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The Relationship between Globalization and Education in India

Azhar Mohammed Khan¹, JinalB Jain², Prof. Abhishek Venkteshwar³

Student, Department of BBA, Jain University, Center for Management Studies, Bangalore, India¹

Student, Department of BBA, Jain University, Center for Management Studies, Bangalore, India²

Assistant Professor, Department of BBA, Jain University- Center for Management Studies, Bangalore, India³

ABSTRACT: Research in the field of Education has been a dynamic study area over the years and is likely to become even more so as the importance of education has always been gaining momentum. Therefore understanding the relationship between Globalization and Education will be viewed as increasingly important.

India has been regarded as the youngest country in the world by the UN as it has the world's largest youth population where more than 365 billion people are between the age group 10 and 24 years. This clearly indicates that the fate of the country lies in the hands of its Net Generation. Net Generation refers to people who are gaining education and the impact of globalization on the same.

Globalization is becoming one of the most looked upon component in the Indian education system as the country fairly contributes to the whole process. The impacts and effects of globalisation could be seen everywhere, from the food industry to the music that one listens.

This article aims at examining the relationship between Education and the performance of net generation students due to Globalization.

KEYWORDS: Education and Globalisation

I. INTRODUCTION

What do economists mean by "globalization"? First and foremost: integration through international trade of markets in goods and services, as reflected in a variety of possible measures. These include direct measures of barriers, e.g., tariffs and transport costs; quantity-related measures of the result, i.e., trade volumes; and price-related measures of the result, i.e., the law of one price and other evidence of arbitrage. Next, financial integration through international trade in assets, again as reflected in a variety of possible criteria: direct measures of barriers, e.g., capital controls and transactions costs; quantity-related measures of the result, i.e., gross and net capital flows, portfolio shares, or consumption sharing; and price-related measures of the result, i.e., interest rate parity conditions and other evidence of arbitrage. Further down the list are foreign direct investment, increased trade in intermediate products (especially within multinational corporations), international outsourcing of services, and international movement of persons. Finally, some truly comprehensive definitions of globalization would include the international spread of ideas, from consumer tastes (Coke and the Simpsons, sushi and manga, etc.) to intellectual ideas (technological patents, management principles, democracy, environmental activism, the Washington Consensus, accounting standards, inflation targeting among Central Banks, etc.) (Jeffrey Frankel, 2006)

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest system of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation.

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II.LITERATURE REVIEW

The literature review considered for this exploratory research covers Globalization and Education.

Globalization

According to Dani Rodrik, "Electorates around the world were told not only that globalization was inevitable, but also that it necessarily took the particular form they were witnessing. The nation-state, it was said, was the enemy of globalization, and therefore had to get out of the way. Globalization required ever-stronger global rules mandated by trade agreements, multilateral organizations and international networks of regulators. But not to worry: it would promote economic progress and political harmony, even if not for everyone right away." (Dani Rodrik, 2017)

According to Tim Bowler, "Millions around the globe may have taken to the streets in recent years to protest against the impact of globalisation on their jobs and communities - but this backlash is only likely to grow as globalisation itself becomes more disruptive." (Tim Bowler, 2017)

According to Jeannette Murphy, "Globalization is one of the characteristics that define the beginning of the 21st century. Yet, there is no single agreed definition of what it is, and there are widely divergent views of what it means in terms of its economic and social repercussions, including its impact on health. What is clear is that it is a multidimensional process encompassing economic, social, cultural political and technological components, and that it defines much of the environment within which health is determined." (Jeannette Murphy, 2008)

Education

According to Pawan Agarwal, "Higher education is critical to India's aspirations of emerging as a major player in the global knowledge economy. The global competitiveness of Indian industry and also its employment generation potential is clearly dependent on availability of required skills and trained personnel. But as several recent studies have revealed the overall state of Indian higher education is dismal and therefore poses a severe constraint on the supply of qualified manpower. Despite remarkable progress in reforms covering a number of sectors and sub-sectors of the economy, there is little informed debate on reforms in higher education." (Pawan Agarwal, 2006)

According to SanatKaul, "India today is definitely at par with the knowledge sectors of the top economies of the world. Extensive fundamental and applied research is being undertaken here. The world's biggest multinational companies are not only opening their backroom offices, but also their R&D centres in India. This trend is apparent not just in software development but in other sectors as well such as financial sector, medical sector, biotech and others. By mid 1990s, almost 180 of Fortune 500 companies were outsourcing to India. World famous names like Citicorp, Honeywell, Motorola, Sprint, Oracle, Digital Equipment, Verizon, Huges, Duet Technologies, Cisco Systems, Texas Instruments, Computer Associates, Pentafour, Eco Soft, British Telecom, SAP, Philips, Siemens, Yahoo, Google, Accenture, Sun Microsystems, Ericsson, IBM, 12 Technologies, HP, Intel, Microsoft, Nortel, etc., have all set up R&D facilities in India or have tied up with Indian companies or academic or research institutions. The cost advantage for higher research is huge." (SanatKaul, 2006)

According to Pawan Agarwal, "During the last century, knowledge has been a key factor in economic development, and societies that are able to produce, select, adapt, and commercialise knowledge have better chances of achieving sustained growth and better quality of life. McArthur and Sachs (2002) point out that of the three inter-related mechanisms- division of labour, capital accumulation, and technological innovation involved in economic growth, technological innovation is the most fundamental; it is self-perpetuating and pushes economic growth on a continuous basis. Each new innovation triggers further innovation, in a kind of chain reaction that fuels long-term economic growth. Thus, in several science-based, technologically advanced economies, economic growth has continued for several decades without running out of dynamism, or even slowing down. This underscores the need for research, particularly scientific research in modern economy. Higher education plays an important role in supporting a nation's R & D efforts. It provides skilled human resources for the R & D system. It is often the lead player in public research arena. Academic research through universities forms an important component of the technological base of a country. In

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the USA that has the most vibrant and the largest R & D system in the world, higher education plays a vital role.”(Pawan Agarwal, 2006)

Education and Globalization

According to Marcelo Suarez, “In today’s globalizing world the governments of developing countries are faced with a plethora of demands on their time and resources. Managing debt burdens, dealing with international donors and financial institutions, tackling health crises such as HIV-AIDS and tuberculosis, protecting the environment, and promoting domestic industry to help producers penetrate export markets are just a few of the major issues landing daily on policy makers’ desks. Developing an integrated set of priorities in a rapidly changing economic environment is becoming increasingly complex. Education has the potential to make these tasks easier in a number of ways. First, a strong educational system can help create a deep pool of resources from which competent policy makers will emerge. The ability to grasp, absorb, and select from a large number of facts; aptitude for flexible, creative thinking; skills in working with others to achieve goals; and a determination to get results all can be developed by a good education. Second, education has powerful effects on human development- weak human capabilities are the source of many of the problems policy makers are confronted with. Knowledge promotes health-seeking behavior and good health, not to mention good doctors and medical staff. It can also help improve women’s status in society. Poverty, too, is easier to escape if people can learn new skills and work productively with others. And third, economic development in a global market is easier if a country’s workforce both is productive and has the mental agility to retrain for new industries as old ones become defunct and new opportunities arise.” (Marcelo Suarez, 2004)

According to Simon Marginson, “Globalization refers to the formation of world systems, as distinct from internationalization which presupposes nations as the essential unit. Globalization includes finance and trade; communications and information technologies; migration and tourism; global societies; linguistic, cultural and ideological convergence; and world systems of signs and images. While it does not negate the nation-state, it changes its circumstances and potentials. In the global era, government continues to be largely national in form, and education is, if anything, more central to government, while issues of identity and difference become more important in the politics of education.” (Simon Marginson, 2010)

According to Anderson, “The full meaning of global education and the realities which make it imperative are discussed in this work. Global education is defined as "consisting of efforts to bring about the changes in the content, in the methods, and in the social context of education in order to better prepare students for citizenship in a global age." This definition contains three major propositions that have far reaching implications for education. The first proposition is: "The students now in the nation's schools are becoming citizens within the context of a global era in human history." In connection with this proposition, the author illustrates the global quality of life in the contemporary world; provides a brief historical overview of the globalization of the human condition; discusses how the history, the geography, the economics, the politics, and the sociology of the human condition have become globalized; and argues that the cumulative consequence of these developments is the creation of a global society. The second proposition is: "The demands of citizenship in a global age call for the development of competencies that have not been traditionally emphasized by the schools." In regard to this proposition, the author discusses the meaning of citizenship, indicates four ways in which citizenship has been altered by the globalization of the human condition, and outlines four kinds of competencies that appear central to the exercise of citizenship in a global age. The third proposition is "Certain changes must take place in the content, in the methods, and in the social context of education if schools are to become more effective agents of citizen education in a global age." The author argues that there is a need to globalize the content of education, to personalize the methods of education, and to internationalize the social context of education.” (Anderson, 1979)

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IV.OBSERVATION

On completing an extensive secondary research and literature review, the following conclusions can be made.

There is a direct relationship between globalization and education.

This clearly indicates that there is a direct relationship between globalization and education and this has been illustrated in the conceptual model

V.RESEARCH GAP

Research has been conducted extensively on the relationship between globalization and education However, little research has been conducted on the relationship between globalization and education in India. This research aims at filling this gap by understanding how globalization impacts education.

VI.CONCEPTUAL MODEL

The Conceptual Model explains that Globalisation of Education has lead to the emergence of a standard International curriculum followed globally like the IB board.

VII.CONCLUSION

On doing an extensive Secondary Research and Literature Review about the relationship between globalization and education .it has been concluded that primary research on 300 net generation students will be conducted as a next step in order to test the correlation between globalization and education.

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