



CHANGE IN EDUCATION SYSTEM: IMPACT OF GLOBALISATION

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ABSTRACT

Globalization is the growing economic interdependence of different nations and people across world through international trade, technology transfer, international investment, migration of people, and exchange of information (Kolb, 2018).

Initially an economic phenomenon "Globalization" has impact on every sector of the economy. Globalization can occur in several sectors- Economic whereby reducing trade barriers can make the world a single marketplace; Social globalization which allows exchange of culture, ideas and information and eliminates regionalism; Political globalization where international organizations such as the UN, NATO, WTO, can help political cooperation between nations and protect rights of small nations (Drew, 2023).

Globalisation has several positive effects including economic growth, access to cheap labour, increased job opportunity, access to resources, increased cross border investment. It also brings in certain cons as unemployment, disproportionate growth, consumerism, exploitation of workers, inequality and digital divide, spread of diseases to name a few (Multiplier, 2023; Stobierski, 2021).

Globalization has impacted education in numerous ways as increased demand of education, increased quality of education, expansion of education, increase in educational investment, privatization in education, decentralization in education, online learning methods, diversification of commodification of education, and increase in digital divide (Pathur, 2018).

The objective of this paper is to find out how Globalization has changed the face of education across nations through influx and exchange of ideas, people and technology. It also presents the fact that education sector is being revamped not only in objective sense but also in thoughts and decisions of students.

KEY WORDS: education system, globalization, knowledge, liberalization, privatization, reforms.

INTRODUCTION

The term Globalization emerges from the term globalize which means to be developed so as to make international influence possible. Globalization occurs through integration of markets in the global economy. Economies are becoming increasingly connected and interdependent leading to free movement of goods, services and humans across nations. Globalization is accompanied by liberalization of markets and privatization of productive assets. The process leads to lessening of barriers in all fields of life as economically through free financial and trade flows, technologically through information



technology and mass media, and involving humans through exchange of culture, migration and international tourism industry (UNESCO). Globalization is not a new concept as history of mankind has shown us that migration towards more greener pastures has always been the most common and simplistic form of exchanging ideas, gathering knowledge, equalizing trades, and resulted in flourishing economies and socio-cultural growth (Bates, 2002).

WHY DOES EDUCATION SYSTEM REQUIRE REVAMPING?

In 1991 India saw liberalization and opened up to world market. Before that foreign trade was restricted by import tariffs, export taxes and restrictions on quantity of goods. Foreign direct investment and technology transfer also suffered restrictions. After liberalization the annual growth rate have risen from 3.5% in 1950-1980 to 7.7% in 2002-2012 and GDP rose from \$1255 in 1978 to \$3900 in 2012 (Majumdar, 2015).

The change that has brought globalization to the forefront is the new world order which is needed for technological advances, commercial growth, market driven economy, ease of communications between nation-states and it led to an increase in migration of ideas, growth and development of educational services become high in demand. Knowledge based economy is the key to success and the mantra of development in this millennium. Educational system is revamped all over the world to manage the need of global citizens who armed with the newest technological knowhow are required to manage an increasingly competitive market driven economy. It is undoubtedly clear that in today's fast paced society one need to possess every kind of skills, to adapt to the dynamic and ever-changing facets of the global economy. After independence India was concerned to improve its agriculture sector, industries as well as Education sector, starting with development of higher education centres and reform of existing ones. Emphasis on compulsory primary education in the form of universalization of education came at a much later phase. India's aim of cent percent enrolment is yet not achieved in many states. One of the hurdles being fund crisis as the amount of GDP allotted towards education which decreased from 4.14% in 2014-15 to 3.4% in 2019-2020. Privatization at all levels of education may solve this problem to some extent. With globalization a chance remains to enhance the scope and opportunities of being educated through global education which functions through global faculty, global curriculum, global degrees and global interaction (Kumar, 2013). Foreign universities are collaborating with Indian universities. The distinction between formal, non formal and informal education is getting obliterated. New tools as e-learning, flexible learning, distance education program & overseas training takes place.

FEATURES OF GLOBALIZATION IN EDUCATION

Under influence of Globalization, Education sector is also undergoing changes. The International Labor Organization (ILO) (1996, pp. 6-12) identifies three types of reforms in education as competitiveness-driven reforms where government seeks to increase Nation's competitiveness in International front through decentralization, centralization, improved management of educational resources and improved teacher recruitment and training; secondly, finance-driven reforms to reduce cost per student and move towards privatization and finally, equity-driven reforms targeted towards groups that are neglected or backward.

New concepts are emerging in education as Interdisciplinary approach, e-learning, self-learning, application of knowledge (Gupta, 2017).

- Use of technology in transacting lessons in classroom like videos, multimedia, online materials
- Use of technology in library in the form of digital library
- Use of technology in examination and publication of results (Srinivasan, 2005)
- Shift from Mono cultural mode of education to multi-cultural mode (Misra, 2012)
- Diverse, authentic independent thinking is needed to be developed in students to prepare student for lifelong problem solving, knowledge adaptation, constant adjustment to changes (Misra, 2012)
- Innovations and technological measures in teacher education (Misra, 2012)

EDUCATION IN A GLOBALIZED WORLD

Earlier forms of education were highly generic in that they were seen as a way to quench men's thirst for knowledge and awareness of the society and the world in general. Modern day education has undergone a sea change with education becoming designed with a specific skill set in mind, tailored to the needs of the student and the requirements of the industry. The increasing privatization of educational institutions has seen a boost in the makings of highly skilled future workers capable of managing specialized jobs and can easily adapt to the changing demands of the globalized society. The students of today well versed in technical knowledge are not only the products of this globalized culture they are also the consumers and biggest buyers of this service industry.

The 90s visionaries registered the fact that post-Cold war era had given rise to the need of increase in cooperation, building trusts and developing strategic interests for the benefit of mankind. At the Uruguay round of General Agreement on Tariffs and Trade (GATT) the need for a more comprehensive and multilayered intergovernmental agency that could formulate and regulate global commerce led to the formation of World Trade Organization (WTO) in 1995. This led to the signing of the historic General Agreement on Trade in Services (GATS) treaty which was a method to enhance cooperation and increase trade in the service sector in a similar manner like GATT treaty (Khurana, 2015). All member countries of WTO are bound by GATS treaty which covers about 22 different sectors of the services industry including educational services as member countries realized the importance of developing knowledge and skills amongst global citizens to cope with the fast paced changes taking place in the fields of technology, socio-economic, socio-cultural and political dynamics of the world.

At the Millennium Summit (2000) of the United Nations 191 member states adopted eight international development goals termed Millennium Development Goals (MDGs) that were supposed to be fulfilled by 2015 (Bloom, 2006); and one of the goals was to achieve universal primary education. Under the wake of globalization, the countries joined hands to eradicate illiteracy. While some parts of the world as Latin America, Middle East and Caribbean attained their goals but some parts of Europe, Central Asia & Sub Saharan Africa were lagging behind. While primary education was focused in MDGs, secondary education was neglected resulting in 30% of children of that age group being out of school.

Even in case of primary education gender disparity (84% boys and 71% girls enrolled in South Asia), inter country differences (60% in poor countries compared to 90% in high income countries) as well as lack of quality education remains (Bloom, 2006). To reap the gains of market economy the country needs skilled workers and thus which sector of education needs to be prioritized is at the Nation's discretion.

POLICIES AND TRENDS AFFECTING EDUCATION IN INDIA

The education sector in India has been through a rigorous change with the awareness of preparing its subjects to meet the challenges and demands of the globalized society. India being a signatory state adopted the MDGs and worked diligently to achieve them. Right of Children to Free and Compulsory Education (RTE) Act of 2009 was a way forward in the path towards universal primary education in India. Although progress is slow but with the advent of technological success India is slowly overthrowing the pangs of poverty and inequality and becoming a strong participant in the world progress. The highest number of young English-speaking populace of India are carving their niche in the global society becoming leading business magnates, renowned scientists, cultural ambassadors, and skilled workers contributing to the global economy. The migrant citizenry of the country as students and workers are valuable representatives of Indian values and ethos and help in fostering strong relationships with other countries, influencing politico-economic dynamics, provide intellectual assistance thus, cooperating in the development of techno-economic aspects of the current world order.

In 2005 under the aegis of then Prime Minister, Dr. Manmohan Singh the National Knowledge Commission (NKC) was set up on June 13, 2005. The Commission was given the charge to oversee policy changes in educational sectors, reforms in educational standards and development of knowledge and technical knowhow, and to prepare Indian citizens for the competitive world market, to change the

focus of India to a knowledge based society and to inculcate the expertise needed to thrive in this market driven economy.

TRENDS IN GLOBAL EDUCATION

Commodification of Education. Affordability to quality education in this global market economy is the key to become financially successful with better career prospects. Governments in developing countries needed to help their citizens quickly adapt to this competitive market and hence had no choice but to acquiesce to privatization of education. The corporate management brings in quality assured education, collaborate with renowned educational institutes, offer dual degrees from premier institutions, chance for internships abroad, scholarships and campus placements but such an education is not affordable for all since they believe in making profit upon their investments in educational industry. The corporate restructuring and decentralization of educational institutes with premier private institutions giving world class education changed the educational scenario in poor and developing countries with quality education becoming the norm for the elite class while the mass is being constantly deprived from receiving such benefits (Currie, 1998). This results in a digital divide where the elite class can benefit from the globalization and corporatization of education with plethora of options whereas the massive number of students from middle-income and lower-income families remain stagnant without any good prospects due to lack of quality education and skills (Sulaiman, 2016). The poor and middle-class students deprived of opportunities and without any government assistance are forced to take out high interest student loans as a means of achieving the benefits of the global education sector. Thus, the emergence of offshore educational programs, foreign linked degrees (Maringe and Foskett, 2010) and high cost educational services are increasingly becoming bane of the poor and middle class spelling their doom once they pass out. This also results in migration of qualified and talented youngsters in search of better opportunities since the ever shrinking job markets with niche jobs being trafficked to lower labour costs, low minimum wages and dearth of good opportunities in their country makes it difficult to earn enough to compensate for all the losses they incurred in obtaining a quality degree. All this commoditization of knowledge (Ball, 2004) hinders the growth and development of the respective nations as the typical brain drain enriches the host country while depriving the homeland of the emigrant from the benefits of his skills and erudition.

Transnational Education. Globalization and privatization are characterized by growth of offshore programmes offered by foreign universities, foreign-linked degrees, universities being set up by foreign nations, Faculty migrating to India, Indian institutes being opened up abroad and Student migration and exchange programs. As transnational education grows the boundaries of nations are eliminated and there are complexities regarding authority providing the degree. Though student is being offered a plethora of courses but the Education system of existing country and potential employers may not always approve of such courses under private institutes (Maringe and Foskett, 2010).

Power of Welfare State reduced. Education is being viewed as a commodity and this is occurring at all levels of education. The parents are becoming competitive as each parent desire to enroll their children in 'Quality schools'. The students also feel the pressure they have to live up to. The teaching staffs of the school become target oriented and the only motive is performance and not real education. The students are motivated through reward and education is only believed to be excellence in academic subjects (Ball, 2004). The schools try to enroll students who are academically brilliant to keep up their standard thus violating the government's desire to provide equal access in a welfare state.

Liberalization of education. This phenomenon occurs mostly in higher education where globalization leads to relaxing or doing away with cultural barriers. A country adopting internalization incorporates whatever is good in teaching processes or culture of other nations (Knight, 1999). Moreover, such a country is viewed as liberal and will not only attract collaborations in economic fields but also in fields of education. The students will come in contact with information from across the globe as well as gain from more improved teaching processes of developed nations.

Creation of knowledge economy. The amount of information accessible to students was limited to libraries and their teachers. With advent of globalization and improvement of information technology the students can now access the internet. They can take information from online journals, they can download costly e-books, they can view live videos of great scholars and researchers and also communicate with famous personalities of their field and get solutions to problems (Burbules and Torres, 2000). The speed of acquisition is much faster and easier than searching it from any library. Moreover, communicating with the rest of the world at a click also provides up to date information which may not be available in books. Number of blogs in USA (including educational blogs) have increased from about 50 in 1999 to ten million in present day, and only 19% of 18-34 years old young adults rely on newspapers for information while 44% are collecting information in web (Zuckerman, 2006).

Reducing distance barriers through online learning. The scope of distance learning also enhanced with globalization. A student residing in India can enroll in an online course at Cambridge. The cost of getting a degree and the hassle of relocating are reduced to a large extent. Moreover, for students who work to earn a living, distance education can fulfill their dream of pursuing higher education. Though Indian Universities also offer online courses but obtaining degree from a world-renowned University will help in furthering a student's career.

Mass Education. The online education is reaching to masses as it has a wide accessibility and it is relatively less expensive. With globalization there is an increased demand of highly qualified workers in every field as these trained personnel are gaining more than unskilled ones. This has led to awareness about education even in lower uneducated strata of society (Currie, 1998). Globalization is touching every strata of society, even those in the lowest economic strata are understanding the importance of education as they are realizing skilled labour is getting much more return in this global era (Arshad and Hariom, 2014).

Restructuring of education system. Globalization has seen students opt for premier institutes if they are guaranteed success in their future job prospects have made educational industries cater to their demand and open up new vistas of sweeping changes in education sector. Short professional courses, recognized online diplomas that may enhance already existing skill sets, flexibility of course timings, educators willing to help students beyond normal course hours, easy accessibility over internet had really modernize the educational system delivering value for money, cost effective and quality education to all those who can afford (Ngok and Kwong, 2003).

Overall effect. Each and every stage of education has undergone certain positive or negative changes as a result of globalization. Starting with Primary education which is mostly managed out of government funds has suffered due to scarcity of fund, as with the advent of market economy the government access to resources has been reduced. The government is cutting down welfare expenditure to increase their market competitiveness. This has seriously affected the quality of education at this level. Moreover, emergence of private schools at this level created a gap between students of high and low SES as the latter cannot afford costly primary education.

In Secondary education level, the education is getting commercialized where parents are forcing their children to opt for only those courses which have employment prospects in this market economy. People choose to become doctors and engineers but not technicians or nurses. The vocational courses which were once pivot of Gandhiji's Basic Education Scheme, are now avoided by students who flock towards general and professional courses providing lucrative job prospects.

In case of Higher education, globalization has resulted in establishing of private institutions which may have a glamourized outlook and innovative instruments but are mostly lacking to instill human values. With the advent of corporate managerialism as Novelli & Ferus-Comelo, 2010 stressed it become a necessity for governments to move for educational reforms which resulted in autonomous institutions setting up their own curricula based on the demand of the market (Mario and Ferus-Comelo, 2010). The abundance of choice and diversity backed by the need of the market economy has raised competitiveness with high level of accountability and resultant increase in educational costs. These universities focus on accountability, competitiveness, cost effectiveness, corporate outlook,

quality controls (Ngok and Kwong, 2003). Specialized universities which cater to specific subjects are good for competitive global careers but lack the power to develop creativity, citizenship qualities and value systems. These job-oriented universities undermine the spirit of research in students as these institutions are crafting each student to suit a specific profile for the newly commercialized Nations (Menon, 2006).

CONCLUSION

Globalization is not always seen in a positive light. Although it is generally seen as a way of advancing one's knowledge, financial development, growth through exchange of ideas and thoughts, development of new technologies and improvement in global communications through the media of internet and social networks; globalization also has its negative facets.

An increasingly global world leads to an increase in competition with the demand for skilled workers which has led to migration and disruption of families with people leaving their localities in search of better opportunities. It also led to homogenization of cultures and norms that may eventually destroy the very fabric of individualism as people are increasingly trying to adapt themselves in their new lifestyles, adopting the social norms of the host countries in their path to become global citizens. Globalization has also led to another popular aspect – privatization, which means the giant business conglomerates are increasingly dictating the political, economic and social customs of developing economies of the world influencing the growth and development in these countries. These multinational corporations are mostly for-profit driven organizations with little to no interest in the betterment of socio-economic conditions of people in general. This has increasingly led to privatization of government run companies, social infrastructures, economic institutions, service industries, job markets and even educational sectors. These corporations require highly skilled workers who can quickly adapt to changing job skills, are knowledge driven, willing to migrate and work from anywhere in the world. The need for skilled workers gives rise to the need for developing the skill sets and that onerous task results in development in the educational sectors.

A shift from elite to mass education from elite education has the positive effect of increasing literacy rate while at the same time reducing academic quality. Similarly, specialization in education may rob it of cultural and value-based areas. Privatization though helped in spreading education but turned it into a business and driving students towards external goals.

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