

# “A Perception over Higher Education Globalization”

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## Introduction : -

India since its antiquity laid down a foundation stone of Globalization. The extremely dignified and formal methods of Vedic education at Taxila, Nalanda, and Vikramashila were thrived under the support of the Gupta realm during 5th and 6th centuries and later supported by Harsha, the monarch of Kanauji.. These ancient Indian universities consisted of top-notch talents, coming from China, Afghanistan, Japan and such other countries. No matter what cross broader scholars' were migrating to seek facilities for higher education, but much concern is that the notion of globalization in India was emerged not in 20<sup>th</sup> century but a long back in 5<sup>th</sup> or 6<sup>th</sup> century i.e. in an ancient days . Now the global Picture is dramatically changed by starting of educational Schools right from physical campus to satellite campuses, work together on research and scholastic universal paper publication, with accreditation of big-famed professors. All this today is partly for tuition revenue and partly for kudos and to climb up global academic rankings.

**Online education** is gaining convenience than what it was in early sixties. Just like fiscal markets, educational market needs MIS in order to trigger the educational and research operations effectively. The educational market scenario is now under the realm of Monopolistic Milieu rather than monopoly of few universities like oxford, Cambridge, MIT stand ford up to late sixties. So the bottom line is that as this educational marketplace is developing under the monopolistic competition although few institutions enjoying limited monopoly aroma at their particular location but not in universal market. The institutions flourishing under monopolistic facades aim to eke revenue as well as augmenting the number of student enrolment. Such monopolistic educational approach is not only helps the students to enrich their knowledge and skills, but it also makes few renowned global universities to stand differently for the sale of almost similar products by maneuvering 7Ps in educational market . However, one cannot overlook the disadvantages of monopolists educational market like overproduction of students in particular disciplines, cashing the students under brand name, attracting the students though world class campus without employing excellent teaching inputs and so on and so forth

**Physically challenged people** obtain benefit from globalization only if they are competent with information, skills, ability, privileges support by the Govt or NGOs. May this be again melodrama of Monopolistic market? An overture of technology from the classroom is shifting the features of transferring education to students is increasingly giving way to a new-fangled electronic MIS , more innovatively devised programs and educational wherewithal , ready accessible electronic apparatus like computers, Robots etc . The teachers are now designing the educational resources in e- formation and students are generating e-papers, e-course-work and e-projects in more and more narrative forms. Video protuberance screens, books with storage space devices like CD, pen drives as well as coupling with on-line digital libraries etc are now replacing blackboards and punitive measures for failing students. Even exams and grades are step by step becoming obtainable through e- ways and hard paper notebooks are replaced by soft copies on laptops. Also, students academic and research performance can be evaluated throughout robotically maneuvered learning organism and students do tutorial and class room exercises on a computer instead of attending the classrooms.

**Few thriving universities** amalgamated since early eighties to create an elite consortium informally known as Joint venture. This has been flourishing only in natural course due to education aspiration of global youths that ardently embraces the bias vista that world-class universities are driven by only economic growth and not by social need to withstand collectively . Today, USA and UK is experiencing the emergence of a new and increasingly free - wheeling global university marketplace.

**Importantly but generally** unnoticed is the progress of the World Trade Organization (WTO) in regulating higher education as part of the General Agreement on Trade in Services (GATS), by removing barriers to educational product traffic. The role of GATS is gradual liberalization of the educational output or tradable services, which are likely to have a broad and challenging market of higher education by facilitating subsidization, quality assurance, and financial aid for certain students, and the ability to gear teaching and research to local culture and needs .

**Higher education has now** become essential to the changes comprehensively through the OECD (Organisation for Economic Co-operation and Development) and developed nations, in which universal academic -cum -research networking has been enriching for the use of scholars distantly placed. A generation ago, international relations were largely insignificant in day to day operations of educational institutions, except in scientific research. Now the same stands with augment holistic force in global environment and it is unpreventable. In many developing nations, the cases of international mobility; global assessment, benchmarking and ranking and the internationalization of institutions; are key policy knot in Road - maps as pertain to educational planning and development. The governments and university leaders are thoughtful over strategies of cross-border association and rivalry in the development of higher educational endeavors. At the same time Globalization is not a solitary or worldwide happening. It is known according to area, region, state, country, region, verbal communication/s culture etc. and its roles are varying in different ways according to the kind of establishment/institution and Govt solidarity. In a given system of global milieu in which every university is noticeable to each and every other, and the heaviness of the global measurement is augmenting, it is no longer possible for nations or for individual leadership forces to cripple the growth of higher educational institutions by banning the use of educational know-how available abroad.

**Some so called outshine Global educational** institutions convey unreliable ability and agendas to appeal the students' enrolment for the various fake courses. As a result the Cross-border flows among the different nations are under suspicion. Nor is each educational structure occupied with every other to the same extent or strength. For example some higher educational schools and universities in European or African countries work out a thoughtful global appeal for potential (?) students, however by one or other way it seems less standard bearing as compared to home colleges and universities. The students from underdeveloped or developing countries are having the fear of unaffordable living cost at the nations abroad, although there has been many provisions of subsidizing costs by the home nations. The higher educational Globalization may also diverge according to policy, governance and management as either detected by the institutions or by the Govt. The sporadic national leadership whims are also unnecessarily affecting the students' security of living. Leaving aside leadership whims, the governance of different Nations, and institutions, may stand with flexible policy in which they have to pilot their own global commitment so that there is a perpetual existence of students flow. But this self-governance operates within restrictions that prohibit some nations and institutions more than others. Against this scenario unveils, an absolute non-participation by the national systems of higher education which has no longer a strategic choice but it has to be maneuvered with political, social and universal appeal. The WTO has much role to play since education is viewed as industry facing competitions and educational waste occurring by such competition.

**Higher education may have concern** to all the political, social, economic and national leadership styles. Global Education and research are key rudiments in the configuration of the universal environment, being opening of vistas to knowledge, the take-up of technologies, cross-border alliance and supporting multifaceted groups of peoples. Though higher education institutions over and over again assume themselves as the means of globalization they are also their driving force. Research universities are deeply linked within and amongst the global metropolis that comprise of the major nodes of an electrically web pedestal with global network. Normally global metropolis has with a high rated progressive contribution in higher education and research. There is a well-built optimistic association between the higher education enrolment ratio of a nation or a region, and its global cutthroat performance. In the same way, State/Nations and regions that are comparatively de-linked from the internationally networked economy are characterized by a squat solidity of higher education. Being intensely engrossed in global renovation, higher education is itself being amended on both sides of the economy as well as culture. Higher education is brush offing global market competition supported/obstacle, shadowed or inspired by the given political, cultural and social system of the particular nations although it trains the executives and technicians of profiteering global businesses.

Educational skill, information, merits and awareness are extremely transportable, voluntarily slipping across borders, so that the cultural orb of higher education, in which research and innovations or inventions are created, they are really more globalized than the economic-disparities and political biases amongst the nations in unions or the nations having antagonistic attitude. Above all there is the ever prevailing Internet; sustaining academic goods whose use worth far go beyond the cost of their allocation and expenditure. Advanced higher education is now unthinkable without e-web set up. The Internet facilitates world wide data bases and partnership between academic faculties, interesting more face-to-face and electronic meetings. Cross-border e-learning, amalgamating with ICTs

and teaching-points, has not yet dislocate existing educational institutions as some of them are expected to grow, with open potential for new kinds of pedagogy and access.

In higher education there are **three types of budding global** makeover, with changeable insinuation for nation-states and for government/institution relations.

1. **Universal progression** of an integrationist kind that is divergent from nationwide, that once founded are hard to alter, for illustration, an Internet publishing; an universal market for technical skills, detachable nationwide labor markets;

2. **Universal Structure** and associations that produce a prototype of universal amends in nationwide higher education structures, topping over again towards get-together and incorporation. Examples comprise of the use of English in educational trade or and looms to PhD researching. The query here is not just whether cross-border educational belongings are evident at the national level and whether these effects lead to worldwide homogenization in notional Global family

3. **Analogous Modification** by the dissimilar self-directed national governments, following general thoughts and patterns, which tend to create some meeting-points and also make easy inter-connectivity between dissimilar national higher education structures. One example is the discriminating amends initiated by the Anglo-American model of the novel community management; while as it is well-known that there is much span for nationwide and local nuancing. Note that this cross border parallelization is facilitated by homogeneity in a national method and hold back by intra-system variety.

## Conclusion

Future developments in the globalization of higher education are difficult to predict. There are many variables, meta-policy questions and issues. The variables include the potential for pluralisation of power in global higher education, the future mobility of people, information and ideas, language of use and the extent of cultural plurality in global exchange and the future forms of academic labor.

There is a call for to scrutinize universal trends and actuality and maneuver them an overt part of institutional arrangement and syllabus in all disciplines of study. In addition, there is a call for to form coalition with global universities and other bodies such as proficient associations or Research institutions

According to the perceptions of professors of Shiraz universities, the globalization of higher education has an optimistic impact on educational excellence of universities if Government increases facility of PPP in the stipulation of higher education. Government do more accent on enduring education which in turn augments the demand for post-secondary education and augment the accessibility to higher education for all from side to side distance and virtual education

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