2.2 Globalisation and New Challenges – Impact and Opportunities in Indian context*
– 1996

Abstract

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Indian Universities will have to face such competition from universities in developed countries. This will pase a variety of problems and perspectives that need to be studied in depth for facing the challenge of globalization- (B7 – CGV)

EMERGING SCENARIO IN GLOBLIZTION (Educational Context)

Globalization essentially a process of breaking national and regional barriers by employing communication technologies (CT) for world-wide communication for various purposes. Since information is transmitted through satellite, either by mass-media such as broadcasting, tele-conferencing, Cable TV, etc or by personalized media such as telephone, E-mail, computer terminals etc. it is becoming possible to reach any individual and location situated anywhere in the world. The concept of 'one world' is getting realised, and communication technologies will make it a 'big village'.

With the process of globalization, we are entering into the post-industrial society where knowledge is becoming a driving force for running the 'engine of development'. Access to

knowledge is therefore getting intimately linked with access to development that would bring better economic and social standards. Education in such circumstances is obviously acquiring importance and is becoming marketable commodity.. Those universities and educational institutions with renown and resources - physical and intellectual - are offering their programmes outside their campuses by using modem CT. They are often directed on this path by die resource crunch faced by the universities and the desire to change and expand institutions to suit changing needs. Most of the developing countries would face the impact of the so called import of education on their system of education.

It should be realised that CTs are still in the process of development and electronic integration is going to be an ongoing process. However, multi-media integrating data, voice and images and using computers for simulation, projection, artificial intelligence etc. will offer the best teacher and training expertise and knowledge of the highest kind, making them available through information communication networks or CDs. The networking will provide data bases of all types of information required by learners. The Electronic Library of the future will give access to its readers through computer terminals to all the knowledge in the libraries of the world. World-wide knowledge networks are being developed and universities would like to extend their educational services beyond their regional and national boundaries, thereby becoming literally 'universal'.

The process and problems that will be faced by Indian universities in the globalization phenomenon would be quite similar to those faced by Indian industries. The impact of globalization on industries is to face market competition, which they are trying to do by adopting ISO/ISI certification for quality manufacture and partnership with multinationals for getting techniques and technologies for quick upgradation of their plants for producing quality products. Almost similar strategies may be employed by some of the institutions and universities. Especially, since education and training will have a good market, at least in the 'marketable' programmes in the areas such as management, technologies, computers, etc. This will pose a variety of problems and perspectives that need to be studied indepth for facing the challenge of globalization.

DIRECTION OF DEVELOPMENT

The university of the twenty-first century is likely to function as a knowledge resource in various
areas of specialisation. Besides creation of knowledge, packaging the knowledge into 'Instore at pack' by using multi-media for offering it to learners through user friendly environment will be the main 'teaching function. Beside this helping learners in his/her study processes, offering feedback and corrective measures to suit learner backgrounds and using the experience gained in the process in reforming and reshaping the 'instructional package' would be a continuous task of the teacher. The location of a teacher and information storage, particularly of the electronic type, could be anywhere. However, physical facilities may be needed for peer group interaction, skill learning (laboratories, workshops, etc.) and socialization. Such facilities could also be decentralised and many of the skill learning practices of psychomotor or affective type could be done at or near the industrial or field work environment. The process of learning may undergo radical changes and will be transformed towards self-learning, surfing and interactive-learning by participating in many 'learning processes' (multi-channel learning) appropriate to the individual capabilities and needs. On the whole, the information **system of education** will move from the 'class room'

to more personalised education served **by** 'knowledge networks' of physical, electronic and human resources.

IMPACT ON INDIA

The open and distance education system is best suited to adopt all the changes demanded and required by the process of globalization. The vision of IGNOU-2002 proposes to etablish OPENET that may have partnership of all the open and distance education institutions. Physical/interlledvial network, Broadcasting (TCBC) computer Network (VSAT base).

The process of globalization will widen access to learning resources existing all over the world, and offer quality education from the best universities. The process has just started and it may take about 5-10 years to feel its real impact.

Under these circumstances, the Indian system of education should be equipped with all the latest CTs and broadcast and non-broadcast networks that would reach every nook and corner of India. The Indian network system reaching every village and telephone terminal is therefore essential For giving access to everyone. The universities have to undertake a major programme of 'packaging' the expertise and knowledge of the best teachers in multi-media - integrated and separate - for offering it to learners of diversified backgrounds. Since the numbers to be reached are quite large and scattered, broadcasting facilities for access to the masses would be necessary for every regional language In future, a university can run its university-wide 'classroom' for all its students. In fact development of Knowledge or Education and Training Network (OPENET) for all should be our immediate goal.

During the IXth Five Year Plan, the education sector should try to :

1) Develop OPENET providing access and the flexible use of information communication network to all educational institutions in India as a national facility.

2) Jointly develop high quality multi-media programmes useful for multi-channel learning in all areas of knowledge and in particular in professional, technological and vocational areas.

3) Promote CT use and development of 'Resource Centres' and Multi-media Learning Centres in all parts of India for giving wider access to all learners,

4) Establish partnership with industries and various organisations an destitutions for offering training and retraining of personnel in and around the industry and institutions,

5) Undertake programmes of transforming existing print knowledge into user-friendly electronic storages to be made accessible through nodes of networks, or Resource Centre

6) Undertake training and development programmes to develop expertise to use and maintain CTs.

7) Undertake research and development to promote application of CTs in education and development of educational technologies.

8) Adopt policies and programmes for ensuring equity, access and success for all, particularly for the disadvantaged learners.

9) Develop DEC and NAAC to function as Accrediting and Quality Assessment bodies for all programmes / courses put in the OPENET.

10) Adopt and implement all measures initiated by DEC such as Credit Transfer, Grading System, Common Pool Programmes, Sharing of 'Resource Centres' (R.C, SC) etc. for network development.

11) Take the support of the COL to ensure the quality of programmes for sharing them at the international level.

Since the technologies and their adoption are changing rapidly, it will be rather difficult to have long-term programmes. But the measures proposed above may put Open and DE of India on the world map capable of solving the problem of educating millions and extending its benefits outside the country.

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