IMPACT OF GLOBALISATION ON INDIAN EDUCATION

Damini Arvindkumar Patel

M.A, M.Ed, GSET

ABSTRACT

Globalisation has had a significant impact on various aspects of the Indian economy and society, including the education system. The aim of this research is to analyse the impact of globalisation on the Indian education system and to explain the current scenario of Indian education. The Indian education system has undergone significant changes since the introduction of globalisation. The increasing integration of the Indian economy with the global economy has led to a shift towards a more market-oriented education system, with a focus on producing graduates who are better equipped to meet the demands of the global job market. The education system has also become more competitive, with private institutions and foreign universities entering the Indian education market. The findings of this research will be useful for policymakers, educators, and other stakeholders in the Indian education system. The research will contribute to a better understanding of the impact of globalisation on the Indian education system and provide insights into how the education system can be improved to meet the needs of the global economy while ensuring access, quality, and equity for all students.

KEYWORDS : Education, Globalisation, Student

1.   INTRODUCTION

Indian education has a rich history that dates back thousands of years. In ancient India, education was provided by gurus or teachers who imparted knowledge to their students through the oral tradition. This system of education emphasized the holistic development of students and was rooted in traditional Indian knowledge systems. During the colonial period, the British introduced a Western education system in India. This system focused on providing an education that was more suited to the needs of the colonial administration and the industrial economy. The emphasis was on rote learning and the acquisition of knowledge that could be used to serve the needs of the colonial administration. After independence, the Indian government sought to build a new education system that would be more suited to the needs of the newly independent nation. The government focused on providing access to education for all and building a system that would promote the holistic development of students.

Today, the Indian education system is one of the largest in the world, with more than 1.5 million schools and over 36,000 higher education institutions. The system is divided into four levels: primary, secondary, higher secondary, and higher education. The Indian education system faces several challenges, including inadequate infrastructure and teaching staff, low levels of student enrollment and retention, and the commercialisation of education. However, the government has taken several steps to address these challenges and improve the quality of education in the country.

Overall, Indian education has a rich history and has played a vital role in the development of the country. While there are still many challenges to overcome, there is a growing recognition of the importance of education in promoting the development and growth of the country.

IMPACT OF GLOBALISATION ON INDIAN EDUCATION

In the context of India, globalisation 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.

EFFORTS BY THE GOVERNMENT TO IMPROVE THE QUALITY OF EDUCATION

The government of India has taken several steps to improve the quality of education in the country. Some of these efforts include:

1. The Right to Education Act (RTE): In 2009, the government introduced the RTE Act, which makes education a fundamental right for all children between the ages of 6 and 14. The act aims to provide free and compulsory education to all children and improve the quality of education in government schools.

2. Rashtriya Madhyamik Shiksha Abhiyan (RMSA): The RMSA was launched in 2009 to provide universal access to secondary education and improve its quality. The program aims to increase the enrollment rate in secondary education and provide adequate infrastructure and teaching staff in schools.

3. Sarva Shiksha Abhiyan (SSA): The SSA was launched in 2001 to provide universal access to primary education and improve its quality. The program aims to provide adequate infrastructure and teaching staff in schools and improve the quality of education through teacher training and the development of teaching materials.

4. National Council of Educational Research and Training (NCERT): The NCERT is responsible for the development of national curriculum frameworks, textbooks, and teaching materials. The council also conducts research in education and provides training to teachers.

5. National Assessment and Accreditation Council (NAAC): The NAAC is responsible for assessing and accrediting higher education institutions in India. The council aims to promote quality assurance in higher education and improve the quality of teaching and research in universities.

6. Digital initiatives: The government has launched several digital initiatives, such as the Digital India program and the National Digital Library of India, to provide students with access to digital learning resources and improve the quality of education.

7. Skill development programs: The government has launched several skill development programs, such as the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), to provide vocational training to students and improve their employability.

In conclusion, the government of India has taken several steps to improve the quality of education in the country. However, there is still a long way to go to ensure that every child in the country has access to quality education. It is essential that the government continues to prioritize education and invest in the development of the education system to ensure that all students receive a quality education.

2. LITERATURE REVIEW

According to Williams (2022), Globalisation may well be an olden theme but it is that capacity to progress explains why it has become the main subject of the modern world".

Gunn (2017) claimed that "Globalisation is about changes in technologies and communications, which inevitably lead to changes in cultural beliefs and practices".

Higher Education is also impacted by neo-liberal, particularly the belief that there should be less government funding and intervention in institutions associated with social welfare. Because of the neo-liberal emphasis on a decrease in public spending on social services, such as education, there has been a move toward the privatisation of educational institutions and services. Therefore, universities become areas of business rather than the promoters of social values. According to Steiner-Khamsi, (2006) neo-liberalism promotes the treatment of education as part of the open market.

Chandrakant N Koligudde (2014) highlighted that higher education system is under constraint in enhancing the space for skillful educated people and involve them in the process to achieve multiple objectives, such as growth, quality and impartial access. In order to accomplish the political tactics, the policy makers attain a forward looking approach, such as delivering quality of education, permitting private provision of higher education. The constituent colleges are essentially privately possessed and lightly structured regarding costs, access and equity. In view of the fact that colonial government jobs the ambition of most degree holders gave a relatively tiny group of college-educated Indians high status and comparatively high income, they were keen to pay for it. The report recommended decentralisation within the university pyramid, comprising empowering university deans, fluctuating responsibility for course regulation, investigations and degree awards to affiliated colleges, and recommending that universities focus on postgraduate education and research programmes.

Sahil Sawhney et. al. (2019) highlighted that Quality and effectiveness of higher education in India remain important areas of concern. The sector which is designated as not-for-profit remains heavily regulated by multiple statutory and regulatory agencies. This has resulted in institutions, especially in the private sector being incapable to drive competitive advantage, leading to existential concerns. Strategic management is a proven concept for business sustenance, growth and organisational excellence across diverse domains such as military, industry and even academia, especially in developed countries. Higher education institutions in the USA have led the adoption of formal strategic management frameworks with a high degree of success. This paper examines the current state of higher education in India which necessitates the adoption of strategic management by institutions to achieve long-term sustenance and success.

Mahender Reddy and K S Sujit (2004) highlighting on the element that higher education of a good quality is precarious for a nation to become comprehensively competitive. In these days of knowledge revolution, it is not factor bequest but good quality higher education which determines the growth of a nation. The focal problem in India is that while there are a huge number of jobless degree holders and postgraduates, there is a scarcity of employees who can acquire new skills and innovate. It is in this context in which the authors argue that private universities may take a lead to constantly innovate their programs and curriculum, keeping the market in mind.

Michael Pelle et. al. (2016) analyses racial and ethnic subgroup disparity in higher education in India and the US. Affirmative action strategies in both countries rely upon broad classifications that incorporate distinctive groups. These programs have disastrous to enhance the significant under-representation of black natives and certain lower-castes by considering these inhabitants alongside distinct and oftentimes more privileged groups. Such disparity obstructs accomplishment of affirmative action's counteractive justice and multiplicity goals. Some states in India have executed "quotas within quotas" to improve such underrepresentation, separating lower caste subgroups for admissions purposes. The study suggest that US institutions of higher education adopt a similar model by considering black Hispanics, multiracial blacks, black immigrants, and black natives as separate categories in recruiting and admissions.

Niina Kautto et. al. (2018) made an attempt to examine the role and responsibilities of universities globally in addressing climate risks. An international survey was taken up to yardstick the sector's structural preparation for climate change and to better comprehend how the higher education sector underwrites to local-level climate adaptation planning procedures. The international survey concentrated particularly on the valuation of climate modification impacts and adaptation plans. Based on the responses of 45 HEIs situated in six different countries on three continents, the study establish that there are still very few tertiary institutions that plan for climate-related risks in a systematic way. The paper sheds light on the barriers HEIs face in engaging in climate adaptation planning and action.

3. NEED FOR THE STUDY

The education system in India is much more improved these days and is one of the leading ones in the world. Education is the base for economic growth as well as social transformation for any country. It is also one of the biggest contributors to the economic growth of the nation. Globalisation is a driver of change that cannot be ignored. It is a trajectory that inextricably links both the higher education. The course of globalisation will continue as long as people are driven to look across borders for resources, ideas, efficiencies and services. Higher education institutions that fail to adapt to that reality do so at their own peril. A review of the status and trends of globalisation of higher education is important and timely.

4. RESEARCH OBJECTIVE

1. To explain the current scenario of Indian education system.
2. To analyse the impact of globalisation on Indian education.

5. KEY ISSUES FACED BY INDIAN EDUCATION

The Indian education system faces several key issues, which include:

1. Inadequate Infrastructure: A significant challenge for the Indian education system is the inadequate infrastructure in many schools and colleges, especially in rural areas. This includes a lack of proper classrooms, furniture, equipment, and sanitation facilities.

2. Shortage of Skilled Teachers: The shortage of skilled teachers is a significant issue in the Indian education system. Many teachers are poorly trained, and there is a lack of qualified teachers in many schools and colleges.

3. Commercialization of Education: The commercialization of education is another major challenge in the Indian education system. Many private institutions charge exorbitant fees, making education unaffordable for many students.

4. Rote Learning: The Indian education system places a significant emphasis on rote learning, which focuses on memorization rather than critical thinking and problem-solving skills.

5. Low Levels of Student Enrollment and Retention: Many children in India do not have access to education, especially in rural areas. Even for those who do, the high cost of education, poor infrastructure, and lack of quality teachers often result in low levels of student enrollment and retention.

6. Outdated Curriculum: The Indian education system often uses outdated curricula that do not reflect the changing needs of the global economy.

7. Lack of Emphasis on Vocational Education: The Indian education system does not place enough emphasis on vocational education, which can provide students with skills that are in demand in the job market.

8. Gender Disparities: Gender disparities in the Indian education system are another major issue, with girls often having less access to education than boys.

Addressing these challenges will require significant investment in infrastructure, teacher training, and curriculum development. It will also require a shift towards a more student-centric education system that emphasizes critical thinking, problem-solving, and vocational education. Furthermore, addressing gender disparities in the education system will require targeted efforts to promote girls' education and increase access to education for marginalized communities.

6.   POSITIVE IMPACTS OF GLOBALISATION

Universities are the victims of globalisation but at the same time they also became the agents of globalisation. They are linked to various knowledge and production centre of the world. Globalisation affects the universities by linking them to the international supply of knowledge, labour and way of conducting business. Universities have to compete globally and therefore must respond to global forces. In this way, globalisation can enhance institutional autonomy in the whole world. The Positive impacts of globalisation on Indian higher education are as follows:-

- It has done many pivotal changes in the role of state and restructuring of social welfares education, employment, agriculture, and health system in India. In higher education it was always the monopoly of middle class and elite groups of the society.

- Today it is the time of globalisation and privatisation. And India is not exempted from the effect of globalisation. The Indian higher education systems became industry oriented due to this globalisation. In this regards the Indian higher education system should be radically transformed to meet the new challenges of the 21st century. Today, India is required to set up a chain of educational institutions which are globally acceptable.

- Commercialisation of education has deprived many from getting higher education especially in the developing countries like India where there is illiteracy and poverty. The existing policy of globalisation of higher education is motivated by profits rather than social justice.

- Today rapid changes of curriculum like lifelong education, flexible learning and the use of technology oriented learning have a major impact on all the areas of teacher education. So India get major changes in education system for qualitative and quantitative expansion, competency based and ICT based teaching learning process. It becomes possible only because of globalisation.

- Indian higher education system becomes challenging to meet the demands put forth by globalisation. To overcome those demand Indian higher education today is expected to produce skilled and trained workforce who can compete in this global market. Thus, one major impact of globalisation is the development of skilled work force at all levels to meet the demands of increasing business environment.

- Globalisation also impacts the education policies of India. In the last two decades Indian government has formed various committees, commission and also different kinds of economic bodies like NAAC, UGC, NCTE, etc. Globalisation also affects those commissions and educational policies of the country.

- The Government of India allowed FDI into higher education due to globalisation. The foreign universities are expected to bring the quality infrastructure in teaching, research work as well as physical infrastructure. This will attract large scale foreign investments into India and also increase reverse brain drain. Their entry should also increase the qualities in research areas and so on.

- The introduction of technology into the classroom is changing the nature of delivering education to students is gradually giving way to a new form of electronic literacy. Even examination system and gradation are gradually becoming available through electronic media. Also, students can be examined through computer managed learning system rather than in a classroom. This type of innovations in our country only possible due to globalisation.

7. NEGATIVE IMPACTS OF GLOBALISATION

The negative impacts of globalisation on Indian higher education are as follows:-

- Negative side of this globalisation is that it could fade our traditional values and ethics.
- Another negative impact of this globalisation is that it increasing the gap between the rich and poor for where rich people are becoming richer and poor are becoming poorer. Global learning has become beyond the reach of poor students.
- Commodification and commercialisation of education increased in our country due to globalisation.
- As a result of outsourcing, globalisation may deprive an entire country of getting proper jobs and resources. This is because globalisation takes jobs away from one country and provides it to another country.

8. CONCLUSION

Globalisation of Indian education system needs to be inculcated from the angle of different important angles like, Socio-Economic, Political and Academic which pertains to the allocation of the Education resource and degree of efficiency in the same. Internationalisation of higher education where in mutual sharing of knowledge, skills and research generally takes place with the objective of mutual benefit and also aimed at national and global development. Globalisation is an opportunity for those who are aware of the benefits due to their vigilance and inquisitiveness, which have proper access to the information. Every individual wants to lead a complete and successful life with most of the amenities and basic necessities though only a few actually gets the affordability of availing them due to limited supply of resources insufficient for unlimited demand. Globalisation will lead to exposure and will unleash the hidden potential of many.

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 realties 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. It's 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.

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