
UNIT 3 HIGHER EDUCATION IN THE GLOBALISED WORLD

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3.1 INTRODUCTION

In the preceding Unit, we have discussed the roles played by the Universities in shaping and developing the world, the ways in which universities helped evolve knowledge systems and how these knowledge systems contributed to the development of the social, economic and political systems across the world. Though the central theme of our discussion was planning and management of higher education, we have tried to place that discussion in the context of the role of the universities so that the issues of management are understood in the larger perspective of what the universities are expected to do, how they are organised and how they impact the growth and development of the societies they are expected to serve. Naturally, this discussion was focused on the specific country contexts though occasionally we addressed the issues on a regional basis as well.

But in today's world, a university is not something specific to a country. If the modern university was the product of the industrial revolution, the post-modern university is the product of the knowledge revolution that encompasses not just knowledge creation, but more importantly,

knowledge transmission as well. The last quarter of the 20th century saw the emergence of multiple sources to access, store and communicate knowledge and information. These new technologies impacted the processes of production and distribution of goods and services significantly across the world; in fact, they ushered in the era of economic integration across geographical territories and regional divides. The emergence of the services sector that overtook the manufacturing sector was the single most important contribution of the knowledge economy. The emergence of the knowledge worker demanded new ways of teaching, training and learning. Economic integration also involved standardisation of skills and competences across the world for the performance of different economic functions; the education systems are no longer focussing on the domestic market alone. They are called upon to prepare the globally competitive knowledge worker.

How do these developments impact the higher education system as we know it? What are the implications of globalisation on the curricular structure and content, management and administration, organisation of quality assurance systems, student mobility and international systems of recognition of qualifications? We shall try to look at some of these issues in this Unit.

3.2 OBJECTIVES

On completion of this Unit, you should be able to:

- *discuss* the role played by the global economy in transforming education;
- *explain* the role of higher education in the globalised world;
- *analyse* the pressure on higher education systems in the developing countries in terms of contents and processes; and
- *assess* the impact of ICTs on the transformation of educational processes.

3.3 HIGHER EDUCATION: CHANGING PERSPECTIVES IN A GLOBALISED WORLD

It would be worthwhile to begin with an effort to understand what “globalisation” is. Globalisation is a term with multiple widely-contested definitions and meanings. It is, generally, an umbrella term for a complex series of economic, social, technological, cultural and political changes, across the planet. The most appropriate description of globalisation is that it is a process of greater integration within the world economy, through movements of goods and services, capital, technology and (to a lesser extent) labour, which leads increasingly to economic decisions being influenced by global conditions. The outcome of globalisation is the increasing interdependence and interaction among people, organizations, and governments of different nations, driven by international trade, and made possible by innovations in information technology. The process of globalisation has not excluded education, which has had its deep impact on it world-wide.

3.3.1 The Knowledge Economy

The World Development Report, 1999 says “ For countries in the vanguard of the world economy, the balance between knowledge and resources has

shifted so far towards the former that knowledge has become perhaps the most important factor determining the standard of living – more than land, than tools, than labour. Today the most technologically advanced countries are truly knowledge-based” (World Bank, 1999).

Classical economic theories recognised labour and capital as the two factors that contributed to production of goods and services. Paul Romer, a Stanford economist proposed that technology, and the knowledge on which it is based, should also be considered as an intrinsic part of the economic system. Romer, best known for his theories about the dynamics of growth, believes that knowledge is the unsung hero of the growth game. Knowledge, according to him, became the third factor of production in leading economies (Romer, 1986, 1990). The implications of this theory were:

- Knowledge is the basic form of capital; economic growth is driven by the accumulation of knowledge;
- Technological developments create technical platforms for new innovations and this technical platform effect is the key driver of economic growth;
- Traditional economists focused on labour and capital. They believed in diminishing returns on investments that made growth unsustainable. Most developing countries with enough capital and abundant labour are not able to sustain their economic growth. Investments in technology, with its technical platform effect, on the other hand, raised returns on investments and sustained growth;
- In order to make investments in technology, a country must have sufficient human capital. Human capital is the formal education, training and on-the-job learning acquired by the workforce;
- A knowledge-driven economy is the one in which the generation and exploitation of knowledge play the predominant part in the creation of wealth. In the industrialisation era, it was machines that replaced human labour. Many people associate knowledge economies with the emergence of high-technology industries like telecommunications, financial services, etc.

Unlike land and labour, knowledge never gets depleted. Capital goods like plant and machinery have a life; they are subject to wear and tear. They need repairs and replacement. And they can be used by only those who own them. Not so with knowledge. Once discovered, and made public, knowledge continues to remain a public good; there is no additional cost to sharing it with other users, and there is no way for creators of knowledge to prevent others from accessing and using it. There is, of course, some protection available to creative work that constitutes intellectual property through copyright, patents, etc. But this protection is for the creative work, and not for the knowledge content that goes into the making of that work.

A significant consequence of the knowledge economy is that there is no alternative to creation of wealth except through learning and creation of knowledge. Knowledge gained from experience is just as good as knowledge gained through formal education and training. According to some proponents of the theory of economic growth, a country's capacity to become a knowledge economy depends on how quickly it can become a learning economy. Learning is not just about using new technologies to access knowledge; it is also about using those technologies to communicate with the rest of the world about innovations and new uses of that knowledge. In

today's world, driven by learning and knowledge, individuals, countries and economies create wealth in proportion to their capacity to learn and share innovation (Foray and Lundvall, 1996). Formal education, too, should become less about passing information and more about teaching people how to learn.

That brings us to another important feature of the knowledge economy: Life Long Learning. Continuous, lifelong learning is important not just for individuals, but for organisations too. A learning organisation is more likely to be competitive and in the forefront of innovations leading the market. A learning organisation is one that transforms its experience and the learning from that experience into its intellectual capital. It is unlikely that such knowledge would be available in any codified form, and therefore, more unlikely that it can be acquired through formal education and training. At the core of a learning organisation are the ability and the will of its people to discover new knowledge from their experience, disseminate such knowledge and promote a shared understanding of the possibilities that it opens up.

3.3.2 The Global Competition

Market is all about choice available to consumers and these choices are always influenced by competition among producers. In the knowledge economy, it is the human capital that provides the competitive advantage. In other words, it is not the physical assets, but the intellectual capital of a company that determines its value; the intellectual capital of a company like the Microsoft is way above the value of the buildings and equipment it owns.

Information and communication technologies are the enablers of change. They do not by themselves drive changes or transform societies; they can at best help knowledge creation and facilitate innovations. Indeed, ICTs are the tools that help realise the creative potential of people and the knowledge embedded in them in creative and innovative ways. ICTs open up global markets and foster competition. Consumers have now access to information about prices offered by all vendors of goods they want. As new markets emerge, prices tend to fall. Businesses now work 24x7. Competition is also fostered by the opening up of the market aided by the new technologies. To the extent companies are able to innovate and add value to their products and services, drawing upon the human capital at its disposal, they will be able to retain their markets or expand them. Global competition is well and truly joined by all players, big and small, and the knowledge creation and dissemination centres are at the centre of this extraordinary paradigm of global competition.

Check Your Progress 1

Note: i) Space is given below for your answer.

ii) Check your answer with the one given at the end of the unit.

What are the differences between traditional economy based on land and labour to that of knowledge economy? (answer in about 50 words).

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3.3.3 The Global University

One significant consequence of globalisation, brought about by technological developments, is that the world has literally shrunk, and as different countries, we are now closer to each other than ever before. Such proximity has brought with it tremendous rewards, but it also has brought serious challenges. Our networks of connections can quickly transmit great ideas and benefits, but, they also can rapidly spread controversy, conflict, disease and environmental ruin. Higher education, across boundaries and cultures, has a critical role to play in the context of globalization which has been reflected in numerous ways on the present education system and changing perceptions cannot be ignored.

Higher education has developed in numerous ways since the last few decades. Worldwide, issues such as autonomy and accountability, the impact of technology, the growing role of markets and the privatization of higher education, the role of research and teaching, various efforts toward curriculum reform, and the massive expansion that has characterized higher education systems in most countries, have all played important roles in the development of higher education. It is worthwhile to examine, in a comparative perspective, the contemporary challenges to higher education as most issues affect academe globally.

In the recent past, there has been a perceptible change in the thinking on higher education, a change brought about by the pressures of globalisation of knowledge and of the economy. Higher education systems across the world have to recognize the importance of thinking and acting globally. Those concerned with higher education need to have a better understanding of how education will be transformed by globalization and how it, in turn, can shape and manage the course of globalization. They need to examine how education, most broadly defined, can best prepare children and youth to engage in a global world and how a better theoretical understanding of globalization's multiple faces — economic, demographic, social, and cultural — can transform the world.

We have discussed in the previous Unit several word wide trends that are shaping the course of higher education in the post modern world. We do not propose to repeat them here. But it will be useful to flag a few points to place the present discussion in perspective. These are:

- The growth of *e-education*, the establishment of off-shore campuses of the world's best universities — in countries like India, China, Singapore, and the Gulf region;
- The inter-relationship between knowledge societies and the market, with the consequent changing perception that higher education is a "*commodity*."
- *Shift in higher education from the elite to mass higher education*, despite the fact that the largest part of the population, particularly in the developing countries, has facilities only for providing bare minimum basic education and post-secondary education.

According to Laurence Lau and Kwoh-Ting Li, the impact of globalization on higher education, in general, includes:

- Global competition for faculty, students and resources among leading universities;

- Global employment opportunities and labour mobility, presenting both competition as well as opportunities;
- Global consolidation of industries — expertise and know-how are more industry-specific than geography-specific, especially in manufacturing. For example, Cemex of Mexico invests in cement plants around the world; hotel chains now operate globally. In some service sectors, like the professions, there can be unique local knowledge requirements (e.g. law) or licensing requirements (e.g. law and medicine);
- Flow of new ideas across national borders and around the globe, almost instantaneously, via the internet and other vehicles;
- Accelerated rate of obsolescence of knowledge which means that what is taught and learnt at colleges and universities, becomes obsolete in less than a decade, and sometimes even faster in some fields;
- Increasingly it is necessary for people of different cultures and backgrounds to interact and collaborate with one another. The ability to communicate with mutual tolerance and respect is critical;
- The use of English for communication across the world is becoming increasingly widespread. This is known as the *network externality* — it is advantageous to learn a second language that is spoken by the largest number of people.
- Overseas exchange experience has become a must; to illustrate — Harvard University requires all its undergraduates to spend a year at an educational institution abroad. At the Chinese University of Hong Kong, every student, who wishes to spend a semester or a year outside Hong Kong, is assured that she will be able to do so.

3.3.4 Trans-national Education

We have mentioned briefly about the shrinking of the world, about universities moving out of their campuses and setting up teaching facilities in other countries and continents. This phenomenon, often called the globalisation of education, is the outcome of several independent, but inter-related developments. In the latter half of the 20th century, as a large number of countries gained freedom and independence from their colonial past, they were in urgent need of people with proper education and training to run their countries and their economy. Young people from these countries travelled to countries in Europe and North America for their higher education. As the cost of education went up, and the developed countries started charging full costs from overseas students, the provision of affordable education became an issue. Provision of distance education facilities was a significant step for the education of student from the developing countries who could enrol in programmes of overseas universities without having to travel and stay in those countries. Simultaneously, some universities also found it useful and, perhaps, more attractive to move in to some of these countries and set up campuses there, enrol students and teach them in their own countries. For the universities, it was a sure means of additional revenue generation, and for the developing country students, a more affordable means of getting good education.

As it happened, the ICT revolution was almost simultaneous. We have discussed how these technologies impacted the world. While the impact on the world economy was dramatic, it was no less on the world of education. Some of the reputed universities of the world began offering education to students of the developing countries by opening campuses in those

countries. Many such universities also mounted distance education programmes on a massive scale. Universities from Europe, North America and Australia also mounted massive efforts to “market” their education in the developing countries of Asia, Africa, Latin America, the Caribbean and the Pacific islands. “Education Fairs” and exhibitions were organised regularly on large scales. Specialised agencies were set up by the provider countries to recruit students and help them with travel and visa arrangements. Education turned into a global business. A part of this business was to offer education to students in their own countries.

Trans-national education was not without its ill-effects. While a large number of well-known institutions stepped in with the intention to help student who could not afford costly overseas education, there were also many operators who found a good commercial opportunity in this development. Several of them opened shops with the claim that they were representing overseas universities, recruited students, collected large sums of money as fees and then disappeared. These developments forced the governments of several countries to consider regulation of the entry and operation of foreign education providers. India is considering such legislation.

While exploitation of students with offers of attractive education abroad has to be dealt with legally, it is also necessary to encourage and support trans-national education as it serves a significant purpose in many countries and for their nationals. It needs to be emphasised here that trans-national education, also known as cross-border education, is not about exploitation. It fills a void in many countries; some of them have problems of infrastructure; some are too small to establish and maintain expensive infrastructure; some others have the physical resources, but do not have the human capital to sustain high quality education programmes. In such cases, the provision of educational opportunities by reputed world class institutions from across borders, indeed across continents, offers students in the developing countries access to high quality education at reasonable costs. Several international organisations encourage and support such cross-border education. For instance, UNESCO and the Organization for Economic Cooperation and Development (OECD) have formulated Guidelines for Quality Provision in Cross-Border Higher Education in which they describe cross-border higher education as *“higher education that takes place when students follow a course or programme of study that has been produced, and is continuing to be maintained, in a country different from the one in which they reside.”*

Cross-border higher education may include higher education by private and / or for-profit providers and may include, besides the conventional or open universities, media companies, multinational companies, corporate universities, networks of universities, professional organizations, and IT companies. Nearly all cross-border higher education is effectively for-profit in the receiving country. Even when the originating institution is a public institution in its home country, it must make “excess revenue” – or profit – on its operations in other countries, to sustain those operations. It is this imperative of making surplus revenue for sustaining overseas operations that often tends to blur the boundary between education as a social cause when the surplus is reasonable, and as a commercial interest when the providers are driven only by the profit motive.

The term ‘cross-border’ implies an acceptance of national borders; this, in turn, implies recognition of the roles and responsibilities of national governments not only to regulate the entry and operations of foreign

agencies / players within their jurisdictions, but also to take care of the national higher education system. National sovereignty over higher education has been reinforced by the General Agreement on Trade in Services (GATS) of the World Trade Organization. In their proposals, WTO categorises education as a service that has four modes of supply. These include (a) *consumption abroad*, where students travel to another country to study; (b) the *presence of natural persons*, which in academic terms means *visiting scholars or teachers*; (c) *cross-border supply* that is *distance education*; and (d) *commercial presence* which means *the establishment of branch campuses*.

Having said this, it would be useful to look at some facts about student mobility across borders for a proper understanding of the demand-supply gaps in higher education in the developing countries. For the developed countries, it is a source of additional revenue; for the developing countries, overseas education is a compelling need. Regional analyses reveal that “by and large, student mobility has been policy-driven in Europe and demand-driven in the Asia-Pacific region, while North America has mostly been a magnet for foreign students. Largely driven by institutions themselves, the revenue-generating mobility of programmes and institutions has been facilitated by institutional frameworks which grant substantial autonomy to higher education institutions and by the policies adopted by receiving countries. Cross-border education represents an important source of export revenue and is included in the GATS negotiations.” (OECD, 2004).

International student mobility to OECD countries has doubled over the past 20 years. In the mid-1990s, OECD countries received around 85 % of the world’s foreign students. Europe is the largest receiving region, but North America tops the list in terms of openness to other regions. Asian students represent 60 % of its intake of foreign students. Approximately 57 % of foreign students in OECD countries are from outside the OECD area. With 43 % of all international tertiary level students in the OECD area, Asia sends the highest percentage of tertiary-level students abroad, followed by Europe (35 %), Africa (12 %), North America (7 %), South America (3 %) and Oceania (1 %).

China, along with Hong Kong accounting for 10 % of all international students in the OECD area, has the most students abroad, followed by Korea (5 %), and India, Greece and Japan — each with 4 %. About 70% of all Asian students abroad, study in the three leading English-speaking developed countries — US, UK and Australia.

Check Your Progress 2

Note: i) Space is given below for your answers.

ii) Check your answers with those given at the end of the unit.

i) What do you understand by globalisation of education? (answer in about 30 words).

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ii) Why many developing countries require trans-national education? (answer in about 50 words).

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3.4 THE ROLE OF UNIVERSITIES

We shall now turn our attention to the changing nature of the role of universities in a globalised world. The world has changed fundamentally during the last few decades; there is now close integration of national economies. As a consequence, people today are pushed much more closely together, both in real and virtual space. People from many nationalities engaged in economic activities work and interact with each other even if they are from different cultures and backgrounds. As we noted earlier, with the emergence of knowledge and innovation as the key drivers of economic growth, the critical question is how can universities help shape the evolving landscape, and indeed, help shape the future?

3.4.1 The Shaping of Global Education

Tan Chorh Chuan (2009) recommends that universities can help shape the future in the following ways:

- By providing transformative global education, with a shift from preparing graduates for “a career-for-life” to preparing them for “a lifetime of careers”. This has profound implications for education, which has to become more broad-based, with a shift from narrow, specialized training for a particular industry. There has to be in-depth knowledge in one particular area ‘with sufficient exposure to a range of other disciplines. Critical thinking skills are even more important in this situation.’ Students also must ‘learn how to learn’ for continuing learning throughout their careers, and be able to periodically ‘re-tool’ or “re-skill”;
- Provide a balance of “training of the mind” with “developing the whole individual”. For this, universities have to firstly, carefully consider the right balance between “learning in the classroom” with “learning outside the classroom”; and, secondly, create co-curricular opportunities for the students ‘to go out of their comfort zone, to test themselves, to fail and to pick themselves up again’;
- Provide a shift from educating students for “local” settings to preparing them for global settings. The present world has shrunk in size and is much more interconnected. Therefore, to live effectively in this world, it is imperative that students learn to respect and value diversity. To be constructive members and leaders of the society, values, ethics and responsibility are important attributes nurtured in the university setting;
- Create a positive impact through high quality research and its application, and through thought-leadership; and
- Become more global institutions.

The effect of these critical shifts on the development of educational programmes is perceptible at the National University of Singapore. In the views of Tan Chorh Chuan (2009), essentially, the effort is 'to bring the world to students and to bring students to the world'. The undergraduate programmes, at NUS, are broad-based, multi-disciplinary and flexible, and also offer a wide range of options of increasing complexity and rigour. These include *double-major programmes*, *double-degree programmes*, and the University's liberal arts *University Scholars Programme*. The campus environment is diverse, with a large percentage of graduate and undergraduate students and, approximately, fifty percent of the faculty from overseas. About 50 % of the undergraduates will have some overseas educational exposure and about 20 % will get overseas exposure for a semester or more. In addition, there are about 40 joint and double-degree programmes with partner universities overseas, though some are located in the NUS, at Singapore, such as The Duke-NUS Graduate Medical School. Besides, there are also global education programmes.

Universities are no more reflect the common image of isolated ivory towers, they have extended to the world beyond their national horizon. Initially, scholars travelled far and wide in search of a student audience. Now, countless students are internationally mobile, in search of university degrees and cross-cultural experiences. Yet, globalization is a deeper and more profound phenomenon, implying integration into the world economy and extending far beyond economics, to include culture and politics.

The role of the university as an examining body has grown due to various reasons. With expansion, it has been necessary to provide even more competitive sorting mechanisms to control access to high-prestige occupations. The universities are also seen as *meritocratic institutions*, which can be trusted to provide fair and impartial tests to honestly measure accomplishment and, therefore, determine access. When such mechanisms break down, as they did in China during the Cultural Revolution, or in places where they are viewed to be subject to corrupt influences — as in India — the universities are significantly weakened. Entirely new areas of study have developed "where no sorting mechanisms existed, and academic institutions have frequently been called upon to provide not only training, but also examination and certification." (Tan Chorh Chuan, 2009).

Besides providing training, academic institutions test and provide certification for many roles and occupations in contemporary society. These roles have been central to universities from their origins in the medieval period, but, have vastly expanded in recent years. A university degree is a prerequisite for an increasing number of occupations in most societies. Indeed, it is fair to say that academic certification is necessary for most positions of power, authority, and prestige in modern societies. This places immense power in the hands of universities. Tests to gain admission to higher education are rites of passage in many societies and are important determinants of future success. Inter-country competition within the academe varies, but, in most cases an emphasis is also placed on high academic performance and tests in the universities. There are often further examinations to permit entry into specific professions. (International Issues in Higher Education - Expansion: Hallmark of the Postwar Era, Change and Reform: Trends since the 1960s).

Within the UK, there is evidence of policy and curriculum reviews to address global and sustainability concerns (Caruana and Spurling, 2007; UCL 2007; Lamie, 2006; Roberts and Roberts, 2007; Bourn, McKenzie and

Shiel, 2006; Dyer, Selby and Chalker, 2006). There is evidence from universities as diverse as Bournemouth, University College of London, Leeds Metropolitan, *et al* as also from elsewhere in the world, that universities are re-thinking their role in relation to the impact of globalisation and the environmental challenges of the twenty-first century (Abdi, Hannemann and Schultz, 2007; Corcoran and Wals, 2004; Carroll and Ryan, 2005; International Association of Universities, 2005).

The views on broader global responsibilities of higher education from the perspectives of Europe, the Middle East, and North America emphasises that in their efforts to globalize, universities should attempt to be responsible besides being responsive in their globalization efforts. This may be achieved by accepting responsibility for enhancing the development of higher education systems elsewhere, along with a broad commitment to enabling sustainable societies in all their facets – environmental, economic, and political. It also has been emphasized that universities were most effective and constructive when they were focused on their traditional roles of education and scholarship, within academic communities, based upon academic freedom and democratic processes.

These trends cannot be distanced from the recognition – by policy-makers, students, employers and increasingly by higher education institutions themselves – of the increasing impact of globalisation on people's lives. Coupled with the impact of global terrorism, recognition of the value of diversity, the concerns about climate change, and the need to invest in learning to live sustainably, global issues have never been higher on the agendas of policy-makers and practitioners in education. Certain terms like '*preparing students to be global citizens*' are becoming part of the vocabulary of higher educational institutions in the UK as also elsewhere in the world. (UCL, 2007; Richardson, Blades, Kumano, and Karaki, 2003; University of Hong Kong, 2007; Bourn, 2007). Such terms are also being increasingly debated in the discourses around globalisation and citizenship (Apple, Kenway, Singh, 2005; Kenway and Bullen, 2008; Edwards and Usher, 2008; Dower and Williams 2002; Dower 2003; MacIntyre-Mills, 2000; Urry, 2007).

The philosophy, at present, seems to be working with a range of partners to develop global networks that provide higher education with global perspectives, where having students studying on all continents is seen as diversification of perspectives, not of markets. (Paul Luker, 2006,) If the perception of 'internationalisation' or 'globalisation' is viewed within the framework of global perspectives, then the emphasis can be enhanced, based on collaboration and reciprocity. Experience, during the past few decades, proves that staff and student exchanges can help in this aspect.

'Internationalisation' could also be said to be about developing cross-cultural capability (Killick, 2006 b). Similarly, 'respect and tolerance among peoples...commitment to international solidarity, human security' and building a 'climate of global peace' (International Association of Universities, cited in Black, 2004) are identified as aspects of internationalisation that also contribute to the global perspective.

Providing graduates with opportunities to develop appropriate knowledge, skills and values for effectiveness in a globalised world would seem to be a necessary component of being 'world-class'. Graduates with a 'broader world view' will not only be attractive to employers (Archer, 2005) but, when they are empowered to challenge inequity, injustice and unsustainable development, they might also contribute to 'sustainable progress' for the benefit of all.

Developing a global perspective can enhance the learning experience; enrich campus life; and by maximising opportunities for cross-cultural learning, better prepare graduates for global employability (Shiel and Mann, 2005). This in turn, may affect recruitment, where the university is seen as more attractive to applicants. Besides, the benefits of developing a global perspective across all functions of a university are not only financial, but also intellectual and cultural. “Global communities’ enable greater reciprocity in learning and open up possibilities to ‘learn, interact, and collaborate, in new and previously incomprehensible ways.’ (Pillay, 2006, 1).

Demanding that universities be merely more international in outlook, would not suffice to serve the purpose; besides inter-cultural understanding or making reference to sustainable development, it has to promote debates and frameworks for ensuring a range of perspectives and approaches that are incorporated within courses and institutional activities. The case of the Bournemouth University, Leeds Metropolitan and Leicester may be cited in this context, as institutions that have progressed in this direction, and have been looking at the internationalization area, in the context of making connections to current social and educational needs and not only as a marketing or recruitment tool.

However, while having a more ‘global perspective’ may be supported, securing the endorsement that could lead to *curriculum change* is much more difficult to achieve. Shiel (2006, b) has suggested that whilst ‘the potential to bring about change through the learning experience we provide our students seems obvious,’ they need to be ‘equipped to face this challenge and to make a positive difference to the way the world functions’, and concludes that the ‘immediate challenge is to convince academics that their teaching should provide students with: (a) the knowledge, skills and values to participate in a global society; (b) opportunities to explore values, attitudes and the perspectives of others, (c) the opportunity so that they are empowered to challenge perspectives, enhance the sharing of ideas and perspectives, and (d) scope for the development of collaborative research.

Check Your Progress 3

Note: i) Space is given below for your answer.

ii) Check your answer with the one given at the end of the unit.

What is the difference you could observe between globalisation of higher education institutions and globalisation in commerce and business? (answer in about 50 words).

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3.4.2 The Global Curriculum

Curriculum is, perhaps, the most critical aspect of the education system to prepare students for the globalised world, and higher education sector is no exception. Curriculum, according to Knight (2000), is the most important element that defines internationalization of higher education as a process of integrating international perspectives into the teaching/learning, research

and service functions of colleges and universities (Knight, 1997). Internationalization activities range from conducting international research in different countries to developing an all encompassing internationalization policy for the campus. However, how an international perspective is integrated within a university is dependent on individual interpretations of the term. Apparently, the institution's rationale for getting involved in internationalization, will determine the kind of policy and activities in which it engages, depending on whether internationalization is seen as a fundamental responsibility of the institution to prepare students to be active global citizens, or, whether it is seen simply as an economic venture.

Mestenhauser (1998) notes that universities should re-develop and reform their curricula if students are to have an international education. One of the major roles of institutions of higher learning is *to prepare students for global citizenry, to enable them to have an understanding and appreciation of the interdependence of people across social, political and cultural boundaries*. In the globalised world, the continuous shrinking of national borders means that students have to be trained to live and work within a global context, and the education they receive cannot be concerned only with national interests. An internationalized curriculum would have a strong focus on international approaches to subject matter, and would allow for exploration of the economic, social, cultural and political lives of people and societies within a global framework.

Developing a global perspective is seen essentially as broadening the curricula and incorporating pedagogic approaches that empower students to develop as *critical individuals*, who are able to challenge orthodoxy and bring about change. It involves a *'shift in approach, rather than a radical change of content'* (Shiel and Jones, 2005), and a focus on pedagogy that is more appropriate to the context of diversity (Shiel, 2007). This pedagogic approach aligns well with the internationalisation agenda, for those who perceive 'internationalisation of the curriculum' as more than mere inclusion of some international case studies.

Chris Shiel of Bournemouth University propounds that a global perspective contributes to enhancing the development of such skills, which facilitate students to be:

- *Self Reliant*: global awareness heightens self-awareness, confidence, the ability to respond positively and proactively to personal and professional change in today's globalised world. Increasing a sense of empowerment and ability to bring about change, are developed through a global perspective and relevant approach;
- *Connected*: global citizens work well as part of a team, recognising the value and role of each member, inspiring others and developing cross-cultural capability and sensitivity to others;
- *Well-rounded*: a graduate's range of skills can only be considered as well-rounded when they reflect the global environment in which we all operate;
- *Critical reflectors*: a global perspective requires a student to challenge knowledge, reflect on the economic, social and political contexts that shape experience, and adopt a critical perspective in analysis and decision-making, reflecting on self and others (Shiel, Williams and Mann;2005).

In the context of Bournemouth University, this conscious attempt to make connections between strands on internationalisation and sustainable development, along with the inclination to develop a strategy based on global perspectives, have already resulted in significant progress (Shiel, McKenzie, 2008). For example, curriculum change has been influenced through embedding global perspectives within the Learning and Teaching Strategy, and through the development of guidelines for course development and review. Simultaneously, 'extra-curricular seminars' provide learning about 'global issues', 'global processes' and 'sustainable development' and are particularly beneficial for those subject areas where such concerns are not easily addressed.

3.4.3 Standardisation

Many countries — especially in the developing world — do not as yet, have their own terminology, measurement tool, research methodology which are indispensable in certain areas of study — particularly in the fields of science and technology, and more so in the globalised world. In all fields of study, these aspects must be standardized to ensure effective communication. Globalization has compelled institutions to develop a higher degree of standardization, in the curriculum as also in admission procedures, administration, and the qualifications of the faculty. Transparency has resulted in institutions examining long-standing policies and practices in the light of international standards of equality of opportunity, professionalism and ethics in teaching and research (Narong).

3.4.4 Global Learning

Global learning is a term that is gaining increasing usage in the present day higher education arena. It first emerged in Germany and Austria, and was viewed by social scientists as the key to global learning, within the context of the challenge of globalization and the development of a vision for a 'humanely formed world society' (Scheunpflug, 2008; Hertmeyer, 2008). Similar approaches have recently been taken by some UK-based NGOs, notably the TIDE, in terms of perceiving global learning as 'responding to contemporary events and education visions of the 21st century. These visions were seen to value participation, a learner-based curriculum, and the viewpoint that the next generation will make a difference.'

With reference to sustainable development, it has to promote debates and frameworks for ensuring a range of perspectives and approaches that are incorporated within courses and institutional activities. The cases of Bournemouth University, Leeds Metropolitan and Leicester, may be cited in this context, as institutions that have progressed in this direction, and have been looking at the internationalization area in the context of making connections to current social and educational needs, and not only as a marketing or recruitment tool.

However, while having a more 'global perspective' may be supported, securing the endorsement that could lead to *curriculum change* is much more difficult to achieve. Shiel (2006, b) has suggested that whilst 'the potential to bring about change through the learning experience we provide our students seems obvious', they need to be 'equipped to face this challenge and to make a positive difference to the way the world functions', and concludes that the 'immediate challenge is to convince academics that their teaching should provide students with: (a) the knowledge, skills and values to participate in a global society; (b) opportunities to explore values, attitudes and the perspectives of others, and (c) scope so that students are empowered to challenge perspectives.

3.4.5 The Ranking of Institutions of Higher Education

Market forces, driven by global competition, have reshaped many aspects of higher education. Perhaps the best and clearest evidence of global competition in higher education is the recent popularity of worldwide *ranking of universities*. In general, reference to “rankings,” means both rankings in the American ‘news sense’ of the term, and what are known in Britain and elsewhere as ‘league tables’. The two terms are not interchangeable. Higher education rankings are often controversial and heavily debated in local, national, and, increasingly, international contexts.

Ranking approaches and systems, like higher education institutions, vary extensively and are often tied to the unique higher education context of a given nation. In general, however, each system or approach tends to include a similar logical set of elements. Rankings are increasingly being used as a measure of quality which may be defined in different ways and may be measured by a variety of indicators, depending on the perspective of the creators of ranking. Thus, the goals of ranking systems may differ by region, by the higher education system’s stage of development, and by the entity conducting the ranking. Given the impact on the structure of higher education systems throughout the world, as well as their role as a tool of accountability, it is essential to think about rankings within the context of national goals.

An attempt to understand rankings around the world reveals that both intra-country as also inter-country rankings — that is the traditional national systems that rank colleges within a country against each other, as well as the new variation of rankings that rank colleges across national borders — both compare institutions across a range of indicators, in a manner similar to that used with performance indicators. In the case of league tables, the indicators are then turned into a “score” using a specific weighting scheme.

Current methodologies exhibit various strengths and weaknesses, but, the inherent weaknesses of ranking methodologies often overshadow their strengths. In fact, the major flaw in rankings may be their continual changes in methodology. For instance, although institutions may not actually change in a significant way, ratings can fluctuate over the years, as rankers change the weights assigned to different indicators. Likewise, many ranking systems produce a single number that summarizes the overall ranking of an academic institution. This practice makes it difficult for students to distinguish among institutions based on the characteristics they find most important. Moreover, much of the objective data used in the rankings are self-reported by the institutions. Continuing such a practice without external validation of data, could lead to difficulties for rankings in the future, especially if institutions continue to perceive that rankings influence consumer behaviour (Betty).

Since 2002, global dialogues about higher education rankings have been on, with the involvement of the Institute for Higher Education Policy (IHEP). Subsequently, at the IREG-held third international meeting on rankings, organized by the Centre for Higher Education Development (Centrum für Hochschulentwicklung) in Germany, UNESCO-CEPES, and IHEP), in Berlin, Germany, in May 2006 — IREG participants — including representatives who work on the rankings published by the U.S. News & World Report, the Times Higher Education Supplement in London, Die Zeit in Germany, Asahi Shimbun in Japan, and leading thinkers from Russia, China, the Netherlands, and other nations — met to discuss how

ranking system methodologies might be enhanced in order to provide better and more detailed information to consumers. An important outcome of the Berlin meeting was the development of a framework for the elaboration and dissemination of rankings that ultimately will lead to a system of continuous improvement and refinement of ranking systems. The Berlin Principles for good ranking practices will be useful for the improvement and evaluation of rankings around the world as ranking practitioners continue to refine their methodologies.

Check Your Progress 4

Note: i) Space is given below for your answers.

ii) Check your answers with those given at the end of the unit.

i) What steps can be brought in curriculum to provide perspective to it?
(answer in about 30 words)

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ii) How continuous changes in ranking methodology could effect students?
(answer in about 30 words)

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3.5 OPEN AND DISTANCE EDUCATION

This is not the place to engage in a detailed discussion on the philosophy of open learning and distance education or its approaches to teaching and learning. As this course is all about distance education, we shall have dealt with these issues extensively elsewhere. We do however make a note of open learning and distance education in this Unit as a major instrument in the globalisation process of education.

From the London University's examination held across the world during the 19th century without any teaching by the university to the modern sophisticated, technology-driven distance education programmes, global education has evolved through the last century and a half to what it is today. In more ways than one, the evolution of global education is the story of distance education and its many forms and models. We shall briefly look at them here.

3.5.1 e-Learning

Geographical limits are being overcome by the most revolutionary and powerful tool in history for online learning, the Internet. The Internet has

widely democratized knowledge, linking people together. Classrooms in various parts of the national or international world can connect together and students can easily interact with their counterparts elsewhere in the world. An example of the use of the Internet in education is the ICONS (International Communication and Negotiation Simulation) programme at the University of Maryland, College Park, USA which enables students in that country to interact with students in other countries, using Web-based software. Students explore a range of global issues, assume the roles of decision-makers from other countries, and enter into online negotiations with groups of students representing other countries (<http://www.icons.umd.edu>). Other universities, likewise, are using technology to facilitate dialogues that help to achieve understanding between students and teachers from different countries in today's world torn apart by conflicts and acts of terrorism.

The *Global Virtual Faculty*, a unique feature of the Farleigh Dickinson University is another example of online learning facility. It is a global group of well-reputed scholars, professionals and experts, working in partnership with on-site faculty, to bring a global dimension to the issues being studied. The primary instructor is a campus-based faculty member, responsible for the syllabus, primary instruction and reading materials, assignments and evaluation. All communication and participation is online, and the GVF member's physical presence, throughout the interaction, is not required at all. For example, GVF participate in threaded discussions on course topics, present relevant narrative material or case studies, share observations on a presented paper, and direct students to useful Web resources. Each course that engages a GVF is a collaborative teaching effort. As an illustration, a philosophy student may examine how basic philosophical concepts like rationalism and empiricism are applied to forensic investigations, with a former head homicide investigator from Scotland Yard; or a student, in an e-mail exchange, discuss, the impact of globalization on Southeast Asia, with an economics professor from Malaysia; or participate in a Nobel Prize-winning literature course taught by an American instructor, with online contributions by an Arabic language and literature instructor from Egypt.

Though virtual online connections are invaluable, it must be borne in mind that they are a supplement to, and not a replacement for, the face-to-face communications and connections, that enrich life and learning. Whether the 'teaching-learning world' can overcome global challenges depends, to a large extent, on the manner in which educators use tools like online learning and how they school the next generation of global citizens.

Futurists expect that all facets of education will change due to the impact of globalisation and the internet. It is likely that, in the near future, increasingly all teaching-learning interactions will take place in an environment of truly interconnected globalization and in virtual classrooms. The production and exchange of knowledge will be affected by this globalization process. In this backdrop, pertinent questions include the extent to which educational institutions are free producers / users of knowledge; the ethical implications of commercially driven e-learning of higher education; the extent to which higher education institutions are free producers / users of knowledge on the web, who defines the quality; and last but of immense importance — will increased globalisation lead to a *homogenisation of available knowledge?*

In the context of globalisation, higher education may, gradually, cease to be considered a social activity. The ideal is replaced by the ideal of an efficient

preparation for jobs. Higher education becomes a 'commodity' and part of economic life. Consequently, more and more companies will consider higher education as an investment in people to perform better, and to improve the economic productivity in a particular region. (Dr Sylvia van de Bunt-Kokhuis, 2003).

3.5.2 The Mass Product

Instead of *knowledge*, *information* is the great mass product of the current economy and this affects higher education as well. Students have access to various unstructured information sources on the internet, and distinguishing relevant knowledge from unsorted information is becoming a challenge. Exclusive knowledge is growing increasingly scarce, and is likely to be expensive in the future. The current trend in the university libraries to replace the printed editions of journals and books by electronic editions is illustrative of this trend and reading materials on the shelves are becoming scarce.

A discerning student, on the other hand, has access to a variety of sources of information and knowledge. He/she can access what he/she wants, store and retrieve the data, analyse and interpret them and draw his/her conclusions. The new pedagogy of the electronic media has opened up vast possibilities for continuous, lifelong learning. The scale and scope of this learning are indeed massive. In fact, this potential of the media might make enrolment targets and ratios irrelevant in the future.

There could, however, be some adverse impacts too. Knowledge dissemination will increasingly be controlled by powerful developers and providers of ICT applications. In the near future, these developers and providers may obtain a powerful monopoly over knowledge production and knowledge distribution. Some universities may sign up with internet companies to develop free university websites, and the companies get the opportunity to use them for advertising and marketing purposes, through direct mailing to students and staff. Further, the availability of an increased quantity of information does not necessarily mean or guarantee an enhanced quality of information and knowledge. People are, in today's world, used to getting multi-media information from different channels besides libraries, such as the television, mobile phones, internet, CDs, printed media *et al.* It does not follow that the world today is better educated.

Check Your Progress 5

Note: i) Space is given below for your answers.

ii) Check your answers with those given at the end of the unit.

i) According to futurists, what would be the impact of globalisation and internet on education? (answer in about 40 words)

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ii) What do you understand by the mass product? (answer in about 40 words)

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3.5.3 Commercialisation of Education

In the coming years, the spectrum of education on the web might change fundamentally, due to the international trade agreements formulated by supranational organizations. The objective of the World Trade Organization's (WTO) agreement concerning trade in public services like the General Agreement on Trade and Services (GATS), considers public services such as health care and education as economic commodities. With the signing of GATS, and within its framework, higher education or educational curricula, *per se*, content and ideas get to be considered as *economic commodities*.

With the GATS negotiations on liberalisation of education and health care, and the United States, New-Zealand and Australia proposing a further liberalisation of education, increasingly more schools and universities have become privatised with consequent corresponding increase in costs. The available content gradually becomes a selection of commercial 'knowledge brokers'; it is difficult to foresee the extent of academic freedom of Education. Except for the United States, where the corporate-school relationship has a long history, knowledge was considered as a public domain and not an economic unit on sale.

In the past, educational institutions emphasised democratic values rather than corporate values. Education was considered as a social, cultural and ethical process. Only the general costs were calculated. These values, gradually, are being replaced by an educational commodity system, where students are considered '*human capital*'. In the commercial 'commodified' courses, students learn to choose, but, it is not a choice for values important in a society, and to the fulfilment of a human being. Increasingly, it is becoming a choice for an efficient product to acquire an effective career.

3.6 GLOBAL COOPERATION AND COMPETITION

Globalisation has ushered in a new paradigm of higher education in which there are many partners. What was once the exclusive domain of the liberal universities has now become a wider arena in which there are several players; business schools, industry, scientific academies, open universities and technology institutes besides an infinite variety of virtual universities and networks. Together, they have changed the paradigms in education and research, driven and enabled by rapidly evolving technologies like the Internet. The issue is no longer whether the range and variety of providers of higher education would lead to truly global education. The open university paradigm, best illustrated by United Kingdom's Open University, had already achieved a global span through the use of technologies and practices such as lifelong learning, distance education, open source and

educational resources, and peer production. Yet, it is disconcerting that many of the characteristics of global business such as standardization, networked resources and virtual organizations seem incompatible with the fundamental characteristics of contemporary universities, currently based upon highly customized, campus-based, and face to face educational experiences.

3.6.1 Open Educational Resources

We have just mentioned open educational resources. The term was first adopted at the UNESCO's 2002 Forum on the Impact of Open Courseware for Higher Education in the Developing Countries. It all started with a movement initiated by the Massachusetts Institute of Technology (MIT) when it announced in 1999 that its courseware would be available free to anyone who wants to use it. The Open Courseware (OCW) is a publication on MIT's website that makes the content, including video lectures, of all its courses freely available for use to anyone. The first batch of 50 courses was made available in 2001. In ten years, the number of courses available has gone up to 1950. The significance of this movement was that a critical input for higher education, high quality course content, has become freely available. Use of OCW does not mean that one is enrolled in MIT education; it does not grant any degree or certificate; and finally, it does not provide access to MIT faculty.

Open educational resources (OER) are digitised materials that are offered freely and openly to educators, students and self-learners to use and reuse for teaching, learning and research. These resources are extremely important for assisting developing nations to get online programmes up and running easily and quickly and within small budgets that they often work with. The benefits of OER include:

- Low or no cost to users as courseware is free to access and download;
- Shorter development cycles due to collaborative, parallel efforts by developers;
- Adaptability for use in different conditions.

The UKOU launched its own OpenLearn initiative in 2005 when it provided free access to its courseware. It now covers the full range of subjects and all levels of education. The richness of the self-learning materials delivered in a highly interactive, open source learning environment has made UKOU a leader in second generation open education resource provider. The major features of UKOU OpenLearn initiative are:

- Commitment to using open source software and standards to encourage reuse and remix even in remote parts of the world;
- Use of social software to connect learners in peer supported communities;
- Provision of structured study materials and easy-to-use software to help learners get the most from learning.

The OER movement is a shining example of global cooperation in widening access to high quality higher education. But in today's open and integrated world, competition has become central to the higher education sector. We shall now take a close look at the elements of competition in the world of education.

3.6.2 Global Competition in Education

In the foregoing discussion, we have had occasion to look at the features that characterise global education. Competition is surely one among them. In the last decade and a half, a new body of literature has emerged from studies that were undertaken to investigate the competitive elements in global higher education. Among the several outcomes of these studies is the notion of “academic capitalism”.

Academic capitalism has emerged as a compulsory response to sweeping globalisation. The term academic capitalism describes the phenomenon of increasing attention of universities and faculty to market potential as research impetus. Globalisation has efficiently linked prestige to research funding to marketability (Slaughter and Leslie, 1997).

In a paper entitled “Making the invisible hand visible: the case for dialogue about academic capitalism”, Susan Awbrey writes: “Academic capitalism is sweeping higher education. Although some institutions have been partially insulated by unique missions or large endowments, it (academic capitalism) is a growing phenomenon. At the institutional level, rewards now flow to the academic units that build external funding. There is an expansion of sales and service functions from branding and promoting logo emblazoned products to marketing web-based services. Campuses now resemble malls with recognisable private food and book vendors. Admission functions have become enrolment management as the pressure increases to compete for new students. More and more administrative responsibilities are pushed out to academic units. There is a decline in collegial governance with more important decisions being taken at the central level to respond quickly to external constituents. There is growing tension between academics and central administration”.

Susan goes on to say that there is hyper-competition between academic units for scarce resources. Fields close to the market, such as business and engineering, continue to gain more power and influence while those less close, such as the liberal arts, are losing influence. The salary differentials between faculty members in fields that can access external dollars, and those fields that cannot, continue to grow. Fields further from the market are also experiencing increasing teaching loads. The number of part-time faculty is increasing; less and less importance is being placed on the quality of undergraduate and graduate instruction as reward systems shift and the maintenance of external partnerships absorbs increasing amounts of faculty time.

The intensity of this competition is felt everywhere; the domestic markets are no exception. It needs no more research than browsing the newspapers or television screens that are full of advertisements claiming industry-linked curricula, good placement records, collaboration with one or more foreign universities, and so on.

3.6.3 Privatisation of Higher Education

The discussion on recent developments in higher education has unmistakably pointed towards the following trends across the world:

- Higher education is no more an elitist pursuit. It has become mass education, and the demand for wider access continues to rise across the world;

- Public funding of higher education is declining universally. As the search for alternate sources of funding continues, the options that emerge are establishment of private institutions of the 'not-for-profit' or 'for-profit' variety.
- Several countries including Indonesia, Malaysia and the Philippines are now encouraging the private sector to establish higher education institutions. In India too, several state governments have enacted laws to permit the private sector to establish universities though national policies in India do not support the "for-profit" sector in higher education.

In a recent report on private universities UUK, (Universities, UK), the umbrella group for Vice-Chancellors cautioned universities in the UK, and across Western Europe, about the increased competition they might face from the private sector. In its Report called "Private universities and public funding models and business plans", warns that for-profit companies are looking for developing their business in the UK and Western Europe. In some cases, they buy state colleges; in others, they work with them. Their teachers tend to concentrate on teaching undergraduates rather than carrying out research or supervising Ph.D.s. Because these colleges are small, they charge more and they have more tutors, many of whom might be part-timers. According to the Report, Western Europe is the only part of the world where state universities remain relatively unchallenged by private universities. But how the state universities would cope would depend upon how the governments in the UK and Western Europe respond to the challenges of private universities (www.guardian.co.uk/education/2008/sep/04/administration.highereducation).

The authors of the Report argue that with the growing curbs on public expenditure around the world and the rise in student fees and debt, it is natural to expect private higher education, not least the for-profit variety to continue to expand. For-profit companies have fallen foul of regulators for over-aggressive and inappropriate student recruitment and retention practices, symptoms of the pressures that these companies come under. The growth of private sector might change the nature of higher education too, for instance there would be less politics and student activism in the private sector institutions. Student protest are more likely to be confined to 'consumer issues' such as tuition fee rises; they would be concerned mostly with career advancement.

However, privatisation need not necessarily be the cataclysm of higher education that it is made out to be. The growth of private universities would encourage institutions to play to their strengths; and private institutions offered choice, expanded participation and responded to employer needs.

Check Your Progress 6

Note: i) Space is given below for your answers.

ii) Check your answers with those given at the end of the unit.

What are the serious implications of hyper-competition in globalised era?
(answer in about 40 words)

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3.6.4 Impact of Privatisation on National Policies

Governments that support privatisation will increasingly develop national policies that govern the role of the private sector in education. It is unlikely that this sector would be left entirely to be dominated by the market. There are several aspects of education that go beyond the simple patterns of production, distribution and consumption. For example, one most important outcome from an educational program is the qualification that one obtains and its value in the market both at home and abroad. Generally, an educational qualification serves two purposes: first, it is the basic block on which further education is based; and second, it is one's educational qualification that determines his/her suitability for a variety of jobs and occupations.

It is from this perspective that recognition of educational qualifications obtained from different institutions and from different countries assumes importance. In most countries, the qualifications awarded by the universities are recognised on the basis of reciprocity; each university accepts the qualification awarded by another for the next stage of education if (a) the university that awards the qualification is recognised within the home country, and is functioning according to its laws, and (b) the entry requirements, duration and the broad curricula of the programme that was followed for the qualification in question are comparable. These matters are decided by the universities themselves, and there is generally no external intervention in the determination of equivalence of qualifications.

Recognition for employment however presents several problems. There are too many agencies involved in the process. First, the concerned professional associations like those in law and medicine; then, the governments that determine the eligibility of people for employment in several sectors of the economy; and finally, the large number of industry, trade and professional organisations that employ millions of people at all levels. It is impossible for each of these organisations to establish its own mechanism to determine the equivalence of every qualification awarded by countless number of institutions across the world. In order to meet this problem, governments across the world are setting up what is known as the national qualification frameworks that specify the education and training preparation required of people who wish to be considered for employment in different sectors and at different levels. It is only those qualifications awarded by institutions that conform to the requirements specified in the national qualification frameworks that are accepted by the employing sectors.

That is not all. As we noted, in the global economy, mobility of personnel is all too important. In order to encourage and enable this mobility, acceptance of qualifications across borders is essential. This instrumentality serves two purposes; while it can enable mobility, it can also prevent mobility and migration. If the qualifications are not recognised, migrants will find it difficult to secure employment. In order to encourage mobility of personnel across borders, and to secure the rights of those who return from studies abroad, international organisations like the UNESCO have been trying to develop conventions for the recognition of qualifications among groups of countries. These conventions are negotiated at inter-governmental conferences on a regional basis, and the outcomes are then ratified by individual governments for validation.

How is all this relevant to privatisation, one might ask? The answer lies in the fact that national policies will require private institutions of higher education to conform to these requirements for recognition of their

qualifications. It means that their curricula, content, teaching and learning processes, assessment methods and so on will come within some regulatory system. What in reality happens is that within governments, the nature of regulatory systems might vary from tight control to self-regulation.

3.6.5 Quality Assurance Systems and Accreditation

The emergence of private institutions of higher education also brings into sharp focus questions about the quality of the education they provide. It is true that the issue of quality becomes a serious concern not just because there are many private providers, but because, at the fundamental level, higher education has become a mass enterprise. This is not the place to go over the entire issue of quality of higher education. Nevertheless, it is a significant concern in the context of large scale privatisation of higher education. We shall draw attention to some measures that will most likely figure in national level policies governing private institutions of higher education.

- In most cases, national level statutory mechanisms will be laying down the norms for quality and standards in terms of curricula, course content, teaching-learning strategies, teacher quality, infrastructure, and so on that all private institutions would be required to comply with;
- Policies would be in place that require all institutions to be accredited by agencies authorised by national level mechanisms to assess their facilities and performance of private institutions and accredit them for specified periods, and renew such accreditation at regular intervals after appropriate reviews and inspections;
- As we had occasion to mention earlier in this Unit, private institutions take many forms and are driven by different motives. For instance, there are private institutions driven by public good; there are no-profit institutions, and there are for-profit institutions. The place of each of these categories of institutions will depend upon the place that national governments assign to them in their policies. Generally, it could be expected that governments in most developing countries would not be in favour of for-profit institutions as the demand for places is very high and the chances of exploitation are indeed real.

Check Your Progress 7

Note: i) Space is given below for your answer.

ii) Check your answer with the one given at the end of the unit.

Why 'Quality' assumes greater concern in higher education? (answer in about 30 words).

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3.7 LET US SUMUP

The globalised world has severely affected higher education in every nation particularly in developing countries. This unit dealt changing perspectives of higher education, increasing competition and pressures of globalisation of knowledge and of the economy. It further discussed the changing nature of The role of Universities in globalised world – global curriculum, global learning, ranking and grading of institutions. The issues like open and distance education, e – learning, mass enterprise of higher education with commercialisation and privatisation and national policies. Privatisation is dealt at length in the unit.

3.8 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

Knowledge never gets depleted like land and labour. Capital goods like plant and machinery-have a life and undergo, wear and tear, requires repairs and replacement and are used only by the owners of them whereas knowledge once created and made public good, anyone can use it without additional cost, and creators cannot stop usage by others.

Check Your Progress 2

- i) World is becoming a global village facilitating business, commerce, education across the nations. Universities moving out of their own campuses and offering higher education in other countries by opening teaching facilities in those countries and continents – is called as globalisation of education.
- ii) Many developing countries do not have necessary infrastructure for higher education; some are too small to have expensive infrastructure; some others have physical resources but do not... have high quality education programmes. These situations warrant reputed institutions from other countries/continents provide high quality education in the developing countries at reasonable costs. This education is known as trans-national education which is needed in many developing countries.

Check Your Progress 3

Globalisation of higher education has a major goal i.e. networking with various institutions across continents providing higher education with diversified global perceptions and thus preparing students as global citizens. Such students will be more suitable for global employability. Whereas globalisation of markets and commerce has a restricted view i.e. opening up markets to facilitate business and earn profits.

Check Your Progress 4

- i) The steps like the development of guidelines for course development and review; 'extra – curricular seminars' provide learning about 'global issues', 'global processes' and ' sustainable development' can be brought into teaching – learning strategy, to provide global perspectives.
- ii) As rankers keep changing the weights assigned to different indicators; because of this institutions ratings can fluctuate over the years, though

institutions may not actually change significantly. And many ranking systems produce a single number that sum up the overall ranking of an institution. This situation makes it difficult for students to distinguish among institutions based on the characteristics they feel most important.

Check Your Progress 5

- i) Futurists expect that education scene would undergo a change with globalisation and the internet. The major changes will be teaching – learning interaction through virtual classrooms; and posed questions like... Who are producers? Who are users? Who define quality? etc.
- ii) New pedagogy of the electronic media and bundles of information available to students as mass product affects the higher education as well. All printed words are replaced with electronic editions and making students to have access to various sources and retrieve and store as they want. This situation opens up possibilities of continuous and lifelong learning. The scale and potential of the media is massive.

Check Your Progress 6

The neck throat competition in globalisation is affecting higher education to such an extent that salary differentials of the faculty between subjects close to market economy and liberal arts is so glaring and faculty time is spent more on maintenance of partnership than teaching – learning process. Campuses are resembling malls with private food and book vendors rather than temples of learning which used to be in India decades back.

Check Your Progress 7

Quality and relevance is always a serious concern of higher education, it becomes more with emergence of private institutions/providers. The issue of quality gains further significance because higher education is increasingly becoming mass enterprise and large scale privatisation. Many forms of delivery like – conventional, distance, online etc. of higher education is also adding concern to the issue of quality.

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