

Impact of Globalization on Teaching and learning

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Abstract

Globalization has caused a paradigm shift in very concept of education. In this new and advanced society, due the globalization, education rather we can say teaching learning has changed a lot. The world has entered into new millennium with a bundle of challenges to meet. The global challenges encompass various fields like economic, educational, and environmental to identify a few. The stride of development in these fields witnessed by the world in the twentieth century has also experienced associated problems. It has become imperative to view the challenges and issues posed in various fields and to identify and implement suitable strategies to meet the problems.

Keywords: - Impact of Globalization, influenced factors of teaching and learning

Education is the most powerful weapon which you can use to change the world

-----Nelson

Mandela

A] Introduction

Globalization has caused a paradigm shift in very concept of education. The rapid development in science and technology and the challenges of globalization are posing additional challenges to the education system in the country. Education system needs to keep pace with the scientific and technological developments in terms of building skills and knowledge.

B] Impact of Globalization on Education

If society is changing then education has to be changed. Teacher is very important factor in this whole system, as he is considered as the backbone of the educational system, maker of the mankind, architect of the society. He is the main

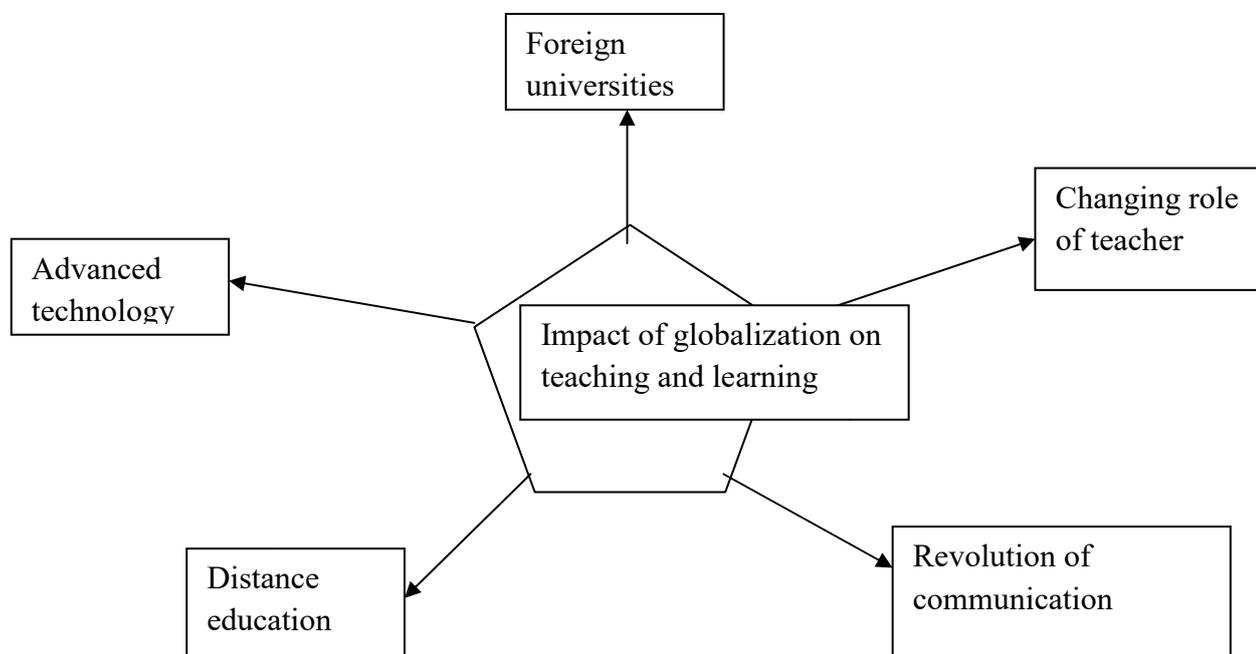
element in transferring all policies, content to students. Since the status of the teachers and conditions of teacher education has a direct bearing on the quality of the education and many ills of the society are attributed to the existing defects in the educational system, efforts have been made after independence for improving the quality of the education. Now in this era of globalization education needed to meet the economic, social and cultural challenges of globalization. Hence education must ensure that students have not only mastery of numeracy, reading and writing but also the capacity:

As global citizens, to live and act in both, knowledge – based learning society and a multi – cultural world.

As communicators to integrate themselves into the information revolution and bridge the digital divide that threatens to marginalize them even further.

C] Impact of Globalization on Teaching and learning

In this new and advanced society, due the globalization, education rather we can say teaching learning has changed due to the following factors:



1) Foreign Universities

With the recent approval of the foreign universities bill by the cabinet, many people interested in Indian higher education are riding a wave of optimism and expecting that there will be a number of highly reputed institutions like Harvard and Yale establishing campuses in India. On the other hand, some people believe this will open the floodgates for poor quality institutions to enter India and take unfair advantage of students. Both these views are extremes and require a dose of reality.

Apart from increasing constraints on financial resources, building a world-class institution takes significant amounts of time and resources. The trend of off-shore international campuses at other destinations like the Gulf has gained attraction because of the substantial financial incentives provided by the host countries.

Top reputed universities are now even more cautious about their brands and look for substantial financial support and autonomy to be present for an off-shore campus. In the Indian context, government is not in a position to provide any financial incentives. Chances of reputed institutions entering in India quite weak, foreign universities face challenges entering India. These challenges not only exist in the form of unrealistic policy direction but also in terms of institutional expectations mismatches. The Indian government is interested in attracting highly reputed universities and likewise, every Indian institution aspires to collaborate with top brand names only. This overlooks the whole spectrum of quality and diversity available in the global higher education system. Thus, government should focus on creating effective regulatory mechanism, instead of simply not allowing for-profit institutions to enter India.

2) Advanced technology

The modern educational technology has been found potential to bypass several stages and sequences in the process of development encountered in earlier decades. E-learning is the buzz word in the field of education. Realizing the advantages of using technology in education, the University of Delhi is launching its e-learning portal. This will provide a framework to promote Information and Communication Technology (ICT) in higher education. The study also aims at giving suggestions and recommendations to improve quality of higher education in India. The survey shows

that the present state of technology in higher educational institutes is not good enough to effectively use technology in education.

Information Communication Technology is basically an electronic based system of information transmission, reception, processing and retrieval, which has drastically changed the way we think, the way we live and the environment in which we live. It must be realized that globalization is not limited to the financial markets, but encompasses the whole range of social, educational, political, economic and cultural phenomena. Information and communication technology revolution is the central and driving force for globalization and the dynamic change in all aspects of human existence is the key by-product of the present globalization period of ICT revolution. The world telecommunication system, the convergence of computer technology and telecommunications technology into the Information Technology, with all its components and activities, is distinctive in its extension and complexity- and is also undergoing a rapid and fundamental change. The results of this are that National boundaries between countries and continents become indistinct and the capacity to transfer and process information increases at an exceptional rate. ICTs are increasingly playing an important role in organizations and in society's ability to produce, access, adapt and apply information. They are being heralded as the tools for the post-industrial age, and the foundations for a knowledge economy, due to their ability to facilitate the transfer and acquisition of knowledge.

3) Distance Education

Distance learning is at a turning point – in the scale of its use, in how it operates, and in what it is used for. In the last few years it has change beyond recognition. Student's attitudes too have changed. Distance learning is no longer the last choice for the excluded but has instead gained an important place in national and international plans for educational development. As 1986's policy on education stressed the importance of opening of the new National Open Universities and of distance education. Other countries have similarly recognized distance learning in education policy.

Flexibility, accessibility, and openness- these are the genuine qualities of distance education, and that's why it is gaining very much popularity. New delivery

strategies enabled and supported by new technologies, are changing the face of the distance education. As open and distance education becomes more flexible, accessible and interactive, its interest as tool for lifelong learning increases. In the discourse on such matters, open and distance learning has a presence, but not yet a high profile.

4) Revolution of communication

The information revolution and the extraordinary increase in the spread of knowledge have given birth to a new era--one of knowledge and information which affects directly economic, social, cultural and political activities of all regions of the world, including India. Governments worldwide have recognized the role that Information and Communication Technologies could play in socio-economic development. A number of countries especially those in the developed world and some in developing countries are putting in place policies and plans designed to transform their economies into an information and knowledge economy. Developing countries like India, Singapore, Malaysia, and South Korea already have in place comprehensive ICTs policies and plans or are at an advanced stage of implementing these programmes across their economies and societies. Some of these countries see ICTs and their deployment for socio-economic development as one area where they can quickly establish global dominance and reap tremendous payoff in terms of wealth creation and generation of high quality employment. On the other hand, some other countries regard the development and utilization of ICTs within their economy and society as a key component of their national vision to improve the quality of life, knowledge and international competitiveness.

5) Changing role of teacher

Teacher is basic practitioner in the field of education. He is the person who is presumably qualified both by capacity and preparation to teach in a school and who assumes full responsibility for his action as a teacher. The teacher will continue to be a pivotal figure in the field of education. He will be both trained and devoted to a life time carrier in teaching.

Unless teachers are infused with the spirit of democracy and secularism and inculcated with the values of liberty, equality and fraternity, they cannot motivate and train students in the desired direction. No program of national integration can succeed without suitable teachers who will be above casteism, communalism and all partial activities.

He must work with his colleagues including other teachers, supervisors and administrators in the constant improvement of the curriculum, enforcing a high ethical standard of conduct within the profession and in bringing about working conditions to encourage effective teaching. He must also work with parents and the public to interpret with what the school is attempting, to secure their evolution, cooperation and support in developing the best educational program.

Another important aspect is the knowledge and skill of using a computer and other electronic devices in teaching process which has gained great importance now and it would become still more important in future. The CAI has gained more importance through the world therefore the knowledge of the computer is a must for the teacher. But most of the teachers do not have the knowledge in India. There is an urgent need to include computer education in the teacher education curriculum.

D] Conclusion

Education in the modern age seeks to preserve, transmit and advance knowledge, and is committed to bring a change for the betterment of the society. The importance of education lies in the fact that it is considered a powerful instrument of social change and progress as has been underlined by various educational experts, committees and commissions in India and abroad.

The world has entered into new millennium with a bundle of challenges to meet. The global challenges encompass various fields like economic, educational, and environmental to identify a few. The stride of development in these fields witnessed by the world in the twentieth century has also experienced associated problems. It has become imperative to view the challenges and issues posed in various fields and to identify and implement suitable strategies to meet the problems.

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