

IMPACT OF GLOBALISATION IN TECHNICAL EDUCATION

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Abstract

Education is undergoing constant changes under the effects of globalisation. The effects of globalisation 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 industrialisation towards an information-based society. It reflects the effect on culture and brings about a new form of cultural imperialism. Globalisation and technological advancements are delivering and increasing access to the world and subsequently subjects should reflect this global outlook. The internationalisation 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 workers with deeper understandings of languages, cultures and business methods all over the world. In today's environment, education provides individuals with a better chance of employment, which in turn leads to a better lifestyle, power and status. The commodification of knowledge as intellectual property has occurred particularly with regard to connecting the intellectual work of universities with community, business, and government interests and priorities. It also creates institutional winners and losers. This paper analyses the effect of globalisation on education and also discusses about the impact of globalisation on higher education, regulations, culture, allocation of operation funds etc. Introduction.

Our nation has made remarkable progress in technical education in last two decades. This paper focuses on globalisation impact on education sector, especially in technical education. Since technical education determines the development & socio economic condition of a nation, there is greater need for high quality technical education to produce technically skilled manpower in India. Technical education is imparted at three different levels in India:

- i) Industrial training institutes (ITI)
- ii) Polytechnics
- iii) Engineering colleges

In today's information age, information is a crucial resource for education. Its effective & efficient use is a key for good education system. The availability of information in general is virtually infinite. To meet the requirements of information age present engineering system lacks in many areas such as,

The recruitment procedure of teachers in technical education (degree and diploma engineering) needs a change. In the present scenario, job as lecturer in technical education is being taken as the stepping-stone.

Curriculum in technical education especially in computer field cannot keep pace with technological innovations. Industry demands are not met by curriculum as expected. After completing the curriculum of 3 years or 4 years (diploma or degree) students opt jobs in industry. Industries have to give training before putting them on actual work. It indicates technical course provided is not adequate. Hence there is wastage of time and money on both sides. Finally, Funds should be made available as it is essential to facilitate the procurement of many other essential productive resources. Need of the Study

The issue of educational technology has played a major part in improving the learning outcomes of individuals by personalizing the learning experience. The immediate responsiveness of computer based programs, and the self-paced private learning environment that educational technology warrants seeks to promote higher levels of motivation among students worldwide by the way of Expansion of time and place, Depth of Understanding, getting New media for self-expression, Going Global, having Individual pacing and sequence, lower cost of using educational tools.

With generalization of education, there was a sudden escalation in the demand for higher education that could not have been met by most governments on their own.

1. Created scope for business-academia interface and exposure to work scenario in future.
2. Under-developed and Developing nations lacked resources and they had to rely on developed countries for various resources which also included education.
3. Aspirations of living a good life eventually forced people to go for higher education. Therefore, countries which did not have the required infrastructure went abroad to take up higher education.
4. The private sector was willing to invest into higher education and professional training more than the state governments.
5. In the knowledge based era and technology driven economies, it was necessary for the nation's to upgrade the people's skill and knowledge regularly.

Observations or Background of the Study

At first the opportunities for higher education to a large segment of population especially disadvantaged groups living in remote and rural areas,, adults, housewives and working people are scarce. Likewise Open University and Distance Education Systems in the educational pattern of the country and standard systems are limited. But now, the challenges to universities, corporations to recognize the opportunities & seek to develop them globally. It encourages the higher education institutes to set up international alliance. Lots of opportunity to establish worldwide common interest network lies within our

immediate grasp. The delivery of courses globally offers a great opportunity for those developing and underdeveloped countries who seek for higher education. The major challenge is quality of course. Courses should be worldwide accepted. Low standard courses which are run solely for profit over the web must be avoided at all costs. Widening gap between haves & have not's. Objectives of the Study

- To give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.
- To enable young men and women to have an intelligent understanding of the increasing complexity of technology.
- Borderless education.
- The language of globalisation
- Models of learning especially learner independence.
- Technical Education Opportunities
- Links with voluntary sector
- Developing Soft skills
- Research Teaching Links
- Beyond the curriculum - developing a scientific attitude. Favourable Impact of Globalization on Higher Education in India

Education system in India can be dated centuries back to the age of Buddha but, now; there has. in fact been substantial improvement in the higher education state of affairs of India in both quantitative and qualitative terms post globalization. Some favourable impacts are as follow:

- Quality of Education has and will further improve following the amalgamation of Universities on worldwide level.
- Scope of information and communication technology has increased and hence it will benefit the students irrespective of caste and skin.
- The courses will be diversified as now the students have greater choices to select a course according to their aptitude and interests.
- Research and development have scaled to new heights and benefits of innovation can be transferred to lowest strata.
- It has also enhanced mobility of teachers and hence has brought uniformity in teaching quality.
- Better systems of examination, evaluation and testing have replaced the outdated and undesirable system. For e.g.: Grading system, semester system.
- Easier access to education around the world and thus increasing the literacy level across the globe.
- Unification of university education will lead to better global expansion. Quality will improve substantially and students at lower level of social strata will benefit more.

- Better delivery of higher education will reduce the cost and will obviously enable the economically poor students to get benefited.

Limitations of the Study or Area of the Study or Period of the Study

But, there are some adverse effects of globalization in India also. Some of them have been listed below:

- Ambiguity in transfer of credit and recognition of qualification can potentially harm the students.
- Universities are required to function like any other business enterprise and promote the consumption of higher education.
- Certain unscrupulous foreign institution can take undue advantage of unattended demand in India by offering degrees/diplomas not even recognized in their own country.
- Indigenous art and culture of country will face a threat of loss in the hands of more powerful trading partner.
- Professional education will aim at making more profit and not towards the pursuit of knowledge.
- The values imparted by the Indian culture will not be imparted by any other foreign university.
- Global higher education can adversely affect the national sovereignty and boost domination of the west and English language.
- Many private players are in fray as it has become a lucrative business.
- Education should not become a means of westernising 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. Another major problem with the global education system is accessibility. Many people in the developing world are still illiterate.

Review of Literature

Mazhar Mughal & Natalia Vechiu (2010) investigated the determinants of tertiary and secondary education for the period 1999 to 2006, with a special focus on FDIs and economic growth. The paper analyzes two samples of low-income and middle income developing countries. The paper confirms the theoretical proposition that a country's growth rate exerts a strong positive impact on education. Per capita GNI is found to have a very strong positive impact on both levels of education in both groups of countries. However, it seems that the importance of GNI in the evolution of education enrolment is much higher in the LICs than in the MICs.-

Nobel Laureates T.W.Schultz and Gary Becker in 1961 and 1963 respectively propounded the new economics of education. According to this, all investments in education, be private or public, were guided by profitability.

The India's Education Commission (1964-66) under the leadership of D.S.Kothari and J.P.Naik as the Chairman and Member-Secretary that laid the foundation of post-Independent India's national education policy. Thus, the Commission had recommended that 6%, as against 3%, of the national income be allotted as government expenditure on education.

A recent ASSCoM-McKinsey study showed that only one out of Ten Indian students with degrees in humanities and one out of four engineering graduates are employable. So much for India's boast of having one of the largest technical and scientific manpower reserves in the world.

Before 1991

Period	Events
1948-1956	Public Sector dominance
1956-1980	1. Industrial classification 2. Industrial Licensing Policy
1980-1991	* Growth rate of 5.4% p.a. * Limited liberalizations measures were initiated * Steps were taken to modernize some of the most important industries, such as cement, steel, aluminium and power generation equipment.

Outcome of New Economy Policy

- Liberalization
- Privatization
- Globalization

Liberalization	Privatization	Globalization
<ul style="list-style-type: none"> • Except the six industries, all other kinds of industrial license have been abolished. • Amendment in MRTP Act 	<ul style="list-style-type: none"> • Disinvestment • Selling of Government equity, partially or wholly to private parties. • Mergers and Acquisition 	<ul style="list-style-type: none"> • Free flow technology • Free movement of labour capital among different countries. • Reduction in trade barriers. • Outsourcing

Technical Education

Technical education, the academic and vocational preparation of students for jobs involving applied science and modern technology. It emphasizes the understanding and practical application of basic principles of science and mathematics, rather than the attainment of proficiency in manual skills that is properly the concern of Vocational Education. Technical education has as its objectives the preparation of graduates for occupations that are classed above the skilled crafts but below the scientific or engineering professions. People so employed are frequently called technicians. Technical education is distinct from professional education, which places major emphasis upon the theories, understanding, and principles of a wide body of subject matter designed to equip the graduate to practice authoritatively in such fields as science, engineering, law, or medicine. Technical occupations are vital in a wide range of fields, including agriculture, business administration, computers and data processing, education, environmental and resource management, graphic arts and industrial design, and health and medicine; technical educational curricula are correspondingly specialized over a broad range. Technical education is typically offered in post-high-school curricula that are two years in length, are not designed to lead to a bachelor's design, and are offered in a wide variety of institutions, such as technical institutes, junior colleges, vocational schools, and regular colleges and universities. The following table shows that the educational enrolment and the quality of education in our country.

Findings

- The survey conducted has shown 2 to 3% of teaching community has real interest & urge in teaching. Many go for teaching field since they are not absorbed by industries. Due to this quality of education has declined.
- This report has demonstrated that higher education continues to be defined, as it has Always been, by who enrolls, who teaches, how knowledge is produced and disseminated, and by higher education's societal role. What has changed quite dramatically is the context of higher education-the rapid pace of globalization, the increasing mobility of students and scholars.the movement of academic programs and institutions across borders, the extraordinary impact of technology, and above all massification. Higher education now sits at the crossroad of tradition and new possibilities.

Recommendations/Suggestions

It has been suggested that the debates on young people and identity can only be fully understood if there is recognition of the impact of globalisation and the multi-layered nature of the economic, social and cultural influences on their lives. Development education and initiatives such as global youth work perhaps need to give greater

consideration as to the role identities and a sense of belonging play in enabling young people to make sense of the world in which they are living. The term global citizenship may be becoming increasingly used within development education but unless the debates, research and practices take account of the complex nature of identities and belonging, then the valuable role it can play within a young person's learning will be at least marginal and more likely irrelevant.

Almost half of the country's population is below 25 years. Almost 10 per cent of them or 12 crore are between the ages of 18 and 23. If they are equipped with globalized technical knowledge and skills, they could drive India's entrepreneurial and Competitive spirit and make it into global power.

Conclusion

Global perspective's the conceptual gift of the 21st century. India cannot exist in isolation and therefore has to develop a global angle. The rise of a globalization of education, driven by technology and communication developments are shaping the future citizens of the India into 'global citizens' with a broad range of skills and knowledge to apply to a competitive, information based society. The adoption of globalization in higher education will facilitate India's progress. If the business houses could voluntarily contribute 10% of their business profits to promoting university research, the next decade will be an Indian decade in higher education. But we also have to make a conscious effort to retain our basic moral, spiritual, aesthetic and keep them intact.

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