

Globalization - Avenue for modern educational practices with special reference of Indian school education – trends and issues

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ABSTRACT

Education is an imperative instrument for any one's disciplined life which makes them to attain economic and social status. India is a traditional country where majority of people strongly believe and imbibed with concurrent value on education and its impact on life. Right from the day of Gurukulam to digital schools, the attitude of learning system among providers and learners strongly emphasise learning at class room through understanding and delivering the concept of various subjects, apply through experiments, understand through application make any learner to attain the source of general knowledge and specific skills. In this aspect the Indian schooling system from the day of inception to still emphasis theoretical delivery and practical experiments make the students to attain the level of inhibited career related and life oriented skill and knowledge. Every stage of development of our country in terms of social system, economical condition of public, advancement of technology and its application at work places, life style enhancement made our educational system to offer innovative education methodologies at different level of schools. In this connection, the Indian schooling system underment for changes due to influx of globalization. The globalization practices in India made the entry of new businesses with massive investment and offer job opportunities to Indian prospects with attractive packages who possess updated skill and advanced techno-knowledge. To satisfy the need of modern society of India, the schooling system emerges with modern class rooms, massive infrastructure, advanced virtual learning process, innovative teaching practices, knowledge based teachers, highly paying management. The competition among schools are focused to excel the students' practical knowledge and made them socially viable. The level of competition prevails in government, aided by government, private, foreign tie-up schools in India. The teaching pedagogy also being tuned by teachers and schools according to the requirement of modern schools and students. The globalization in India brings many changes in every sector also has an impact in Indian schooling system either in way. This particular research paper aims to study the Indian schooling system, its growth at every phase, traditional schooling practices, methods of knowledge sharing, the entry of globalization concept and its role in Indian schooling system, the impact of globalization on Indian schooling, strategies adopted by Indian schools to align with globalization toward quality school education.

KEY WORDS : Globalization, Knowledge sharing system, Virtual learning, Emolument packages, Teaching pedagogy, Modus operandi

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Education is the knowledge data base which offers every human to learn and understand the value of basic and occupational life. The need of education is being understood by us at every encounter of our life when we interact. The role of civilization for the individual shaping in society can be attained by imparting the basic education to an individual in a country. Education is an instrument which makes us apply our inherent thought, skills and knowledge in a systematic way. India is a country right from day of tradition to modern insists the real need and imperativeness of basic education. The era of various emperors like Gupta, Dynasty of Pallava's, heir of Mugalayas and other ancient rulers insist the need of

education in India through various forms of learning systems and avenues. Every decade the school educational system of India pervade needy changes through the inclusion of modern practices which truly deliver the intellectual knowledge for the learning communities including both students and teachers. The olden day educational system included the source of knowledge through open place interaction in a common reachable destination by considering the background of learning in terms of their socio-economic and personal aspects of students. The delivery system portrayed with using sand and figure concept and experiment of understanding were in the principle. Later the concept of Gurukul which we

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term as residential schools in today's practice were emerged, the modus operandi of open learning had been slowly turned to use manuscripts pattern, the next generation of educational system in India understood the issues of "Gurukul" mainly the poor opportunities to learn by all caste and communal students and the dispersion of population to different location made the introduction of common place educational practices termed as "Schools", the same schools operated in different ways both by government and private before the new economic policy of Indian government during the period 1990's and before. But after 1990, the economy of India which is referred as the era of globalization fetches new educational system embedded with technology and virtual communication made phenomenal changes in Indian school education practices. The changes are emerged in terms of advanced curricula with international focus, understanding and employment of technological developments, practical based learning, activity supported knowledge sharing and so on. Even though the globalization paved many changes in Indian education system but the basic tenet of educational for ethical value is being followed in India. This particular paper is aimed to describe the various aspects about Indian schooling before and after globalization.

Indian traditional schooling system – An overview:

Monastic orders of education under the supervision of a guru were a favoured form of education for the nobility in ancient India. The knowledge in these orders was often related to the task of a section of the society had to perform. The priest class, the Brahmins, were imparted knowledge of religion, philosophy, and other ancillary branches while the warrior class, the Kshatriya, were trained in the various aspects of warfare. The business class, the Vaishya, were taught their trade and the lowered class of the Shudras was generally deprived of educational advantages.

Education is divided into preprimary, primary, middle (or intermediate), secondary (or high school), and higher levels. Primary school includes children of ages six to eleven, organized into classes one through five. Middle school pupils aged eleven through fourteen are organized into classes six through eight, and high school students' ages fourteen through seventeen are enrolled in classes nine through twelve. Higher education includes technical schools, colleges, and universities.

Education in India is mainly provided by the public sector and private with control and funding coming from three levels: federal, state, and local. Child education is compulsory. The Nalanda University was the oldest university-system of education in the world. Western

education became ingrained into Indian society with the establishment of the British Raj. Thus, India lost its native educational system.

Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are Union or State Government controlled.

Article 42 of the constitution, an amendment added in 1976, transferred education from the state list of responsibilities to the central government. Prior to this assumption of direct responsibility for promoting educational facilities for all parts of society, the central government had responsibility only for the education of minorities. Article 43 of the constitution sets the goal of free and compulsory education for all children through age fourteen and gave the states the power to set standards for education within their jurisdictions. Despite this joint responsibility for education by state and central governments, the central government has the preponderant role because it drafts the five-year plans, which include education policy and some funding for education. Moreover, in 1986 the implementation of the National Policy on Education initiated a long-term series of programmes aimed at improving India's education system by ensuring that all children through the primary level have access to education of comparable quality irrespective of caste, creed, location, or sex. The 1986 policy set a goal that, by 1990, all children by age eleven were to have five years of schooling or its equivalent in nonformal education. By 1995 all children up to age fourteen were to have been provided free and compulsory education.

The Department of Education, part of the Ministry of Human Resource Development, implements the central government's responsibilities in educational matters. The ministry coordinates planning with the states, provides funding for experimental programmes, and acts through the University Grants Commission and the National Council of Educational Research and Training. These organizations seek to improve education standards, develop and introduce instructional materials, and design textbooks in the country's numerous languages. The National Council of Educational Research and Training collects data about education and conducts educational research (Syed, 2010).

State-level ministries of education coordinate education programmes at local levels. City school boards are under the supervision of both the state education ministry and the municipal government. In rural areas, either the District Board or Panchayat State governments

provide most educational funding, although since independence the central government increasingly has assumed the cost of educational development as outlined under the five-year plans. India spends an average 3 per cent of its GNP on education. Spending for education ranged between 4.6 and 7.7 per cent of total central government expenditures from the 1950s through the 1970s. In the early 1980s, about 10 per cent of central and state funds went to education, a proportion well below the average of seventy-nine other developing countries. More than 90 per cent of the expenditure was for teachers' salaries and administration. Per capita budget expenditures increased from Rs36.5 in FY 1977 to Rs112.7 in FY 1986, with highest expenditures found in the union territories. Nevertheless, total expenditure per student per year by the central and state governments declined in real terms.

(Source: Economic Review of Schools in India – Handbook of HRD)

Primary and secondary education:

Several factors work against school education in India. Although Indian law prohibits the employment of children in factories, the law allows them to work in cottage industries, family households, restaurants, or in agriculture. Primary and middle school education is compulsory. However, only slightly more than 50 per cent of children between the ages of six and fourteen actually attend school, although a far higher percentage is enrolled. School attendance patterns for children vary from region to region and according to gender. But it is noteworthy that national literacy rates increased from 43.7 per cent in 1981 to 52.2 per cent in 1991 (male 63.9 per cent, female 39.4 per cent), passing the 50 per cent mark for the first time. There are wide regional and gender variations in the literacy rates, however; for example, the southern state of Kerala, with a 1991 literacy rate of about 89.8 per cent, ranked first in India in terms of both male and female literacy. Bihar, a northern state, ranked lowest with a literacy rate of only 39 per cent (53 per cent for males and 23 per cent for females). School enrollment rates also vary greatly according to age.

To improve national literacy, the central government launched a wide-reaching literacy campaign in July 1993. Using a volunteer teaching force of some 10 million people, the government reached around 100 million Indians by 1997. A special focus was placed on improving literacy among women.

A report in 1985 by the Ministry of Education, entitled "Challenge of education: A policy perspective", showed that nearly 60 per cent of children dropped out between grades one and five. 100 children enrolled in grade one,

only twenty-three reached grade eight. Although many children lived within one kilometer of a primary school, nearly 20 per cent of all habitations did not have schools nearby. Forty per cent of primary schools were not of masonry construction.

The improvements that India has made in education since independence are nevertheless substantial. From the first plan until the beginning of the sixth (1951-80), the percentage of the primary school-age population attending classes was more than doubled. The number of schools and teachers increased dramatically. Middle schools and high schools registered the steepest rates of growth. The number of primary schools increased by more than 230 per cent between 1951 and 1980. During the same period, however, the number of middle schools increased about tenfold. The numbers of teachers showed similar rates of increase. The proportion of trained teachers among those working in primary and middle schools, fewer than 60 per cent in 1950 was more than 90 per cent in 1987.

Various forms of private schooling are emerged and many schools are strictly private, whereas others enjoy government grants-in-aid but are run privately. Schools run by church and missionary societies are common forms of private schools. Among India's Muslim population, the madrasa, a school attached to a mosque, plays an important role in education. Some 10 per cent of all children who enter the first grade are enrolled in private schools. The dropout rate in these schools is practically nonexistent.

Traditional notions of social rank and hierarchy have greatly influenced India's primary school system. A dual system existed in the early 1990s, in which middle-class families sent their children to private schools while lower-class families sent their children to underfinanced and under equipped municipal and village schools. Evolving middle-class values have made even nursery school education in the private sector a stressful event for children and parents alike. Tough entrance interviews for admission, long classroom hours, heavy homework assignments, and high tuition rates in the mid-1990s led to charges of "lost childhood" for preschool children and acknowledgment of both the social costs and enhanced social benefits for the families involved.

The government encourages the study of classical, modern, and tribal languages with a view toward the gradual switch from English to regional languages and to teaching Hindi in non-Hindi speaking states. As a result, there are schools conducted in various languages at all levels. Classical and foreign language training most commonly occurs at the postsecondary level, although English is also taught at the lower levels.

The genesis of school education in India:

With its plurality and paradoxes, India never ceases to fascinate. Education in India is only one among various other elements that have captured the attention of the world. While the United Nations is worried about the presence of a large number of illiterates, various other countries are amazed by the quality of some of the human resources that the Indian education system has produced (Rao, 2011).

The Vedas, Puranas, Ayurveda, Yoga, Attila's Arthashastra are only some of the milestones that the traditional Indian knowledge system boasts of. There are evidences of imparting formal education in ancient India under the *Gurukul* system.

Under the *Gurukul* system, young boys who were passing through the Brahmacharya stage of life had to stay at the *Guru* or the teacher's home and complete their education. Although the ancient system of education has produced many geniuses and still a major area of research, it was hardly egalitarian. Women and people of lower castes gradually lost their right to educate themselves. The spread of Jainism, Buddhism, Bhakti and Sufi movements did have some liberating effects on the condition of the women, sudras and atisudras. But it is the English language and the reformation movements of the 19th century that had the most liberating effect in pre-independent India. Thus, the Britishers, although rightly criticized for devastating the Indian economy, can also be credited for bringing a revolution in the Indian education system.

Soon after gaining independence in 1947, making education available to all had become a priority for the government. As discrimination on the basis of caste and gender has been a major impediment in the healthy development of the Indian society, they have been made unlawful by the Indian constitution.

The 86th constitutional amendment has also made elementary education a fundamental right for the children between the age group- 6 to 14. According to the 2001 census, the total literacy rate in India is 65.38%. The female literacy rate is only 54.16%. The gap between rural and urban literacy rate is also very significant in India. This is evident from the fact that only 59.4% of rural population is literate as against 80.3% urban population according to the 2001 census.

(Source: Indian Statistical Survey, 2001)

The present education system in India mainly comprises of primary education, secondary education, senior secondary education and higher education. Elementary education consists of eight years of education. Each of secondary and senior secondary education consists of two years of education. Higher education in India starts after passing the higher secondary education or the 12th standard. Depending on the stream, doing graduation in India can take three to five years. Post graduate courses are generally of two to three years of duration. After completing post graduation, scope for doing research in various educational institutes also remains open.

Table 1 provides the enrolment among male and female students in schools and their level of presence between the years 2004-2008 and 2005-2009. From this it can be understood that the literacy rate among male and female students increased between the years 2004 to 2009. The evidence of enrolment among male and female students from 2005-2009 confirms the same. In addition to that the level of attendance and school presence among students gender wise also increased between the years 2005-2009.

Table 2 shows the type of enrolment made in pre-primary, primary and secondary schools in India during the period 2002 and 2008. In all categories the enrolment size increased during the periods 2002 and 2008.

Table 1 : Level of entry of students gender wise in schools (2004-2009)

Sr. No.	Level of entry	Period	Percentage
1.	Male youth (15-24 years) literacy rate	2004-2008	88
2.	Female youth (15-24 years) literacy rate	2004-2008	74
3.	Gross primary school enrolment by male	2005-2009	115
4.	Gross primary school enrolment by female	2005-2009	111
5.	Primary school enrolment by male students	2005-2009	91
6.	Primary school enrolment by female students	2005-2009	88
7.	Primary school attendance ratio by male students	2005-2009	85
8.	Primary school attendance ratio by female students	2005-2009	81
9.	Secondary school enrolment ratio by male	2005-2009	61
10.	Secondary school enrolment ratio by female	2005-2009	52
11.	Secondary school attendance ratio by male	2005-2009	59
12.	Secondary school attendance ratio by female	2005-2009	48

Table 2 : Distribution of gender wise enrolment in schools

Type of enrollment	Gender	Year	Percentage
Pre-primary	Male	2002	28
	Female		28
	Male	2008	53
	Female		54
Primary	Male	2002	96
	Female		87
	Male	2008	98
	Female		91
Secondary	Male	2002	55
	Female		41
	Male	2008	64
	Female		56

(Source: UNESCO Institute of Statistics of Education in India 2008)

Globalization and Indian school education:

The principal objective of education has been the development of the whole individual. The minimum level of education that was necessary to achieve this goal in the agrarian society was basic or primary and in the industrial age, secondary. In the present borderless information society, education needs to be able to respond to additional demands of a rapidly globalizing world by raising awareness of environment, peace, cultural and social diversity, increased competitiveness, and the concept of a global village. Such education is to a knowledge or information society what secondary education was to an industrial economy. Education prepares the individual to connect - and live in harmony - with the environment around him. Globalization has changed the size, nature and quality of that environment. The challenge for school education, therefore, is to reform, create and develop systems that prepare the individual to work in a borderless economy and live in a global society. In other words, our educational institutions need to produce global citizens (Gayatonde *et al.*, 2007).

Globalization is no more a recent phenomenon in the world's socio-economic system. In popular parlance, it is often synonymous with internationalisation, referring to the growing interconnectedness and interdependence of people and institutions throughout the world. Influences of a global scale touch aspects of everyday life. For example, the spread of democracy as part of globalization, giving more people access to the economic and political processes that affect their lives, but also, in many places, concealing deeply rooted socioeconomic inequities. Influences of globalization are multi-dimensional, having large social, economic, and political implications.

Therefore, it is necessary that steps should be taken

to reduce, if not remove, its baneful fall out. Globalization has a multi-dimensional impact on the system of school education in India. It has underlined the need for reforms in the school educational system with particular reference to the wider utilisation of information technology, giving productivity dimension to education and emphasis on its research and development activities.

School education under globalization is an important investment in building human capital that is a driver for technological innovation and economic growth. It is only through improving the educational status of a society that the multi-faceted development of its people can be ensured. In the post-industrialised world, the advanced countries used to derive the major proportion of their national income not from agriculture and industry but from the service sector. Since the service sector is based on imparting skills or training to the students and youth, the education sector is the most sought after. It must provide gainful employment so that the sector is developed in a big way. It has advocated privatisation of school education without realising the danger of making the system a commercial enterprise.

As part of the globalization process, the spread of education is widely viewed as contributing to democratisation throughout the world. Schools prepare people for participation in the economy and polity, giving them the knowledge to make responsible judgments, the motivation to make appropriate contributions to the well being of society, and a consciousness about the consequences of their behaviour. Along with mass provision of schools, technological advances have permitted distance education to convey modern concepts to the extreme margins of society, exposing new regions and populations to knowledge generated by culturally dominant groups and helping to absorb them into the consumer society.

In the wake of globalization process and to cope up with the changing priorities of the people, the planners are bound to revise their strategies in the school education. Thus, several specialist committees, involving the elites and captains of industry and education, constituted by the Union ministry are engaged in the process. Whereas, the public interest demands a wider domain for the national debate on syllabus and curriculum reform among other related aspects. The common educational reforms that were endorsed by some of the eminent industrialists and academics include: Liberalise and deregulate the education system to encourage promotion of new schools and decentralize syllabus design. Central and state governments should change their roles within the education system, re-inventing themselves as facilitating and supervisory organisations. Teacher training, infrastructure

and syllabi need to be urgently upgraded.

Further, because of strong hold of the English language in MNCs and corporate circles, the division between rural and urban is almost complete in the field of education. In consequence, this great reservoir of skills and expertise offers the opportunity to utilize them for the spread of quality education through several technologies. Again the pace is set by a variety of private 'educational entrepreneurs', otherwise known as, 'edupreneurs', who have promoted internationally recognized schools such as the Ambani International, Mumbai; Indus International, Bangalore; Birla Schools; Park-wood International, among others. Besides, some Indian 'edupreneur' are venturing overseas. These are all certain recent trends that undermine the very social obligations of our governments.

Globalization – trends and issues in Indian school education:

As a result of globalization the opportunities in India in the field of school education now, appears to be immense, and areas are diverse. The remarkable development in information technology has promoted learners' method of learning in both the formal and informal modes. Globalization is simply putting 'the space - time compression' which brings together nations, cultures, economies and at the same time increasing Interdependency. Interaction is expected to improve the quality of education. Changes in Indian school education system that pervasive the core appears to remain the same only the notion of change and the rate at which it takes place varies virtually and spatially and in field operations. Virtual institutions is commonly regarded to be an industrialized form of education, is now taking place in India, which is proving to be more cost effective.

It has been realized the role of Internet, as interactive medium with potential global reach. It has the capacity to bring knowledge and prosperity to isolated and marginalized individuals and nations. But unequal access to the Internet, the "digital divide," creates inequity that exacerbates other inequities. Budgetary restraints in most of the states in India have placed increasing emphasis on improving cost-efficiency in school educational provisions. This has led to widespread interest in new forms of quality control and performance evaluation at all levels of education which is giving more avenues to the private education and in turn affecting the equity consideration. The major concern of globalization has been "how to fulfill the national objective of equality" As a part of the liberalization policy, it has been suggested that education should be progressively privatized and that access to it should be made subject to the payment of appropriate prices. The government,

therefore, encourages the establishment of a larger number of private institutions and even private universities are being encouraged. Simultaneously mechanism to cater to the needs of those who cannot afford payment of high fees in also being evolved. The process and effects of economic and cultural globalization are becoming evident in our educational programmes and are expressed by teachers and students with particular reference to the ways in which the global media (such as television media and internet) are deployed in the construction of knowledge.

- The threat is possibility of erosion of national values by imbibing the alien culture. The changes that are taking place in the country, even at the bottom level of the country; there seem to be shift in the power relations and consciousness at various levels of civil societies. The macro change brought by international capital, technology and mass media has brought new culture, but to what extent the new cultural assertions of identity will enable the people of various regions to face the new capitalist order, remains to be seen. The threat is for the national cultural values. In India, during this period of globalization, much of the contemporary thought has gone into the issues of programmed learning, multimedia teaching, macro-micro-teaching and other problems related to curriculum. No subject has been so much neglected as has been done to the development of humanistic values, creativity, cultural, moral and spiritual dimensions in the teaching-learning process.
- The threat is for the erosion of rich and old culture of human values. The ideologies of the states and of multinational agencies brought the technological revolution. The process has been promoted by the transport system, communication network, and it has increased the Economic activity, but Globalization does not necessarily result in homogenizations; on the contrary, it is leading to the strengthening of the ethnic identities both at local and regional levels.

Strategies adopted at Indian schools towards globalization:

The beneath of globalization in India, has made the educational system especially at school level include primary, secondary and higher to revamp its resource deployment to meet competition among teaching service providers, against technological advancement, knowledge sharing system, level of updation, offer atmospheric class rooms, up scaled infrastructure. In order to reach this zenith of success in globalization, the well tuned strategies to be identified and employed.

- Modernisation of classroom with virtual learning base.
- Continuous teachers development programmes

- Adding of updated courseware on par with career oriented base.
 - Case study approach for making students to have real understanding of subjects.
 - Activity based learning.
 - Tailor made course and programmes.
 - Continuous monitoring and updation of infrastructural facilities.
 - Value based education as the core source for any branch of study.
 - Interactive focused classrooms.
 - Participatory attitude of teachers and learners.
 - Suitable reward and recognition programmes for achieving learners and students.
 - Credit base choice system.
 - Auditing courses with core subjects.
 - Periodic counseling to students.
- Patronizing compensation packages to teachers with add n prerequisites.

Self described model for teaching effectiveness towards globalized Indian educational system

		Infrastructure support			
		Good		Bad	
Teaching method	Effective	World class teaching practices with career focus	Knowledge based teaching practices with academic focus		
	Ineffective	Retuned teaching practices and skill focus	Traditional teaching practices in the verge of exit		

The era of globalization has made phenomenal changes in Indian schooling education. It is important for schools to enhance both the effectiveness of teaching, teachers and infrastructure to offer quality education and meet the prevailing competitions. It requires world class teaching practices at every school level by enhancing teaching and teacher effectiveness coupled with effective utilisation of resources and infrastructure. At the same time, low teaching effectiveness and infrastructure make the schools to exit from the source of teaching services.

Conclusion:

The teaching is the noble profession which cultivates the perfect student as future citizens to the country. The entire country and its economic outset are highly depend on the architects who are made from schools with value based education and commercial viability, in this aspect the Indian school education from pre-primary to higher secondary undergo for changes due to the globalization and the entry of modern layout technologies, so it needs an ejaculation for the schools belong to any category to cope out with changes to grow the students to the level of fit for global world and serve for the universe both in terms of profession and humanism. The perfect well designed modern curricula, quality teachers and their teaching, adding of technology at right places will definitely help the Indian schools to survive in the era of globalization at present and in future.

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