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Education System in Global Scenario – An Outlook

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Abstract

Globalization is a process through which an increasing free flow of ideas, people, goods and services and capital would lead to the integration of economies and societies. It is characterized by an accelerated flow of trade, capital and information as well as mobility of individuals across geographic borders. It reflects comprehensive level of interaction than that has occurred in the past suggesting beyond the word 'International'. It can also be defined as the intensification of worldwide social relation which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and vice versa. It is this construction of time-space compression that has given rise to popular notion of "one world" "Global Village" etc. Globalization as key realty in the 21st century has already profoundly influenced higher education. The reality shaped by an increasingly integrated world economy, new Information and Communication Technology (ICT), the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions. The Governments and Universities are implementing the various policies and programs to respond to globalization. These typically include sending students to study abroad, setting up a branch campus overseas, or engaging in some type of inter-institutional partnership.

Keywords: *Education System, Information and Communication Technology, Inter-institutional partnership, Globalization*

INTRODUCTION

Universities have always been affected by international trends and to a certain degree operated within a broader international community of academic institutions, scholars and research. Yet, 21st century realities have magnified the importance of the global context. The rise of English as the dominant language of scientific communication is unprecedented since Latin dominated the academy in Medieval Europe. Information and Communication Technologies have created a universal means of instantaneous contact and simplified scientific communication. At the same time, these changes have helped to concentrate ownership of publishers, databases, and other key resources in the hands of the strongest universities and some multinational companies, located almost exclusively in the developed world (Altbach, Reisberg and Rumbley, 2009).[1]

Inequality among national higher education systems as well as within countries has increased in the past several decades. The academic world has always been characterized by centres and peripheries. The strongest universities, usually because of their research outlook and reputation of excellence.

STANDARDS OF QUALITY EDUCATION IN GLOBAL SCENARIO

"Quality is never an accident. It is always the result of intelligent effort. It is the will to produce a superior thing." -- John Ruskin In today's technology mediated world, assurance of innovative teaching and learning environment is a key issue in ensuring effective learning and play a vital role in nurturing and developing quality school practices. Quality schools can be identified by their positive and welcoming atmosphere, cooperative and caring relationships between staff and with students and their strong focus on student learning. Underpinning this is effective leadership, shared by many, but led by the principal. Quality schools develop strong partnerships with parents and the community, communicate their shared purpose, high standards and values, undertake regular and ongoing evaluation and are open and honest in sharing information. Quality for school education in India should be on the basis of clear and agreed policy principles for achieving effectiveness, efficiency, equity and a socially and culturally cohesive society.

Central and state governments will work cooperatively and pro-actively to ensure that the total level of resources available

for schooling is adequate so that achievement of the national goals for schooling is a realistic objective for all students and public funding across different schools and sectors is distributed fairly and equitably through a consistent approach to assessing student needs and through having regard to the total level of resources available for students. High levels of knowledge, competencies and skills are considered to be the very basic conditions for active citizenship, employment and social cohesion, so the quality of school education is considered in India to be a concern of the highest political priority to meet global demands. The new millennium may be only a symbolic change of date but it marks an important stage for policy-makers in India. It encourages us to look to the future and turn our attention to the challenges which that future presents.

For policy-makers, the challenge will be to stay in touch with, and ahead of, national and transnational movements which will change the face of world and impact on national systems of education. Education is in the process of a major change. Through innovations in technology and teaching methodology, academic institutions are being given an opportunity to work for the benefit of the student. This paper aims to provide wide range of objectives related to the area of quality schooling. In this paper, the author attempts to explain how quality schooling can be implemented by school institutions, especially through globally accepted structures, processes, and relational mechanisms. The author also proposes a total quality framework for schools and benchmarks it.

Some Facts and Perspectives on Present Education Scenario

1. Present education system and its consequences: As we know, the word education comes from the word 'educere' which means to bring about what is already in. The purpose of school education is to guide the children to discover themselves by identifying and nurturing their potential to a full extent. A teacher is a person who builds the future of a student by planting the seeds of knowledge. There is an old Chinese saying Give a seed to a potter and you shall have a bonsai. The importance of education is to empower an individual to succeed in the future. Success may be calculated in terms of monetary and respect at work. It is the duty of the educationists to support the real facts of life by connecting classroom

lectures with real-life experiences. The present education system should include personality development lessons, moral and ethical teaching. The education system should be beyond the religion, region and language. Our children would grow up to be sensible, sensitive and responsible global citizens. Today, India has become a favorite global education destination, sharing platforms with the USA, UK, Australia, Canada, Germany and France. It is not only attracting Indian students but also students from china, Canada, South Africa and other countries to pursue their higher education.

2. Different phases of Indian education system: Indian education system in India can be divided into many phases. They are as below:

a) Pre-Primary: Pre primary education system involves children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage students are taught the concepts of school life, reading and writing some basic words.

b) Primary: Primary education system includes the age group of children of 6-11 years studying in first to fifth class.

c) Middle: Middle education system consists of children studying in classes from sixth to eighth. Secondary: Secondary education system includes students studying in classes ninth and tenth.

d) Higher Secondary: Higher education system Includes students studying in eleventh and twelfth classes.

e) Undergraduate: Undergraduates are those students who completed their higher education in college.

f) Postgraduate: After completing graduation a student may opt for post graduation to further add to his qualifications.

1. School children and pressure on them: Now a day, schools put kids under a lot of pressure. School children always carry a huge bag of books along with them. Whether it is class 1 or class 10 there is a huge burden of notebooks. Every parent expects to see their children in the first position. Children also compete in this competitive environment and try to score higher and higher. It should increase the spirit among the children, but it is creating side effects in a different way by

imposing a lot of pressure on them. Childhood is the time to explore new things and nurture the things around them.

Today's children became so busy that they forgot recreational things in life like playing, reading other journals and books. Even schools put a lot of pressure on students instead of encouraging them to participate in other activities. This results in not having exposure to outside world as they always spend their childhood in examinations, doing assignments, homework and preparing for examinations. In other countries students need not carry their school bags daily. They have to carry only homework books while remaining things can be kept at school. But the situation in India is different as we cannot find this locker system in many schools due to unavailability of resources. In recent times, it is observed that most of the schools are assigning summer assignments to their students to keep them busy in the vacation also. Due to unavoidable pressure most of the students are ending their lives or getting habituated to drugs and other bad habits. Introducing innovative learning methods which reduce the pressure on children is the need of hour. Children should go to school to enjoy their childhood and to learn new things in life. But they should not feel overburdened or pressurized. Some initiatives should be taken to encourage children and to make them a source of growth in India. All these helpful to eradicate unemployment in India and develop skill full students.

1. Drawbacks of present education system:

- Present education in India focuses more on scores rather than knowledge
- This system has 90% theoretical subjects
- The students are not allowed to experiment on their own
- In the end, students are coming out of schools and colleges with bookish knowledge alone as the method of learning doesn't connect to reality
- An increased pressure on students due to much competitive spirit among the private institutions
- Many schools are not concentrating on extracurricular activities like sports, games and others. It is creating a false impression in children that education is the only important part in life.

A Look into a Possible Future: A Global Scenario for Higher Education Systems

All over the world, those who shape and fund higher education systems are engaged

in a dramatic period of reform. Their interests have converted higher education into a priority sector within society, relevant for the productive sector and capable of leading the economic, social and human development of their respective societies. This constant search of identity leads to prospective exercises, which not always create similar scenarios. In this article, John A. Douglass, senior research fellow of the Center for Studies in Higher Education at the University of California Berkeley, and author of the new book, The Conditions for Admission, offers us his own vision about this development, with an enriching and maybe provocative positioning. Identifying elements of a global higher education scenario might allow considering actions, which open up alternative visions of the future.

Higher education systems could find other directions into which to evolve. Emphasizing even more the importance to contribute to human and social development, they might well opt for a collaborative approach rather than a competitive one. How do economists and historians explain long-term economic growth of nations, and their comparable competitive position? A consensus has emerged: one major factor is not just overall rates of educational attainment, but the vibrancy and the maturity of their public and private higher education institutions.

In 15 years (2036) or before, I predict that most national systems will include most of the SOM characteristics outlined below – or will articulate why they are the exception to an emerging rule. It is a look into the future that, admittedly, is already partially fulfilled in many parts of the world, but certainly not all. It is also a scenario in which some policy reforms that where once thought impossible in some countries, like charging fees, will become acceptable.

Shaping the Higher Education Market What is emerging is a decidedly more consumer driven approach to enrollment management, but with various budget and structural limits, usually including,

- Establishment or expansion of an Open Access provider, usually relatively new institutions intended to bridge a common gap in most countries between secondary schooling and sometimes highly selective and elite university sectors.

- Fostering greater Mission Differentiation among existing and future higher education institutions.

Market and government induced Mission Differentiation, in turn,

- Helps to match student skills and interests to academic programs.

- Helps focus institutions on their role in a larger system of higher education in theory recognition that not all universities can or should be full-fledged comprehensive research institutions.

- Mission differentiation, along with the transfer/matriculation function (see below), helps to rationalize the investment in highly selective public universities that they are part of a logical larger and coherent mass higher education system.

Higher Education Funding and Access

- Creativity in the funding of higher education is extremely important and is, in fact, perhaps a determiner of the future vibrancy and efficiency of mass higher education systems, and all forms of postsecondary institutions.

- Seeking a greater Diversity of Funding Sources, and not simply relying on government to provide the vast majority of funds, as in the initial era of building most mass higher education systems, is already widely understood as a major new development vital for most higher education institutions and in particular research universities.

- Most nation-states will or are pursuing a Moderate Fee and High Financial Aid Model, with the fundamental concept that tuition and various fees form a means for income redistribution and supporting lower income students and others from disadvantaged backgrounds. Most institutions will charge students and their families, represent between 10 to 30 percent (or higher) of an institution's total revenues. Discussion and analysis of the introduction of fees, or their expansion, should always be accompanied by their potential use to substantially defray costs for underprivileged students and other targeted populations.

- Finally, a key component for pursuing a greater diversity of funding sources, and an infusion of funds for enrollment and program growth, are more liberal Tax Policies that Benefit Students and Higher Education Institutions. Individual and corporate tax credits for funding research activities and capital

construction, and for endowments, will become increasingly a part of an expanded portfolio of funding sources for institutions. This is not a statement of what should be, but what l will likely be. Most governments in developed and increasingly in developing economies seem to be moving toward most of these elements of this Structured Opportunity Market, or at least they are a topic of discussion, in the course of their stated commitment to broad access and aggressively pushing higher education demand. But why?

- Ultimately, the reasons transcend immediate or even long-term job-market needs or the recognition that most workers will change jobs numerous times in the course of their working lives, often with the need for retraining under the rubric of lifelong learning. The primary reason is the desire to promote a culture of aspiration, which in turn influences socioeconomic mobility and creates a more talented and entrepreneurial population, the hope for a more prosperous society, and, ultimately, global competitiveness.

CONCLUSION

To sum up, we need to recognize that the knowledge, skills and productivity of our growing young and dynamic work force form the backbone of our economy. To reap the benefits of such a young work force, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Besides, taking a leaf from the western hemisphere, India should try to become "knowledge economy" to promote inclusive growth. The three major areas to be focused to ensure that our education system is sustainable and meets global standards:

- Quality of Education – in terms of infrastructure, teachers, accreditation, etc.

- Affordability of Education – ensuring poor and deserving students are not denied of education.Ethics in Education – avoiding over-commercialization of education system.

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