

ROLE OF HIGHER EDUCATION IN GLOBALIZATION

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Abstract:

The term Globalization means integration of economies and societies through cross – country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross – border integration is multidimensional including cultural, social, economic and political dimensions. Globalization has transformed the world into a global village. Under the provisions of the General Agreement on Trade in Services (GATS), Indian education is bound on face formidable competition from the foreign players. The present focuses on the role of teacher in higher education related to globalization and the role of education in meeting challenges of globalization. Higher education is now seen as one of the key drivers of social well-being and economic performance in the knowledge economy. This is why European countries are trying to make higher education more inclusive and more accessible to under-represented and non-traditional groups of students, such as students from low socio-economic backgrounds, older students and students who may be working alongside their studies. They also appear to be spending more money on educational expenditures.

Key words : Higher Education, Globalization, Role of Teacher

INTRODUCTION

Is it the integration of economic, political, and cultural, society systems across the globe? Or is it Americanization of world culture and United States dominance of world affairs? Is globalization a force for economic growth, prosperity, and democratic freedom? Or is it a force for environmental devastation, exploitation of the developing world, and suppression of human rights? In sum, is globalization "best" or "dull"?

Globalization:

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Higher Education:

Many people are confused about Higher Education, because there have been a lot changes recently, including institutions changing their names and titles.

Higher Education in India:

The Indian higher education system is one of the largest such systems in the World. It is estimated that, there will be a tremendous pressure of numbers on this system and a large number of additional students will be knocking at the doors of higher education institutions in the country. There are also new challenges of management and regulation being faced by these institutions, which require serious attention, both at the institutions in the public sector and also those in the private sector now growing at a fast pace.

GLOBALIZATION AND EDUCATION:

Globalization has transformed the world into a global village. Under the provisions of the General Agreement on Trade in Services (GATS), Indian education is bound on face formidable competition from the foreign players. In fact, a number of foreign universities and colleges are making intensive efforts to enhance their presence in India by offering alluring packages of academic programmes for the gullible Indian students who, unfortunately, have a craze for foreign degrees. Surprisingly, many of these universities and colleges are not accredited in their own countries.

To check this abuse of the 'Globalization of Education' process, the All India Council for Technical Education (AICTE) has, in September 2003, has decided to regulate the entry of foreign universities into India as some substandard foreign universities are cheating thousands of students in the country. Very often, even the parent bodies of these foreign universities are refusing to recognize the degrees awarded by these universities stating that the courses are not equivalent to their courses. In view of this, the AICTE stipulated that no foreign university could start a programme in India without its approval.

ASSUMPTIONS RELATED TO GLOBALIZATION OF HIGHER EDUCATION:

- Development of harmony: Globalization of higher education develops human values, goodwill and harmony among nations.
- Quality in life: Globalization of higher education improves quality in education and of life.
- World culture: It promotes world culture through interaction.
- World economics: It promotes and sustains world economics.
- Qualitative teaching and research: Partnership and networking among the countries improves the quality of teaching and research.

- Development of higher consciousness: Globalization of higher education is related to the development of higher and universal consciousness in man.

OBJECTIVES OF HIGHER EDUCATION RELATED TO GLOBALIZATION:

- To develop human values, world culture and society.
- To develop international understanding and perspectives through the medium of higher education.
- To develop feelings of world citizenship to acquaint the students with the latest and new areas of knowledge.
- To work out new methodologies for imparting instructions in higher education.
- To evolve and use new strategies and techniques of instructions to provide higher education and generating new disciplines.
- To discover new attitudes regarding maintaining discipline for the acquisition of education.
- To exchange at world level the knowledge of science, technology and economic development of all the countries and to draw the benefit of the experience of others.

ROLE OF TEACHER IN HIGHER EDUCATION RELATED TO GLOBALIZATION:

- Variety of roles: In the education for globalization teacher must be ready to play a variety of roles in the classroom: (i) educator, (ii) motivator, (iii) guide, (iv) counselor, (v) coach, (vi) assimilator, (vii) generator, (viii) facilitator, (ix) communicator of knowledge.
- Committed teacher: Teachers must be having (i) Commitment to the profession, (ii) Commitment to the learner, (iii) Commitment to the society, (iv) Commitment to basic human values and (v) Commitment to achieve excellence.
- Continuous Learner: He must continually educate himself – Learning about new advancement in education, new technologies and new ways to encourage their students to reach their full potential.
- Competent and skilled: He should be expert in adopting the new techniques of experimentation, observation, modernization and supervision.
- National and international outlook: The teacher should have national and international outlook. He should try to inculcate international understanding in the students. He should be capable of developing the spirit of world citizenship among the students. He should have integrated point of view.

EVALUATION IN HIGHER EDUCATION RELATED TO GLOBALIZATION:

- Formative Evaluation: Formative evaluation is constructed for the evaluation of each unit. It provides opportunity to student to get mastery in content. It provides continuous feedback to both pupil and teacher concerning learning success and failure.

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- **Summative evaluation:** Summative evaluation takes place at the end of the term, course, programme or semester for the purposes of (i) Grading and certifying students, (ii) Evaluation of progress, (iii) Judging the effectiveness of the teacher, (iv) Judging the effectiveness of the curriculum, course of study or educational plan.
 - In higher education, the mode of evaluation encompasses to examinations, assignments, participation in seminars, workshops, submission of term papers, project reports, dissertation or thesis, practical work, field work, etc. this enables the student to develop higher scholastic and critical skills.

ROLE OF EDUCATION IN MEETING CHALLENGES OF GLOBALIZATION:

More autonomy for individuals: Education should provide more autonomy for individuals in a society of knowledge. Society must aim to allow every individual to develop freely.

Rebuilding the social link: It is through education that the desire and benefits of living together is learned by:

- Learning to work in teams and the development of individual abilities,
- Learning to listen to others and the events which surround us,
- Understanding our economic, social and political environment whether at national or global level.

A society of citizens: To build a society of autonomous, productive, participative and committed citizens will require a radical shift in emphasis of the division in tasks between different levels and types of education.

More equal development of society: The work place requires talented, creative and co-operative people. Education must contribute to a more equal development of society, i.e., where all members have a fair share in production as well as in consumption.

Different goals: Education throughout life should be based on four pillars of education which were highlighted by the Delors Commission, 1993-96 : (i) Learning to know, (ii) Learning to do, (iii) Learning to live together, (iv) Learning to be.

Task of elementary education: Globalization entails an increase in the tasks of basic education. The globalised world needs a society that is made up of citizens capable of acting and thinking autonomously about the rapid social evolution.

Higher education – traditional tasks and new social functions: The traditional task of higher education to produce the cadres of society should be revised in order to address the new demands generated by globalization.

Secondary education: reconciling the old dilemma between terminal and preparatory education: Secondary education would attach particular importance to the preparation of individuals to take charge of their life – long learning while contributing to skill development.

CONCLUSION :

- Education has to be important to students.
- Education has to be meaningful to students.
- Education has to be understood by students.
- Education has to be cost effective.

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