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**Title of the Paper : Impact of driving forces of Globalization
– Role of Education**

Globalization has come to be a principal characteristic feature of the new millennium and it has become an inescapable reality in today's society. No community and society can remain isolated from the forces of globalization. The cyber society has come with a bang. The computer culture is spreading rapidly. Even in a poor country, coca-cola, cars, cosmetics and clothes seen in the cities and towns hide the reality of poverty and suffering of the people. We have almost reached a point to believe that "We cannot reverse the trend; we can only go forward!" We need to ask: What is the role and priorities of education in this fast changing situation.

What is Globalization?

Globalization is a new contemporary stage of development of capitalism over the world. It is a process of social change in which geographical and cultural barriers are reduced. This break down of barriers is the result of transportation, communication and electronic communication. It also involves a process by which economies of different countries are oriented to a global market and are controlled by multinational and global financial institutions. It is not merely an economic process, it is also a

cultural process. It creates, by the help of media, a mono-culture - a culture of rich and powerful. It is no longer a theoretical concept; it is a glaring reality, impinging upon almost every aspect of human existence - economic, political, environmental, and cultural and the like.

Positive Aspects :

There are many potentially positive aspects of globalization, if it is pursued for the common good, not just for the benefit of a few. Today globalization has led to the opening up of the national boundaries to international trade and global competition. Developments linked with globalization have opened up boundless possibilities for human development, enormous new opportunities and enhanced the quality of life for many people in the third world countries. For example, the production of goods for consumption on a massive scale has brought not only a better and more varied goods available to every citizen, but also has brought enormous change in people's value system. Those who have and are able to buy the goods have attained greater comfort, speedier communication and faster travel. Information technology has converted the world into a "global village". The events of far-off lands are easily accessible in our living rooms. This process has promoted exchange of ideas and customs between peoples of different countries. Today our ways of thinking and behaving are now challenged beyond accepted traditional patterns. The horizon of our perspectives has suddenly embraced 'the global village' beyond the confines of our homes. And this has been reciprocally beneficial. In addition, live communication of facts makes us partake instantaneously in the events of history. It also creates and promotes global concern. We now have the possibility of immediate worldwide attention to global issues, particularly to people in emergency situations. For this reason, it is irrational on our part to reject it outright; an uncritical attitude towards it is unwise. We need to affirm the positive side of this development and make use of the many opportunities it offers for our development.

Negative Aspects :

While some economists and politicians approve these developments, many people look at this process with much apprehension. They look at the global village as an order or mechanism for greater economic exploitation and political oppression. Globalization has many dimensions: economic, technological, political, cultural, social, environmental, ideological, etc. Each of them affects the local either positively or negatively. Let us see some of its negative aspects:

a) Economic Force : The world market has emerged as the dominant economic force. While some nations have tremendous economic advantages, others have become more and more dependent. The main players in the present process of globalization are the governments of powerful nations, transnational cooperation, the World Bank and the WTO. The development of all third world countries has to be related to the world market. They control the monetary system and international trade. The multinationals and other institutions with the help of the state control all development processes. The role of developing countries is simply to provide cheap labour to attract investors and to provide raw materials, which are at the mercy of fluctuating prices. They are to meet the needs of others as cheaply as possible. This unfettered growth of the multinationals and the emphasis on foreign trade are not conducive to a development pattern that is oriented to the basic needs of the people. The production needs and patterns are often determined by the market forces. It is unfortunate that they seldom take into consideration the basic needs of the people. Only the stronger and successful competitors survive and thereby widening the gap between the rich and poor, both between countries and within country. One cannot deny that there has been a worldwide growth in poverty, inequality and the human misery. Social injustice is becoming an accepted reality. Indeed, it has created a situation of marginalization, exclusion and social disintegration.

b) Political Force : The development of the third world countries with the help of industrialized countries has many political implications. The process of globalization from the beginning was fraught with competition, conflict, domination and exploitation. The opening up of the national boundaries for free market has led to a neo-colonialism allowing not only economic domination, but also political domination over the poor nations. For example, the policies of liberalization and withdrawal of subsidies, which are the conditions imposed by the IMF and the World Bank, have resulted in the curtailment of the state's power. Today, globalization is creating a government more committed to the protection of foreign investments and less to the protection of the citizens of the country. This makes many people to ask whether the present process of globalization is compatible with democracy, social justice and the social welfare state.

c) Social Force : The market ideology of globalization gives a notion that people who cannot afford goods and live in rural areas are considered uncivilized and backward. They feel isolated from the privileged groups. This wrong notion creates an inferiority complex among the poor rural masses that urges them to migrate to the cities and towns in search of employment and better living. It encourages migration not only within a country, but also encourages people to migrate to other countries. It is estimated that there are seventy million workers around the world. The migrant workers are the most exploited people. They suffer from insecurity and social exclusion. This social exclusion is deeper than the economic level.

Companies go in for 'restructuring' and 'downsizing' which creates redundancies. Permanent employment and skilled workforce is being replaced by the casual and part-time employment creating immense insecurity among the workers. While wages are being lowered, but working hours have been increased. Yet it is almost impossible for a poor worker to rebel against the company that employs him or her. All these lead the poor worker to involve in all sorts of anti-social activities.

Society has become impersonal, mechanical and inhumane. The present society and its penchant for unprincipled living, selfishness, corruption, opportunism, and violence are the product of consumerism and materialism.

d) Cultural Force : Globalization means the export and import of cultures. Globalization involves cultural invasion. Technology is power. It becomes the carrier to those systems and ideologies (values and cultures) within which it has been nurtured. The whole idea of progress and development is decisively shaped by western life-style, worldview and its structures. A monoculture is fast emerging. When we say "mono-culture", it means the undermining of economic, cultural and ecological diversity and the acceptance of a technological culture developed in the West and the adoption of its inherent values. The tendency is to accept the efficiency with productivity without any concern for compassion or justice. In traditional societies, people maintained a very strong practice of community ownership of land and property. The accumulation of wealth by individual was not encouraged, but today wealth is increasingly regarded as belonging to individuals and not to the community. The slow erosion of traditional cultural values leads to lack of cohesion in societies. The indigenous culture and its potential to save human development and the earth from destruction are vastly ignored.

e) Religious Force : Threatened by the forces of globalization and the ideas of secularism, some sections in all religions assert a fundamentalist posture. Under the pretext of an identity struggle, the Fundamentalists, particularly in the majority community, want to achieve their dominance by controlling the political process through the militant organizations. Religion is used for political control. This process distorts both politics and religion. Moreover, the role of religion moves towards mere private affair, without accepting any social responsibility. Indeed, faith has lost its community anchorage. There is a subtle connection between globalization and the revival of religious fundamentalism.

Role of Education :

We have looked into some of the positive and negative aspects of globalization. It is a process that is inescapable and irreversible. We have to go through it. We have to transform it to meet a new future with hope. We need to be critical of the problems linked to the globalization process. As the major formal agency for conveying knowledge, the school features prominently in the process and theory of globalization. In globalization, it is not simply the ties of economic exchange and political agreement that bind nations and societies, but also the shared consciousness of being part of a global system. That consciousness is conveyed through ever larger transnational movements of people and an array of different media, but most systematically through formal education. The inexorable transformation of consciousness brought on by globalization alters the content and contours of education, as schools take on an increasingly important role in the process.

We need to evolve a clear methodology and perspective to address this fast emerging challenge.

To improve the situation following recommendations are made:

- A comprehensive report establishing reasons for the poor performance of past educational policies should be prepared.
- Implementation capacity should be strengthened and realistic targets which correspond to this capacity should be set.
- The policies and programs should be implemented in collaboration with all stake holders and a proper monitoring and evaluation system should be designed to provide feedback into the decision making process.
- The requisite funds, facilities and qualified staff should be provided to all institutions, particularly for Science Education.
- The system of assessment of the teacher's performance should be introduced for improvement of teaching-learning process.

- Technically competent school examination system should be introduced.
- More financial and human resources should be urgently diverted to qualitative aspects of education; into curriculum reform, textbook development, teacher training, streamlining of examination and assessment systems, and training of the administrative and managerial staff.
- Education should be seen as a process of developing an inquiring mind, cognitive skills and analytical concepts, rather than memorising facts.
- 'Less is more' should be the basis for developing the curriculum, designing, learning, and determining teaching methodologies and assessment systems.
- Properly regulated and also obligated to use the national curriculum.

Conclusion :

We cannot find easy answer to these complex problems brought by the process of globalization. Education needs to help people to discern justice and speak for justice for the victims of globalization. It is also important to recognize role of education in the context of globalization. It is clear that new opportunities and new challenges face higher education in its role as actor and reactor to a more globalized society. In response to these developments and trends, international and supranational frameworks are being reviewed or developed by different intergovernmental bodies

“Students of present times have far greater opportunities for livelihood in comparison to any other generation of past. India because of its high skilled workforce and cost effective attributes, stand to gain a lot from globalization. But what is urgently needed is abundance of global managers who can make full use of opportunities thrown by globalized economy and put India into big league.”

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