



GLOBALIZATION: LEADING TO THE ADOPTION OF AN OPEN-ENDED EDUCATIONAL SYSTEM

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Abstract

Globalization encompasses markets and competition between institutions and between nations, but it is also much more than that. Global higher education is more ontologically open than are national systems, with a bewildering range of opportunities for innovations, alliances and markets. To maximize effectiveness in the global environment, on one hand it is essential to retain a strong sense of identity and purpose; on the other hand, it is essential to be open to and engaged with others. 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, is the call of the day which has been highlighted through this paper.

Keywords: Globalization, Higher Education, Open-Ended Educational System.

Introduction

Higher education as we have it today is the outcome of a long socio-historical process of evaluation. In most modern societies educational institutions are considered key instruments of social purpose. The relationship between education and other sectors of societies is an intrinsic one. Higher Education is considered necessary are both order and progress. On the one hand, higher education is expected to maintain hallowed traditions: respect for authority obedience to the law, patriotism and the like. On the other hand, higher education is expected to promote political, economic and social development in the changing globalized scenario. Economic and cultural globalization has ushered in a new era in higher education. Future developments in the globalization of higher education are difficult to predict. There are many variables, meta-policy questions and issues. The variables include the potential for pluralisation of power in global higher education; the future mobility of people, information and ideas; language of use and the extent of cultural plurality in global exchange.

Globalization: Leading to the adoption of an Open-ended Educational System

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.

Impact of Globalization on Higher Education

The challenge of higher education is to make full use of the opportunities that globalization has provided. First use of technology must be fully and profitably deployed. In India, Internet connectivity for university students is still inadequate. But the



massive increase in cell phones, which are becoming more and more versatile, may be the answer to India's connectivity crisis. Once full connectivity is accomplished, the students can be liberated from the classrooms and allowed to find and create knowledge. The Universities will simply have to devise a means by which it can be established that the knowledge attained is genuine and accurate and that it is relevant to the needs of the countries concerned. The impact of globalization on higher education may be summarized in the following ways:

- Increasing interest of parents to get their children admitted to foreign educational institutions will cost us precious foreign exchange.
- Sometimes there is also the possibility of sub-standard courses being offered to the students, which may lead to cheating of innocent citizens of India.
- It will lead to the creation of three different classes of graduates – those educations in foreign universities, those from costly private domestic institutions, and those from economically weaker sections studying in government funded institutions. This will only lead to social tensions.
- In view of the nature of the globalised higher education, the commoditization of Indian higher education is bound to have an adverse effect on our culture, the ethos of social welfare and even the quality of Indian education system.

One impact of globalization on education is the urgency to develop a skilled work force at all levels to meet the demands of increasing business environment. Instead of its traditional role of providing education as a welfare measure, the state is required to facilitate privatization and deregulation in education, particularly as the quality of education provided by the state institutions has been rather poor. This is by no means undesirable, as privatization of education has helped to increase quantity as well as quality. Indians seeking employment and competing successfully is no recent phenomenon.

Globalization has merely hastened the pace of migration and created better placements worldwide. As the private sector's contribution in higher education in India is gaining in strength, India cannot take recourse to article 1.3 of the GATS that allows exemption for services provided by the government. In order to cope with the western countries, the measures required include the adoption of a credit based semester system with continuous internal evaluation. A cafeteria type option to the students for the course to be offered and facilitates of credit transfer. A majority of conventional universities in India are far behind, at least in non-professional courses. As the UGC, AICTE (All India Council of Technical Education) and other controlling agencies are not in a position to intervene effectively and control the foreign educational institutions, the government of India has set up a committee under the NAAC, under its chairman Ram Takwale, to monitor the applying foreign universities. At present 150 foreign universities (50 from UK, 45 from Australia, 30 from USA and the rest from Canada and other European countries that have been operating in India. The UGC has decided to invite proposals from institutions that are keen on "exporting Indian education" to foreign learners under a "Study India Programme". A recent study shows that one in every 10 students studying in the US was an Indian, while less than 0.6 percent of American Students were receiving educational credit for studying in India.

The government of India has recognized these dangerous phenomena and belatedly started the process of constituting a Committee for the Promotion of Indian Education Abroad under the Ministry of Human Resources Development, department of education. During 2001, there were 54,664 Indian students in the United States alone, with the total number abroad exceeding 10 lakhs. In contrast, there were only 7,791 foreigner students in India, mainly from the developing countries like Bangladesh and countries of South and East Asia. Globalization and commercialization of education has thus become a reality and, India being a signatory to the WTO as also to the WATS, we have to be very much cautious about the functioning of the foreign educational institutions.

Different Global perspectives of Higher Education Curriculum on the basis of Globalization

1. **Global Perspectives:** Global perspectives for higher education curriculum have much to do with the technological and scientific advancements. 'Disciplines and fields vary in terms of how globally homogenous they have become. Such fields as business studies, information technology and biotechnology are almost entirely dominated by the major academic centers. Other fields— such as history, language studies, and many areas in the humanities— are largely nationally based, although foreign influences are felt in methodology and approach to research and interpretation' (Altbach, 2003:227).

2. **Market Orientation:** Two dimensions of market orientation to higher education curriculum are: First, offering courses that are useful and have exchange value at the market and second, the use of market rationale in the planning of higher education curriculum. The first part could be measured quantitatively by the growth of the number of market/job oriented courses and career potential courses. The second part must be analyzed rather qualitatively to understand the market rationale in higher education curriculum planning, such as the dynamics and the underlying factors for such development. The tension between preparing intellectuals (traditional) for nation-states or technocrats (modern) for the labour market has become a growing concern. The utilitarian goal is stronger than the universal pursuit of knowledge. The concept of market orientation and the neo-managerial attitude in higher



education could also be understood as market-like elements, such as freedom, efficiency, innovative capability, competition, performance, and productivity. Success is measured both by what is marketable and by what can be put together economically (Goedegebuure, Kaiser, Maassen and Weert, 1994).

3. **Credit-Based Programmes:** It allows flexible timing for the completion of the degree and the introduction of fluid programmes that permits students to select courses from different disciplines in order to make a degree, reflect the corporate and market characteristics (Bhattacharya and Banerjee, 2003).

4. **Modularization:** Modularization can be defined as a strategy for efficient planning and production of complex products and processes. In addition, it aims to support the management of product variety and process variability by decomposing complex products and processes into smaller and simple parts. The simplified parts are called modules and can be combined to extend a variety of products and services. (Piran, Lacerda, Viero et. al.) Learning content can be structured with the help of modularization.

5. **Outcome-based curriculum:** Outcome-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted. Students will understand what is expected of them and teachers will know what they need to teach during the course. OBE does not specify a specific method of instruction, leaving instructors free to teach their students using any method. Instructors will also be able to recognize diversity among students by using various teaching and assessment techniques during their class. Students are expected to do their own learning, so that they gain a full understanding of the material. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through this individual learning. (https://en.wikipedia.org/wiki/Outcome-based_education)

6. **Research Led Teaching and Learning:** 'Research-led teaching reflects and makes use of the teacher's disciplinary research to benefit student learning and outcomes.' (Trowler, P. & Wareham, T. 2008).

The entry of the World Trade Organization (WTO) and the inclusion of educational services under the General Agreements on Trade and Tariffs (GATT) have given a new way to the internationalization of education or globalization of higher education. The impact of globalization and WTO and GATT on the higher education would be multidimensional. It would be on:

- the higher education policy, programmes and its implementation;
- the very system of higher education;
- the structure, functions and structure-function relations;
- the accreditation and assessment of higher education;
- the role of regulatory bodies;
- the individual institutional policy and programmes; and finally, on
- the acts and statutes of universities and state education acts.

Conclusion

Apart from the problems of role ascription to education, education cannot of its own achieve the desired societal goals without additional structural supports. One of the major fallacies of the theories of education and development has been their over deterministic nature. An underlying assumption is the belief that formal education can both manipulate and be manipulated in order to attain specified educational goals. Educational goals are only partially determined by educational factors such as teacher quality or curricula. Considerable impact on these presumed outcomes is actually exercised by home background, peer groups and structural features of society itself. Education is hardly the single determining factor in the attainment of educational, much less development goals. Further, issues related to education and development cannot be resolved without taking into account the role of the State. However one chooses to view the State; it seems inevitable that the State is never neutral, irrespective of the type of economy or level of development. The goals of both education and development in any country are inherently political. The issue that needs to be addressed is what kind of education is appropriate for what kind of development or "under what conditions" and "for what purpose" are the education and development strategies to be implemented.

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