

Higher Education and Challenges of Globalisation

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The Indian Higher Education System is one of the largest education systems in the World. India has the third largest higher education system in the world with around 652 Universities and University level institutes. It is the most important tool for building a vibrant nation. Higher Education is directly or indirectly associated with our national development. Education is a critical tool for developing a modern economy, a just society and a vibrant polity. A well educated population equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in this country.

The Policies and programmes of the central and state governments in respect of higher education in India, Critical analysis of the API and norms for the promotion of faculties of higher education, Analysis of professional higher education systems elsewhere in the world with reference to problems and prospects, Indian higher Education its past, present and the future in the context of the present global situation, Financing of Higher education system in India, Planning and management of higher education, Issues of higher education with reference to access, quality, equality, Commercialization & privatization of higher education, Inclusive expansion of higher education, Role of teachers in Higher Education, Implementation of ICT in higher education.

In this via globalization combines economic and cultural change. On one hand globalization entails the formation of worldwide markets operating in real time in common financial systems and unprecedented levels of foreign direct investment and cross border mobility of production. On the other hand it rests on the first worldwide systems of communications, information, knowledge and culture, tending towards a simple world community as Marshall McLuhan (1964) predicted. Continuously extending networks based on travel, mobile phones, broadband internet and other information and communications technologies (ICTS), are creating new forms of human association of unprecedented scale and flexibility, spanning cities and nations with varied cultures and levels of economic development, and enable the complex data transfers essential to knowledge intensive production. It is the processes of communications and information, where the economic and cultural aspects are drawn together that above all constitute what is new about globalization and inclusion/exclusion in relation to ICT networks and knowledge have become key dividing line in shaping relations of power and inequality (Castells, 2000, Giddens, 2001).

Economic and cultural globalization has unfolded in a new way in higher education. Higher education was always more internationally open than most sectors because of its immersion in knowledge, which never should much respect for juridical boundaries. In global knowledge economics, higher education institutions are more important than ever as mediums for a wide range of cross border relationships and continuous global flows of people, information, knowledge, technologies, products and financial capitals. Even as they share in the reinvention of the world around them, higher education institutions and the policies that produce and support them are also being reinvented. For the first time in history every Foreign University is part of a single worldwide network and the world leaders in the field have an unprecedented global visibility and power. Research is more internationalized than before and the mobility of doctoral students and faculty has increased. The specifically global element in academic labour markets has gained weight especially since the advent of

global university rankings. This working paper explores the issues for national policy and for individual institutions. It provides an overview of globalization and higher education and the global responses of national systems and individual institutions of higher education. It also focused in certain areas of policy with a strong multilateral dimension : Europeanisation, institutional rankings and typologies and cross border mobility.

Globalisation will have its impact on the entire education system and more soon the higher education WTO has posed both challenges and opportunities to the member nations. Now that the global economy is getting integrated the education system cannot remain Woolf. It has also to change to meet changes of integration.

The globalization of education may affect the country adversely on economic as well as academic fronts and also may cause legal problems if adequate measures are not taken. The increasing interest for foreign degrees and diplomas and ease of restrictions by RBI on purchasing foreign exchange for educational purpose is causing a lot of outflow of precious foreign exchange. In some cases foreign training may not be required. In most cases the students enrolling for foreign degrees are not aware of the academic credibility and quality level of the courses offered to them. There is a change of offering sub standard courses to them which may lead to cheating of innocent citizens of India.

The cause of such attraction to foreign degree and diploma is certainly the poor infrastructure and quality of the country's higher educational institutions which cannot fulfill the business houses and corporate houses of course the present state of affairs of operation of foreign university in India is not beneficial for the country in any way. Therefore the option remain that India has to develop the quality of higher education. The affiliating system of higher education has many drawbacks. A graduate who emerges from a typical affiliating college today is a poor thinker, a poor communicator, a poor performer and one with poor socio-ethical awareness and motivation learning has simply become a mechanical process.

Globalisation and commercialization of education is becoming a reality in India and India being a prominent figure cannot ignore these changes. It is the right time to identify our interests in this changed educational environment and draw up strategy to serve them. Essentially Education is a process rather than a product. It is a process wherein knowledge is not an end in itself, but a means to promote general welfare. It is a process wherein one learns to broaden perception to develop a persistently questioning, to find ways out of problematic situations to develop creative talents, to become economical in efforts, to develop higher levels in consciousness and sensitively. Education teaches us to be happy and objective of educational system is to create a healthy and holistic human progress. Higher education specially refers to the education covering knowledge, skills and attitudes that empowers a mature adult to meet and improve upon his or her requirements individual, economic and socio-cultural.

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