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Localization & Globalization in Education Sector in India: A Case Study

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ABSTRACT

Localization, in the context of education, refers to the interconnectedness and exchange of ideas, knowledge, and resources across borders. It has facilitated the integration of education systems worldwide, enabling collaboration, innovation, and sharing of best practices. Globalization has opened up new avenues for educational growth and development in India.

Key Words:-Psychology, Education, International, Learner, Perception

INTRODUCTION:-

There is a vast literature in the journals of Psychology, Sociology, Education and Political Science dealing with attitude. Some of these articles have had as their concern the comparison of attitude of members of different groups. The influence of attitude upon such psychological processes as learning and remembering perception, reasoning and thinking has also investigated, Attitude can't be observed but always be inferred from behavior. The modern era is era of globalization. So in education field there is need of change due to globalization. Education should be internationalized. Learner is the center of all educational activities, He is the person who can determine whether internationalization of education should be done or not? What do they think about the internationalization and localization of education? What are their behavioral patterns about it? The answer is to these question would be found in the attitude of senior secondary students towards internationalization and localization of education.

EDUCATION:-

Education is apprenticeship of life. Education is life long process. It is never ending process. It starts with the birth of an individual and then it goes on till the last day of the individual. Education makes an individual area human being. It is an essential human virtue. Man becomes a good human being through education. He learns something at every moment and every day. Education equips the individual with social, moral .cultural and spiritual aspects and true makes life progressive, cultured and civilized about education ,P.C. Banerjee said, "It is development of the power of adaption to an ever changing social environment". Education is apprenticeship of life. Through the process of education, an individual becomes a fit person for life. (Sachdeva et al .2007).

Etymological meaning of Education:-

First view is that the word "education" is derived from the Latin word educare which means to "bring up" or "to nourish". Second view is that the word education is derived from the word "educere" which means "to lead out" or "to draw out". Naturally here is the process of education, effort is to "draw out"" rather than "to put in" Third view is that the word education comes from the Latin word "Education" which means the act of teaching or training

Objectives of the Research Paper

1. To study the attitude of Senior Secondary level Students towards Internationalization and localization of education.
2. To study and compare the attitude of CBSE senior secondary level students towards internationalization and localization of education.
3. To study and compare the attitude of ICSE, Senior Secondary level Students towards Internationalization and localization of education.
4. To study and compare the attitude of State Board of Rajsthan, Senior Secondary level Students towards Internationalization and localization of education.
5. To compare attitude of male and female Senior Secondary level Students towards Internationalization and localization of education.

6. To compare attitude of Rural and Urban Senior Secondary level Students towards Internationalization and localization of education.

Globalization:

Within the last decade there has been a major shift in the concept and practice of international system of higher education, caused primarily by the globalization processes aided by the developments in information and communication technologies. The push for these developments comes mainly from the countries that see commercial opportunities in new forms of international higher education system. The inclusion of education as a tradable service within the GATS of WTO has given additional momentum to this process. Depending on the dominant economic paradigms prevailing in the society there are differing perceptions on the character of globalization and its influence on the society. These perceptions are primarily related to trade, investment and finance among nations as well as their influence on a variety of development sectors such as health education, environment, industries, culture and so on. The prominent attributes of globalization are privatization, commercialization, market orientation and profit making. It flourishes under favourable national and international political systems with the active collaboration of key international organizations such as WTO, IMF, and some bilateral and multilateral aid agencies. Many national commerce, trade and industry associations and powerful international bodies such as World Economic Forum and many NGOs and think tanks actively promote the globalization process with conclaves and a barrage of studies and publications. These studies generally portray all governmental and public sector enterprises are inherently inefficient and non-competitive. They eulogize the performance and downplay the malpractices and failures of private corporate sector while ignoring the accomplishments and exaggerating the deficiencies of public sector. The positive aspects of globalization are reflected in those processes, which are less intrusive on the political, economic and social space and more sensitive to the social and economic aspiration of the people at large. It adopts generally transparent and accountable procedures and does not encourage manipulative and unethical approaches in commercial dealings. The desirable impact of globalization is to enable people from all sections of the society from different parts of the world to exchange their knowledge and experiences in different areas of human endeavour. The adverse perceptions on globalization arise under circumstances that lead to social, economic and political exploitation; aggressive dominance over the national policy systems; insensitivity to the cultural norms and social development priorities; and destructive influence of local industries, environment and traditions. The impact of globalization has been and continues to be uneven. For some - individuals and countries alike - it has meant opportunity for advancement. However, for others globalization has meant exposure to increased competition, marginalization and impoverishment. The challenge is to harness the beneficial aspects of globalization, learn from them, and adapt best practices so as to mitigate its negative effects. Globalization in one form or other is not just irreversible, but also probably unstoppable. However, while globalization may now appear inevitable, the direction and form it takes is something we can - and must - work to shape. It is our responsibility to ensure that globalization serves human interests and is of benefit to all. So far, the impact of globalization has been unequal. For certain sections of the world community it has been a force for economic growth and social mobility, opening up new opportunities for participation and communication. For a majority of world population, however, globalization has led to deeper marginalization and impoverishment, widening disparities both within and between countries. Those who suffer from globalization are invariably the sections that are already struggling with exclusion: the poor, women, ethnic minorities and youth. (Matsuura 2007)

Education and Globalization:-

According to Rangarajan's View, " Globalization means integration of economics and societies through cross country flow of information, ideas, technology, goods, services, capital, finance and people". 13 In The Words Of Jaseph Stiglitz: "Globalization means removal of barriers" of free trade and the closer integration of national economics. In other words, Economic Globalization refers to the integration of different economics of the world through trade, investment and migration of people. According to the definition of European Union, "Globalization means that the flow of goods, services, capital, technologies and people are spreading worldwide as countries everywhere open upto wider contact with each other." Assumptions Related To Globalization of Higher Education Globalization/Internationalization of higher education is based on creation assumptions They are stated below:

- 1. Higher education is related to the development of higher and universal consciousness in man.
2. Globalization and Internationalization of higher education improves quality in education and of life.
3. It develops human values goodwill, understanding and harmony among nations.
4. It promotes world cultures through interaction and inter diffusion.
5. Partnership and networking among the countries improves the quality of teaching and research.
6. Promotes and sustains world economics

Need of Globalization

In a fast changing human society and development of technologies and wide awareness through of knowledge, it is not so easy to lead a very simple and happy life. There are certain factors which have made us to think globally in today's competitive society. Following are the factors which need our attention with regard to global perspective in our thinking:-

1. Developments in modes of transportation and communication and easy interaction within and without.

2. Development of science and technology and building new physical infrastructure for better production
3. With the explosion of population new resources need to be explored to meet the requirements of such a large population .Hence hunting for new sources and modes of development, affect the nature of developmental activities.
4. Unemployment especially in third world countries is responsible for brain dream. Professionally qualified people go to other countries for their suitable placement and progress.
5. International trade and marketing in the field of industry, agriculture, technology, textiles, minerals, defense etc is getting new boom which creates global prospective.
6. Political alliances and alignments among the countries make new relationship and adjustment in trade and defense.
7. Security and integrity of a country is an important factor responsible for globalization and international understanding.
8. Environmental related issues and problems compel nation to get together and to take decision at international level.
9. Role of mass media and information technology have brought people, nations and countries together and a sense of togetherness has emerged.

Objectives of Higher Education and Globalization

In view of the changing scenario of the world new development at all fronts are taking place. New areas of specialization in respect to technology, science, agriculture, commerce, space sciences, brain sciences, health, and social sciences are coming up. Nurturing linkages with educational system will contribute to realize the global of self -reliance, national development and international standard some objectives of higher education in modern and global context are:-

1. To acquaints the students with the latest frontiers of knowledge.
2. To work out new methodologies for imparting instruction in higher education.
3. To evolve new strategies of gathering knowledge and generating new disciplines,
4. To develop international perspectives in higher education.
5. To develop world culture and human society.
6. To draw the benefits from the experiences of other countries in the field of knowledge related to science, technology and economic sector.
7. To inculcate human values,
8. To develop feeling of world citizenship.
9. To develop international understanding among the students.

CONCEPT OF INTERNATIONALISATION

Contrary to the overwhelming commercial motivation of the globalization process, internationalization is related to effective diffusion of basic attributes of a domain (for example, higher education) such as structure, organization, governance, content, quality, standards, approaches and practices among the countries and their institutions. It is a positive process by which the best practices of one country are adopted by others. Whenever globalization processes adopt the concepts of internationalization in any sphere of national development the net impact on the society is positive. Nations, which are capable of making intelligent choices out of the promising globalization opportunities or from the inevitable situation of pressures, should try and incorporate the concepts of internationalization as its priority strategy. Blind faith in globalization is likely to result in unholy alliances among particular groups unmindful of the consequences to the national objectives. The most significant global change has been manifested in form of internationalization, especially of higher education in the post war period and the most visible and important features trans-border student mobility. This further followed by the neo-liberal movement of late 70s in western world and of 90s in Indian scenario. Liberalization, Privatization and Globalization (LPG) have influenced higher education, more intensively the professional and technical education at large in post-90s period. The LPG movement supported by several governmental policies; private university bill, foreign education provider bill and also by allowing free entry of local private providers of IT and related areas. As a result, the mobility of students, being a potential manpower, to the international universities and also the international students' mobility to the Indian universities appeared at great extent in recent decades. The outward and inward student mobility has also mobilized the teaching manpower nationally as well as internationally. Students and teachers exchange programme with different international universities, as a policy of bond of cultural relation between two or more nations, and vice-versa also registered at great extent in recent past. Therefore, the most obvious manifestation of internationalization of higher education in India has become the increasing presence of international students in Indian university campus. But India, for a long time, has been slow/ in reacting to the vi/ave of internationalization and Indian universities have not been able to take advantages of the possibilities that internationalization offers for improving the quality of education, for promoting Indian culture worldwide, deriving political and economic benefits. Diversity increases quality in higher education, the most known and discussed issue, furthermore, leads to rethink about the diversity coming from

international students to Indian universities needs to be tackled through competent and professionally equipped teaching manpower. Here comes the issue of needs of professional development of teachers, who can carry forward international brains, considering them as international knowledge resource and produce such kind of manpower from Indian higher education institutions who can compete in global market of knowledge economy. How this can lead to the professional development of teachers in higher education institutions? Here, internationalization of higher education is considered as a tool for professional development of teachers. Globalization is the flow of technology, economy, knowledge, people, values, ideas.... across borders and globalization affects each country in different way due to a nation's individual history, tradition, culture and priorities. Basically, Internationalization of higher education is one of the ways a country responds to the impact of globalization yet, at the same time respects the individuality of the nation. Thus, internationalization and globalization are seen as different but dynamically linked concepts. Globalization can be thought of as the catalyst while internationalization is the response, though a response in a proactive way. Internationalization of higher education is the process of integration an international/intercultural dimension into the teaching, research and service functions of the institutions. The National University of Educational Planning and Administration (NUEPA) deliberated upon issues pertaining to globalization and response to internationalization of higher education in a national conference and felt that; challenges of quality, modes of supply, access and equity in higher education, response to GATS and WTO, matters pertaining to identity, culture and curriculum and other concerns of the nations receiving foreign higher education need to be tackled. Whereas, UNIVERSITY GRANTS COMMISSION (UGC) in tenth plan (2002-2007) made internationalization of higher education one of its thrust areas and projected a vision for promoting Indian higher education abroad as a response to the phenomenon of globalization. The chairman UGC set up an expert committee to encourage the free flow of students from other countries to India and vice versa. Internationalization quality issues can be addressed basically from three major approaches (OECD, 1999). The first sees the inclusion of the international dimension as a key component in the general academic quality review systems operational at an institutional or system level. This is based on the premise that an international dimension is part of the university/college mission and major functions and is thus included as one of many elements addressed in the quality review procedures. And, the second looks at the quality of specific internationalization policies, procedures and programmes (i.e. International students, work study abroad, student/faculty exchanges, research, language instruction and technical assistance). Whereas, the third concern the internationalization of quality assurance procedures themselves. These procedures are generally policy based. It is increasingly acknowledged that quality assurance procedures benefit from an international input and approach.

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