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Globalization in Distance Education in 21st Century.

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Abstract:
Open and distance learning system had grown tremendously around the world by 1960. It was tarred also in the form of correspondence course or distance education by some traditional universities like Delhi University (1962). Lifelong learning the indispensable key to the twenty first century now requires universities to radically review their structures, modes of functioning, and attitudes. The challenge is no less than that of modernity itself. We may have confident that they will take up that challenge with the same determination to serve the interests of learners above all else.

Keyword: open, distance, lifelong, challenge, ICT.

Introduction:

In a globalized society like that of today the need for quality based higher education has been on a constant rise. As companies become more competitive in a changing world scenario and new field emerge, the demand for qualified professionals increase exponentially. This case becomes even more important for a developing country like India where government policies are aimed at attracting more and more corporate firms. In this scenario, the role and importance of lifelong learning in India has increased main fold in recent times. The importance of life long learning /education has been repeatedly stressed in several educational policy documents and discourses in India. The emerging societies are knowledge based societies which are constantly changing. To keep up with the challenges of the globalized world, our youth have to continuously keep one updating with the continuous process of learning throughout one's life. For this purpose, opportunities and in come generational skills. Equivalency for educational accreditation and range of aspects for improving quality of life. Education as such is a continuous process which goes beyond the parameters of the formal school system. Continuing education offers the opportunity to engage in lifelong learning and emerges as a way of supplementing and complementing the formal school system.

Distance educators know the attitude of formal learning where quality deals with diverse factors of face to face education like the infrastructure as well as essential services, social and geographical milieu, instructional professional ability, organizational and investment staff, appraisal of the teachers, students teaching methodology, the public support to the organization, performance fitness and worth of curriculum.

Leadership is one of numerous vital components in the successful addition of ICTs in Education. The locus of leadership

influences the scales to which ICT. There are many challenges inbuilt in enlightening circulated leadership in and across educational institutions.

Globalization and Education:

People can only contribute and benefit from globalization if they endowed with knowledge, skills and with the capabilities and rights needed to pursue their basic livelihoods. They need employment and incomes, and a healthy environment. These are the essential conditions which empower them to participate fully as citizens in their local, national and global communities. These goals, can only be reached if national governments allocate adequate resources to education, basic infrastructure and the environment, and create the institutional framework which ensures broad access and opportunity.

Education is a major concern for all societies. As the foundation and essential driving force of economic, social, and human development, education is at the heart of the change that is dramatically affecting our world in the areas of science, technology, economics, and culture. It is the reason behind social change and scientific progress, and in its turn, it is subjected to the results of progress that it itself has engendered, both with regard to content as well as methods and established aims.

Issues of Globalization of Distance Education:

The process of international of distance education raises the following crucial issues among others which need to be resolved an institution steps in the global fray:

1. Improving quality of teaching – learning and making it available to a culturally, educationally, geographically and linguistically diverse student body.
2. Becoming sensitive to local issue while being globally competitive and preventing commercialization and westernization in the name of globalization.
3. Need to understand the range of requirements of old and new clients to concretize the same with academic understanding for development of a curriculum which recognizes globalization and universal interdependence.
4. Preventing co modification of education protects the dwindling status of educational institution to that of business houses.
5. Increasing and maintaining acceptability and desirability of cross-border education.
6. Helping the teachers in updating their knowledge to adopt new role by adding new competencies to their existing scientific and pedagogical backgrounds.
7. In global framework, service management is a gray area which hampers the smooth functioning of the system and requires utmost serious attention. The institutions in developing countries like India are not able to improve the deteriorating student support services in their own land.
8. Establishing, maintaining and monitoring the student support services network since the development of ICT is not uniform across the world and providing quality services alike in all parts of world will be very difficult.

Globalization and lifelong learning:

Lifelong learning is based on the following four fundamental precepts:

 learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small

number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

 Learning to do, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with a large number of situations and work in teams. It also means learning to do in the context of young people's various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses alternating study and work.

 Learning to live together, by developing an understanding of other people and an appreciation of interdependence, - carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding and peace.

 Learning to be, so as to develop better one's personality and be able to act with increasingly greater autonomy, judgment, and personal responsibility. To that end, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities, and communication skills.

Positive and Negative Impacts of Globalization:

i) Global sharing of knowledge, skills, and intellectual assets that are necessary to multiple developments at different levels;
ii) Mutual support, supplement and benefit to produce synergy for various developments of countries, communities, and individuals;
iii) Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth;
iv) Promoting international understanding, collaboration, harmony, and acceptance to cultural diversity across countries and regions.
v) Facilitating communications, interactions, and encouraging multi-cultural contributions at different levels among countries.

i) Increasing the technological gaps and digital divides between advanced countries and less developed countries;
ii) Creating more legitimate opportunities for a few advanced countries for a new form of colonization of developing countries;
iii) Increasing inequalities and conflicts between areas and cultures; and
iv) Promoting the dominant cultures and values of some advanced areas.

Present trends in open and distance learning:

It is more than ever clear that open and distance learning will be an important element of future education and training systems. It is approaching acceptance within mainstream education and training in such a way that it will make up part of the repertoire of most educational institutions in the future. The emergence of new forms of distance learning based on new information and communication technologies; in particular those supported by the Internet and using the World Wide Web, have significant pedagogical, economic and organizational implications. Furthermore, there is a significant trend towards intensifying globalization. Institutional and inter-governmental co-operation is increasing, and the .global classroom. Has been realized in quite a number of projects, particularly in connection with emerging

global communications networks. Governmental leadership concerning network development and access will be essential in this sphere. The regional overview shows great differences between all regions of the world, although there are also a number of similarities. Open and distance learning has existed for about one hundred years in the more developed regions and for one or two generations in the developing regions. In the high population countries of the developing world, open and distance learning has been seen to offer very significant opportunities for education and training. Lack of infrastructure and professional competence in open and distance learning remain important barriers. Nevertheless, these forms of educational delivery have come to stay, and many countries are looking at open and distance learning as a major strategy for expanding access, raising quality and ensuring cost-effectiveness. In industrialized countries present trends are linked both to structural problems of education in modern society, and to technological development. The need to extend learning opportunities over the whole life span and the changing demands concerning mass education and the need for new skills represent challenges that are not easily met by conventional structures and institutions. Governments, industry and educational institutions are eager to develop effective applications of new technologies and at the same time meet the needs of learners. However, conventional ways of teaching continue to thrive, and the field shows a great variety of approaches to the implementation of new strategies, with varying success.

Modernization of distance Education in 21st Century:

Correspondence systems originated at the end of the nineteenth century, and are still the most widely used form of distance education in less developed countries. Based around a study guide in printed text and often accompanied by audio and video components such as records and slides, interaction in the correspondence method is by letters and other written or printed documents sent through postal systems.

Educational television and radio systems use various delivery technologies. Terrestrial, satellite, and cable television and radio. to deliver live or recorded lectures to both individual home-based learners and groups of learners in remote classrooms where some face-to-face support might be provided. Some THE CONCEPT OF OPEN AND DISTANCE LEARNING systems offered limited audio or video-conferencing links back to the lecturer or a moderator at a central point.

Multimedia systems encompass text, audio, video, and computer-based materials, and usually some face-to-face learner support delivered to both individuals and groups. In this approach, which is that used by the open universities, instruction is no longer an individual's work, but the work of teams of specialists. Media specialists, information specialists, instructional design specialists, and learning specialists. Programmes are prepared for distribution over large numbers of learners, usually located across a whole country.

Internet-based systems in which multimedia (text, audio, video and computer- based) materials in electronic format are delivered to individuals through computers, along with access to databases and electronic libraries, and which enable teacher-student and student-student, one-to-one, one-to many, and many-to-many interactions, synchronously or asynchronously, through e-mail, computer conferences, bulletin boards, etc.

Creating a new educational platform:

One of the first areas that require change is higher education's perception of technology as it relates to its mission. For the past

decade, most attempts to use technology in higher education have been very haphazard: systems have been designed only to automate existing processes, computers have been thought of as strictly computational devices, and desktop workstations have

Not accomplished much more than replacing the typewriter and the adding machine. Today, however, technology is creating a new educational platform and is reconfiguring the way a student learns. Networked learning. Accessing libraries, scholars, networks, and information worldwide. is evolving. In the light of this, one important question needs to be considered. What is the mission of higher education? It can be said that education is a discovery process, and its mission is to provide the widest repertoire of possibilities for a student entering a learning situation. Technology can realize this ambition, and because of it a student's educational experience can be immeasurably richer. Various typologies of Internet Applications in Education (IAE) have been proposed in the literature in recent years. Two main approaches to the segmentation of this project-domain have been revealed through the analysis of recent experience. The technology-oriented approach is the most widespread. For example, statistical research on the use of the electronic communication in open and distance learning, conducted by UNESCO in 1995 (Euler and Berg, 1998), has identified the following types of applied telecommunication media in educational programmes:

Telephone;

Fax;

Audio-conference;

Video-conference;

Electronic mail;

Access to databases.

Ellsworth (1994) proposes the classification of Internet tools in accordance with the types of interaction between the participants in the educational process as follows: interaction between the students and professors in the educational process; interaction between the students and professors while searching for information on the Net; joint activities of professors and the administration; students. Joint research projects.

Accessibility:

Facilitate easy and quick access to ICT. Rich teaching and learning resources including ICT systems and services computing resources, online learning materials, e-learning.

The main function of ICT is planning online resources including e-learning, digital libraries, establishing of information hubs and open content communities' agenda for amplified broadband connectivity easy access to open resources need to be increased.

Empowerment:

"Empowerment educational communities with ICT technologies and continuously and continuously upgrade their ICT driven teaching and learning skills". It helps to make strategies for increasing digital aids for easier access and better training of team members between educational groups and instructional designers.

E-learning:

Adoption of web and increasing use of internet in learning is become emerging trend and web based learning enable broaden access to learning. It also helps in refining learning activities made the e-learning more useful.

It also provides guidelines; frame works e-learning practices. The qualities of e-learning are.

Healthy learning Atmosphere:

Technology facilitates the establishment of constant, healthy, safe and effectual ICT based environment. ICT support its availability and reliability of learning activates. ICT provides resources for mobile learning and remote learning. ICT support the learners to make sound learning environment and knowledge societies.

Research and innovation:

ICT encourages applied research and advanced forms of education. This development promotes culture of innovation. The process of learning in favour of interdisciplinary research groups help to create focused curriculum resources, expert, learning stuff, test items, support researches groups of experts. And these researches and innovative work help to lead for solution of issues.

Lifelong learning:

A leader learns throw out his life. Continuous education develops a framework for web enable all-time learning for distance leaders. E-training used for allow all time learning and making networks between theoretical learning and experimental learning. Getting desired learning and training for personal and professional improvement though e-learning is easier.

Distance education and demands of Globalization:

In view of the changes and possibilities brought on by new markets and new technology, the most suitable educational model for the 21st century must be devised with care and with a keen eye on the processes of the information age. Under modern conditions, the development of a knowledge society rests mainly upon linking economic growth with cognitive growth. Neither can exist meaningfully without the other. Industry or modern economy is engendered by knowledge and knowledge exists primarily is an industry. However, we need to understand cognitive growth in a larger fundamental and philosophical sense and not just in the instrumental, applied and vocational sense. Complex modern and modernizing societies certainly need a literate population and large number of managers, engineers and operators. But they also need a pool of experts seriously and collectively engaged in the task of explaining and exploring the society and making it more intelligible to the rest. Knowledge cannot and should not be reduced only to its applied and conational aspects. Therefore, we hope that our recommendations will how the way for the establishment of a developmental model of education that will not only provide quality education for all, but also strive towards the economic, social, cultural environmental and ethical development of the learner and the society.

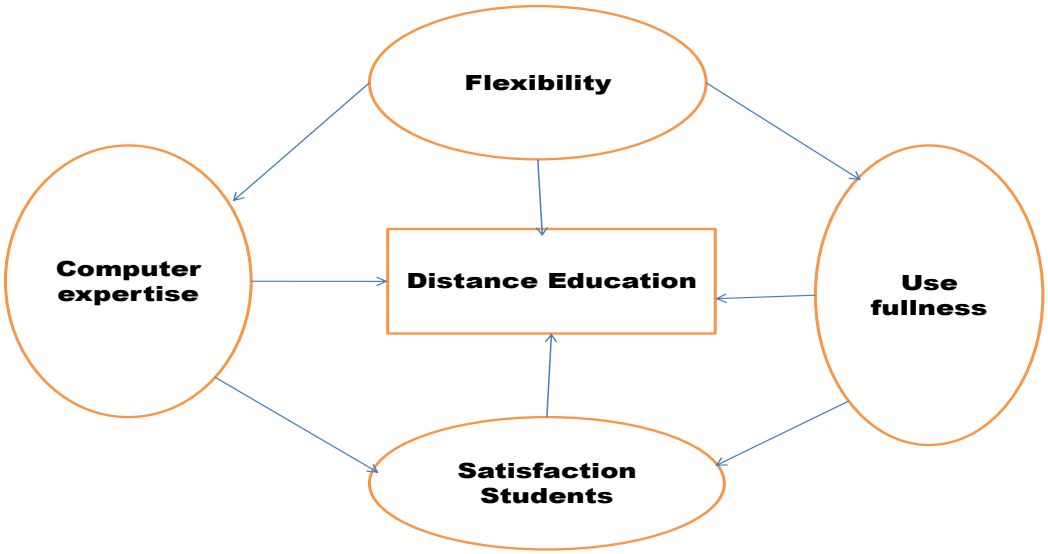
Conclusion:

In this study it is concluded after reviewing many researches and publications that distance education leaders their characteristics, their requirements, need for latest technology and their performance as effective distance education leader still not been sufficiently explored. It is recommended that distance institution specialists of ICTs, who are interested to support education towards betterment and innovations may encouraged for educational development, funding agencies may take interest in program development academics. Researchers who are doing research in ICTs for educational leadership may enhance

more effective qualities the benefits of future leaders.

Messages:

The influence of an educational organization both is planning and preparation of learning materials and in the provision of student support services.



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