



The Impact of Globalization in the Indian School Education System: Issues and Challenges

SK Ali Babu¹

¹Principal, Princess Durru Shehvar College of Education for Women, Dabeerpura, Hyderabad

Abstract

Globalization in the field of education has resulted in the privatization of institutes, Foreign direct investment, Cross border supply of educational services/resources by setting up institutes in other countries, Temporary Faculty and student exchange across the countries But there do exist the other side of globalization such as it will not create a level playing field for all countries and countries having technological superiority may dominate other countries. Also, there are high chances of education getting commercialized with local needs getting undermined. The education sector is experiencing constant changes under the effects of globalization. Rapid developments in the student information systems and communications are seen in higher education and K-12 campuses. Due to changes in school systems across the world; the ideas, values, and knowledge are changing the roles of students and teachers. It is producing a shift in the education ecosystem from an industrialized to an information-based society. The present paper is explored the researcher the impact of globalization on Indian school education system challenges and issues in

Keywords: Globalisation, Education, School Education.

Introduction

Education is the single most important instrument for social and economic transformation. The development of a strong nation requires that the human resources of the country are endowed with higher level of education, skill and specialization. The 21st century presents unique challenges for the Indian education system. Indian education must be able to respond to rising student expectations and the demands of global

competition. The quality of knowledge generated within Indian education institutions, is increasing determining the nations global competitions. This poses a major responsibility on the Indian education policy makers. With abundance of human resources India is eminently equipped for growing itself as a global leader in the knowledge society. Development of any nation does not depend on the available resources but on effective utilization of these resources. Education, as a service industry, is part of globalization process under the umbrella of General Agreement on Trade & Services (GATS). There is, however, distinct possibility that this might “force countries with quite different academic needs and resources to conform to structures inevitably designed to service the interest of the most powerful academic systems and corporate educational providers... breeding inequality and dependence” (Altbach, 2002).

Concept of globalization

The meaning of globalization “a situation in which available goods and services, or social and cultural influences, gradually become similar in all parts of the world”. Globalization is an important phenomenon that has affected the entire World in the contemporary era. Its impact on the education system of a country is intrinsic. In the context of India, globalization has impacted upon the education system in complex and conflicting ways. There is an increased emphasis on preparing *global* citizens who are ready to face the highly competitive world. There is a huge upsurge in the demand for learning English language, growing popularity of international schools, need for curriculum restructuring and inclusion of ICTs etc. While the basic aims of education are to enable children develop their potentials, define and pursue a meaningful purpose; globalisation has put an extra pressure on the education system to create ‘winners’ who are ready to battle in the race for the survival of the fittest.

Further, “Globalization... can lead to unregulated and poor quality higher education, with the worldwide marketing of fraud degrees or other so-called higher education credentials...” (World Bank's Task Force, 2000). India is likely to turn into “an increasingly attractive market for foreign universities and hence other nations are going to use GATS’ provisions to their advantage” (Arun Nigvekar, 2002). While these are obvious problems, globalization can also have advantages, particularly for India, which has a large educational system and infrastructure and diverse human capabilities. It appears as though the phenomenon of globalization will mean many different things for education. Most certainly, in the near future, “it will

mean a more competitive and deregulated educational system modelled after free market but with more pressure on it to assure that the next generation of workers are prepared for some amorphous 'job market of 21st century'. It will also mean... "That educational system will increasingly provide the sites of struggle over the meaning and power of national identity and a national culture. And finally, schools will no doubt also be the sites of various counter-hegemonic movements and pedagogies". (Wells, et. al., 1998)

In popular discourse, **globalization** is often synonymous with *internationalization*, referring to the growing interconnectedness and interdependence of people and institutions throughout the world. Although these terms have elements in common, they have taken on technical meanings that distinguish them from each other and from common usage. Internationalization is the less theorized term. Globalization, by contrast, has come to denote the complexities of interconnectedness, and scholars have produced a large body of literature to explain what appear to be ineluctable worldwide influences on local settings and responses to those influences.

Influences of a global scale touch aspects of everyday life. For example, structural adjustment policies and international trading charters, such as the North American Free Trade Association (NAFTA) and the Asia-Pacific Economic Cooperation (APEC), reduce barriers to commerce, ostensibly promote jobs, and reduce the price of goods to consumers across nations. Yet they also shift support from "old" industries to newer ones, creating dislocations and forcing some workers out of jobs, and have provoked large and even violent demonstrations in several countries. The spread of democracy, too, is part of globalization, giving more people access to the political processes that affect their lives, but also, in many places, concealing deeply rooted socioeconomic inequities as well as areas of policy over which very few individuals have a voice. Even organized international terrorism bred by Islamic fanaticism may be viewed as an oppositional reaction—an effort at *deglobalization*—to the pervasiveness of Western capitalism and secularism associated with globalization. Influences of globalization are multi-dimensional, having large social, economic, and political implications.

A massive spread of education and of Western oriented norms of learning at all levels in the twentieth century and the consequences of widely available schooling are a large part of the globalization process. With regard to the role of schools, globalization has become a major topic of study, especially in the field of

comparative education, which applies historiographic and social scientific theories and methods to international issues of education.

Importance of Global Education

The main duty of a government in the field of education is to design the educational activities that have been developed according to strategic aims and to direct them with policies suitable for the aims. Besides education is a major area of government expenditure and is a significant potential target for human resources. The local authorities of each country can state the local goal of education. Their aims can change according to the local needs and necessities and may show differences from each other. But the global education has many goals in common for every country. The aims and importance of global education can be stated as follows: Let those who participate in educational process obtain skills of new cultures. Develop the ability of distinguishing intercultural differences. Aiding the people for criticizing events from global perspective. Explain how different cultures impact the activities of organizations. Help students realize how attitudes are shaped and how they influence the behaviours. -The language and harmony skills of the managers who will work in different cultures should be developed. Provide the ability of working together with the people coming from different cultures. Develop the skill of multi-sided thinking by causing them gain the cultural, sensitivity and experience, teach how to behave according to cultural differences, teach how to manage multinational groups, develop the way of thinking from individuality to globalize. (Deniz, 1999)

Impact of Globalisation on Indian School Education

Globalization has a wide ranging potential to influence all sectors of development. Besides its impact on the pace and pattern of economic development, it also casts its shadow on the system of education. It would, therefore, be pertinent to analyze its impact on the process and progress of education. The impact of globalization on education and the manner in which the system should respond to the needs of globalization would require to be studied basically under two broad heads: 1.The needed reforms within the educational system like content, equity and excellence etc. and 2.The fall out of globalization, which will entail determining strategies relating to the impending internationalization of education; finance related issues and privatization of secondary and higher education.

In the context of India, globalization has impacted upon the education system in complex and conflicting ways. There is an increased emphasis on preparing global citizens who are ready to face the highly competitive world. There is a huge upsurge in the demand for learning English language, growing popularity of ‘international’ schools, need for curriculum restructuring and inclusion of ICTs etc. While the basic aims of education are to enable children develop their potentials, define and pursue a meaningful purpose; globalisation has put an extra pressure on the education system to create ‘winners’ who are ready to battle in the race for the survival of the fittest. It has led to the preparation of a curriculum that has to be internationally acceptable. There is also a huge demand for learning English language, schools with an international appeal with unconventional syllabi that focus on overall development of personality instead of rote learning, newer means of teaching learning pedagogy etc. School facilities have also come under the scanner as there is a demand for quality in available infrastructure that can aid in preparing a different class of people who are ready for a global world. In the contemporary context, students are seen as Customers as well as partners in the process of learning.

Issues and Challenges

- **Expenditure on education:** The simulation results mean that education expenditure can raise economic growth. For maximizing the education expenditure benefits, a high level of physical investment is needed. Another important result is that a good pattern of education expenditure may be useful for decreasing the poverty.
- **Gross enrolment pattern:** Gross enrollment ratio is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown.
- **Capacity utilization:** It is the manufacturing and production capabilities that are being utilized by a nation or enterprise at any given time. It is the relationship between the output produced with the given resources and the potential output that can be produced if capacity was fully used
- **Infrastructure facilities:** It is the building; structure; or networks of buildings, structures, pipes, controls, and equipment, or portion thereof, that provides transportation, utilities, public education, or public safety services.

- **PPP model:** Public-Private Partnership (PPP) in School Education examines the opportunity for the private sector to partner with the government to improve the quality of school education service delivery in India. This report traces the evolution of PPPs in education in India and defines the need and opportunity for the whole school model of PPP implementation. It draws learning from domestic and international experience of PPPs to outline elements and characteristics of effective PPPs.
- Student-teacher ratio
- Accreditation and branding – quality standards
- Students studying abroad

Emerging Discussions

India has been among the fastest-growing economies in the world in the last decade. However, concerns related to the quality of education question the ability to cope with the demands of a globalized world. Ensuring access to quality education is crucial for India if it wants to take advantage of its demographic dividend. An educated population not only drives economic growth, but also has a positive impact on human development indicators. Despite the focus of the government on improving the quality of inputs provided in schools, the efforts seem to be focused on enrolment and not on children's learning. The present research has presented contrasting trends and serious quality concerns to be pondered over across the two categories of schools. Current research has corroborated the inadequacy of basic infrastructure in most government schools. This raises various critical issues and questions the quality of education being provided. Thus, though the school enrolment is increasing, but are the children learning? There are stark differences in the availability and maintenance of physical infrastructure across government and private schools. Basic infrastructure like the availability of safe drinking water, toilets, clean surroundings, library and playground are inadequate in most government schools. Can we imply that the private sector is able to deliver better than the government? Moreover, there is no norm to ensure that a school provides a minimum quality of education. Thus the debate on private versus government school provisioning becomes louder.

Another serious issue raised in the research is the availability of adequate number of school teachers, an area of concern for the not only the educationists but also for those who have been fighting for children's right to education. There is a major statistical link between teacher absence in government schools and private

enrolment (Baird, 2009). Numerous studies have cited the importance of teacher-pupil ratio in a classroom. National and international experience has shown that a ratio higher than one teacher for thirty students is not desirable at any stage of school education. Thus, availability of number of teachers impacts the size of the classroom and the teacher pupil ratio. This is also an important factor that influences the choice of desirable methods and practices that the teacher uses in the process of curriculum transaction. High teacher pupil ratio, as evident in most government schools questions the quality of education and the consequent high workload on teachers. Parents also recognize teacher absence and cite government-school teacher absenteeism as one reason for choosing private schools.

There is an increased demand for private players in education. Government schools in India due to their challenges in meeting the goals of providing quality education have led to greater demand for private schools. There is also a perceived superior quality of private school education due to which greater number of parents is choosing private school education for their children as they want to provide better future opportunities for their children. School curriculum and language of instruction can also impact parents' preference. Many families choose private schools because they are English-medium that would provide a competitive edge to their wards in the globalized economy. Thus even the families with low socio-economic background are preferring private school education which would enhance the 'linguistic skills' of their children. The popularity of private schooling as a choice even for low-income parents suggests that the demand for private education is likely to be increase throughout the country (Baird, 2009).

Conclusion

Education holds the key to India's growth and socio-economic development. This has assumed greater importance over the last decade with India positioning itself as a knowledge economy in a fast globalizing world. An educated population not only drives economic growth, but also has a positive impact on health and nutrition. Well-balanced education is also essential in building a just and democratic society. Thus, it is indeed critical for India, having a large young population and being low on human development indicators, to fast track access to quality education (Basu, 2013). Education sector in India is facing serious concerns and encounters. While there is a pressure to prepare *global* citizens who are ready to face the highly competitive world, the grassroots realities present an altered image. The basic aim of education is to enable

children develop their potentials, define and pursue a meaningful purpose and recognize the right of others to do the same. However, current research has reflected the need for availability as well as up gradation of physical infrastructure and further deployment of resources to enhance the quality of schooling. On one hand, most private schools are seen utilizing resources to enable their pupils to express themselves, exploring their natural and social milieu; government schools due to the administrative hurdles and lack of physical infrastructure are unable to cater to the demands of education. This comes as an irony since the government policies and documents clearly focus on responding to the physical, psychosocial and emotional needs of children with the purpose of holistic development of their personalities. The priority concern for the country remains particularly with improving the quality of education and making education effective, enjoyable and relevant to the children. Schools have to aim at providing children fruitful experiences that enable them to realize fully their innate talents, develop capacities and empower all children in their learning, across differences of castes, religion, gender and disability. Its only when the country will be able to provide quality education to the children across the socio-cultural milieu; it will be able to truly achieve the potentials of a globalized world.

Reference

1. Mahanta, N. N., Adhikary, A., Kalita, I. – Foundation of Education, Mani Mani Prakash, Guwahati (2014). Benking, H.A Humane Information Society or Information War, (1997).
2. Barker, K. Serving the Learning Needs of Education Consumers. Education Canada, (1999), 38(4); 25-27.
3. Caldwell, B.G. Toward a New View of Education for the Public Good. Staring the Strategic Conversation. (1998).
4. Cog burn, D.L. Globalization knowledge, Education and Teaching in the Information Age. (2000).
5. “Introduction: Global and Local Dimensions of Reforms in Teacher Education, Teaching and Teacher Education”. Editorial”. (1999), 15, 133-141.
6. Gordon, G. Managing the Changes Inherent in Developing the Learning Society: Issues, Choices and Strategies. Quality Assurance in Education, (1999), Vol. 7(3): p.1-9.
7. Aggarwal J.C (2002) Theory and Principles of Education Vikas Publishing House, New Delhi.
8. Ansari M.S (2005) Teacher in the Emerging Indian Society International publishing House, Meerut.
9. Bhatia K.K and Narang, C. L (2004) Philosophical and Sociological Bases of Education Tandon Publishers, Ludhiana.
10. Chandra S.S and Sharma R.K (2004) Philosophy of Education, Atlantic Publishers, New Delhi.
11. Mishra B.N (1960) Influence of Home Environment in social Achievement journal of vocational and Educational Guidance, Vol VII, No 2, PP 72-76.
12. Globalization and its impact on Indian Higher Education: Promises and Perils-Dr.Shazli Hasan Khan
13. THE BLOG, 03/10/2014 09:09 am ET | Updated May 10, 2014 The Globalization of Education and Sustainability Management
14. Globalization: A Brief Overview www.imf.org/external/np/exr/ib/2008/053008.htm
15. Implications of Globalization on Education *Romanian Journal for Multidimensional Education, Romania, Vol-4, No-2, Aug 2012 Pg;69-82 ISSN 2066-7329-*

16. Srikanth Misra, Integral University Globalisation Of Education, By K V Sagar, 23 September, 2005
countercurrents.org
17. Benking, H. A Humane Information Society or Information War, (1997)
18. Barker, K. Serving the Learning Needs of Education Consumers. Education Canada, (1999), 38(4) ;
25-27 Belfield & Levin. Achieving Inquiry for Latino Students, Expanding the Pathway to Higher
Education. chapter 1, p.08.
19. Caldwell, B.G. toward a New View of Education for the Public Good. Staring the Strategic
Conversation. (1998).
20. Cog burn, D.L. Globalization knowledge, Education and Teaching in the Information Age. (2000).
21. Ducker. Post Capitalist Society. New York: McMillan. (1993). "Introduction: Global and Local
Dimensions of Reforms in Teacher Education, Teaching and Teacher Education". Editorial". (1999),
15, 133-141.

