



MULTIDIMENSIONAL IMPACT OF GLOBALIZATION ON HIGHER EDUCATION IN THE PRESENT GLOBALIZED WORLD

Piyali Banerjee

Assistant Professor,

K.S.S Jain College of Education, West Bengal, India.

Abstract

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. No doubt, Higher Education has attained a key position in the knowledge society under globalised economy. However, the challenges faced are immense and far-reaching. Its impact on the clientele viz., Individuals, Institutions, Systems and Societies is not only not clear but also not comprehensible at this moment unless it is viewed in the context of various other factors that are simultaneously operating on the higher education system as has been mentioned in this paper. Some agree that the rapid cross national flows of people, goods, capital and information may dissolve the nation State, push institutions (university is the one) into a common mould where as others disagree. It is assumed that globalization promises dramatic and rewarding change to the higher education systems, of societies, which are relatively stable in their political, social and institutional makeup, while for the others, it may threaten the very stability needed to build well performing higher education system. It is also true, that so far globalization has given the advanced economies a huge advantage as they had made enough preparation prior to its launching while others are caught in the trap without any preparation. As distinguished from globalization with its emphasis on worldwide conditions that influence perceptions of space, mobility of actions, the nature of communication and orientations to social interaction, internationalization focuses attention on the intentional actions of individual, groups and social institutions as they actively seek to cross national borders in pursuit of social, economic, political or cultural benefits, which has been highlighted in this particular paper.

Key-words: Globalization, Education, Higher Education System, Challenges & Opportunities.

Introduction

Globalization has been a historical process. 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. Indeed there were no passports and visa requirements and very few non-tariff barriers and restrictions on fund flows. Globalization, process was slow between the First and the Second World War. 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 increase 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 like India, Pakistan, Bangladesh, and Srilanka 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.

Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world. Globalization is a process of breaking the political, economic, social, cultural, ecological, geographical and educational barriers and integrating the whole world into a global village. International Monetary Fund (IMF) defines globalization as, "the growing economic interdependence of countries worldwide through increasing volume and variety of cross border transactions in goods and services and of international capital flows and also through the more rapid and widespread diffusion of technology". John U.L. Hill (2009) defines globalization as, "the shift towards a more integrated and interdependent world economy. Globalization has two main components-the globalization of markets and the globalization of production". In general globalization refers to a constellation of forces: economic, technological, ecological and cultural structures that are emerging on a global scale. Globalization is increasing the interdependency and integration of the individual countries of the world. In the globalizing world the economy has changed dramatically to transform into a global economy characterized not only by free trade in goods and services but even more, by free



movement of labour, capital, skill and entrepreneurship.

Although the term 'globalization' has been around since the early 1960s, developments in the last 20-30 years have largely shaped its character and impact. In recent literature the term is typically used either to characterize international spatial awareness or to highlight a transformation in the processes of interaction among individuals and groups. Tomlison, (1999) takes the first of these views – the spatial view – in his book "Globalization and Culture." He argues that globalization refers to the world as a single place that serves as a common frame of reference for everyone. This notion is shared by many authors including Robertson, who was the first author to use it in the title of a sociological article in 1985 (cited in Currie, 1998). Robertson defined globalization as a compacted world where time and space are compressed (cited in Currie, 1998; see also Harvey, 1989). In this context, globalization also used to refer to the interconnections arising among mass cultures creating a consciousness of living in a "global village" (McLuhan, 1964; New World Encyclopedia, 2007). For observers emphasizing this geographic conceptualization, institutions of higher education are seen as at the center of this compressed world (Suarez-Orozco & Qin-Hillard, 2004). For these observers, the essence of globalization is found in new ways of thinking about space and time (Carnoy, 1999). Higher education institutions help to stimulate and clarify this new way of thinking (Suarez-Orozco & Qin-Hillard, 2004). Geographical space becomes increasingly measured by the time it takes to get from one location to another. As the time necessary to connect distinct geographical locations is reduced, distance or space undergoes psychological and cultural compression (Tomlison, 1999). Entrepreneurial institutions of higher education seek to capitalize on the shrinking geography, while less entrepreneurial ones find themselves pressured to adapt and respond (Carnoy, 2005).

The second view of globalization – the interaction process view – is found in the works of authors such as, Morrow & Torres (2000), Giddens (1994), Rizvi (2004), Altbach (2001), Beerkens (2003), Armstrong (2007) and Spring (2008). From this process view, globalization is defined as the practice of growing social interaction and connectivity among people around the world, creating economic, social, cultural, political, environmental, scientific and technological interdependence (Levin, 2001; Marginson, 2007). This type of interdependence has been described by Castells as creating a "network society" (1997). Not surprisingly, taking the spatial orientation toward globalization focuses attention more on transportation technologies while the process view tends to give priority to innovations in communication. One should not make too much of this distinction, however, since transportation innovations improve direct, face-to-face, communication while the virtually instant and increasingly high fidelity communications of the internet annihilate spatial barriers when information and idea sharing, rather than exchange of material goods, are the primary goals.

Definition of Globalization

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.

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 and its multidimensional impact on the system of education

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?

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. 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. 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.



Internationalization and Globalization

As distinguished from globalization with its emphasis on worldwide conditions that influence perceptions of space, mobility of actions, the nature of communication and orientations to social interaction, internationalization focuses attention on the intentional actions of individual, groups and social institutions as they actively seek to cross national borders in pursuit of social, economic, political or cultural benefits. Looking at higher education institutions, Knight (1999) offers a working definition of internationalization in this domain. She sees internationalization as a matter of integrating transnational elements into the, "purpose, functions or delivery of post-secondary education" (p. 2). That is, colleges and universities are internationalizing their behavior when they reshape their purposes to attract international students, to deploy their programs across national borders, concentrate on internationally advantageous educational program niches, restructure work roles or compensation systems to recruit, retain or manage employees, etc. Internationalization has become more complex and comprehensive in recent decades. As noted during Congressional hearings on the International Education Act (IEA) of 1966 there is now a broad consensus that internationalization of education encompasses three major areas: a) movement of scholars and students seeking training and research, b) convergence in curricular content, and c) structural arrangements that provide cross-border technical assistance and educational cooperation programs (IEA, 1966). In 1994, Kerr, Gate & Kawaoka gave less emphasis to the structural components of international cooperation, but otherwise reaffirmed these components of internationalization, In research reports prepared for ACE (2002) and the International Association of Universities (IAU) (2003) the mobility of students and faculty were seen as the primary mechanisms of internationalization (Knight, 2003).

Educational System and Globalization

Globalization should ideally be seen as a phenomenon demanding for widespread systemic changes in 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. System is committed to the promotion of science and technology, and given the National Policy on Education (NPE) declaration that "a greater proportion of education expenditure shall continue to be devoted on Education at the federal and state levels and at secondary and tertiary levels. Apart from equipping the learners with skills, it was also an attempt to achieve the developmental goals in the area of poverty reduction. Diversified curriculum structure the youth could be adequately equipped for employment particularly in the rural areas. The structural imbalance in the education is evident in the NPE implementation document on the transition rate of student at the end of the junior secondary School and Senior Secondary Schools (SSS).

The Information, Communication & Technology revolution (ICT) has enormous implications for school curriculum planning and implementation. The revolution in knowledge production, distribution and management perhaps implies the death of the traditional curriculum. School curriculum contains the contemporary complexity and vibrancy of ICT. The paradigm shift which globalization with its attendant post modernist tendencies in education entails in education may necessitate the emergence of curriculum models and education policies which emphasize interdisciplinary courses open ended systems, Socratic dialogue, multidimensional assessment and multiculturalism.

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. Embedded in such innovative approaches are features such as effective use of Technology in teaching, reflective intergenerational dialogue, performance-based learning activities and other inter professional interactive and collaborative approaches to delivery of school instructions, There are vital skills and competencies that schools must teach which existing close-ended educational systems appear ill equipped to handle. Hence the adoption of an open-ended educational system, which will be provided by ICT, Most societies perhaps need innovative approaches to animate and support learning activities that will entail deep understanding and adaptation of knowledge in various context and problems situations. This is necessary if schools are to adequately prepare pupils for a life-long reality of problem-solving, knowledge adaptation and constant adjustment to changes. The thinking curriculum is example of such innovative curriculum evolving from the realization that effective thinking and problem-solving are essential survival skills in the changing culture of globalization. This is so as the effective citizen of the globalized 'world' must always be an effective 'Thinker' and Problem solver. Information technology have the potential to widen access to learning opportunities, and to improve the quality of education, but constraints and obstacles to its use include poverty, low level of access to computer and lack of ICT specialists



computer literacy into schools because if ICT programs expand students will be prepared for a life-long reality of problem solving knowledge adaptation and constant adjustment to changes.

Conclusion:

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.

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