



India's education and globalization

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Abstract

The "Era of Globalization" is what we are living in. Globalization is more than just global business; it is not the same thing. Numerous intricate tendencies in the social, cultural, and economic facets of every society are brought about by globalization. The vast cultural and historical disparities that exist in our highly interconnected globe are condensed into instantaneous communication. The economic production of intangible goods that may be generated, exchanged, and consumed simultaneously is known as international service transactions. Because of the direct interaction between producers and consumers as well as the government monopoly in the infrastructure sector, services are traditionally seen as domestic activity. This view has changed with the emergence of the digitalization notion. Electronic commerce, banking, e-learning, e-medicine, and e-governance have all emerged as a result of the growth of information and communication technology. Therefore, it is stated that the government is finding it more and more difficult to keep up with activities driven by technology. As a result, education is becoming a commodity that is traded internationally. On a worldwide scale, it is a private good rather than a public one. Education is on the front lines of globalization. According to the dominant rhetoric, education is supposed to be the primary means of integrating into the technology economy and the "knowledge society." The effects of globalization on knowledge, educational systems, and equality policies will be examined in this essay.

Keywords: Globalization, education, teacher education, economic policies, international organizations, reforms, development

Introduction

Traditional borders between countries, regions, and ethnic groups have been superseded by the forces and features of globalization dynamics. All of a sudden, the globe was a global village. In historical perspective, globalization has a longer history than most people are willing to admit. The two 1980s and 1990s trends had an impact on educational policy worldwide. The first was the emergence of a new set of economic circumstances linked to notable rises in the worldwide rivalry that hit hitherto comparatively well-defended national economies. These changes take several forms. For example, curriculum and subject standards and assessment are widely developed, and state education systems across the world use them to construct general teaching standards. The effects of this tendency varied and were, of course, partially political. In education, the changes brought on by globalization have been reflected through many channels and such as reforms of structures, ways of finance, administration and curriculum. Neo-liberal economic policies were adopted in a number of countries, which resulted in attempts to reduce public spending and optimize the financial gains from education by making it more efficient and focusing its objectives on economic rather than social or cultural objectives. Changes in the organization and content of teacher education were often part of the second, more focused movement, which was a set of basic educational reforms. In a world where borders are opening up and disappearing, the rigidity and control of teacher education reform programs that support the dominant ideology of globalization may also be a means of giving the appearance of structure and certainty. For the consolidation of human rights, major international organizations including the World Bank, IMF, OECD, UNESCO, GAAT, and others offered financing and donations. In order to link their donors and loans to structural changes in various civic and democratic

implementations and conditions, these bodies systematically impose procedures based on their expectations. These procedures are communicated in a participatory manner and include, for example, the development of civil society's role in developing nations. These multinational organizations implement economic and political initiatives that seem to go beyond their own bounds and expectations and contribute to preserving or changing those circumstances. They use their power by requiring that financial aid to country states be contingent on the removal of trade restrictions and their admission into a global free market system, which further restricts the capacity of nation governments to protect their economies. Many nation-state operations are significantly conditioned by the confluence of these influences. Education is one of these activities, both in terms of how it is funded and how it is actually used. National domestic policies, economic factors, and political globalization are all closely related. Reforms in teacher education and schools are dependent on international discourses that travel from one nation to another. In any case, globalization does not imply that national differences are eliminated or that everything is the same. The modern world is undergoing rapid social and economic change. Global competition has never been more fierce for ideas, even while it is not flawless in every way—free trade has not yet been equated with fair trade, for instance. It has been acknowledged that education is the fundamental tool for fostering globalization skills. The Minister of Education said, "Our survival as a race in this atomic age will depend on our ability to initiate and our competence to implement bold schemes of political economic and educational advancement" The Kothari committee stated that of "all the different factors which influence the quality of education and its contribution to national development, the quality, the competence and character of teachers are undoubtedly the most significant". As a result, the teaching profession should have an adequate

supply of genuine and knowledgeable individuals with the best professional training and favorable working circumstances. For this reason, a strong professional education program for college and high school teachers is crucial to raising the standard of education. When weighed against the improvement in the education of millions of boys and girls, the financial resources needed to invest in teacher education are little, and the benefits can be substantial. The nation's educational system was set back in the 1960s as a result of national disputes that plagued educational policy and other facets of national life. Despite the fact that globalization became a worldwide notion in the 1990s, this historical study has highlighted other facts. Many nations have continuously designed their educational systems to make their nations relevant to established economies and, via education, to help them become part of the global economy.

International effects

Globalization of education has been significantly impacted by significant international developments, including wars, global economic crises, patterns of influence with foreign powers, and demands and aid from transnational organizations. Programs for teacher education should take a proactive stance in expanding the body of knowledge, encouraging creative and engaging transactional tactics, and expanding ongoing, thorough assessment. All of these help to raise the profile of instructors who are confident in themselves and the vast, cutthroat world. They would strive for professional development and employability from a global perspective, displaying the ideal balance of professionalism and value-enriched individuality. The following headings are used to analyze the educational advances in this context:

Globalization and educational system

Ideally, globalization should be viewed as a phenomena that calls for extensive structural reforms in the educational system. A paradigm shift that involves reevaluating conventional consciousness's structures and ideas is symbolized by globalization. It marked a movement from mono-cultural approach to education to multi-cultural approach with attendant significance for changes in school curriculum and attendant behaviors. The emphasis on education stems from the objectives' requirement that all adults and children have equitable access to programs that promote appropriate learning and life skills. With the National Policy on Education (NPE) stating that "a greater proportion of education expenditure shall continue to be devoted to education at the federal and state levels as well as at secondary and tertiary levels," the system is dedicated to advancing science and technology. In addition to giving the students new skills, it was an effort to meet the developmental objectives related to poverty alleviation. With a more varied curriculum, young people might be well-prepared for the workforce, especially in rural regions. The NPE implementation document on the transition rate of students at the conclusion of junior secondary school and senior secondary school (SSS) makes clear the structural imbalance in education. The development of a permanent learning attitude and disposition becomes a major mission of schools worldwide. The information, communication, and technology (ICT) revolution has significant implications for the planning and implementation of school curricula. The

revolution in knowledge production, distribution, and management may be interpreted as the end of the traditional curriculum, as school curricula contain the modern complexity and vibrancy of ICT. The paradigm shift that globalization, with its attendant postmodernist tendencies in education, entails may necessitate the emergence of curriculum models and education policies that emphasize interdisciplinary courses, open-ended systems, Socratic dialogue, multidimensional assessment, and multiculturalism. It suggests that schools need to encourage students to think more critically and creatively. Unfortunately, the majority of educational institutions, particularly those in developing nations, still use closed-ended curricula that are only effective in achieving outmoded behavioral goals with preset outputs and encourage lower-order cognitive processes. However, diverse thinking, genuine reasoning, and self-directed investigation of subjects and problems related to interdisciplinary elements are encouraged by open-ended educational systems. Perhaps more creative ways to education are required to meet the skills and abilities required for survival in a globalized world. Features like performance-based learning activities, reflective intergenerational discourse, efficient use of technology in the classroom, and other interprofessional interactive and collaborative ways to the delivery of educational instruction are all part of these creative approaches. Current closed-ended educational systems seem ill-prepared to teach the essential skills and competences that schools must teach. Therefore, most cultures may require novel ways to enliven and support learning activities that require a deep comprehension and adaptation of information in a variety of contexts and issue scenarios. This is why an open-ended educational system, which will be provided by ICT, has been adopted. To effectively educate students for a lifelong reality of problem-solving, knowledge adaption, and ongoing adjustment to changes, schools must do this. One such creative curriculum that emerged from the understanding that critical thinking and problem-solving abilities are vital for survival in the shifting globalized society is the thinking curriculum. This is because an effective "Thinker" and problem solver is always necessary for a citizen of the globalized "world." Although poverty, limited computer access, and a lack of ICT specialists in schools are barriers to its use, information technology has the potential to increase access to learning opportunities and improve literacy quality. This is because expanding ICT programs will prepare students for a lifetime of problem-solving, knowledge adaptation, and constant change.

Teachers' education and globalization

The teacher plays a vital role in preserving society's legacy and motivating human resources for societal advancement in any educational system. It is impossible for a country's educational level to surpass the caliber of its teachers. As a result, choosing and preparing teachers becomes a major societal responsibility. Teachers' in-service training as well as their professional preparation must be reviewed and changed. Like many developing nations, it is undeniably educational, especially in its efforts to provide universal access to education by 2020. Teachers are unquestionably at the center of this educational issue because only those who have received the required professional development and technical competence through a well-coordinated

technology education program are able to rise to the challenges of the times. The implementation of "a sound program of professional education of teachers" was suggested by the education commission. It went on to say that because the financial resources needed are little in comparison to the millions of people's educations that are improved, investments in teacher education may pay off handsomely. Traditional teaching approaches tend to be perpetuated when a teacher attempts to teach in the same way that his favorite instructors taught him. In times like the present, when innovative and dynamic teaching strategies are required, such an attitude becomes a barrier to advancement. Effective professional education is the only way to change this scenario as it will start the teacher on the path to the necessary revolution in teaching and set the groundwork for his future professional development. Classroom management is a sign of a teacher's authority, inner strength, interpersonal skills, and leadership position rather than an aim in and of itself. Teachers with topic and instructional strategy competence, who make good time and space decisions, and who exhibit a caring and valued attitude toward their students will create a learning atmosphere that encourages student collaboration and reduces disciplinary issues. Establishing rules and procedures in advance and encouraging students to take responsibility for their academic performance and classroom conduct are two ways to implement preventive classroom management. Proficient managers possess the intervention abilities necessary to swiftly and fairly handle disruptive situations. Through theory, practice, and efficient monitoring, personality traits and the abilities necessary for effective management may be developed. The conventional approach of professional teacher education programs, which has not yet yielded the required level of professionalism and quality, should no longer be the main emphasis of teacher training. The instructor is exposed to a corpus of information in a topic discipline through this approach. He or she enrolls in education courses that include teaching and learning methodologies. Finally, he or she completes an apprentice program, which is supervised teaching practice. The intended outcome of a transformative educational system in a globalized society has not been achieved by this system; innovation is needed for both teacher pre-service preparation and teacher in-service training. This is why it is recommended that teachers receive professional development and training in schools. This makes it possible for educators and schools to have a far greater influence on teachers' professional growth. This will ultimately result in schools being the first to gain from a new generation of qualified instructors. One innovation being implemented is the cluster school-based teacher in-service teacher development program. It is a mentoring system in which professional teachers and/or teacher educators work closely with teachers in their classrooms to foster reflective practices and reflective practitioners. This is done through a period of intense mentoring and discussion in teacher meetings both within and between schools. The pursuit of global competitiveness necessitates that the curriculum and instructional strategies place greater emphasis on fostering national unity and cultivating general and attitude-based abilities like problem-solving and critical thinking.

Globalization and educational policies

It's crucial to remember that the vast majority of applicants fail external exams each year. Either there is a problem with the curriculum or the methods used for internal and external assessments. Only a very small percentage of applicants take the exam and are accepted into postsecondary schools. Both curricular overload and impractical, subpar evaluation practices may be to blame for this subpar performance. Adoption of innovative curriculum in education necessitates matching innovations and modifications to educational policies and practices. There appears to be widespread dissatisfaction with educational systems among key stakeholders, despite the fact that many nations have allocated large sums of money for education. Perhaps the lack of focus on the roles and instrumentality of educational assessment in launching and maintaining educational reforms is the main reason why efforts to reposition and reform education to meet the challenges of the globalization era have not been producing the necessary results. The majority of examining organizations ought to be aware that the money spent on annual improvements in the caliber of structured testing may not be yielding the desired results for their society. Perhaps some basic issues concerning the applicability of current standard evaluation techniques and the usefulness of educational programs should be raised. It must be admitted that most cultures appear to have failed to evaluate important learning outcomes using the conventional pencil-and-paper technique. In addition to this failure, testing organizations' continued use of outdated evaluation techniques in the modern period may jeopardize efforts to reform education and reorient schools to address the existential issues of globalized society. Perhaps it should be made known that higher order thinking can no longer be assessed by typical standard tests that are only used in theme curricula. Teachers cannot ignore the trend of broad educational change for very long. Perhaps examination bodies throughout the world ought to show a more tangible understanding of this change-oriented trend. The necessity to investigate the adoption of novel assessment techniques may be a start in the right path. The following are the main objectives of genuine assessment, which arise in response to the educational demands of the modern, globalized world:

1. To build the learner's cognitive tools for tracking their own development.
2. To encourage the development of higher-order thinking abilities in the student.
3. To assess progress in relation to the learner's own growth rather than the standard; and
4. To offer more reliable proof of a student's aptitude than conventional assessments.

It must be noted, nevertheless, that the implementation of alternative or genuine assessment must come after any necessary curricular modifications. Multiple techniques to evaluate learning through numerous observations and a wide variety of observable data within a particular context are ensured by authentic assessment measures. In globalized cultures, the goal of education is to foster a culture that is conducive to learning. The majority of cultures need to establish cooperative learning environments where all communal resources are made conducive to learning. Innovations in educational evaluation that correspond with this should also be performance-focused and learner-friendly. Alternative assessments, also known as authentic

assessments or performance assessments, are being adopted in place of traditional assessment methods. These assessments can take many different forms, including computer simulations, open-ended questions, exhibits, writing in a variety of subjects, and portfolios of students' work over time. The need for more relevant assessment practices that better reflect the essential learning objectives that students need to attain in order to thrive in today's world is the cause of all of these issues. Because computer technology is so common in today's worldwide society, educational evaluation must likewise make extensive use of it. Without sufficient computer skills, it should be impossible for any citizen of the globalized world to receive a basic education. Exam bodies may have a responsibility to do so, particularly in developing nations.

Globalization and the finance of education

According to the National Policy on Education, education is a costly social service that needs sufficient funding in order to be implemented successfully. Despite the apparent financial strain, the government's ultimate objective is to make education free at all levels. Therefore, the federal government, state governments, local governments, communities, private sector, and other groups all share responsibilities for funding education. The government's inability to adequately support education at all levels has forced it to go to the private sector for educational providers. This is based on the idea that private involvement in education is a way to provide variety and allow for healthy competition. It is also based on the government's belief that cost sharing is a good way to fund education, but with the caveat that, like the government, private providers should not run private schools primarily for financial gain but as a social service. It is evident that there is a severe lack of funding, which is particularly severe in developing countries, to provide teachers, pay salaries, infrastructure, and instructional materials, and that this has been observed to have a negative impact on quality. The community, parents, and teachers have been encouraged to participate in self-help projects and community partnerships in educational funding.

Conclusion

Teaching is a career that demands specific knowledge and abilities that must be developed and maintained by intense, ongoing education. It also demands a feeling of individual and organizational dedication to the pupils' education and well-being. A teacher has a lot of responsibilities. When developing a teaching portfolio, it is beneficial to identify and standardize these positions. Teachers' roles are dynamic rather than rigid, evolving in response to societal pressures. The scope of these functions is also limited or expanded by various legislation. The world is optimistic about its prospects for political and economic advancement in the twenty-first century. Perhaps the teaching profession has to be completely re-invented or repackaged in light of the trends and features of globalization. In today's worldwide world, educators need to be ready to act locally and think internationally on issues pertaining to learning. He must be able to make the classroom a welcoming, stimulating, and educational space. The modern ICT-imposed revolution in knowledge generation, diffusion, and administration requires that instructors be able to contribute successfully. The purpose of schools is to teach students skills and

information. As a result, schools must adapt to changing trends in the production and dissemination of information. As a national emergency and top priority, the present state schools on information and communication technology (ICT) need to be modernized. To guarantee that teacher training institutions create modern instructors, teacher education policies and procedures also require a significant makeover. Information technology and computer training must be essential parts of programs that prepare teachers. In today's globalized society, the ideal teacher must be both an authority on the subject matter and an adept in using information technology in the classroom. These educators need to be ready to take an active role in integrated learning communities. Boundaries between schools and families, between schools and societies, and between various disciplines and realms of knowledge will inevitably vanish in an era of globalization and be replaced by interconnected communities of learners. A school system that does not base teacher promotions on individual achievement would see a decline in teacher motivation and productivity. If nations want to maintain a teaching workforce with good morale for a globalized society that is always striving for positive improvements, their ministries of education must drastically alter their policies on the promotion of teachers. The entire teacher training system must be completely redesigned, made more intellectually stimulating, and made more difficult before the educational system can be reformed.

Is the influence of globalization on Indian culture overwhelming? It appears that all educated Indians hold the view that nothing in Hindu India, past or present, should be accepted unless acknowledged and suggested by a suitable Western authority. In the name of progress, reason, and science, a positive, if not worshipful, attitude toward everything—past and present—is pervasive in western society and culture. Nothing from the West should be disregarded until a Western assessment has first evaluated it and determined that it is lacking. "When Swami Vivekanand spoke at the Parliament of World Religions in Chicago in 1893, he already recognized the perils of globalization." In his heart-wrenching words: "Should India perish? At that point, all forms of spirituality, sweet-souled sympathy for a religion, and ideality will vanish from the world. In its stead, the duality of lust and luxury will rule as the male and female deities, with money serving as its priest, fraud, force, and competition as its ceremonies, and the human soul as its sacrifice. It can never be that way. Due to the unstoppable and unchangeable path of globalization, just such a horrible thing is happening in India right now. In the end, we can conclude that the people of India respond to every step the state takes towards economic, political, and cultural modernization with a greater feeling of self-knowledge and identity awareness. Sponsored by the forces of globalization, cultural modernization is despised if it violates or fails to advance the fundamental cultural values of a community, including its language, social customs, and lifestyles. Members of local cultures and communities have a fresh sense of self-awareness that is so strong that they are able to successfully make an adaptive reconciliation with the forces of globalization. Rather from endangering the national identity, the visible and unseen connections that define the historical cultural interdependence across Indian people and regions serve to strengthen it. As India faces the pressures of globalization and modernity, these ties appear to get stronger.

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