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IMPACT OF GLOBALIZATION ON EDUCATION : A STUDY



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A B S T R A C T

“Globalization in its literal sense is a social change, an increased connectivity among societies and their elements due to, transculturation, the explosive evolution of transport and communication technologies to facilitate international cultural and economic exchange. Globalization should not be understood as automatically leading to global education. Globalization without global education will lead to global disaster. Hence to face the challenge of globalization global education is imperative.”

Key Words : *Globalization, Education. Information Age & Social change.*

It can undoubtedly be said that in all of the strategies for national development in the 20th century, education has been seen as the core issue. This is as true in the developing countries as it is in developed countries. While the view that education has an important role in national development has been longstanding, there has been an acceleration of the strength of this perspective as education has been specifically reconstructed as both a site and a tool of micro-economic reform to enhance competitive advantage in the world marketplace.

Education concerning globalization first appeared in the late 60s and 70s. This included development education, international education and global education. Development education was promoted by development NGOs of northern European countries and Canada in the 1960s. They focused on the problems of under-development which prevailed over the Third World countries. The 1990s are the time when economic globalization has been widely spread. Economic globalization has both a bright and a dark side. In 1997-98 Asian countries suffered from an economic crisis which was caused by money speculation. Poor people in these countries suffered more than the rich. Actions of free market economy may

sometimes have negative consequences on local community and culture. Various studies have been conducted on this topic. John Smyth particularly emphasises that globalization leads to major restructuring of the economy and the government responded within a corporatist and technocratic frame work, to create new technology – based industry. The higher education is being attempted to be reformed for producing the necessary technocrats. Smyth thinks that it will not succeed. On the failure of this strategy higher-education will be the scapegoat.

Internationally certain common elements are found. The increasing demand for higher education and the expansion of higher education systems at a time of constricting government budgets has resulted in financial crisis for many universities. This in turn has led to considerable public debate about the appropriate balance of public versus private contribution to postsecondary education, and in particular the size of the student contribution in relation to government funding. There has been an intensified public and political debate about the role of universities in contemporary society. Some of the debate has been about the nature and extent of autonomy of universities as institutions – how

responsive should they be to governments, to student demand, to industry, or to professions. Other aspects of the debate have raged around “culture wars” or whose “culture”. In India also we are witnessing this phenomena. We have to steer clear of the various conflicts and pulls in response to the impact of globalization on education.

A positive approach for charting out our own policy for our national upliftment and benefit is the only realistic response to the situation prevailing nationally and internationally. Thanks to the internet and tools which allow us to move world wide, we can exchange ideas and views more easily than ever. Global economics contributes to the global awareness of human rights. Global education is helping us to face how we evaluate economic

globalization. This is information age. There are many sources of information like the mass media, the electronic system, CDROM, the World Wide Web etc. The recipients of this information, from whatever source, including the universities are learners. Universities do not have a monopoly in providing this high status information to adults. They are, but one provider in what is becoming a learning market. The learning society is a consumer society and adult learners are consumers of information – and universities and other colleges in the educational system are among the providers in the market.

The following table shows that population, income and literacy rate are related to different countries in the context of worlds :

S.N.	Country	Population(In crore)	Income(in dollar)	Literacyrate
1.	America	25.59	31.91	100%
2.	Japan	12.73	25.17	100%
3.	England	5.95	22.22	100%
4.	Russia	14.47	6.99	100%
5.	France	5.95	23.51	100%
6.	Germany	8.20	23.51	100%
7.	China	128.5	3.55	82.8%
8.	India	102.5	2.23	65.3%

Sources : Census 2001.

Objectives :
The main purpose of the study is to explore in a very preliminary manners, the views of people about globalization and education.

METHODOLOGY : This research analysis the view of the respondents about the impact of globalization on education through random sampling.

A questionnaire was served to 60 respondents, who were divided into three groups – higher secondary students (group-I), university students (group-II) and people from different professions (group-III) each group containing 20 respondents. The universe is Patna district (urban area) of Bihar.

DATA ANALYSIS : In the questionnaire an effort was made to focus on the general view about globalization and education. Small set of questions were made that were easily understood. Questions had to do with the impact of globalization on education.

The table on the next page shows that overwhelming number (96%) of people are aware of the globalization and say that it has reached India

and is found in academic field. Whether it is affecting higher education or not they are equally divided. Most of the people are of the view that secondary and higher education is not affected and only 17% say that vocational is affected.

But a large number of people (75%) say that technical is affected most. More people feel that global education affects only a particular section of society but all appreciate globalization in education and see a better opportunity there in. Only infinitesimal section (4%) does not welcome it for a developing country like India.

More than 60% are of the opinion that it is not hampering the relevance of oriental education and few more (71%) think that it is not imposition of the western view. On the basis of the analysis of the collected data the consensus is that globalization in education is appreciated and is a hopeful sign for future.

Questions	Group-I		Group-II		Group-III	
	Yes	No	Yes	No	Yes	No
1. Are you aware of globalization ?	20	0	20	0	17	3
2. Has globalization reached India ?	20	0	20	0	17	3
3. Is it found in academic field ?	20	0	20	0	17	3
4. Is it only affecting higher education?	10	10	15	5	5	15
5. Which section of education is affected most ?	*(a)		(a)		(a) 3	
	*(b)		(b)		(b) 3	
	*(c) 20 (c) 17		(c) 7			
	*(d)		(d) 3		(d) 7	
6. Does global education affect only a particular section of society ?	5	15	17	3	3	17
7. Do you appreciate globalization in education?	20	0	20	0	20	0
8. Will globalization in education provide a better opportunity ?	20	0	20	0	20	0
9. Is it hampering the relevance of oriental education ?	13	7	5	15	5	15
10. Do you think it is imposition of western view ?	7	13	7	13	3	17
11. Is it a welcome- move for a developing country like India ?	20	0	20	0	17	3

* (a) Secondary, (b) Higher, (c) Technical, (d) Vocational.

The global education provides an opportunity for our message to the world as to how universal peace and prosperity can be achieved, which has been India's concern since time immemorial. There are certain suggestions which need to be worked upon. 1. The people should be encouraged to take the initiative in using the opportunities created by globalization while fully being aware of its danger. 2. The programming should be set for turning the intentions and instruments of global domination to global education. 3. The UN view of sustainable growth with growing job opportunities should be upheld and implemented. 4. The universal awareness should be created for realizing the

dangers of unbridled globalization and the opportunities which can be created by global education leading to world peace and prosperity.

CONCLUSION : Whatever may be the meaning put by the developed countries over the word "Globalization" and whatever may be their intention, the developing countries have to face this challenge, boldly and imaginatively, by developing their own concepts, strategies and short-term tactics for using the supranational connections to prove the worth of their time immemorial civilization, values, culture and unprecedented continuity of prosperity and plenty from several centuries before Christ up to the 18th Century A.D. when western imperialism defeated them and imposed their own system stunning their growth for centuries.

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