



CHALLENGES AND OPPORTUNITIES OF GLOBALIZATION IN HIGHER EDUCATION

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INTRODUCTION:

Education is undergoing constant changes under the effects of Globalization. The effects of Globalization on education bring rapid developments in technology and communications are foreseeing changes within school systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information-based society. It reflects the effect on culture and brings about a new form of cultural imperialism. It brings rapid developments in technology and communications are foreseeing changes within school systems across the world as ideas, values and knowledge.

The rise of a global society, driven by technology and communication developments are shaping children, the future citizens of the world into 'global citizens', intelligent people with a broad range of skills and knowledge to apply to a competitive, information based society. The current globalisation of higher education creates both challenges and opportunities. The relationship between universities education and globalisation gives special attention. Education will be the answer to many problems raised by globalisation. Educational goals are seen to be an area of great concern in the era of globalisation. It is here that universities play a crucially important role, for create better society. It is impossible to ignore the global; universities need to reflect on the impact of globalisation. They must engage with the issues of globalisation, both theoretically as analysts and researchers, and practically as academic workers involved in an increasingly globalised enterprise.

Universities providing a high quality education for the globalized world, despite its focus on internationalism and cross-cultural communication, are still based on an individualistic model of teaching. Education should not become a means of westernising the world. On the contrary, it should treat each unique culture and society with due respect, realising that global

education is not only learning about the West, but also studying different cultures of the world, using different approaches, ways of teaching and different media

1. New Technologies in Education

It has been widely assumed that the new internet technologies, a visible feature of Globalization would, of themselves, create a revolution in higher education. We need to notice, first, that there are a wide variety of “distance learning” forms, which range from traditional correspondence courses, to the use of TV, both interactive and not, to the use of new on-line technologies. The Chinese, for example, have an extensive system of RTVUs (Radio and Television Universities) which serve to deliver credit and non-credit courses aimed at developing various technical competences. But for a variety of reasons, “e-learning” in China, as elsewhere, remains marginal.

In the US, the for-profits have attracted students who otherwise might not have been in higher education-in part because community colleges and four-year intuitions have generally not ad- dressed their needs. But by offering on-line courses and programs, especially in high-demand vocationally oriented areas, some large four-year public institutions have done very well in this. These include the University of Illinois, Pennsylvania State University, and the University of Maryland. Indeed, perhaps contrary to generally held belief, the large public institutions, including both two-year and four-year institutions, dominate online education. In Fall 2003, 1.9 million students were studying online with only 200,000 on-line students in private for-profits.

While the quality of pedagogy of on-line teaching remains contested, there is good evidence that it is at least as good as probably better than much face-to-face instruction- especially given large numbers of students in large lecture sections Despite problems and faculty resistance, effective assessment remains a crying need, not merely the assessment of on- line teaching outcomes, but more generally the assessment of the too often unclear goals of all sorts of education. Assessment has recently become a major requirement of accrediting agencies. This is often taken to be a symptom of “McDonaldization,” but of course, it is also a consequence of pressures from bill-paying parents and governments with shrinking budgets to get the most from their dollars.

But good on-line pedagogy needs to be learned and it is not a cost-saving approach. Student opinion regarding its use is mixed, at best. 40.7% of schools offering online courses found that “students are at least as satisfied” with their online courses, with 56.2% neutral. Only 28.0% of students in private non-profits agreed that their online work was “at least as good,” suggesting that market-sensitivity, coupled with a realistic assessment of the costs of effective on-line teaching, may explain the more limited use of on-line teaching in the for-profits. Similarly, unlike Research I institutions, there are no TA’s and generally no large lecture halls. This helps also to explain generally smaller classes for profits in the US. Given that they are not a panacea for mass education, the future of the use of on-line technologies remains contested .

2. The Ideology of Globalization and Higher Education

The critics of the effects of Globalization on higher education have focused on privatization, managerialism, and the reduction of its products to commodities. It is fair to say that these are Globalization tendencies, but it is much less clear whether the critics-like those who see this as both inevitable and desirable, have not succumbed to a distorted picture of both Globalization and its effects on the institutions of education.

A central feature of this ideology regards the idea that Globalization is about the inevitable liberalization and global integration of markets (Steger, 2005). On this view, the integration is inescapable, but since markets are “efficient” only when they are “free,” standing in the way of “liberalizing” them is destructive. This ideology is accepted as fact by large numbers of decision-makers everywhere.

It is used by governments to justify “privatization,” by administrators to justify the “commercialization of research,” by educational entrepreneurs who market their “products” as they would market television sets, and perhaps, as important, it is assumed by faculty who strenuously oppose its application to their idea of an autonomous university, dedicated to the knowledge and learning for its own sake.

Remarkably, “free market” ideology fails to notice that there can be no markets without a state-enforced body of rules. Thus, property rights are surely critical as regards exchange. Indeed, Coase (1995) argued that “rights to perform certain actions are what is traded.” As a result, “the legal system will have a profound effect on the working of the economic system and may in certain respects be said to control it.” And as the Chinese, Indians and Russians are discovering, there are a host of ways to constitute a market. The question, then, is not whether the state should act in constituting markets; the question rather is, what is the character and what are the consequences of widely varying forms of that constitution, of who benefits and who (and what) does not.

For many people today, “a free market” is a market constituted so that entrepreneurial actors are not hindered by laws or regulations aimed to protect employees, consumers, the environment, or public goods-including education. It is not that “free market ideology” fails to have application to educational matters, but that it fails to have application in any context.

Governments have critical roles to play and while markets have distinct virtues (Manicas, forthcoming), no government in any society can today justify a “free market” which generates 19th century conditions of work and the destruction of the natural environment, a condition that would make unnecessary all worry about education or anything else!

Similarly, it is time and important that students are not (merely) “customers” and that the “products” of the university are not reducible to commodities. But this means that the production and distribution of its “products” needs to be constrained by clarity regarding its goals. We need to be clearer about this and to make up our minds, if, indeed, we are to be in Position to shape future of education in an increasingly globalized world.

3. CONCLUSION:

Globalisation has had many obvious effects on educational technology and communication system change the way education is delivered as well as roles played by both teachers and students. The development of this technology is facilitating the transition from an

industrial based society to an information-based one. At the same time, there is a dark side to globalisation and to the very openness of the new information systems. While the richest countries grow richer, the poor are becoming poorer. Income, information and education gaps between the rich and the poor are widening not narrowing; economic crises, trade imbalances and structural adjustments have precipitated a moral crisis in many countries, tearing the basic social and cultural fabric of many families and communities apart, resulting in increasing youth unemployment, suicide, violence, racism and drug abuse and anti social behavior form schools. In the 21st century, education sys- terms face the dual challenge of equipping students with the new knowledge, skills and values needed to be competitive in a global market while at the same time producing graduates who are responsible adults, good citizens both of their country and of the world. Thus globalisation challenges us to rethink not only how much education is needed but also its ultimate purposes.

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