

Education in the Era of Globalization and Liberalization: Effects and Implications

Navjot Kaur

*Assistant Professor, P. G. Department of Commerce, A. S. College, Khanna (PB),
India*

Abstract

Globalization and liberalization is the internationalization and integration of world economies with the objective of maximizing benefits for every member country coming under the General Agreement on Trade in Services (GATS). Higher skill based education is one of the services where GATS has operational authority. Globalization and liberalization means integrating economy, education, culture, technology and even governance. India being a signatory to GATS, is obliged to open its higher Education is undergoing constant changes under the effects of globalization. The effects of globalization and liberalization on education bring rapid developments in technology and communications are foreseeing changes within learning 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. This paper analyzes the effect of globalization and liberalization on education and also discusses about the impact of globalization and liberalization on higher skill based education, its key challenges, GATS requirements and possible solutions. This research paper will also help for future research analysis on the impact of liberalization and globalization on higher skill based education.

Key Words: Globalization, liberalization, GATS, Key challenges and possible solutions and recommendations.

Introduction

Globalization and liberalization is a process, which has affected many areas of human life, one of those being education. In the twentieth century, many developing countries have

experienced growth in the educational facilities available to them due to the entry of institutions from the West. Some believe that this process is an invaluable opportunity for the people of the developing countries to raise their skills and standards of education through the impact of Globalization and liberalization of education, which is being knowledge transfer from the Western countries into developing countries, is intended to improve the skills and capabilities of the people receiving it. and identified the region's social, legal and political traditions and they also argued that the transplantation of Western institutions into developing countries shapes the behavior of those involved and thus makes for greater similarity with the people in which the institutions first evolved. In fact a study has shown that the process of transferring such institutions results in an increasing similarity of outlooks and values. World War II had devastated economies of many countries. In 1948, 23 countries, with a view to revive their shagging economies, founded General Agreement on Tariffs and Trade (GATT). In 1995, GATT was re-placed by World Trade Organization (WTO), and GATT was replaced by GATS (General Agreement on Trade in Services). It was signed initially by 118 countries which later swelled to 144. GATS covered 116 services including higher education. The GATS requires its members to reduce public expenditure on education as it amounts to unfair subsidy. For a service to be exempted from GATS, it has to entirely free--- that is, entirely provide by the government. In most of the countries of the world, including India, total public control of education is not found. Both public and private or-generations coexist. Hence all education falls under GATS purview. The governments are obliged to remove all obstacles to trade like tariffs, visa restrictions etc. India, being a signatory to WTO and GATS, is bound to open its educational market to international trade, as higher education is not free in India. Students pay fees to obtain education. WTO and GATS have truly globalized world economies. Globalization and liberalization has ushered free flow of trade, technology, skill based knowledge etc. across countries. The basic purpose of GATS is to create an open, global market, where services like education can be traded like any other commodity.

Objectives of the Study

The following are the main objectives of the present study:

- 1) To explain the term 'globalization' and liberalization and its implications for higher education.
- 2) To identify the positive and negative impact of globalization and liberalization on higher and skill based education

Methodology of the Study

Keeping in view of the availability of the resources and feasibility of the present research paper, the author conducted his research studies on the basis of secondary sources of data. Secondary data has been collected from various books, Journals, research articles etc. The methodology of the study also includes the thoughts and writings of various authors in the stream of academic, research & corporate industry. Thus, the author utilized all resources available and carried out exhaustive studies for the present research paper.

Globalisation

Although internationalisation is not at all new to universities and higher education policies, the forces and tensions understood by the umbrella concept of 'globalisation' constitute a dramatically different environment for higher education institutions and policy makers to operate in. The changes to which higher education all over the globe increasingly is exposed, are complex and varied, even contradictory, and the comprehensive concept of globalisation are far from clear and well defined. Nevertheless, the concept of globalisation indicates that the various changes are somehow interrelated and creating new forms of interdependencies between actors, institutions and states. The Influence of globalization is not limited to governmental and economic situation. Such diverse areas as fashion, language, education, cultural value, art, laws and societies can be significantly influenced, and a more subtle influence can be felt on all aspects of human activity. Those segments most directly impact by the effects of globalization causes internationalization to occur, or more accurately, internationalization is the result of globalization. The result of bringing cultures, people, economics, laws and governments into direct interaction and influence or the preparation of the countries to adjust to accommodate the changes associated with globalization.

Impact of globalization on higher skill based education

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. Education is becoming a lifelong learning and training process, developing transferable skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as a commodity. The introduction of technology into the classroom is changing the nature of delivering education to students is gradually giving way to a new form of electronic literacy , more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form". Video projection screens, books with storage device servers and CD ROMs as well as the emergence of on-line digital libraries are now replacing blackboards. Even exams and grades are gradually becoming available through electronic means and notebooks are starting to give way to laptops. Universities and colleges around the world are increasingly becoming forced to compete in the global capitalist market and engage in entrepreneurial activity to sustain themselves in an increasingly 'uncertain world' "The internationalization of higher education can be linked to various internal and external changes in the international system. Subsequent changes in university functions have lead universities toward "direct entrepreneurial activity to sustain themselves." This in turn produces a change in institutional approaches to the development of overseas education. University courses must now be cross-cultural in content, which is in association with the

growing number of students, particularly in the 1990's, searching for higher education outside of their own country. Education is becoming more invaluable to individuals. In today's environment, education provides individuals with a better chance of employment, which in turn leads to a better lifestyle, power and status. Under the prevailing global forces, higher education institutions everywhere are subject to global trends. Education should not become a means of westernizing 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.

Country	Year	Both sexes	Male	Female
Afghanistan	1995	32	47	15
Bangladesh	1995	38	49	26
Bhutan	1995	42	56	28
India	1995	52	66	38
Maldives	1995	93	93	93
Nepal	1995	28	41	14
Pakistan	1995	38	50	24
Sri Lanka	1995	90	93	87

The table above, in five of the eight countries less than 50% of the population is literate and in six of them only less than 40% of women can read and writes. In the countries of sub-Saharan Africa the figures are even more disturbing, with only 14% of the population (21% male, 7% female) of Nigeria being literate, followed by 19% of the population (29% male, 9% female) of Burkina Faso (in 1995)⁹. It is very surprise that today's global schooling system, supported by numerous international institutions (UNESCO).

Positive impact

The impact of the various trends and challenges related to globalisation on higher education institutions and policies is profound, but also diverse, depending on the specific location in the

global arena. There is a danger of generalisation and oversimplification when dealing with globalisation; diversity has to be recognised but also to a certain extent promoted. Nevertheless, an attempt can be made to define some general tendencies in higher education that in one way or another relate to globalisation:

1. Globalisation and the transition to a knowledge society seem to create new and tremendously important demands and exigencies towards universities as knowledge-centres. Scientific research and development of technologies are crucial activities in a knowledge and information driven society and will become even more important in the future. Not only in the core countries of the developed world, but increasingly also in other parts of the globe will research and development activities become the motor of economic growth and social development.
2. Many observers expect an increase in the demand for higher education worldwide. In the developed world the knowledge society will ask for even more highly qualified knowledge workers. Economic development, modernisation and demographic pressure will fuel the demand for higher education also in other parts of the world, only limited by the inability of the poor to finance the cost of higher learning
3. Internationalisation and globalisation lead to an erosion of the national regulatory and policy frameworks in which universities are embedded. Most modern higher education institutions are product of national developments and policies and are fully integrated in national educational systems. In an increasingly international environment – marked by a globalised and liberalised marketplace, globalising professions, mobility of skilled labour, an international arena of scientific research and academic personnel, and international competition between universities and between universities and other institutions and
4. One of the most visible manifestations of globalisation is the emerging 'borderless' higher education market. The huge increase in the worldwide demand in higher education, the budgetary and capacity problems of many nations to meet this demand, and the opportunities created by new communication technologies and the Internet, shape an

environment in which new, mostly for-profit providers successfully can expand the supply of educational services.

5. The 'business of borderless education' comprises various forms and developments, among which also combinations are possible, such as new for-profit private universities, corporate 'universities', media companies delivering educational programmes, professional associations becoming directly active in higher education, and companies with high training needs establishing their own training facilities higher education.

Negative Impact

Firstly, linguistic risk. Although English is the global language, it is now and never will be the only language in the world. It is important the some courses and some degrees program be offered in English. This will strengthen language skills and promote international exchange opportunities. Thammasat University offers a number degree programs in English, which makes it much easier for us to attract exchange partners from around the world. We cannot expect that all exchange students will be able to be fluent in Thai. On the other hand, the primary language of instruction will remain Thai. It is critical that our students have a firm foundation in their native language. We are exploring the possibility of developing degree program using Chinese, Japanese, French, Russia as the language of instruction. We also encourage students to learn other languages as part of academic program. It was because we want our students learn more language in order to make them can communicate with people all part of the world. Secondly, economic risk is Privatization of public higher education in Thailand was a condition of our international loan package during the economic crisis. Creating a competitive environment while retaining academic quality and diversity is a major challenge. Effectively competing for dwindling research funds, struggling to attract the best and brightest students and instructor and remaining on the cutting edge of new technology are among the economic challenge we face. Finally, cultural risk, the cultural risk is the most subjective and the hardest to deal with. Culture and cultural values are continually evolving. As higher education becomes more specialized and curricula focus more on the globally recognized standard courses and programs we

must be careful not to lose sight of our cultural uniqueness, institutional traditions and social identity. Our University cannot avoid the impact of globalization on higher education, but we can carefully reduce the negative impact and promote positive impact for improving our education.

Liberalization

Liberalization was Liberalization refers to relaxing certain reforms and policies in India. These reforms can be termed as relaxation of previous government's restrictions usually in areas of social or economic policy. Usually the term is used in reference to Economic Liberalization. Though India is Economically Liberal, the Education System is not Liberal. There are many reasons, one of them is that the national education industry does not want competitiveness and Government does not want to give away it's control. It introduced to put an end to these restrictions and open up various sectors of the economy. Though a few liberalization measures As pointed out in the beginning, rules and laws which were aimed at regulating the economic activities were introduced in 1980s in areas of industrial licensing, export-import policy, technology up gradation, fiscal policy and foreign investment, reform policies initiated in 1991 were more comprehensive. Let us study some important areas such as the industrial sector, financial sector, tax reforms, foreign exchange markets and trade and investment sectors which received greater attention in and after 1991.

Impact

The higher education system in India suffers from lack of autonomy and burden of affiliation. It is characterized by extreme rigidity and lack of flexibility. The real weakness of the higher education is in the structure itself, and there is a need for introspection and reflection. Also the public mind-set is for short cut and easy going. Our policy in terms of education is focused more on only expanding the system with no focus on for quality education. One of the basic problem today is the inability of the university system to provide higher education to all who aspire for it. Also there is no political commitment of public funds. Lack of research oriented education devalues the quality of education to a large extent. There are very few institutes and companies that really carry out research work

which is useful for the masses. According to a study, India ranks 25th in the world when it comes to quality of research and the scientific impact. With a country with an academic system comprising of about 2.5 million graduates each year, this statistic indicates a clear inability for the system to sustain itself. India's literacy rate of around 60 percent places it in the company of countries such as Uganda, Rwanda, Malawi, Sudan, Burundi and Ghana. Broadly speaking, India accounts for 50 percent of the world's illiterates even though India accounts for around 17 percent of the world's population.

Positive Impact

1. Liberalisation will bring a constant stream of funding which will also facilitate a research-based career and make it a viable option for the future of Indian teachers and students.
2. It will expand the supply which is in shortage and the competition among educational institutions will ensure that they do not charge excessive premium for education. Increase in the supply of education will automatically result in the fall education expenditure.
3. The Indian economy which is majorly fuelled by the service industry, will get a boost with education sector becoming a large chunk of economic source.
4. Hundreds of thousands of Indian students study abroad at an annual estimated cost of around US\$ 1 billion and it can even stem the exodus of thousands of students who left the country to study abroad. This will save India immense capital.
5. Allowing corporate would ensure the development of better industry oriented graduates with specific skill sets. Increased in educated population implies rapid developments in technology and communications.
6. It also implies the shift of society from industrialization based towards information based society. Liberalization offers students an option of studying close to home with the added benefit of a degree which will be valid worldwide. It also curbs brain drain which is also a nation's loss.

Negative

1. The international higher education is largely an unregulated market. While no doubt that there are prestigious universities hoping to build links overseas, recruit top students to their

home campuses and strengthen their brand abroad. But there is no dearth of mere sub-prime and low end private institutions which are seeking to stave off bankruptcy through the export market and there are even a few respectable universities which have been forced by government funding cutbacks to raise cash elsewhere.

2. Students and local institutions in developing countries are also similarly unregulated. At many times ill-informed and often naive. Students tend to avail such services without much information or understanding. A foreign label in degree is tempting enough to make them drop their wisdom.

3. Uninformed or simply dubious institutions in developing countries may form partnerships with low-quality colleges and universities in India. There is also the risk of fake institutes which are looking to stuff their pockets whenever the opportunity arises.

4. Corruption is rampant in India. There is little left to the imagination as to what might be the outcome of such a policy in terms of bribes, false degrees, partial marking etc.

5. Local institutes which have limited capital will not be able to survive, rendering many jobless. Even the reputed one's will face competition as their national certificates will be less valued as compared to the world recognized certificates.

Conclusion

Globalization has had many obvious effects on educational technology and communication systems 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 globalization 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 from schools. . In the 21st century, education systems 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 globalization challenges us to rethink not only how much education is needed but also its ultimate purposes.

REFERENCES

1. Abdul Kalam A P J (1998), 'Vision for the Nation', University News, Vol.36 (9), March 2, 1998, AIU Publ., New Delhi;
2. Abdul Kareem S. (1999), 'Information Technology and Knowledge', University News, Vol.37 (42), Oct.18, 1999, AIUPubl., New Delhi;
3. Aggarwal J C (1984), Landmarks in the History of Modern Indian Education, Vani Publ., New Delhi;
4. AIU, (1993), Excellence Achieving Social Relevance in Higher Education, AIU Publ., New Delhi;
5. Arya S (1995), 'University-Industry Linkage', University News, Vol.XXXIII (15), April 10, 1995, AIU Publ., New Delhi;
6. Arya S. (1995), 'Towards Human Excellence in Universities', University News, Vol.XXXIII (25), June 19, 1995, AIUPubl., New Delhi;