

# The influence of globalization on the national higher education policies of developing countries

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**Abstract:** As per discussion with various higher education articles and movements going around the work we have understood that Globalization as the most powerful experience of the present time is extensively contested for its optimistic and pessimistic outcomes. This article distinguishes between higher education and policies in developing countries political, economic and cultural it argues that globalisation as a process is mostly led and respected by the developed countries to meet their desired educational objectives, whereby underdeveloped countries are throwing into this process. Less prepared and less knowledgeable, The article maintains that several education system developed national economic, cultural and political organizations and also shows the Impact of Globalization in Higher Education are the demonstration of the process of globalization, which has made the policy making, process a complex occurrence. Education is undergoing constant changes under the effects of globalization. The effects of Globalization on education bring rapid developments in knowledge and communications are foreseeing changes within teach systems across the world as ideas, principles and information, changing the roles of students and teachers, and producing a move in civilization from industrialization towards an in order based the social order.

**Key Words:** Globalization, higher education, economic condition, developing countries.

## INTRODUCTION:

The internationalization of higher education can be linked to various internal and external changes in the international system. Externally, there have been changes in the labour market, which have resulted in calls for more knowledge and skilled workers, and workers with deeper understandings of languages, cultures and business methods all over the world. 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. A global education should teach about issues that cross national boundaries, and interconnected systems on ecological, cultural, economical, political and technological grounds such as the Globalization program which draws upon expertise in many areas such as humanities, social science and environmental science. Globalization and technological advancements are delivering and increasing access to the world and subsequently subjects should reflect this global outlook.

The thrust of Globalization is expected to push Higher Education to face far-reaching challenges. According to the Spanish sociologist, Manuel Castells, one of the leading authorities on Globalization states, "effects on the university will be more drastic than industrialization, urbanization and secularization combined. It is, the biggest challenge that the University has ever faced for more than a century and a half."

## IMPACT OF GLOBALIZATION IN HIGHER EDUCATION:

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 future of countries often lies within their ability to compete in a global market where industrial based economies are giving way to knowledge based industries, realising the importance of "knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty". 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 next section will describe some of the implications of globalisation for national educational policies of underdeveloped countries and will try to determine the nature and severity of this influence.

**1. Education not for understanding knowledge:** but for market Although globalisation has following and cultural facets too, monetary globalisation surpasses both of them in terms of its enlargement. Waters (1996) suggests that it is the economic globalisation that has achieved most of the ideal individuality necessary for it. In this context education is seen as the most crucial element for the development and growth of marketeconomy.

**2. Divergence between nationalism vs. global nationality** Martin and Schumann (1997) argue that global governance is a myth, which actually provide legitimacy to powerful nations to dominate. In this regard global citizenship as a corollary of same mythical ideology has certain inherent problems. The concept of citizenship is construed around nation-state, which attempts to 'ensure the welfare of its citizens by providing shelter from external forces in economic, political and cultural domains.

**3. Managerial and system of government** Henry et al. (2001) emphasise that the globalisation has created the spirit of managerialism in the governance of education. This spirit is concerned more with the goals, strict regulations, competition and devolution.

**4. Short-term experiences do not assemble long term requirements** Based on my personal experience of working in the education sector in India I have observed that the politics of project-based reform experiences in underdeveloped countries is yet another issue for educational policy. The donor agencies often try to fund small reform projects in underdeveloped countries that are mostly practiced in a limited setting.

**5. National requirements vs. globalization alignment** The main argument of this article is that due to external pressure the national policies of underdeveloped countries are distracted from its most immediate needs. For example the societies where substantial populations live on under \$1 per day should need to provide at least free primary education to its young children.

**6. Impact of globalization on higher edification policy** Porter and 'Vidovich (2000) presented an effective analysis of the impact of globalisation on higher education policy. They argued that the globalisation has weakened higher education with budget-cuts, search for alternate income resources, commoditization of knowledge, responsiveness to national economic agenda, introduction of new forms of accountability and an extensive debate over the role of universities in future societies.

#### **GLOBALIZATION OF EDUCATION SERVICES:**

Globally the higher education was valued at USD 27 billion during 1990s with countries like US, France, UK etc being the major exporters and countries like China, India, Taiwan being the importers. Some of the following evidence is sufficient enough to back the globalization of the sector.

- Increasing number of students going abroad for study.
- Exchange programs among faculties and researchers.
- Increased international marketing of academic curriculum.
- Establishment of branch campuses.
- India is both importer & exporter of higher education services.

#### **CHALLENGES TO TECHNICAL EDUCATION:**

Globalization has resulted in many new challenges to the technical education system. Till recently technologies were mostly imported and the training needed for these technologies were generally carried abroad. Globalization has opened the economy to global players in the industry and service sectors. New products and services are being introduced continuously with improved quality and customer focus. The key input to the success of this new brand of industries and service units is a group of highly motivated and meticulously trained forces. The knowledge and technical skills of this work force have to be regularly updated. The engineer coming out of our institution should be capable of meeting the challenges of the

modern industry. They should be up- to- date in their technical know-how. They must have a deep sense of quality, work ethics and motivation and be conversant with the skills, interpersonal skills, team work skills,, self- esteem, goal setting skills,, leadership and creative thinking.

## CONCLUSION:

India is one of the leading suppliers of the changing skilled manpower. Students are preparing themselves to face challenges before them in the global village. The Education system getting expert facility and needed financial support from management. Technicians are accepting changing paradigm and are more securing facilities. Salaries are now more attractive than in the nineties. Students get selected by the companies through campus recruitment an year before the date of completion of their technical education. It wills more emphasis on performance and not on number of years in the job. More flexibility in timings and work from home arrangements are becoming common. Office automation has helped improving efficiency of employees. More and more recruitments are being made using job portals. Earlier ads were placed in the newspapers. Scientific and technological innovations have made life quite comfortable, fast and enjoyable. People are less worried for government jobs as MNC's and private or public sector are offering more lucrative jobs and Extension of internet facilities even to rural areas.

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