RSIRJLE GWALIOR Research Scholar - An International Refereed Journal of Literary Explorations

Research Scholar
An International Refereed e-Journal of Literary Explorations

ISSN 2320 – 6101
www.researchscholar.co.in
Impact Factor 0.998 (IIFS)

CONTEXTUALIZING FOREIGN LANGUAGE EDUCATION FOR GLOBALISED INDIA

Mathachan K. J.
Assistant Professor in German
Department of Foreign Languages
BPS Women University, Sonipat

Abstract

Higher education system of any nation shares a dynamic relationship with its social, economic and cultural conditions. The changes in any of these areas directly or indirectly influence the philosophy and outlook of Higher education and are reflected in the Higher education policies from time to time. The change in the Higher education policies also cause change in social, cultural and economic outlook of a country. Though foreign language programmes are also part of the School Education System in India (Kothari Commission 1964-66), the paper focuses on foreign language courses as a part of Indian Higher Education system and analyses its dynamic relationship with the social, economic and cultural changes of the country induced by globalizatonal challenges and oppurtunities. Foreign language education offered by Indian universities and colleges are affected by the dynamics of Globalization, Outsourcing, ITES industry, Information Technology and Knowledge Economy discourses. The paper aims to analyse the nature of those globalisational impacts on teaching and learning of German and other foreign language programmes in India after the 1991 liberalization, privatization and globalization processes.

Higher education system of any nation shares a dynamic relationship with its social, economic and cultural conditions. The changes in any of these areas directly or indirectly influence the philosophy and outlook of Higher education and are reflected in the Higher education policies from time to time. The change in the Higher education policies also cause change in social, cultural and economic outlook of a country. Though foreign language programmes are also part of the School Education System in India (Kendriya Vidyalayas), present study focuses on foreign language courses as a part of the Indian Higher Education system and analyses its dynamic relationship with the social, economic and cultural changes of the country. German, French, Russian, Spanish etc.., are the part of foreign language programmes offered by many Indian universities and colleges and are also being affected by the dynamics of Globalization, Outsourcing, ITES industry, Information and Knowledge economy. The study aims to analyse the reciprocal relationship of German and other foreign language programmes with globalized India after the 1991 liberalization, privatization and globalization process

Globalization and its dimensions

Though the economic globalization as a process whereby the goods and services are produced in one country and consumed in another and vice versa is not a new phenomenon (Huwart J.Y & L.Verdier 2013, p.20). Invention of wheel, shipping and writing made the transport of large volumes of goods easier. Exchange of goods and services between India and other countries can be dated back to the ancient times. "From the 6th to the 4th century BC, merchants crisscrossed the vast Persian Empire, which spread from the Mediterranean to the River Ganges and covered a mosaic of peoples and civilisations" (Huwart J.Y & LVerdier 2013,p.21). It was comparatively a slow process in relation to current dimensions. What is new in the globalization process of 1991 is the scale in which the governments actively promote the movement of goods and services through liberalizing policies, bilateral and multilateral agreements between the nations. This has resulted in the emergence of new service sector, 'Information Technology Enabled Services' (ITES) industry in globalized India.

Theoretical controversy on globalization can be grouped into two major categories, that of "one dominant logic of globalization" and that of "a phenomenon with a complex set of causes" (Beck 2000, p.30). Globalization was often primarily focused on the economic side of the world. More recently the term has been expanded to include the areas such as culture, media, technology, socio-cultural, political factors. "Globalization is a process that encompasses the causes, course, and consequences of transnational and transcultural integration of human and non-human activities" (Nayef 2006, p.5). Econmomic globalization can be understood as the restrictionless movement of goods, services and people across the countries. In his book *Globalization and its Discontents,* Joseph Stiglitz defines economic globalisation as "…the closer integration of the countries and peoples of the world which has been brought about by the enormous reduction of costs of transportation and communication, and the breaking down of artificial barriers to the flows of goods, services, capital, knowledge, and (to a lesser extent) people across borders." (Stiglitz, 2002).

In the history of mankind, the economic globalization is as old as economic activity itself. During third and fourth millenium, Mesopetaomian civilization had engaged in trade related activities with its neigbhours like Syria, Anatolia, India and Persian Gulf (Huwart J.Y& L.Verdier 2013, p.20). The discoveries of forteenth and fifteenth centuries connected the people of five continents. Though the process of interdependace among the nations is very old, it did not always remain linear. The progress and the rate of this process varied considerably from time to time. After the Second World War, the process of intergration of economies and restrictionless movement of goods and services intensified by the formation of Bretton Woods Agreements. In 1944, on 22 July, the "free world" governments of the time signed a series of agreements that introduced a new monetary system, created institutions for economic reconstruction and regulation, and set the bases of a management system for international trade. Henry Morgenthau (1945) summarizes the spirit of the Bretton Woods Agreement as follows: "Collective measures to safeguard world populations from threats to peace [...] must not rest solely on an international system that manages disputes and prevents aggressions, but also on economic co-operation among nations aiming to prevent and eliminate social and economic maladjustments." (Huwart J.Y & L.Verdier 2013, p.30). These agreements have intensified economic co-operation between the member countries. The end of the Cold War in 1990,s witnessed another leap in the globalization process.

Ever increasing movement of goods, services and people across the globe intensifies the contacts between the social groups and cultural identities. "As cultural process, globalization

names the explosion of a plurality of mutually intersecting, individually syncretic, local differences; the emergence of new, hitherto suppressed identities; and the expansion of a world-wide media and technology culture with the promise of popular democratization"(Jameson 1998). Cultural globalization is caused by the Global Media explosion. Attention on global events and the emphasis on the inter-dependency of humanity promoted by the Media increased the rate of change in the cultural identities. "Electronic media gives the new twist to the environment within which the modern and the global often appears as the flip slides of the same coin" (Appadurai, 1996). Through the 'scapes theory' Appadurai argues that the globalization is not a homogenization of culture but it is glocalization resulted from the "flowing" of technology "techno-scapes", economy "finance-scapes", media "mediascapes" and ideology "ideo-scapes" through the movement of people over cultural and national boundaries. These "flows" through "-scapes" change the conceptions of "center" and "periphery" of culture and create imagined worlds that are created by different people and groups. (Appdurai 1996, p.48)

The views of the scholars on globalization can be broadly categorized into three groups: radicals, moderates and sceptics. Radicals identify the globalization as a new era, supported by laissenz faire capitalism and technology and will lead to the homogenization of the cultures and will create a global civilization. Moderate view on globalization argues that it is a contingent, contradictory historical process and represents Post-industrial society and will lead to hybridization of the cultures. For sceptics there is nothing new in the process of globalization and will remain as a myth which is caused by the interest of Western nations and internationalization of the economies will finally lead to fragmentation and clash of civilizations. "Whereever there is a globalization form above, as the imposition of the capitalists logic there are can be resistance and struggle. The possibilities of globalization from below results from transnational alliances between groups fighting for better wages and working conditions better social and political justice enviormental protection and more democracy and freedom worldwide"(Kellner,2002,p.299). Therefore it can be concluded that the major reasons for the globalization are capitalism, technology, democracy, Media and their resisting forces.

India and Globalisation

In 1991 India also opened its markets for the transnational companies."The Indian economy has undergone substantial changes since the introduction of economic reforms in 1991. These reforms were a comprehensive effort consisting of three main components namely, liberalisation, privatisation and globalisation. They included various measures like deregulating the markets and encouraging private participation; trade liberalisation; dismantling the restrictions on domestic and foreign investments; reforming the financial sector and the tax system, etc. All such policy initiatives radically changed the economic set-up of the country and integrated it with the rest of the world. Thus, India was placed in a globally competitive position so as to fully utilise its potentials and opportunities for rapid growth of the economy." (Economic Indicators since ,1991).

Higher education discourses and Globalisation

"The terms characterising the system changed over time thereby claiming an extension of the range of the system: from a university system to higher education system and eventually tertiary education system" (Teichler 2008, p.356). Publications of the OECD in the 1960s, for instance, the term 'university' was the prevalent term and hardly any attention was paid to the rest of the institutions that are not equal to universities, and there was hardly any claim that universities

and these institutions have much in common. Gradually as the term system spread, it has linked with higher education and it implied the claim that there are universities and other higher education institutions. The universities remained at the apex of the system (except for France), but they have something in common and are interrelated to other institutions of higher education. "In the 1980s, international organisations, notably the OECD, began to advocate the term "tertiary education".(cf. the change of terms in OECD 1974, 1983, 1998). One might argue, though, that the majority of OECD member states continue to define their system as a higher education system and never developed a concept of a tertiary education system"(Teichler,p.356)

Trow (1974) argued that higher education will serve its function best if it diversifies in the process of higher education. When enrolment surpasses about 15% in a country, the emergence of a sector of mass higher education will serve the additional number of students well whereby the diversification helps to protect elite higher education to serve similar functions as traditionally served by university systems. When enrolment surpasses about 50%, universal higher education was likely to emerge in addition. Clark (1983) did not only offer interesting classifications of national systems of higher education, but strongly underscored the virtue of diversification growing out of loose systems of quantitative-structural control. (Teichler, p.351). The upward movement of Indian Higher Education system from Elite to Mass and from Mass to Universal requires diversification to improve the quality and introducing more and more foreign languages can be a boon for the Higher Education system.

As foreign language programmes are part of Higher education system, it becomes relevant to understand the globalization influenced discourses on Higher education system. Analysing the changing social contexts under globalisation for Higher education, John Brennen identifies major changes in the following areas. "These importantly include processes of globalisation, of massification and its consequences, of forces for standardisation and harmonisation, of claims made for and on behalf of the 'knowledge society', of greater power for markets and consumers, of rapid developments in information technology, of changes in the contexts and processes of knowledge production, and of changes in the role of the state"(Brennan 2008, p.381). The UNESCO world conference of Higher Education (2009) identifies the key drivers of 21st centruy academic revolution. These drivers are "the massification of Higher education systems everywhere, the 'public good' versus 'private good' debate, the impacts of information and communications technology, and the rise of the knowledge economy and globalisation" (UNESCO World Conference on Higher Education Report,2009).XIth and XIIth Five Year Plans (2007-2012 and 2012 -2017 respectively) Documents identifies Expansion, Inclusion and Excellence as the key areas for strengthening Indian Higher Education system to face the challenges and reap the benefits of Globalisaion.

> "It is estimated that developed economies and even China will face a shortage of about 40 million highly skilled workers by 2020, while, based on current projections of higher education, India is likely to see some surplus of graduates in 2020. Thus, India could capture a higher share of global knowledge-based work, for example by increasing its exports of knowledge-intensive goods and services, if there is focus on higher education and its quality is globally benchmarked" (12th five year plan doucment, p.89)

Knowledge Commission of India reiterates the urgent need of strengthening the Indian Higher Education on the basis of Access, Equity, Quality and Internationalisation to utilize the favourable demographic dividend and to realize national socio-economic development goals.

Massification of Higher Education in India

There is a tremendous expansion in the Indian higher education system in the recent years both in enrolment and number of institutions. University level institutions (degree awarding) have increased from 387 in 2006-07 to 659 in 2011-12 registering a growth rate of 70%. The share of private universities has increased from 18.86% in 2006-07 to 28.98% in 2012, where as the share of state universities have decreased from 58.65% in 2006-07 to 48.95% in 2012. Considering the total number of higher educational institutions, the private institutions have taken a leap leaving behind the central and state level institutions. "General Enrolment Ratio for higher education was 12.3 per cent in 2006–07 and increased to 17.9 per cent in 2011–12. In regular programmes alone, GER has increased from 10.4 per cent in 2006–07 to 15.2 per cent in 2011–12" (12th Five year plan document, p.93). "The Private sector has contributed significantly to higher education expansion during the Eleventh Plan and private higher education now accounts for 58.5 per cent of enrolments"(12th Five Year Plan Document,p.100). The following table gives the details of institutional growth.

Growth of Higher educational institutions under 11th Plan

Category	2006-07	2011-12	Increase	Growth rate
Cenral institutions				
Degree awarding institutions	87	152	65	11.8
Colleges	58	69	11	3.5
Sub total	145	121	76	8.8
State institutions				
Degree awarding institutions	227	316	89	6.8
Colleges	9000	13204	4024	7.7
Diploma institutions	1867	3207	1340	11.4
Sub total	11094	16547	5453	8.3
Private institutions				
Degree awarding institutions	73	191	118	21.2
Colleges	12112	19930	7818	10.5
Diploma institutions	5960	9541	3581	9.9
Sub total	18145	29662	11517	10.3
Total	29384	46430	17046	9.6

Source: 12th five year plan document .p.94

Note: Central degree institutions include Indian Institutes of Management even though they award PG diploma in management

Though there is tremendous expansion in the Indian higher education system in the recent years, in comparison to the efforts of China in creating 1250 new universities in the recent years, Indian efforts appears very marginal. "During the Eleventh Plan, Indian higher education moved from 'elite' to 'mass' higher education (threshold of 15 per cent GER) and is now moving towards universal higher education (threshold of 50 per cent GER)" (12th FYP Document,p.97). As per the World Bank Report Indian GER is consistently moving around 25% in 2013. (http://data.worldbank.org/indicator/SE.TER.ENRR.).

Impact of Massification on German Language courses in India

Enrolment rates of German courses also have grown substantialy during the last two decades. Enrolement for German courses in Indian universities and colleges has recorded a growth of 146% from 2000 to 2010. "By the year 2000, about 50 universities had introduced German courses or German degree programs. The number of German learning students stabilised at around 4,500 out of which more than 200 were German language and literature students. Between 2005 and 2010, the figures again increased to 11,100" (Schaefer, 2015). Total enrolement in all German language centres (public/private/ Max Mueller Bhavans) registered an increase of 76% from 2000 to 2010. "When one adds the language school students too, the overall number of German learners grew from 17,900 (in 2000) to 21,740 (in 2005) and to 31,590 (2010)".(Schaefer, 2015). The enrolments in Max Mueller Bhavans across India have grown from 8000 in the year 2000 to 25000 in 2013. There is an increase of 36% in the enrolments for the last five years in Goethe institutes in India.(Deutsch als Fremdsprache weltweit. Datenerhebung 2015.p31)

As per DAAD (German Academic Exchange Service) the number of students visiting Germany has increaed from 1800 in 2002 to 5745 in 2012.

Higher Education offered by public universities and colleges are highly subsidized in India. Only 35% of total enrolments for German language courses registered in pubic sector in comparison to 65% in private sector in 2010. National enrolment rates for Higher Education began to register 58.5% in private sector from 2012 onwards. Considering the high rate of enrolment in private sector, it can be concluded that the expansion of German language courses is in Inida is due to pull factors emerged from globalizational process like high employment potential in multinational companies, and better and easier options to study and visit in foreign countries etc. The expansion of subsidized German language courses in Indian public universitsies also a reflection of favourable pull factors than the effect of planned massification drive of the Indian state.

Private Good public good debate on Higher education

Post independence India was primarily a socialist welfare state in its economic and social policies. It has reflected in the Higher Education policies too. Education was considered primarily social and public good than private good. Majority of the higher educational institutions were managed or financed by central or state governments. All most all the degree awarding institutions were in public sector. Post 1991 liberalisation process, private universities, colleges and vocational training institutes were started to emerge on the higher education scene. In 2012, the private sector is leading the expansion drive of higher education in India with 58.5% of total enrolments and 'private good' 'public good' discourse gained momentum in Indian Higher Education scenario.

The economic theories and political philosophies on 'state' provide a better understanding about what is private good and what is public good. The neo-classical economic theory brings the notion of rivalry and excludability to define public and private goods. "The neo-classical economic definition of 'public' goods, outlined by Samuelson (1954), refers to goods (or services) that are non-rivalrous and non-excludable. These goods are non-rivalrous, because they can be consumed by any number of people without being depleted, for example knowledge of a mathematical theorem. They are non-excludable, because the benefits cannot be confined to individual buyers, such as social tolerance, or law and order" (Marginson 2007, p.311). Notion of 'externalities and spill over effects' from economics also enhances the

understanding of private and public goods. "In education, externalities are benefits not fully captured by the individual producer or consumer who pays for the costs of education. For example, the training of a manager may render not only her or his own work more profitable and productive, but render more profitable and productive the work of others. Likewise, when a consumer becomes literate through education, she or he becomes receptive to the print-based marketing of a range of products rovided by companies that did not pay for the costs of the education." (Marginson, p.312).

In political philosophy 'public goods' can refer to goods that are collectively produced and/or consumed or produced under the ownership of the state. In liberal political philosophy the term 'public' is often associated with government or state and indicates state ownership of production and the private good indicates a non-state production. The economic notion of public/private, associates 'public' with not-a-natural market and the notions of public/private from political philosophy associates 'public' with government or state. "These two views reflect the respective political claims of economic liberalism, which are centred on the market (the private side of the dual); and social democracy, which are centred on state institutions" (the public side of the dual) (Marginson, p.313). Higher Education is beneficial to individual learner and also to the public. The dualistic understanding that if it is private good then it is less public good or vice versa cannot be applicable in case of Higher Education. Therefore "It is more helpful to consider education is potentially rivalrous or non-rivalrous, and potentially excludable or non-excludable. In other words, far from the public or private character being determined by the 'intrinsic nature' of the good, the public or private character of education is a policy choice" (Marginson, p.313). If the Higher Education in its intrinsic nature is both private good and public good, German as foreign language courses as a part of Higher Education also are intrinsically generate both public and private good. "The question of 'who benefits' from higher education is often translated into the question of 'who should pay' for higher education. The acquisition of educational credentials can be regarded both as providing 'positional advantage' for those who possess them (and hence a 'private good') and as contributing to the creation of a more productive workforce and a successful national economy (and hence a 'public good')" (Brennan p.383). High demand for German and other foreign language experts in multinational organizations and attractive remunerations offered by them is a public good for the Indian economy. Though German language courses may flourish even without supportive state intervention due to prevailing favourable market conditions, offering German courses through more and more public universities at subsidized costs can bring the demographic dividend in favour of India. Moreover foreign language courses in general and German courses in particular generate not only private good and public good but also globalised good.

Impact of Information and Communication Technology (ICT) on Higher Education.

Information and communication technologies have caused tremedous changes on Indian Higher Education system particularly post 1991 Indian liberalization era. ICT has democratized the Higher Education by bringing drastic change in the access. All the public and private universities and almost all the Higher Educational institutions in India have their websites and all the necessary information regarding the courses are always available on net. Many universities have started to offer courses on online platform too. Moreover there are many recorded actual free lectures of great teachers of prestigious both Indian and Foreign univerisities are available free of cost on internet. ICT revolution has made the knowledge to reach remote corners of India. As it has democratized the access to higher education, it also improved the equity. Male /Female or

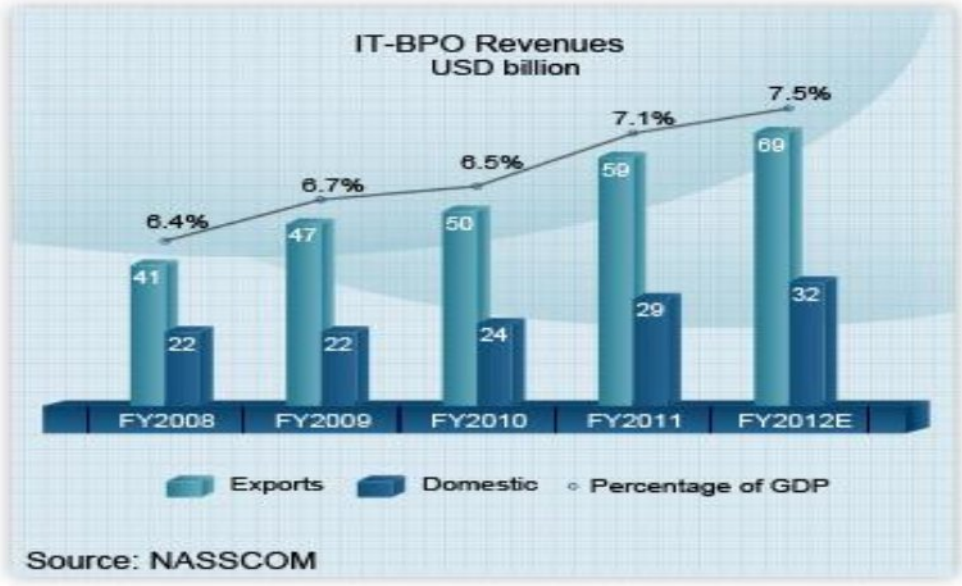
cast and class differences and disparities are effectively being overcome through ICT interventions. Not only access to courses but also access to research publications, books and other resources are being made democratized by the ICT.

ICT can play a major role in improving the quality aspect of Higher Eduation, though in itself it does not bring the quality. It is important to understand what quality actually means in higher educational discourses. Quality can be understood only in relation to learning objectives and learning outcomes. If the expected learning objectives are achieved by the learner by undertaking educational process, then it can be rated as quality education. On the other hand if there are discrapencies between the objectives and learning outcomes, the quality of such an educational process can be considered to be low. In such a scenario, quality is not depending upon the ICT but on the both individuals and institutions who imparts the education and who recieves the education. Therefore it can be said that if the majority of the students who are coming out of the education process consistently achieves the learning objectives, it can be concluded that the education offered by that institute is of higher quality and the ICT intervention in that institution is effective in improving the quality of the education. In relation to foreign language education in general and Geman courses in particular ICT intevention was a boon in many ways. Impact of ICT in German courses can be broadly categoreised into two areas: ICT for improving learning environments and learning outcomes and ICT for improving employment potential of the learner. ICT intervention started initially as instructional aids (teaching aids) in the class rooms became learning aids for the learner by promoting motivated self learning thereby improving the learning outcome. Judicious of use online platforms like chat rooms, messaging, films, newspapers and current news channels from the target language culture provide the German language learner real like experiences of the target culture. In short, nowdays ICT has the potential to make the Gemran language learning in India as effective or near to the German languge learning experiences in Germany and Austria.

Combined effects globalization and ICT have improved the employability of foreign language learner to new heights. Traditional areas for a foreign langugae learner were limited to translation, interpretation, academics, and diplomatic services and to certain extent international journalism. At the same time the proficiency requirements were very high (C1 on CEFR) for effectively executing these jobs, and vacancies were highly depend upon the governmental policies from to time. Emergence of IT Enabled Services (ITES) industry, post 1991 liberalization became the game changer. Information Technology acts as the backbone of ITES industry. It has become possible that a variety of information related services can be offered globally without any delay in time through the advances in the information technology. Medical transcription, Call centre services, Business process outsourcing (BPOs), Knowledge process outsourcing (KPOs), Off shoring are the terms that are frequently represent the ITES Industry or limit it from other kind of industries. Presence of cost effective, multilingual, and high skilled, IT friendly work force in the Indian economy has resulted in the impressive growth of this sector and created a new global order for service job market, where the different levels of skills are sought globally. Due to low level of proficiency requirement (B1 onwards) at very attractive renumerations, ITES industry absorbs major chunk of German and other foreign language learners in India. Here demand for the skilled workforce is comparatively higher than the supply. At the same time this sector is suffering from very high attrition rates.

After 1991 India has emerged as an outsourcing destination for Multinational Companies. The Indian advantage in the ITES sector has been explained by Indian Government portal as follows: “Owing to its advantageous factors like presence of one of the world-best intellectual

and internet resources, lower cost structure, multi-lingual capabilities, etc., India has emerged as the 21st century's software powerhouse, offering many advantages as a global sourcing hub, especially for IT enabled Services (ITES) and Business Process Outsourcing (BPO).This advantage, along with multi-lingual capabilities and advantages of lower costs, can help the country to emerge as a front-runner in KPO on the global platform. As a result, India continues to dominate global outsourcing market. As per the Nasscom, Indian IT-BPO industry has grown from 68 (2009) to 118 billion USDs in 2014. (<http://www.nasscom.in/indian-itbpo-industry> 6 April 2014). Indian IT and ITES industy have generated direct employment of 2.8 million persons and indirect employment of 8.9 million in 2011-12(Economic survey of India 2012-13 p.223).



(Source: <http://www.nasscom.in/indian-itbpo-industry> 4-11-2013

Privatisation, Commoditization and Automation in Higher Education

As Higher Education in its intrinsic nature generates both public good and private good, private or public charactor of national Higher Education systems is a policy choice.(Marginson, p.313) and policies themselves are dynamic in nature and generally targeted to generate desired results in a society. Privatisation of Higher Education in India was initiated as a remedial measure for broadening of access in Higher Education, ensuring equity in Higher Education and to the financial crunch faced by central and state governments (Anand C.L, 1999). 11th plan document indicates privatisation has contributed heavily towards the issue of access. On the issue of for profit / not for-profit orientations of the private institutions of Higher Education, judgements from the Supreme Court of India, has ruled that institutions in the Higher Education are 'not for profit' institutions. Privatisation of Higher Education has increased the commoditization process of Education. Commoditization in business theory is the processes by which goods that has economic value and are distinguishable in terms of attributes end up becoming simple commodities in the eyes of the market or consumers. It is the movement of a market from differentiated to undifferentiated price competition and from monopolistic to perfect competition. In the process of commoditization of Higher Education, the academic courses become commodities and the student community become the consumers. It can lead to that extent degrees are not earned through the merit but it can be bought if negotiates better.

Eventually educational institutions become degree selling institutions. Therefore it becomes mandatory to ensure the merit of the student than one's ability to pay for access to higher education.

Commoditization of the Higher Education has the potential to lead towards automation. As a management technique, automation indicates a process for reducing dependency on the human agents in the process of production and installing computer controlled machines or robots to do the same. Automation reduces the human mediation and increases the machine mediation with a view to reduce costs in the long term and increasing profitability for mass producing standardized products and services. There are attempts to produce video/audio classes of the well known professors and distribute them as learning materials. "The buyers of this packaged commodity (learning materials), meanwhile, other academic institutions, are able thereby to contract out, and hence outsource the work of their own employees and thus reduce their reliance upon their in-house teaching staff. Most important, once the faculty converts its courses to courseware, their services are in the long run no longer required" (Noble F 1998, p.363). Robert Reid's observation about a typical diploma mill as having the following characteristics: 'no classrooms', 'faculties are often untrained or nonexistent', and 'the officers are unethical self seekers whose qualifications are no better than their offerings. In such a scenario quality higher education will not disappear entirely, but it will soon become the exclusive preserve of the privileged, available only an to child of the rich and the powerful which goes totally against the goals of democratisation of higher education for which the automation was recommended. If the human mediation in the Higher Education is not better than the machine mediation, of course automation is a better solution for many challenges that India faces on higher Education field. If the machine mediation can only extend some support for the human mediation, more investments are to be done on faculty members and students than on technology. In relation to German language learning in Indian universities and colleges, it is still human mediated than machine mediated. Technology intervention is used as supplementary to the human mediation.

Knowledge Economy and Higher Education

Knowledge society discourse in the context of globalisation debates assumes "the widening, deepening and speeding up of worldwide interconnectedness" (Held et al. 1999). Knowledge society discourse also is rooted in the fact that higher education institutions are more important than ever as mediums in global knowledge economies. In the age of globalization, higher education institutions are integral to the continuous flows of people, knowledge, information, technologies, products and financial capital (Marginson 2006). Knowledge Society as a sociological theory emphasises that knowledge generation is primarily for societal development and Knowledge Economy as an economical theory emphasises the knowledge generation is for the economical good of individuals and nations. These two theories often confront each other in the field of higher education policy making (Välimaa & Hoffmann 2008, p.270). However, the importance of knowledge and knowledge production is recognised as crucial for the development of societies even though there are different underlying assumptions concerning knowledge in various theoretical approaches.

In knowledge economy, the knowledge is considered as an economical good and generation and exploitation of the knowledge play a predominant part in the creation of wealth. One can look at this discourse at three different levels (Powell & Snellmann 2004, p.200). The first and oldest approach, with its origins dating back to the early 1960s, focuses on the rise of new science-based industries and their role in social and economic change, and centrality of

theoretical knowledge as a source of innovation. Whether particular industries or sectors are especially knowledge-intensive, how much these industrie- sectors contribute to growth in terms of productivity and how these sectors operate differently from the past in some fundamental way constitute the second approach. Thirdly it focuses on the role of learning and continuous innovation inside firms. Historically one can identify three waves in the knowledge economy debate (Peters 2007). The first wave of the Knowledge Economy debate initiated with the work of Hayek (1937) who emphasized the importance of knowledge for economic growth. The second wave is of neoliberal thinking and its attention to formalization of economics, developing information theory and the economics of information. The third wave is influenced by the 'human capital theory' of Chicago school. Human capital theory is based on two hypotheses. "First, education and training increase individual cognitive capacity and therefore augment productivity. Second, increased productivity leads to increased individual earnings, and these increased earnings are a measure of the value of human capital" (Marginson 1993).

According to Bell, the post-industrial society can be characterized as a knowledge society in a double sense: "first, the sources of innovation are increasingly derivative from research and development (and more directly, there is a new relation between science and technology because of the centrality of theoretical knowledge); second, the weight of the society measured by a larger proportion of Gross National Product and a larger share of employment is increasingly in the knowledge field."(Bell 1973, p.212). Analysing the nature of knowledge produced, Gibbons et al. (1994) argue that a new form of knowledge production 'Mode 2' is replacing the traditional one 'Mode 1'. "Mode 1 knowledge has been produced within autonomous disciplinary contexts governed mainly by academic interests of a specific community, whereas Mode 2 knowledge is produced within the context of its application. Mode 2 knowledge is transdisciplinary research, characterized by heterogeneity and more socially accountable and reflexive than Mode 1 knowledge" (Vaelimaa & Hoffmann 2008, p.271). Along with the knowledge society, a potential relationship between knowledge and change in society is being conceptualized in recent times. The concept of 'Learning Society' and its relation to Knowledge Economy plays a prominent role in these areas. The discussion on Learning Societies and Lifelong education for all coincide with the expansion of the Knowledge Society (UNESCO 2005). Initially the concept of learning society referred to a new kind of society in which the old distinctions between formal and non-formal education were no longer valid (Hutchins 1968, Husén 1974). In this new context of knowledge economy, lifelong learning becomes indispensable becuase there is a need to change workplaces and often professions and update knowledge during one's career. Therefore "the crucial new skill in a learning society is the ability to learn how to learn. Furthermore, learning is no longer the privilege of an elite or one age cohort, rather these notions cover the entire communities and individual life- spans" (UNESCO 2005,Jussi Välimaa and David Hoffman,p.269).

UNESCO World Conference, report (1997) emphasizes social responsibilities of higher education as the cultivation of civic virtues "shaping a democratic and civilized society". Besides that higher education institutions are expected to contribute to culture and cultural development of societies. This implies higher education institutions are expected to initiate and maintain critical discussion within societies. This is one of the traditional objectives of public intellectuals (Jacoby 1987) but it has also been defined as one of the goals of university researchers and professors in Finland (Vàlimaa 2004). At the same time "for profit higher education"(Morey 2004,p.131) "Strategic Universities" (Brennan 2008) universities as "Growth engines and enterprise universities"(Jussi Välimaa and David Hoffman 2008) leads the higher education

debate towards the 'private good'. Impact of Higher education on society can be seen on three perspectives: "First, there is higher education's role in terms of constructing and supporting the 'knowledge society'. Second, there is a role in constructing the 'just and stable' society. Third, there is a role in constructing the 'critical society'(Brennan 2008, p.387). Based on the social impact of universities, they can be classified into 4 groups. Ancillary university is that has a marginal role both in development of knowledge and social development. Instrumental university plays a marginal role in the development of new knowledge but has a better role in social development. Self governing universities emphasize on new knowledge development but do not consider as part of social development strategy. Engine Universities are those play predominant role in new knowledge creation and social development.

Knowledge Economy and Higher education discourses in India

Education Commissions of post independent India emphasized the importance of education for the nation building and development. Attainment of knowledge and skills was primarily for social good than economic. "The most important and urgent reform needed in education is, to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for realisation of the national goal"(Kothari Commission.1964-66). Knowledge Commission of India (NKC Report, 2008) identifies three key areas, realizing the demographic dividend, reducing social disparities, and sustaining economic development for transforming Indian economy into a Knowledge society. Higher education has a critical role in the socio-economic development of a nation. Task force on Higher education and society (2000) emphasized the role of higher education for social development. "Higher education is no longer a luxury, it is essential for survival. Higher education is the modern world's basic education... without more and better Higher education developing countries will find it increasingly difficult to benefit the global knowledge based economy" (Task force on Higher education and society Report, p.43). John Brennan (2008) discussing on Higher education and social change argues that Higher education research should be undertaken with its four interconnected elements: changing social contexts, their implications for Higher education, mechanisms of interactions between Higher education and society; Higher education's impact on society (Brennan, p.381). The Indian Higher education is also undergoing transition. Jandhlaya B.G Thilak observes that "many of the recent initiatives in policy reforms mark a transition in the history of higher education in independent India from a system embedded in welfare statism to a system partially based on quasi-market principles and finally to a system based on a neo-liberal market philosophy. Sadly, the transition seems to be complete and dangerously irreversible" (B.G Thilak 2012, p.40).

University Grants Commission of India emphasizes the need for change to ensure equity and access in Higher education. "A paradigm shift has been noticed in higher education now a days, from 'national education' to 'global education, from 'one time education for a few' to 'life long education for all, from 'teacher- centric education' to 'learner centric education"(UGC Report,2003).National Knowledge Commission of India identifies the necessity and recommends the revision of curriculum in every three years. "The syllabi of courses in universities, which remain unchanged for decades, need to be upgraded constantly and revised frequently. The laws of inertia reinforced by resistance to change must be overcome. Universities should be required to revise or restructure curricula at least once in three years." (NKC report, p.67) "The Higher education system in India has so far adopted an inward looking approach, concerned primarily to meet the domestic demand for higher education. With the integration of the country with the rest

of world and the growing trade, investment and mobility of people, there is a need for outward looking approaches in higher education. The Indian Higher education should not only be able to meet the domestic demand but also the international demand for qualified and trained manpower" (Aggarwal 2006, p.140).

Conclusion

It can be observed from the above discussions that knowledge society discourse considers generation and distribution of the knowledge primarily for social development than economic where as knowledge economy emphasizes the role of knowledge for economical good for individuals and nations. Therefore it is essential to think how the German and other foreign languages learning contribute to the social development. Primarily this was the area of studies the German language departments in India. Socio cultural knowledge embedded in German and other foreign languages were made accessible to Indian public through this mediation. German and other literatures have been used to initiate and ignite social issues in India. This focus has from literature studies to cultural studies between Indian cultures and German other foreign languages speaking cultures of the world. In recent decades the contribution of German language learning towards knowledge economy has vehemently improved through the process of globalization. German language learning assists the the continuous flows of people, knowledge, information, technologies, products and financial capital between India and other German speaking countries of the world. This has become more evident through tourism industry, IT enabled services industry in recent times "It is evident that international interconnectedness - globalisation - has increased and will be increasing in higher education in the future. National systems of higher education can no longer be regarded as closed systems. Competitive horizons opened by globalisation have influence on the policy goals of nation states. Simultaneously, however, it is important to acknowledge that national traditions continue their influence to greater or lesser extents, (Valimaa and Hoffman 2007. p.382). "The higher education system in India has so far adopted an inward looking approach, concerned primarily to meet the domestic demand for higher education. With the integration of the country with the rest of world and the growing trade, investment and mobility of people, there is a need for outward looking approaches in higher education. The Indian Higher education should not only be able to meet the domestic demand but also the international demand for qualified and trained manpower" (Aggarwal pawan 2006, p.140). Sharing the goal of Higher education as development of 'knowledge society', 'just and civic society', and 'critical society' an ideal foreign language curriculum shall focus on current and future global jobmarkets too.

References:

Aggarwal, Pawan. *Higher education in India; Need for change.* New Delhi: ICRIER. Working Paper.no.180. 2006.

Appadurai, Arjun. *Modernity at Large, Public Worlds.* Vol.1. Minnesota: University of Minnesota Press,1996.

Batnagar Y.C. *Second language pedagogy in India*. New Delhi: Ajanta books international,2000.

Beck Ulrich. *What is Globalizaion?* Patrick Camiller (Trans). Cambridge: Polity press, 2000.

Bell D. *The Coming of Post-Industrial Society*. New York: Basic Books,1973.

Brennan John (dr). *Higher education and Soceity: A research report*. CHERI , The Open University, March 2010.

Brennan John and Shah Tarla (ed). *Higher education and Soceity in changing times:looking back and looking forward*. CHERI , The Open University, June 2011.

Clark, B. R. *The higher education system: Academic organization in cross-national perspective*. Berkeley, CA: University of California Press. 1983

Human resource and Skill requirements in the IT and ITES sector (2022):A report National Skill Development Corporation.

Huwart J.Y and L.Verdier. *Economic Globalization: origin and consequences.OECD insights,* OECD, 2013.

Knowledge Commission of India. *Towards a Knowledge Society.* National Knowledge Commission of India ,2008.

National Knowledge Commission. *Report to the Nation 2006-2009*. National Knowledge Commission, New Delhi,2009

Nayef R.F. *Definitions of Globalization*: *A Comprehensive Overview and a Proposed Definition.* Geneva: Geneva Centre for Security Policy,2009.

Stiglitz J.E. *Globalization and its Discontents*. New York: W.W Norton &Co,2002.

Trow, M. (1974). *Problems in the transition from elite to mass higher education*. In OECD (Ed.), Policies for higher education (pp. 51-101). Paris: OECD.

Journals

B.G Thilak Jandhlaya."Higher education policies in India in transition" *Economic and Politicial Weekly* Vol XLVII. No.13 (March 2012): 36-40.

Brennan John. "Higher Education and Social Change". Higher Education, Vol. 56, No. 3, *The Future of Higher Education and the Future ofHigher Education Research* (Sep., 2008). 381-393.

C. L Anand, ***Privatisation of Higher education in India : Rationale and Perspectives*** 1999. July- September, 1999, Volume 1 No.1. **(http://www.asthabharati.org/Dia_July99/cl.htm)**

David F. Noble (1998) Digital diploma mills: The automation of higher education, Science as Culture, 7:3, (1998) 355-368.[DOI: 10.1080/09505439809526510]

Douglas Kellner. "Theorizing Globalisation" . Sociological Theory, Vol. 20, No. 3 (Nov., 2002), pp. 285-305, [Stable URL: http://www.jstor.org/stable/3108613.Accessed: 25/10/2014 04:12)]

Fredric Jameson. "Notes on Globalization as a Philosophical Issue." *The Cultures of Globalization.* Durham: Duke University Press, 1998. In: Vilashini Cooppan, "World Literature and Global Theory: Comparative Literature for the New Millennium", Symploke, Vol. 9(2001): 15-43, p. 16.

Simon Marginson. "The Public/Private Divide in Higher Education: A Global Revision". Higher Education, Vol. 53, No. 3 (Mar., 2007), pp. 307-333[http://www.jstor.org/stable/29735057 Accessed: 10-01-2016 13:55 UTC]

Ulrich Teichler. "Diversification? Trends and Explanations of the Shape and Size of Higher Education". Higher Education, Vol. 56, No. 3 (Sep., 2008), pp. 349-37[Stable URL: http://www.jstor.org/stable/40269081.Accessed: 16-01-2016 05:44 UTC]

Välimaa Jussi and Hoffman David. "The Future of Higher Education and the Future ofHigher Education Research". *Higher education*. Vol.56,No.3(Sep.,2008):265-285.

W. Powell Walter & Snellman Kaisa : The Knowledge Economy Annu. Rev. Sociol. 2004. 30:199–220