

# Internationalizing Higher Education

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Educational system being one among the most important services reflects the development of a country. The types of goods and services that are produced, reveals the nation's development as under developed, developing or developed.

Nation's development is revealed through the enrolment level, more so at higher education level. The aim of higher education is to integrate the various walks of life as it is the reflection of society.

Localization refers to the process of taking educational resources developed for one context and adapting them for other contexts. These contexts can, for example, be geographical, pedagogical, political or technical. The practice of localization encompasses more than the translation of materials into a local language or swapping a photo to reflect a culture. Localization is at the heart of the OER process – it exemplifies openness, excellence and reusability.

No matter where you live or what you teach, when you modify open and freely shared materials for your own use, you are localizing the materials. There are many reasons why educators and learners localize materials. Here are a few -

- To address a particular teaching style or learning style.
- To adapt for a different grade level.
- To adapt for a different discipline.
- To adjust for a different learning environment.
- To address diversity needs.
- To address a cultural preference.
- To support a specific pedagogical need.

Teacher education is the major indicator of human development in a society and it is a documental source of change.

Teachers as agents of change facilitate child's cognitive and affective growth. Teachers' beliefs and expectations have direct influence on child's performance.

Kothari commission's report starts with the opening remark, "India's destiny is shaped in her class rooms". This statement signifies the predominant role of teacher in deciding the destiny of any country. This statement holds good with respect to teachers at all levels i.e. primary, secondary and also at higher level. The task of the teacher to cater to the needs of the students in particular and community at large is relatively difficult at higher educational level. But this can be achieved by maintaining the quality of higher education. But quality is not a simple factor, it is manifold, so, how to maintain it is the next big question.

The higher education aims at the following objectives:

- To prepare the students to meet the challenges of globalization.
- To meet the changing needs of employment sector.
- To safeguard the cultural pluralism.
- Developing adequate management capacities.
- Internalizing of teaching, learning and research.
- Optimizing the potential of new information and communication technologies.

These aims can only be fulfilled when the following areas are focused upon:

Financing, Management, Curriculum, Quality control and Preparation of teachers.

As we enter the new millennium, the world economy is experiencing an unprecedented change. New developments in science & technology, competition, Media

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revolution and Internationalization are revolutionizing the education sector. We are witnessing paradigm shift in higher education, from 'National' to 'Global' education, from 'State Controlled' to an 'Open Market' economy, from 'General Education' to an 'Educational System driven by market forces', from 'One time education for a few to 'Life long education for all'. These changes make new demands and pose fresh challenges to our established education systems and practices and, therefore, a time has come when we have to re-appraise the present administrative structure and finances at higher education level. Financing implies:

- How can funding be realistically diversified in contexts of economic instability?
- How can the fundamental missions of teaching, research and community services be protected as private resourcing increases?
- How can fair and equitable methods be devised to identify and assist needy students?
- What strategies may help to ensure that well qualified staff is retained by institutions?
- How can ICT Usage reduce cost and enhance access?

A massive overhaul of the system is not possible without a corresponding rise in budgetary resources for education.

**“Managing for Excellence”**

Four current challenges for the management of higher education worldwide are:

- growing student numbers,
- resources constraint,
- increased demand for transparency and accountability, and
- new modes of governmental regulation and institutional autonomy.

Institutions should demonstrate their commitment to more effective and efficient use of their available resources.

**“Worldwide Challenges to the Management and Financing of Higher Education**

The management and resource challenge is threefold:

- to diversify and thereby to increase the resource base
- to achieve economies and greater effectiveness by more skillful and more imaginative use of resources;
- to gain a wider understanding and acceptance, within the community, of the investment argument.

Therefore, the challenge to leadership and management is both within the institution and at the system level.

**Major Trends and Issues**

These can be summarized as follows -

- governance and decision making attuned to the changing socio-economic context.
- meeting demand and increased student numbers including adult learners.
- more efficient use of human and financial resources
- new and more varied funding sources
- supporting the most needy
- management based on transparency and accountability
- questions related to regulation and autonomy
- student involvement in decision making
- managing new teaching and learning systems, including ICT use
- changes in institutional practice.

Quality is the multi dimensional concept. It has to be achieved through proper effort. It is a strong weapon for excellence. The quality of higher education involves the relevance, the importance and suitability of the curriculum, effectiveness of teaching etc. for instance, the criteria used by NAAC to assess the quality of colleges and universities consists of set of seven items such as :

- (a) Curriculum aspects
- (b) Teaching, learning and evaluation
- (c) Research, consultancy and extension
- (d) Infrastructure
- (e) Student support and progression
- (f) Organisation and management
- (g) Healthy practices/best practices

The teachers should try to cater to maintenance of quality, through curricular as well as co-curricular activities.

The curriculum construction demands a lot of thinking, insight into the needs and demand of students, parents and also community. The broad context of the content of different disciplines should be provided to the students and this helps them to locate and understand the content of their more specific studies. The curriculum should also help the students to face the challenges of globalization and demands of today's society. Certain principles for curriculum construction should be followed like:

1. **Principle of Vocation:** The curriculum framed should aim at enabling the students to get a job after their courses.
2. **Principle of Contemporary Value:** The curriculum should be able to satisfy the present needs of the society as education is considered to be an investment. For e.g. the present society expects the students to be computer literate and also computer savvy. Hence, curriculum should have IT as a compulsory component.
3. **Principle of Moral Value:** Today, the society is facing many burning problems like corruption, materialism, communal violence etc. So, curriculum should circulate moral values like honesty, sincerity, sharing etc. Value education should occupy an important part in the new curriculum, avoiding instructions through sermons or doctrines both secular and religious. Instead, through imaginative modules, taught in a creative manner, students should be exposed to the nobility of human action, the virtue of selfless work, development of a national spirit free from jingoism or fanaticism. As teacher education is meant for preparing future teachers who will lead society and nation, the responsibility of teacher increases manifold. They need to be thorough professionals, fully

equipped with high academic standard, pedagogical and practical skills, and ethical and moral values. I.K. Davies (1984) in his book 'Management of Learning' has rightly stated that a teacher as 'Classroom Manager' has to pay attention towards planning, organization, leading and evaluation.

Besides this, the old notion that 'Teachers are born' is now changed to 'Teachers are made'. All University teachers irrespective of whether they are professors / readers/ lecturers, should always remember that they are basically teachers and must try to teach effectively. That is why the Govt. also started the scheme of academic staff colleges in 1986-87.

The highest priority has to be accorded to modernize the curriculum. This implies not only the inclusion of the recent in terms of knowledge and skills but also diversification of the subject matter to give a global magnitude to the programmes offered. Teaching is to be taken as (Tantra) Information as (Mantra) and Technology as (Yantra) for today and for future.

The teachers should create such learning environment in which the students are encouraged to think carefully and critically and express their thoughts. They should constantly monitor the students' understanding, help them achieve their own aims and also try to make learning a pleasurable experience, rather than an enforced activity. They themselves should have an academic thirst. To meet the needs of global learner the teacher should:

- To know the Higher Education Institutions (HEIs') mission, objectives, procedures, rules and regulations, courses, flexibility, mode of evaluation etc.
- To participate actively in the 'teaching learning process'.
- To attend the classes regularly and to use the support services and facilities provided by the HEI.
- To make library-work a habit of mind to acquire knowledge.

- To take internal examinations, tests, project-work, seminars, group discussions, seriously for personality development and academic improvement.
- To participate in the extra-curricular and extra-mural activities.
- To acquire skills to improve 'self-employability' (including the communication skills').
- Keeping discipline.
- Providing proper and honest 'feedback' to the HEI.
- Winning medals, colours, trophies honours and awards of high-rank.
- Participate in the process of decision-making (students councils).
- Be a good and useful member of Alumni Association of the HEI after passing out from the HEI.

This is the basis of quality education.

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It has always seemed strange to me that in our endless discussion about education so little stress is laid on the pleasure of becoming an educated person, the enormous interest it adds to life. To be able to be caught up into the world of thought that is to be educated

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