INDIA: GLOBALIZATION AND EDUCATION

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I. INTRODUCTION

Education as quoted by Swami Vivekananda is manifestation of perfection in man. But when the education system lacks perfection that is expected, perfection in man cannot drive out. Osho believed that purpose of education is to transform the society which we term as social transformation.

Soaring graduate enrollment from India for USA in numbers, state that the incoming class of Indian students for U.S. graduate programs is 27% larger this year (2014) than in 2013, according to CGS's annual survey. And that increase follows a 40% jump in 2013 over 2012. However, CGS officials note that the Indian numbers have historically been more volatile than those from China; the increases for 2011 and 2012 were 2% and 1%, respectively. The main reason behind Indian students opting for U.S. graduate programs because they have benefited from several recent developments that, together, have opened the floodgates for Indian students. For starters, India's investment in higher education hasn't yet had much effect on graduate education, Blumenthal says. Unlike in China, she says, "in India there's been very little effort to upgrade the quality of the faculty."

India claims to have second largest higher education system in the world, however, in view of its vast population (close to 17 per cent of the world's population) India will be one of the backward countries in respect of education, especially higher education if the problems inherent in it are identified and solved. Failures of the Indian Education system occur because of:

- **Traditional Setup**

  The education system dominated by the traditional set up of rules, regulations and statutes that offer little scope for quick improvement in its present work-system and the required level of autonomy and flexibility.

- **Curriculum**

  The curriculum does not provide knowledge that can be utilized to enhance local resources through which employment could be generated in addition to improve the existing conditions.

- **Infrastructure Facilities**

  In India technological change and globalization have exacerbated existing unemployment problems that have been due, in some measure, to poor economic performance.

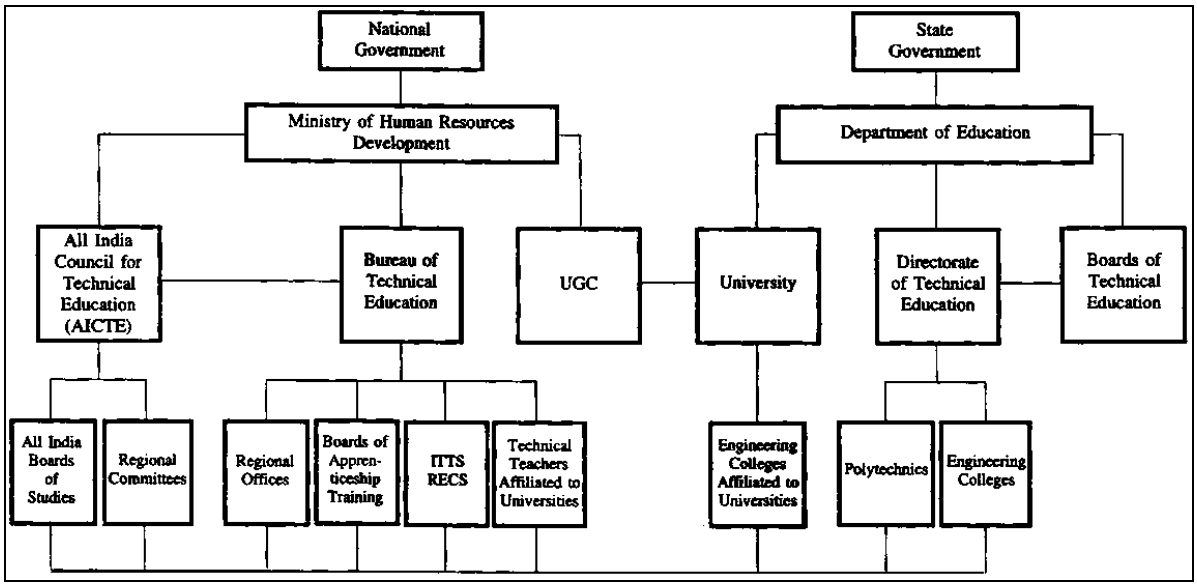
- **Lack Of Qualified Teachers in Indian Institutes**

  By far intake of about that which is not again the same into the same case which is not into the case most glaring problem is the acute shortage of qualified Indians in Indian education. Materialistic gains, incentives and opportunities entice the qualified Indian educator away from this challenging field. There is much hard work and many challenges in Indian education: isolation, poor or inadequate facilities, eager but academically deprived students, but one's ingenuity, creativity, patience and forbearance are put to a real test in facing these and other challenges. If Indian education is to meet the needs of the students, if it is to have the sensitivity required, if it is to be dynamic and viable, it must have more qualified Indian

educators—it must reach the stage wherein it will challenge the Indian educator to take up arms to join its ranks and to improve its lot.

II. INDIAN EDUCATION SYSTEM (ORGANIZATIONAL STRUCTURE)

It is clear from the organizational structure that the Indian education system is controlled centrally by the Ministry of Human Resource Development and at state level is controlled by the respective Department of Education have various laws as per state requirement in terms of syllabus specification and criteria for enrollment of candidates for availing various courses provided by state and centrally funded universities. Varying criteria leads to lack of commonality between various state run universities providing the same course leading producing of a workforce sharing same educational background but different knowledge levels in terms of practical exposure and implementation.



III. LITERATURE REVIEW

"In retrospect and in comparison with higher education in all other countries visited, India stands out as the most mature in its self-appraisal, administrative organization, and breadth of educational aim." This indicated that India got off to a good start in comparison with the rest of Asia. However, even then she observed indicators that there were problems with the system. Since then many books and papers have been written trying to explain the state of higher education in India, especially regarding its problems. Authors have tried to give a complete overview or target specific sub-systems and institutions. However, due to the constant flux and changing laws, most of the books, articles and papers are frequently invalidated or are no longer applicable. There are some problems with the Indian education system that have remained despite being recognized by the academic community. **(Elizebeth P. Lam 1962)**

Altbach (1993) simply states that a major problem with structure of education is, "a highly bureaucratized system that does not stress a high level of innovation." Without going into the specific details of these hurdles, and the organizations / people responsible for them.

"The gradual decline in state support of higher education has made it impossible to address the needed reforms within the conventional higher education system." He claims that the government run colleges are strapped for funding, and that the private sector 11 - will have to take over the responsibility of education from the government. **(Jayaraman 2004)**

"A nation's progress, greatness depends not only on its material achievements but also upon its great thinkers, artists and scholars that are regarded as creative genius. And in fact, historical records provide evidence that cultures have collapsed because of failure to utilize, intelligent and imagination methods for solving their problem." **(Torrance 1962)**

IV. OBJECTIVES OF GLOBALIZATION IN AN EDUCATION SYSTEM

4.1 Technical and Management Education

- Economics/Finances of Projects
- Basic Supplier Management Principles
- Customer and Societal Emotions and Needs
- Cultures, Languages, and Business Norms
- Societal, Economic, and Environmental Impacts of Engineering Decisions
- An International/Global Perspective

4.2 Enhance Interpersonal and Intrapersonal Skills

- Written (Memos, reports, email, letters, etc.)
- Verbal (Technical & non-technical presentations plus an effective "elevator" speech)
- Digital Competency
- Competent at Internet Collaboration and Communication Tools (Web-based meeting tools, team rooms, teleconferencing; file sharing, E-mail, etc.)

4.3 Teamwork

- Active and Effective Participation in Team Efforts
- A Willingness to Respect the Opinions of Others and Support Team Decisions

4.4 Leadership

- An Acceptable Personal Image and a Positive Personal Attitude
- Treating People with Fairness, Trust, and Respect
- Respect for Diversity
- Courtesy and Respect
- An Eagerness to Help Others

4.5 Flexibility

- Self-Confidence to Adapt to Rapid/Continuous/Major Change
- Thinking Both Critically and Creatively - Independently and Cooperatively
- Curiosity and Desire to Learn - For Life (Show initiative, Inquire & Learn)

- Seeking Advice and Forming Daily Questions to Discover New Insights.
- Commitment to Quality, Timeliness, and Continuous Improvement
- Ethical Standards and Professionalism
- Operate in Accordance With Acceptable Business, Societal, and Professional Norms
- Maintain the Highest Level of Integrity, Ethical Behavior, and Professional Competence
- Understand and Applies Good Personal

V. BENEFITS OF GLOBALIZATION FOR INDIAN EDUCATION SYSTEM

5.1 Academic Advantages

- Aims at enhancing the overall core values in terms of research and technological advancements.
- Helps in enhaching the outlook and the horizon of perceiving and problem solving.
- Personal Growth & Professional Growth

  Just as your student learned to adapt to their new surroundings when they began college, they will again be urged to step outside of their comfort zones during their global education experience. Students typically return home with increased self-confidence and enhanced personal growth **(Mistretta, 2008)**.
- Intercultural Knowledge and Skills

  Through cultural immersion, students who participate in global education programs are able to gain a greater depth of knowledge about and appreciation for new cultures. This often includes acquiring advanced language skills **(Magnan and Back, 2007).**
- Enhanced Global Perspective

  By experiencing the differences and similarities between their host country and their home country, your student will enhance their global perspectives and obtain a greater awareness of global affairs, including political, educational, societal, and economic issues **(Fernández, 2006)**.

VI. RESEARCH METHODOLOGY

The research methodology in specific is the comparative research aiming at drawing out relevant conclusions by comparing like systems, the two education systems has been highlighted is that of USA and India. The former has been quite a success because of the introduction of Globalization in all levels of education and the latter still struggling with the upcoming challenges at a global scale. The study reveals the escalating performance of the Indian Americans in USA certainly is a clear picture of the difference of the approach and inclination towards globalization in education system. The comparative study shows how globalization acts as a key ingredient in upgrading the basic parameters in an education system.

VII. COMPARITIVE STUDY

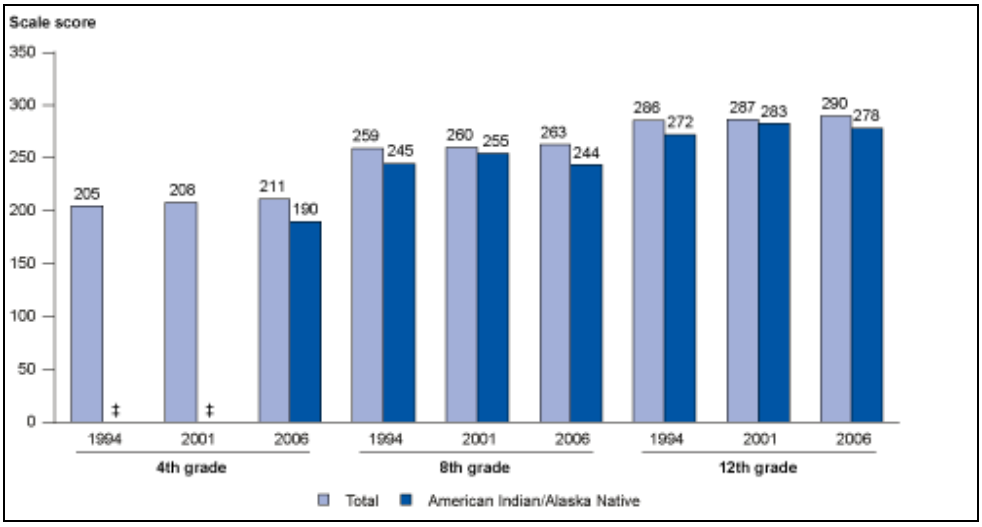
7.1 American Education System

Education system in USA is far more advanced and different than the rest of the countries, considered to be better and forgoing. The education pattern is divided into three levels, viz the elementary school, the middle school and high school. In each of these levels, the children are included as per their age group and divided into grades. This means that once the kid starts with the elementary school, he goes in the first grade which so on keeps moving to the 12th grade which is the final year of high school. Once the kid finishes high school, then he can enroll for further studies in the Post-secondary education which is commonly referred as College. The

elementary school may start somewhere in the age group of 5 for a child and the high school would end up in the age group of 17 for a child approximately. More emphasis is given to practical understanding, reading, writing, math, understanding concepts, documentation. Students are provide freedom to choose class subjects and are encouraged to take interest and responsibilities towards studies. In addition to this, sports, technical education, arts, foreign languages and more such subjects are given equal importance along with the existing curriculum. Extracurricular activities such as drill teams, bands, football or even non-athletic activity such as musical groups, school newspaper and debate teams are encouraged and each and every student is made to participate in one or the other activity apart from the curriculum.

Overall education system in USA is:

- About learning.
- About preparing students to explore and understand concepts.
- Is about learning the concept not just by reading but by actually learning through practical.
- Is not about stressing students on exams
- Is not about academic competitiveness.
- Is about learning in small numbers.
- One can excel in many ways not just academically but also through sports.



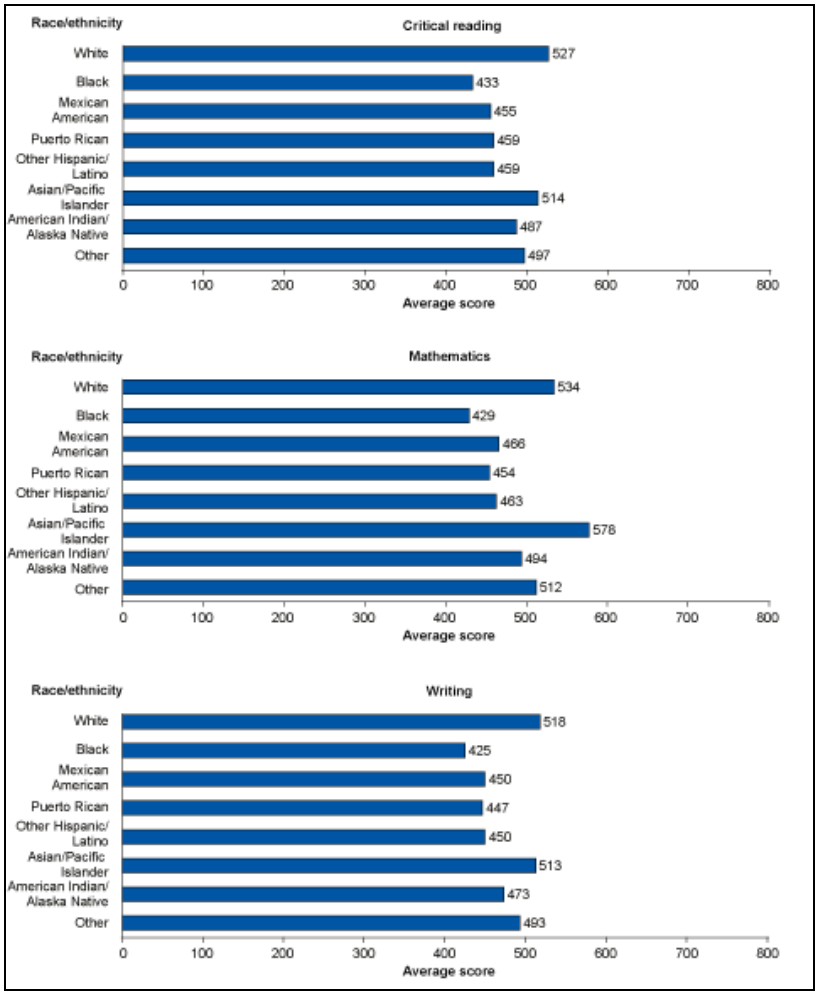
Student Performance in U.S. History ‡ Reporting standards not met.

from http://nces.ed.gov/nationsreportcard/nde/.

In U.S. history, NAEP creates a single scale score ranging from 0 to 500. NAEP's history assessment is organized around three concepts or dimensions: major themes of U.S. history, chronological periods, and ways of knowing and thinking about U.S. history.

In 2006, American Indian/Alaska Native students in the 4th, 8th, and 12th grades scored lower, on average, than White and Asian/Pacific Islander 4th-, 8th-, and 12th-graders. No differences were observed among American Indian/Alaska Native, Black, and Hispanic students' scores on the NAEP history assessment in 2006. No differences were detected between 2001 and 2006 in the U.S. history scores for American Indian/Alaska Native students at the 8th- and 12th-grade levels. As with its other recent assessments, NAEP uses a series of achievement levels on the U.S. history assessment. Among American Indian/Alaska Native students in 2006, some 41 percent of 4thgraders, 43 percent of 8th-graders, and 32 percent of 12th-graders achieved at the "at or

above basic" proficiency level in history. American Indians/ Alaska Natives in the 4th, 8th, and 12th grades had a lower percentage of students achieving at the "at or above basic" proficiency level in history than Whites and Asian/Pacific Islander, but the percentage was not measurably different from that of Blacks and Hispanics across grades. American Indians/Alaska Natives had a lower percentage of students at the "at or above proficient" level than their White and Asian/ Pacific Islander peers, but a percentage not different from that of Black and Hispanic students in the 4th and 12th grades.

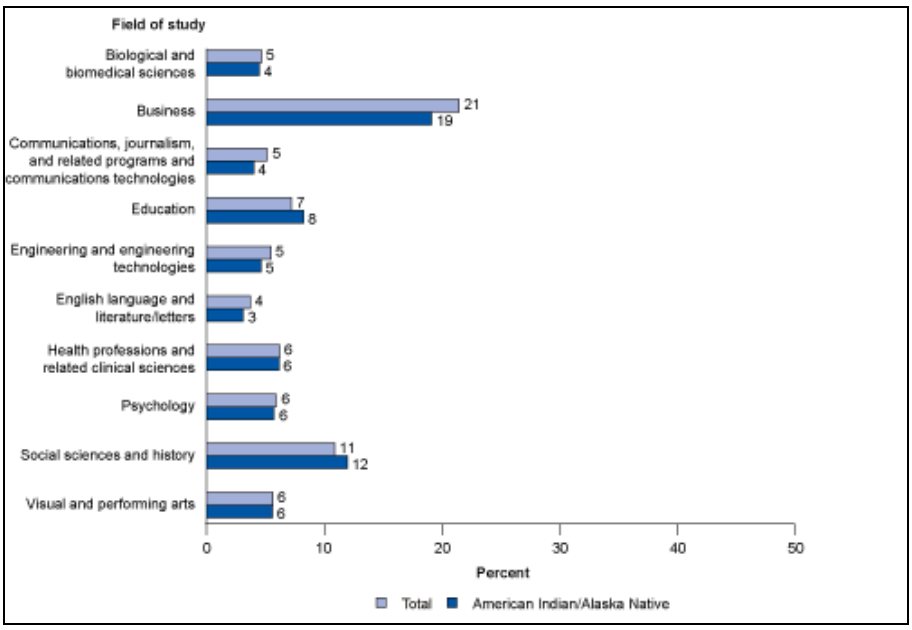


Student Performance on College Entrance Examinations

On average, American Indian/Alaska Native college-bound seniors who elected to take the SAT college entrance exam in 2007 scored below the national average on the critical reading, mathematics, and writing sections of the exam. However, they scored higher than Black and Hispanic college-bound seniors.

In 1997, American Indian/Alaska Native students scored 30 points below the average critical reading score of all students; this gap decreased to 15 points in 2007. The gap between the average mathematics scores of American Indian/Alaska Native students and the score of all students, decreased from 36 points in 1997 to 21 points in 2007. Beginning in 2006, the SAT results included scores for a writing component in addition to the critical reading and mathematics components. From 2006 to 2007, American Indian/ Alaska Native students' average critical reading and mathematics scores stayed the same, while the average of all students decreased by 1 point

in critical reading and by 3 points in mathematics. The average writing score of American Indian/Alaska Native students decreased by 1 point between 2006 and 2007, while the average of all students decreased by 3 points. The second most common college entrance examination is the ACT. Although the SAT and ACT measure different constructs, scores on the two tests are highly related. Composite scores below 19 on the ACT indicate minimal readiness for college, and students receiving such scores are likely to need additional precollege classes (ACT Program 2002). The average ACT score in 2007 for American Indian/ Alaska Native students was 17.9 for English and 18.7 for mathematics—about the same as the scores for Hispanic students (17.6 and 19.0), higher than the scores for Black students (16.1 and 17.0), and lower than the scores for White (21.8 and 21.7) and Asian/ Pacific Islander students (21.7 and 23.6)



Bachelor's Degrees Earned by Field

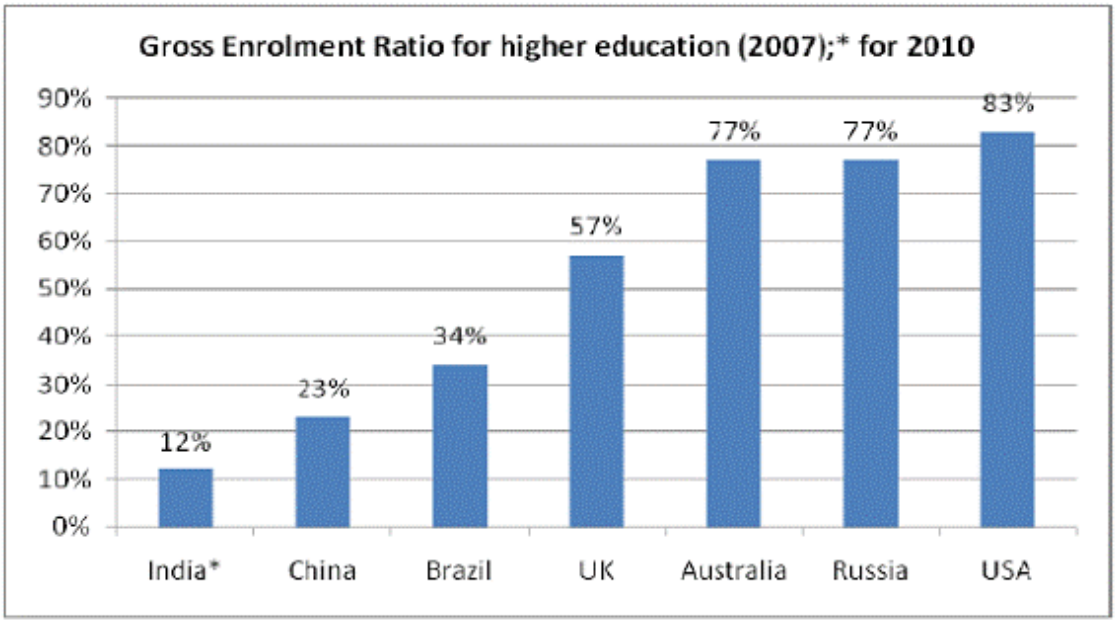
In the 2005–06 school year, business, education, and social sciences were the most popular majors among American Indians/Alaska Natives earning bachelor's degrees. Nineteen percent of American Indian/Alaska Native college and university graduates studied business, while 12 percent studied a social science or history and 8 percent studied education. Compared with 2005–06 graduates in general, American Indians/Alaska Natives earned a smaller percentage of business and communications degrees and a larger percentage of education and social science degrees. There was a difference of less than 0.5 percent between the percentage of American Indians/Alaska Natives and the percentage of the total population earning degrees in visual and performing arts, health professions and related clinical sciences, biological and biomedical sciences, and psychology.

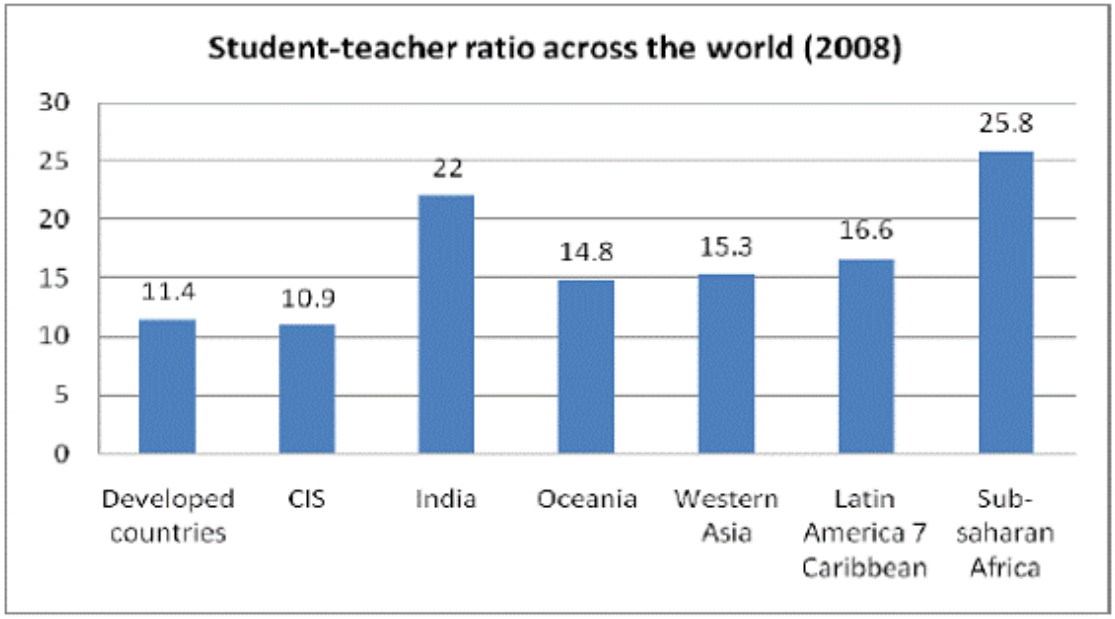
VIII. INDIAN EDUCATION SYSTEM

Education system in India comprises of pre-primary, primary, secondary and senior secondary education which is followed by higher education. Pre-primary is the kindergarten, primary is the middle school and secondary is the high school. Higher secondary education is up to 12th standard and then one can pursue his further studies

with graduation or post-graduation level. Specific curriculum is designed for kids which includes all the subjects that are been specified. Additionally there are extra-curricular activities which kids can opt for though not compulsorily. Moreover sports too form an essential part of the curriculum, but only children who are selected get to avail the opportunity. Main features of Indian Education system involves :

- Preparing children to read and absorb
- Is more about memorizing with study materials.
- Is all about academic performance.
- Have large classes with at least more than 50 students overall.
- Academic excellence achieves more preference than sports or other overall achievement.





Source: "Higher Education in India", UGC Report, 2008; UNESCO Institute for Statistics 2010; EY Analysis

IX. DIFFERENCE IN EDUCATION SYSTEM IN INDIA AND USA

- Teachers in USA have to go for qualified courses which include their Bachelor or Masters Degree in Early Childhood Education and Elementary education. Teachers are been told about what they expected to teach the children. Teachers in India are qualified to become teacher as soon as they pass the Masters in Education or Bachelors in Education. The Masters and Bachelors degree is definitely equivalent to that of Indian Standards of Education.
- Each and every class in USA Schools has a 20 – 30 children per teacher ratio. But the regular schools in India, unlike US Schools, have around 50 or more than 50 students in class per teacher.
- The education pattern in India is lot more the traditional where students are expected to learn all the subjects. Less emphasis is given on sports and extracurricular activities. However in US schools, extra-curricular activities also hold equal importance.
- Education system in US is considerably more flexible than that in India.
- The Indian education standard is considerably have a laid down curriculum pattern which is to be followed without any facility of switching or dropping subjects.

X. THE LIST OF INDIAN AMERICAN PERFORMED EXCEEDINGLY WELL UNDER AMERICAN EDUCATION SYSTEM

- Arvind Mahankali the Indian American in a row to take the title and a $30,000 scholarship at Scripps National Spelling Bee in Maryland 2013. “Children of Indian origin have had a stunning run in the nationally televised contest, nailing words such as "guerdon," "stromuhr" and "guetapens" to win 10 times in the last 15 years.” **Washington Post**
- Three Indian-Americans have won medals at the prestigious *Intel Science* Talent Search for the year 2015. “Of the 40 finalists, 11 were Indian-Americans. Each of the finalists received at least USD 500. In total, the Intel Foundation awarded USD 1.6 million for the Intel Science TalentSearch 2015.”
- 2010: President Barack Obama nominates Subra Suresh, Dean Of Engineering at MIT as Director of National Science Foundation.
- 2011: Jamshed Bharucha (born in Mumbai) named President of Cooper Union.[87] He was formerly Dean of the Faculty of Arts & Sciences at Dartmouth College and Provost at Tufts University.
- 2011: Satish K. Tripathi appointed as President of University at Buffalo, The State University of New York.
- 2011: Rohit Gupta wins over 100 international awards & accolades for his films Life! Camera Action... & Another Day Another Life.
- 2013: Vistap Karbhari appointed as President of University of Texas at Arlington
- 2013: Sri Srinivasan is confirmed as a Judge of the United States Court of Appeals for the District of Columbia Circuit.
- 2013: Nina Davuluri wins Miss America 2014.

- 2013: Arun M Kumar appointed as Assistant Secretary and Director General of the US and Foreign Commercial Service, International Trade Administration in the Department of Commerce.
- 2014: Vivek Murthy appointed as the 19th Surgeon General of the United States.
- 2014: Satya Nadella appointed as CEO of Microsoft.

➢ The list mentioned highlights only a few of the achievements, there are many achievements in various fields other than directly linked with education. The main reason that can be concluded from the above data is that the people who had achieved are either a part of the education system from the very beginning or merely have become a part of it in the latter days of their respective educational fields.

XI. RECOMMENDATIONS

Some suggestions are made after the completion of the comparative study suggesting why Indian Education system need to be globalized.

- Restructuring of Education

  The real challenge is how to reposition it in response to the global forces driving change in a knowledge-based economy, The era of rapid scientific and technological advancement that we live in has spawned a communications revolution that is pervading every region of the world and creating a global information society, The sudden economic contraction in the south-east Asian countries may also be a by-product of globalization. While globalization helped their new manufacturing industries to compete in the world market, it also exposed the weaknesses in their economic fundamentals and resulted in a financial crisis that drastically reduced the value of their currencies. The result was a ready pool of skilled personnel that entrepreneurs found cheaper than the industrial workforces in the developed countries.
- Entrepreneurial Training

  Entrepreneurship training is considered a valuable tool for inspiring motivation, creativity and innovation. In addition, entrepreneurial skills are expected to equip Technical Education graduates with the ability to generate employment opportunities through the creation of new businesses. In a rapidly evolving work environment, educational and vocational guidance and counseling are critical and must constitute an integral part of Education programme as they contribute to enhancing the relevance and effectiveness of training.
- Counseling

  Counseling is necessary to understand and appreciate the talents of students and trainees, and to help them explore career alternatives. Guidance and counseling must define career development as a systematic process during which individuals develop their vocational awareness, employability and maturity.
- Reducing the teacher student ratio focusing more on quality education rather than quantity.
- Infrastructure

  Improvement in the educational infrastructure must take priority. The following items need to be addressed if the infrastructure of import compete ting institutions has to be of international standards. University courses scheduled must be available on the internet; automated telephone course registration for every term must be available to students, payments of fees by credits card should be of a standard option, classrooms, libraries, dormitories and sport facilities should be of international standards. Off campus housing arrangements must be facilitated through the private sector for faculty, staff.

- Practical Knowledge should be taken as of prime importance rather than curriculum based and subjective approach.
- Appraisal System

  In the present context of knowledge- intensive and information- driven society, it becomes even more important for faculties to become facilitators of learning in diverse learning situations rather than merely perform ring teaching role in a face-to face situation. It is noticed that both economic and social factors have been responsible for shaping and determining the quality of faculty education system in many countries. Additionally, the colonial legacy has also imposed certain rigid conditions, which has made many developing countries difficult to overhaul the faculty education system to suit the current socio-economic demands and challenges. So steps have to be taken to hold great promises for reforming faculty preparatory programmes and to change of mind set and attitude among faculty
- Institute –Industrial partnership should be increased so as to give the future workforce a glimpse of global standards and working environment.
- Reservation system should be abolished from all levels of education aiming at providing the education on the basis of merit rather than social status.
- International affiliations should be promoted to escalate technology flow aiming at increasing and modifying young minds.

XII. CONCLUSION

Globalization of Indian education system needs to be inculcated from the angle of different important angles like, Socio-Economic, Political and Academic which pertains to the allocation of the Education resource and degree of efficiency in the same. Internationalization of higher education where in mutual sharing of knowledge, skills and research generally takes place with the objective of mutual benefit and also aimed at national and global development. Globalization is an opportunity for those who are aware of the benefits due to their vigilance and inquisitiveness, which have proper access to the information. Every individual wants to lead a complete and successful life with most of the amenities and basic necessities though only a few actually gets the affordability of availing them due to limited supply of resources insufficient for unlimited demand. Globalization will lead to exposure and will unleash the hidden potential of many.

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