply a new form of Capitalism. It certainly couldn't be that simple. It is definitely a much more complex, far reaching concept, influencing almost every aspect of our lives. Globalization is a kind of standardization or harmonization. In the world of international business and industry, standardization insures consistent quality and a common basic for cooperation. The Influence of globalization is not limited to governmental and economic situation. Such diverse areas as fashion, language, education, cultural value, art, laws and societies can be significantly influenced, and a more subtle influence can be felt on all aspects of human activity. Those segments most directly impact by the effects of globalization.

Globalization causes internationalization to occur, or more accurately, internationalization is the result of globalization. The result of bringing cultures, people, economics, laws and governments into direct interaction and influence or the preparation of the countries to adjust to accommodate the changes associated with globalization.

Globalization- Challenge or Opportunity

Two of the strategic and long-term questions that Globalization poses to the higher education system are: (i) 'Commoditization' - the use of knowledge as a purchasable and saleable good. (ii) 'Alternative providers' with profit motive of 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 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.

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 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.

Present Scenario of Education in India: As on today we have more than 300 universities, institutions of higher learning and deemed universities, out of which 95 deemed to be universities, 13 institutions of national importance, 19 central universities, 203 state universities, 5 institutions established under state legislation act and about 16,885 colleges including 203 Autonomous colleges. Education System has increased fourteen-fold in terms of the number of universities and thirty three-fold in terms of the number of colleges, in comparison to the number at the time of Independence. At the beginning of the academic year 2004, the total number of students enrolled in the formal system of education in universities and colleges was 99.53 lakh-12.97 lakh (13.3 per cent) in university departments and 86.57 lakh (86.97 per cent) in affiliated colleges and 4.37 lakhs teaching Faculty employed making India's system of education the second largest in the world. "To finance this expansion, the Government of India has consistently increased its share in the total expenditure on education—from 49.1 percent in 1950–51 to more than 90 percent today. It is significant that despite these impressive statistics the system caters to hardly 6 percent of the relevant age group, as compared to more than 80 per-cents in the developed countries." This is partly because the expansion has been offset by the growth of the population in the relevant age group.

Nevertheless, the fact illustrates how difficult it is for developing countries to bridge gaps and to keep pace with the developed world. Resource constraints are severe, and the quality of education available to most Indian students is questionable in terms of its ability to face the challenges posed by further education as well as employment market. The situation is further complicated by the rigidities of the education system, the political pressures from regional, religious and caste-based groups, and related problems.

Benefits of Globalization in Education: Standardization: - Globalization has forced institutions to develop a higher degree of standardization, not only in the curriculum but also in admissions administration, and the qualifications of instructors. Transparency has caused institutions to examine long-standing policies and practices in light of international standards of equality of opportunity, professionalism and ethics in teaching and research.

Ease of quality assessment: - It requires benchmarks and a set of measurable indicators of quality. As university web pages and printed materials, we can easily to access information and become available to allow outside observers to access the quality of the academic programs, facilities and research activities. As for universities expand international exchange programs, students and faculty members are able to compare the quality of their programs against those of their exchange partners. Increased participation in international conferences and symposium provides another platform for accessing quality.

Intercultural understanding: - Globalization has a great potential for strengthening intercultural understanding. Intercultural understanding requires an awareness of what are values, what is considered proper behavior and what is acceptable in another culture. In addition to understanding one's own culture, students must learn that there are other cultures and other beliefs, and that those cultures are not wrong, just different. The tremendous experience of academic exchange in another part of the world promotes intercultural understanding, develops language facility and accelerates maturity. Though, the opportunity for participation in international exchange program is limited, university should be encourages to sponsor and support these exchange program.

Leveling the playing field: - Globalization provided a more level playing field for the development of education. If students are learning the same materials no matter where they are receiving that education and the quality of the instruction is of the same high quality, graduates from institutions throughout the world will have more equal opportunity for success in all fields.

Risk of Globalization for Education: Linguistic risk: - Although English is the global language; it is now and never will be the only language in the world. It is important the some courses and some degrees program be offered in English. This will strengthen language skills and promote international exchange opportunities. Many Universities offers a number degree programs in English, which makes it much easier for us to attract exchange partners from around the world.

On the other hand, the primary language of instruction will remain Hindi. It is critical that our students have a firm foundation in their native language. We also encourage students to learn other languages as part of academic program. It was because we want our students learn more language in order to make them can communicate with people all part of the world.

Economic Risk: - Privatization of education in India was a condition of our international loan package during the economic crisis. Creating a competitive environment while retaining academic quality and diversity is a major challenge. Effectively competing for dwindling research funds, struggling to attract the best and brightest students and instructor and remaining on the cutting edge of new technology are among the economic challenge we face.

Cultural Risk: - The cultural risk is the most subjective and the hardest to deal with. Culture and cultural values are continually evolving. As education becomes more specialized and curricula focus more on the globally recognized standard courses and programs we must be careful not to lose sight of our cultural uniqueness, institutional traditions and social identity.

Issues on Globalization of Education

How Do We Response To The Standardization?

Should students who are able to enter any university need the similar academic standard?

For my opinion, it should be but not it must be. Of course a student is not a machine or a piece of plastic (ATM card or a floppy disk), and there is still the concept of academic freedom and the individualism of instructors, but the similarities are much more significant than the differences. Our international exchange programs and international education program have demonstrated that this idea actually works.

Globalization has also had an influence in the development of many academic innovations, such as cyber education and electronic learning, academic partnerships and collaborative research, enhancing quality and encouraging transparency. In order to remain competitive, universities are offering as much more creative combination of courses and programs. More focus is placed on multidisciplinary programs and specialized training options to meet the changing needs of society and the evolution of human resource requirement of a globalized economy in the digital era.

As for globalization will standardize everything to the point where unique cultural identities will disappear. It is our responsibility as Asian educational leaders to insure that this situation should not be happen. Cultural program and activities should remain important components of the educational experience. Standardization can mingle successfully with social and cultural traditions that are distinctly Asian. In fact, the strength of our international exchange programs will be enhanced by the successful combination of academic excellence and a unique cultural experience.

An Improvement of Innovation and Skill of Academic Staffs

Globalization also affects our faculty members, our staff have graduated from abroad, such as Europe and U.S.A. They have trained, experience and linguistic skill to embrace the change globalization has brought. As for the area of technology and the internet, this required a combination of computer literacy and the ability to communication in the English language. Faculties have become polarized between those with a command of the critical skill and those without. As globalization permeates more areas of academic life, those academic professionals with limited computer literacy or weak English language skills will become increase marginalized. Young and innovation instructor should be encouraged to make the most of new technology, while the more conservative colleagues must not be made to feel obsolete. Option should be made available to insure that everyone is able to make a meaningful contribution.

Streamlined procedure and effectiveness management techniques are quickly replacing the traditional burdensome bureaucratic structure. The use of technology, quality assessment tools and results-oriented management is making most of major university seem more like large corporations than educational institutions. However, we have to great care to ensure that by achieving efficiency the university does not lose its soul and its cultural identity.

Education involves more than just the imparting of knowledge and the stimulation of mental processes. The educational experience should also include cultural and social development as well as leadership training in an environment that promotes democratic ideal and the concept of social responsibility. We cannot measure these concepts by flow charts monthly projection or

annual reports. Management should have flexibility to create an environment where student development is an important consideration.

How Our Universities Respond the Changing Society and the Needs of Business and Industry Sector

Universities have traditionally been considered to be ivory tower, citadels of learning, far removed from so-called real world. Globalization and the new economic order have changed all of that. Government fund for higher education is disappearing rapidly. Universities are faced with some very difficult choices. Most universities are exploring a wide range of income generating strategies, including partnerships or other form of cooperation with private sector. As we can imagine, research and development opportunity and commercialization of research results on the science, engineering and technology.

As for social science and liberal art field, there are much greater degree of creativity is required to develop mutually beneficial projects. Management training, organizational strategy and consultancies have been popular fields for the business school, especially during good economic time. The economics faculty has traditionally been involved with business and industry through research projects feasibility studies, planning and modeling activities. The law school has traditional teaching in text books and follow up precedent on the decision of the judge, may shift the subject to the specific areas with relate to international law, commercial law, environmental law and business law. In addition, legal research and development has been done for answering state policy and design legal model for serving the changing of social and economic sectors.

University has also responsibilities to beneficial of local or small business and industry, the research project, academic programs and academic professors need to response the need of these sector for improving their quality of the product and service. That is the challenge we face.

As for the cooperation and exchange academics staff, I hope that if our universities support the exchange program and doing research on the issue of our region, it may lead us to increase understanding and cooperation among our university which can find the solution for the need of our countries.

Globalization: Opportunity or Threat?

As a result of Globalization the opportunities in India in the field of Education now, appears to be immense, and areas are diverse. The remarkable development in information technology has promoted learners' method of learning in both the formal and distance modes. Globalization is simply putting 'the space - time compression' (Evans, 1995) which brings together nations, cultures, economies and at the same time increasing Interdependency. Interaction is expected to improve the quality of education. 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 anywhere 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. System-wide higher education reform and incremental approach to liberalization of higher education may help India to take advantage of opportunities in the new global environment. Policy makers in India might have to be concerned with increasing adult participation in continuing education and training, particularly in relation to enhanced employability. It is expected to facilitate new international orders centering on lifelong learning and the "learning society".

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".

It has been realized the role of Internet, is as interactive medium with potential global reach. It has the capacity to bring knowledge and prosperity to isolated and marginalized individuals and nations. But Unequal access to the Internet, the "digital divide," creates inequity that exacerbates other inequities. No developing country has benefited more from the digital revolution than India, and in no country is the digital divide wider or deeper. On the other side of the digital divide are the 45 percent of the population who cannot read or write (57 percent of the female population), the 44 percent who survive on less than Rs. 50 per day, and those who live in the 370,000 villages where there is no telephone connections.¹³ Budgetary restraints in most of the states in India have placed increasing emphasis on improving cost-efficiency in educational provisions. This has led to widespread interest in new forms of quality control and performance evaluation at all levels of education which is giving more avenues to the private education and in turn affecting the equity consideration. The major concern of globalization has been "how to fulfill the national objective of equality"? As a part of the liberalization policy, it has been suggested that education should be progressively privatized and that access to it should be made subject to the payment of appropriate prices. The government, therefore, encourages the establishment of a larger number of private institutions and even private universities are being encouraged. Simultaneously mechanism to cater to the needs of those who cannot afford payment of high fees in also being evolved.

The process and effects of economic and cultural globalization are becoming evident in our educational Programmes and are expressed by teachers and students with particular reference to the ways in which the global media (such as television media and internet) are deployed in the construction of knowledge. - The threat is possibility of erosion of national values by imbibing the alien culture. The changes that are taking place in the country, even at the bottom level of the country; there seem to be shift in the power relations and consciousness at various levels of civil societies. The macro change brought by international capital, technology and mass media has

brought new culture, but to what extent the new cultural assertions of identity will enable the people of various regions to face the new capitalist order, remains to be seen. - The threat is for the national cultural values. In India, during this period of globalization, much of the contemporary thought has gone into the issues of programmed learning, multimedia teaching, macro-micro-teaching, distance learning and other problems related to curriculum. No subject has been so much neglected as has been done to the development of humanistic values, creativity, cultural, moral and spiritual dimensions in the teaching-learning process. - The threat is for the erosion of rich and old culture of human values.

The ideologies of the states and of multinational agencies brought the technological revolution. The process has been promoted by the transport system, communication network, and it has increased the Economic activity, but Globalization does not necessarily result in homogenizations; on the contrary, it is leading to the strengthening of the ethnic identities both at local & regional levels (Edward, 1994). - The threat is to the Nations Integrity.