

Issues of Globalization and Higher Education: It's Impact on Human Resource Development

Amrita Mukhuti

Assistant Teacher, Falakata Subhas Girls High School
Falakata, Alipurduar, West Bengal, India
E-Mail: amukhuti.edu2018@gmail.com

Abstract: Higher education is not merely at the apex of the education system, it is also the level which prepares personnel for all the other levels of education and expertise for a great variety of jobs that have to be manned in the social, economic and cultural sectors. In addition to being at the frontier of knowledge, it plays a crucial role in the generation of new knowledge. Higher education is swept up in global marketisation. It trains the executives and technicians of global businesses; the main student growth is in globally mobile degrees in business studies and computing; the sector is shaped by economic policies undergoing partial global convergence, and the first global university market has emerged. Even larger changes are happening on the cultural side. Economic and cultural globalisation has ushered in a new era in higher education. Future developments in the globalisation 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. 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. This paper has tried to outline how global phenomena in higher education suddenly focuses on marketisation, competition and management in higher education.

Key Words: Higher education, Globalization, Competition, Global Marketisation.

1. INTRODUCTION:

There are some considerable opinions which are opposed to tying education and development together because it considers that if education and development are linked together, human and material growth will be imagined somewhat like construction enterprises in domains of different nature. This school is also opposed to discussing the trade-offs between investment in material and human capital. In other words, it opposes the view of education as a means to make people adjuncts to economic growth. The other school in this context recognizes educational investment in human capital next to plant capacity raw materials and credit, as a major factor for economic growth.

India has one of the largest scientific manpower in the world is not a mean, achievement. And this is entirely due to the expansion in higher education undertaken ever since Independence. The higher education sector till 1947 had not been geared quantitatively as well as qualitatively to cater to the human resource requirements of a developing economy; it had been conceived of on the basis of the economic reality which accompanied colonialism. After independence in India, the first major rethinking about the educational structure and content was at the university education stage, through the University Education Commission appointed in 1948. This emphasis on higher education was deliberate. The main reason for this was the acute need for trained manpower for almost every sector of national development. The initial phase was marked by large scale expansion. This emphasis on quantity was understandable; it was meant to meet the manpower requirement of the various sectors of national development. However, this had two consequences. One, there was an alleged drop in quality of higher education. And two, there was some disproportionality in the development of manpower between various sectors. Coupled with this have been the problems facing the Indian economy and the resultant erratic way of its expansion. A third related problem has been the inadequate manpower projection and manpower planning. All these have resulted in a certain amount of dysfunctionality between the output of higher education and the intake of the job market, in other words, unemployment of the educated.

2. Higher Education and Global Marketisation: Impact of Globalization

Higher education is swept up in global marketisation. It trains the executives and technicians of global businesses; the main student growth is in globally mobile degrees in business studies and computing; the sector is shaped by economic policies undergoing partial global convergence, and the first global university market has emerged. Even larger changes are happening on the cultural side. It is surprising to note how much the debate on global phenomena in higher education suddenly focuses on marketisation, competition and management in higher education. In nations throughout the world the responses of systems and institutions to globalisation have been conditioned by on-going reforms to national systems, and related reforms in the organisation and management of the institutions themselves, that draw on the techniques of the new public management (NPM).

Globalisation 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 maximise 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. One reason why American higher education is so globally successful is its particular combination of decentralisation and centralisation. Its institutions are engaged in a plethora of unregulated exchanges with institutions throughout the world, maximising the scope for American initiative and influence, minimising the capacity of other nations to restrain them by inter-governmental negotiation.

2.1 Impact of Globalization on Curriculum of Higher Education

The curriculum of higher education related to globalization:

- **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).

- **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, Maassenand Weert, 1994).

- **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).

- **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.

- **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)

• **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.

3. CONCLUSION:

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 globalisation has ushered in a new era in higher education. Future developments in the globalisation 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.

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. Howsoever 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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