

The impact of globalisation on higher education at coimbatore district

Dr.V.Vijayalakshmi
Assistant Professor,
Kovai Kalaimagal college of
Arts and science,
Narasipuram(po),
Coimbatore-641109,
Dr.Vijayalakshmi1970@gmail.com
Mobile:9894642253

M.Srividya,
Research Scholar,
Kovai Kalaimagal college of
Arts and science,
Narasipuram(po),
Coimbatore-641109,
srividyasusila@gmail.com
Mobile:9790545475,8124077443

INTRODUCTION

Education plays a vital role in the development of any nation and this fact is well recognized all over the world. It is imperative for any nation now a days to focus on developing its higher education, since advanced knowledge, advanced facilities only can fulfill man's advanced needs today. But unlike the primary education, higher education is a financially demanding one for a nation. The economic reforms, initiated since 1991 including Globalization has resulted in the higher demand for the people of India both within and abroad, Since domestic and multinational industries look for more knowledgeable and skilled man power all over the world. The Indian Government initially found it difficult to fully fund from its own the fast growing Indian higher education sector and hence allowed the private players to establish and run higher education institutions. This has led to the establishment of large number of higher education institutions in India over the last two decades. Higher education has seen tremendous growth over the past few years though it does not mean that it is free from problems. The performance of an educational institution is judged not only on the basis of the quality of education being provided but also on the basis of its contribution to the society. The present study has made an attempt to find whether all these developments have brought about benefits to the students in particular and to the society in general with reference to higher education especially, the impact of globalization on the scenario of higher education. The present study concentrated on areas such as quality of higher education now, problems faced by the students and the service providers, benefits attained by the society and necessary strategies for improving the quality of higher education in the era of globalization, if the present scenario is falling short of being beneficial to one and all concerned.

NEED FOR THE STUDY

In the early days of post –globalization era-higher education was considered immune to change and to the economic developments but later it got the attention it deserved. Despite all the developments till date only 7% of the population in the relevant age group is entering into the higher education stream. The nation is yet to accomplish an inclusive growth with 93% of the population in the relevant age-group remaining out of the fast flourishing higher education system. Higher education has become affordable only for the affluent and the common man is finding it difficult to reap the benefits of higher education .The growing mismatch between the expectations of the industry and the output from higher education institutions has resulted in unemployment on the one side and the non availability of the much needed skilled man power on the other.

AWARENESS ABOUT THE IMPACT OF GLOBALISATION ON HIGHER EDUCATION

On the eve of a new century, there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for socio cultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. Higher education includes ‘all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities’.¹ Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of

change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality.

In this context, the solution of the problems faced on the eve of the twenty-first century will be determined by the vision of the future society and by the role that is assigned to education in general and to higher education in particular, aware that on the threshold of a new millennium it is the duty of higher education to ensure that the values and ideals of a culture of peace prevail and that the intellectual community should be mobilized to that end considering that a substantial change and development of higher education, the enhancement of its quality and relevance and the solution to the major challenges it faces, require the strong involvement not only of governments and of higher education institutions, but also of all stakeholders, including students and their families, teachers, business and industry, the public and private sectors of the economy, parliaments, the media, the community, professional associations and society as well as a greater responsibility of higher education institutions towards society and accountability in the use of public and private, national or international resources, Emphasizing that higher education systems should enhance their capacity to live with uncertainty to change and bring about change and to address social needs and to promote solidarity and equity should preserve and exercise scientific rigour and originality in a spirit of impartiality, as a basic prerequisite for attaining and sustaining an indispensable level of quality and should place students at the centre of their concerns, within a lifelong perspective, so as to allow their full integration into the global knowledge society of the coming century, Also believing that international co-operation and exchange are major avenues for advancing higher education.

MISSIONS AND FUNCTIONS OF HIGHER EDUCATION

We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society.

provide opportunities for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice. Advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts, help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity. help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives. Contribute to the development and improvement of education at all levels, including through the training of teachers.

SHAPING A NEW VISION OF HIGHER EDUCATION

The Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities. Equity of access to higher education should begin with the

reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education.

Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities.

Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination.

As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, all policies concerning access to higher education to give priority in the future to the approach based on the merit of the individual.

UNIVERSITY GRANTS COMMISSION

The Government of India recognized the need for a central agency for disbursing funds to various universities spread all over India.

According, the University Grants Commission was constituted in 1952. UGC was made a statutory body of the Central Government by an act of parliament "for the standards of university education in India" The mandate of the UGC is:

- ❖ Promoting and coordingly university education.
- ❖ Determining and maintaining standards of teaching, examination and research in universities.
- ❖ Framing regulation on minimum standards of education.
- ❖ Monitoring developments in the field of collegiate and university education.
- ❖ Disbursing grants to the universities and colleges.
- ❖ Serving as a vital link between the union and state government and institutions of higher learning.
- ❖ Adversing the central and state government on the measures necessary for improvement of university education.

STATEMENT OF THE PROBLEM

Liberalization, privatization and globalization have resulted in large number of higher education institutions in India today, but have they improved the quality of education in general is a question worth answering, higher education institutions are facing dearth of qualified teachers and their failure to produce the originally talented, creative students and cost escalation of higher education etc,...will have far reaching consequences on the development of higher education in India. Globalization had brought many opportunities to all sectors including higher education but not without limitations. The study also has also made an attempt to find the impact of globalization on the cultural, social and economic aspects of higher education in view of globalization.

REVIEW OF THE LITERATURE

An analysis of the studies already made on the problems relevant to the current work, which were referred by the researcher, are presented in this section and it deals with studies on higher education and the impact of globalization on it.

Idrus(1999) in his article discussed the Indonesian government's strategy to upgrade higher education in the country through various development programmes, the Engineering Education Development Projects being one of them. Underlying all these, quality Assurance and quality improvement in all aspects of higher education were found to be paramount.

Cubillo,complutence and carlos(2001) proposed a theoretical model that integrates the different groups of factors which influence the decision making process of international students, analyzing different dimensions of the process and explaining those factors which determine students choice.

An investigation of freshmen enrollment at Washington State University using the admission offices 'prospective student system', an online recruitment device, found that employment opportunity after graduation, variety of courses, cost of attendance, faculty reputation, specific academic programs, career counseling, college reputation and housing opportunities were the main factors influencing their choice (Sanders, 1986) Another study also found that students' choice of a major was more influenced by a family tradition than by a desire to attend a specific institution (Dixon & Martin, 1991). Sevier's (1993) study on choice of

college by African-Americans found that the choice of college was influenced by reputation of college, availability of financial aid, total cost of attending, job placement record, quality of faculty, geographic location and number of students.

According to McDonnell (1995), there are eight factors to consider when evaluating college choice. The factors are academic reputation, size of school, geographical location, selectivity of school, financial aid availability, academic program availability, student body population and social atmosphere. An examination of the factors that influenced international students' choice of study destination, in Australia by Mazzarol, Soutar, and Tien (1996) found that the most important selection factor was the recognition of their qualifications by future employer, institution's reputation for quality, its willingness to recognize previous qualifications and the staff's reputation for quality and expertise.

Lin's (1997) study on the reasons for students' choice of an educational institution in The Netherlands, using Self-completion questionnaires that were randomly distributed to students in the lobbies of seven universities revealed that the most significant reasons for a student's choice of institution were the quality of education offered, career opportunities, the school's reputation, opportunity for traineeships, faculty qualifications, academic standards, whether modern facilities were available, curriculum emphasis, student life among others were the factors that influenced their choice of the institution.

From the above cited studies (Sanders, 1986; Dixon & Martin, 1991; Sevier, 1993; McDonnell;1995, Mazzarol, Soutar, & Tien, 1996; & Lin, 1997) it can be deduced that cost of attendance, faculty reputation, institution's reputation, employment after graduation, specific academic programs, geographical location and quality of faculty were the overriding factors that affect undergraduates decision to enroll in a higher learning institution.

OBJECTIVES OF THE STUDY

- ❖ To analyse the awareness about the impact of globalization on higher education
- ❖ To analyse the awareness about higher education facilities

METHODOLOGY

1. Study area:

The study area is Coimbatore district.

2. Source of data:

The Study was mainly based on Primary data. The data was collected through interview schedule. Secondary data were obtained from the reports, books, Journal and magazines.

3. Tools used:

The collected data have been used for analysis with statistical tools like simple percentage

4. Sample designs:

The primary data was collected from 100 students for collecting the first -hand information, respondents were chosen by convenient sampling method.

ANALYSIS AND INTERPRETATION

AWARENESS ABOUT HIGHER EDUCATION FACILITIES

When the students are fully aware of the higher education facilities in India, they tend to better decisions regarding their courses. For the purpose of this study, the respondents were asked whether they were aware of higher education facilities available India or not.

TABLE 1 - AWARENESS ABOUT HIGHER EDUCATION FACILITIES

S.No	Awareness	No. of respondents	Percentage
1	Yes	57	57
2	No	43	43
	Total	100	100

(Source: Primary data)

From the above table, it was found that 57(57%) respondents were aware of the higher education facilities in India and 43 (43%) respondents were unaware of the higher education facilities in India.

AWARENESS ABOUT THE IMPACT OF GLOBALISATION ON HIGHER EDUCATION

Globalization has had its impact on all sectors of life in India including higher education. The study made an attempt to find the level of awareness about the impact of globalization on higher education among students for the purpose of this study the respondents were asked whether they were aware of the impact of globalization on higher education or not.

TABLE 2 - AWARENESS ABOUT THE IMPACT OF GLOBALISATION ON HIGHER EDUCATION

S.No	Opinion	No. of respondents	Percentage
1	Yes	62	62
2	No	38	38
	Total	100	100

(Source: Primary data)

Respondents, 62 (62%) were aware of the impact of globalization on higher education and 38 (38%) were not aware of the impact of globalization on higher education.

STUDENTS AVAILING EDUCATION LOAN

Education loans are available for all students of higher education. The study made an attempt to find the number of students who applied for education loan.

TABLE 3 - STUDENTS AVAILING EDUCATION LOAN

S.No	Opinion	No. of respondents	Percentage
1	Yes	69	69
2	No	31	31
	Total	100	100

(Source: Primary data)

From the above table, it was found that out of 100 respondents, 31(31%) have not applied for educational loan and 69 (69%) applied for education loan.

PROCEDURE ADOPTED FOR FILLING UP SEATS IN MANAGEMENT QUOTA

The management of colleges has got the right to fill up the seats available on management quota apart from those to be filled up by government directions /allotment, however all the institutions do not allow the same procedure in making admission in the management quota. For the purpose of this study admission procedure was classified under four heads viz- through admission committee, merit basis, First in First out method and as per government norms.

TABLE 4 - PROCEDURE ADOPTED FOR FILLING UP SEATS IN MANAGEMENT QUOTA

S.No	Procedure	No. of respondents	Percentage
1	Through admission committee	19	19
2	Merit basis	14	14
3	FIFO method	57	57
4	As per government norms	10	10
	Total	100	100

(Source: Primary data)

From the above table, it is obvious that out of 100 service providing respondents 10(10%) of them filled up the seats as per Govt norms, 57 (57%) through first in first out, 14(14%) on merit basis and 19(19%) through admission committee.

STUDENTS PREFERENCE FOR PURSUING HIGHER EDUCATION

Large numbers of higher education institutions are available in India and all the institutions do not enjoy the same reputation among the students and the public. The preference of students in choosing their favorite higher education institutions had seen categorized as nationally reputed institutions like IIM, IIT, and NIT, Universities/Deemed Universities, Government institutions, Self finance institutions.

TABLE 5 - STUDENTS PREFERENCE FOR PURSUING HIGHER EDUCATION

S.No	Type of Institution	No. of respondents	Percentage
1	Universities/Deemed Universities	37	37
2	Government Institution	11	11
3	Selffinance institution	52	52
	Total	100	100

(Source: Primary data)

From the above table, it was found that out of 100 respondents, 37(37%) of the respondents preferred universities/deemed universities, 11(11%) of the respondents preferred government institutions and 52(52%) of the respondents preferred self finance institution.

FINDINGS

- ❖ The studies revealed that majority of the student respondents were aware of the loan facilities made available for higher education.
- ❖ Majority of the student respondents were aware of the impact of globalization on higher education
- ❖ A vast majority of the student respondents were of the view that privatization has resulted in faster growth of the higher education
- ❖ Inadequate financial resources.
- ❖ Inflexible and centralized management.
- ❖ Lack of diversification in the programmes/ and institutions of higher education.

SUGGESTIONS

This study revealed that considerable numbers of students are not aware of the higher education facilities available in India. Hence, majority of the students finds difficult to get admission in a good college, moreover there are some institutions which are unable to find students for admission. In order to conquer these problems the government and service providers suggested take the following steps to sensitize the students on various higher educations. Such suggestions are as follows

1. New teaching and learning methods and processes.
2. New education technologies.
3. New scientific and analytical thinking skills

CONCLUSION

Globalization has brought revolution any changes in the higher education system of our country though without much fanfare. it has opened up both opportunities and problems for the sector and it is imperative upon the students and service providers to grab the opportunities and face the problems. Indian universities and colleges should upgrade themselves in all aspects to international standard to meet the global challenges ahead.

REFERENCE

1. Altbach, P. G. (Ed.). (1999). *Private Prometheus: Private Higher Education and Development in the 21st Century*. Contributions to the Study of Education No. 77. Connecticut: Greenwood Press.
2. Argyris, C., Putnam, R., & Smith, D.M. (1985). *Action science*. San Francisco: Jossey-Bass 3-
3. Ayyar, R. V. V. (1996). Educational policy planning and globalisation. *International Journal of Educational Development*, 16(4), 347-354.

WEB SITES

- www.google.com
- www.yahoo.com
- swww.khup.comss