



CHANGING AIMS OF EDUCATION IN NEW ERA IN CONTEXT TO GLOBALIZATION

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Abstract

The term “Globalization” means integration of economies and societies through cross country flows of information, ideas, technologies, goods, services, capital, finance and people. Cross-border integration is multi-dimensional including cultural, social, economic and political dimensions. Globalization brings education to the front lines. An aim is a conscious purpose which we are apt to set before us. Education is one of the most important instruments that play their role in Human development. Globalization has created many opportunities as well as challenges only those nations can benefit from the opportunities which have acquired the required knowledge and skills. Relevant quality education and training, predominant in the new environment, promotes a productive and informed citizenry, and offers opportunities to the socially and economically underprivileged sections of society. Physical and mental well-being in a holistic and integrated approach towards human development is very much crucial. Global education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalized world.

Keywords: Globalization, Higher Education, Aims of Education, Teacher



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Introduction: Globalization has contributed to the progress of the world through travel, trade, migration, spread of cultural influences, and dissemination of knowledge and understanding. These global interrelations have often been very productive in the advancement of different countries. Globalization means the movement of people and technology across international borders. Economies and human societies across the globe have progressively made closer contacts over many centuries, but the pace of interaction has rapidly increased after 1990. The reason has been attributed to emergence of world trade, liberalization policies, high immigration and emigration of people,

development in high-tech transportation and communication. Money, technology and raw materials move ever more swiftly across national borders. Along with products and finances, ideas and cultures circulate more freely. As a result, laws, economies, and social movements are forming at the international level which is otherwise called as globalization. The society, which is the ultimate consumer of any change, faces all pros and cons globalization brings in. It has been agreed that globalization is a phenomenon which has brought fundamental changes within every society (UN, 1998). Globalization has widely been defined and studied as economic phenomenon. Rather globalization covers social and tactical activities like culture, family institutions, corporate management, information, knowledge and innovation. Two of the main bases of globalization are information and innovation, and they, in turn, are highly knowledge intensive (Carnoy, 2005).

Scientific and technological dimension: The rapid expansion of scientific and technological innovations in the fields of communication, bio technology and microelectronics stimulate the force of globalization technological innovation eases exchanges, speeding up production and allowing the sharing the ideas, goods all sorts and services across the world.

Economic and Financial Dimension: The economy has global economic space at its disposal today in terms of the goods and services markets, the employment market, the capital market etc. All economic theories, company tactics and even economic policies must take into account all the aspects of this evolution in a global sense.

Interdependence of the dimensions of globalization: The main characteristic of globalization is the interdependence of its different dimensions. Technological innovation has eased the increase in capital flows of such an extent that it has created a stock market which functions 24 hours a day by moving from place to place and increasing the volume of capital to such a point that it has weakened economic regions, effecting many countries. The increase in economic flows about all the factors of production has led to a growing interdependence of companies. Internationalized and fast-growing information industries produce knowledge goods and services. If knowledge is fundamental to globalization, globalization should also have a profound impact on the transmission of knowledge showing a robust relationship between globalization and education. Furthermore, globalization has intensified interdependence and competition among countries in the world market. As a result domestic developments are not determined entirely by domestic policies and market conditions. It is thus clear that a globalizing economy, while formulating and evaluating its domestic policy cannot afford to ignore the possible actions and reactions of policies and developments in the rest of the world (Balakrishnan, 2004). Higher educational policies are prone to fluctuation stemmed from

globalization. Since 1990, the affects and changes on this social component have been greatly observed and noticed across the world (walia, 2011)

Aims Of Education In The Relation To Globalization:

Create global learning networks: To create global learning network person to person relationships are essential. It will support joint online curriculum planning and teaching among teachers in class rooms in different parts of the world and more extensive student exchange programs.

More liberty for individual in a society: Society must aim to allow every individual to develop freely. The individuals have to find his or her own points of reference in a society of constant change that generates short-lived values. Education must give the people the capacity to acquire the relevant knowledge and interpret new values that will intern guarantee them the ability to stay up to date with the evolution of their environment.

Promote cross-cultural understanding: To achieve this aim teacher and student exchange program should be encouraged. Education should foster the formation of international guidelines/standards for various occupations. It should ease the recognition of educational qualification and working experiences of pupils who have moved their place of origin to contribute to other countries.

Rebuilding the social link: Education should be the catalyst for the desire to live together at the heart of same society and in the same global village through the teaching of universal values such as tolerance in human rights, the diversity of culture, the respect for others and for the environment etc. It should create the right balance among the societies concern and the integrity of the individual.

More equal development of society: Education-as all social institutions must contributes to a more equal development of society where all members have a fair share in the production as well as in consumption. It should contribute to revitalizing a society of citizens who shares the values, issues and challenges of their community, country and the world.

A society of Citizens: Division in task at different levels and types of education is required to build a society of autonomous, productive, participated and committed citizens. Basic education for all will inevitably be the main concern of all policy makers.

An outdated traditional tasks assignment: Traditionally we find in practically every system a three-tier structure. This traditional trilogy loses its relevance in a more global world which requires better educated citizens. Although the four pillar of education highlighted by the Delors Commission ('learning to be, to know, to do, and to live together') apply to all the components of the education system. Different goals should be attached to different levels of education.

The tasks of basic education: The globalized world needs a society made up of citizens capable of acting and thinking autonomously about the rapid social evolution. It is therefore down to basic education to build the citizen at the heart of the "Global Village"

Promotion of world citizenship: Education promotes co-operation and competition among individuals in changing society. It also transmits global culture from one generation to another which is helpful in developing peace, social harmony, community, family etc. It is helpful in developing secular society which promotes rights irrespective of race, gender, creed which is a base for global civil society.

Internationalizing Curriculum and Pedagogy: The idea of internalization of curriculum can be seen as much more radical, referring to the integration of a global perspective in curriculum design, development and evaluation. What that means is that curriculum content should not arise out of a singular cultural base but should engage critically with the global plurality of the sources of knowledge. It should also address issues of pedagogy and cross cultural understanding.

Increase level of literacy of the world population: Increasing level of literacy of the world population so that all people can read, understand and use their own language. Language is only meant to express their view and help developing global integration. (Dhillon, 2011)

Role Of Teachers In Higher Education And Globalization

Dedicated to work: Teachers must be having commitment (i) to the profession (ii) to the learner (iii) to the society (iv) towards basic values (v) to achieve excellence. He must be equipped with the modern competencies to work effectively to cater to the needs of the society to prove himself as a good teacher. He should be dedicated towards his duties.

Variety of Roles: In the education for globalization teacher must be ready to play a variety of roles in the classroom: (i) Educator (ii) Motivator (iii) Guide (iv) Counselor (v) Coach (vi) assimilator (vii) Generator (viii) Facilitator (ix) Communicator of Knowledge.

Continuous Learner: He must continually educate himself learning about new advancement in the education, new technologies and new ways to encourage their students to reach their full potential.

Competent and Skilled: He must be competent and skilled because globalization is heavily rely on new information technologies hence generated additional demands for new teacher skills to be completed with two kind of skills:-

Knowledge centered

Transformation of information

National and international outlook: He should try to inculcate international understanding in the student. He should be capable of developing the spirit of world citizenship among the students. Sharma (2011)

Higher Education Challenges In Global World: Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Education is an important investment in building human capital that is a driver for technological innovation and economic growth. Higher education is assuming an upward significance for developing countries, especially countries including India which is experiencing service-led growth. Higher education is all about generating knowledge, encouraging critical thinking and imparting skills relevant to this society and determined by its needs. Education general and higher education in particular, is a highly nation-specific activity, determined by national culture and priorities. The growth of India's higher educational institutions has indeed been outstandingly rapid. But this has been at the price of quality, increased rigidity in course design, poor absorption of knowledge, and growing lack of access to laboratory facilities, journals and opportunities for field work, etc. Global education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalized world. This makes it crucial for education to give learners the opportunity and competencies to show and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, to derive new ways of thinking and acting. However, global education should not be presented as an approach that we may all accept uncritically, since we already know there are dilemmas, tensions, doubts and different perceptions in an education process when dealing with global issues. There are many definitions of global education. Raw and Ready (2005) states:

"Global education is education that opens people eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and Human Rights for all".

Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship. Globalization is interdependence. Globalization is neither good nor bad. It is exactly what we do that decides the ethical decisions made in higher education from both a macro and micro approach that decides our course of actions. Just as universities purged their holdings that were found to support transnational crimes, we now must continue to review our policies and implementation practices that impact the global humankind. Multiple voices must be present on our leadership teams to make sure all aspects are critically analyzed. Globalization is a growing challenge to higher education institutions

worldwide since it brings not only opportunities but also concerns to higher institutions and universities. Duderstadt, Taggart and Weber (2008) go so far that they argue that there is a serious imbalance between educational need and educational capacity-many of our universities are in the wrong place, where populations are aging and perhaps even declining rather than young and growing, driving major population migration and all too frequently the clash of cultures and ethnicity . They further argue that current estimates suggest that the number of students seeking university degrees will roughly double over the next two decades to as high as 250 million, with most of this growth in the developing world .And, there is no doubt that higher education institutions, especially research universities, are among the main agents of global convergence. Globalization breaks down barriers and connects institutions across the world making universities in every country visible to one another, easing knowledge flows, values on global learning, and creation of new opportunities for advanced graduates. Regarding the global spread of research universities, Sexton stated, “The evolving global dynamic will bring about the emergence of a set of world centers of intellectual, cultural, and educational strength; and recognition that research universities will be key to the “idea capitals”

Aims Of Higher Education In Context To Globalization

To develop human values, World culture and society.

To develop international understanding

To develop feelings of world citizenship to acquaint the student with latest and new area of knowledge.

To work out new methodologies for imparting instructions in higher education.

To evolve and use new tactics and techniques of instructions to provide higher education and new generating new disciplines.

To discover new attitudes regarding maintaining disciplines for acquisition of education.

To exchange at world level the knowledge of science, technology and economic development of all the countries and to draw the benefit of the experience of others.

Conclusion: The education system must ensure that students gain not just depth of knowledge in these subjects but a holistic perception and skills that will equip them to face the real world. At every stage, there must be opportunities to expand their boundaries, platforms for collaboration and learning and recognition for those who strive to excel. For higher education faculty and administrators, our university policies can greatly impact our international and national students to help them explore innovative perspectives to educate humankind for future global citizenship. Education toward a future where global cooperation is the social norm and the notion of universal

citizenship is the foundation of a globalized world. Universities, though pressured by market forces can and must lead in framing education policies to make sure that the common good of the world is the main focus. The objective of education is no longer simply to convey a body of knowledge, but to teach how to learn, problem-solving and synthesize the old with the new. The emphasis is less on community and equity, and rather more on individual advancement and the need to satisfy investors and influential consumers. Education has come to resemble a private, rather than public, good. Only focused aware actions by those in higher education can ensure the role of universities in the promise of a better life. Thus, there is an urgent need for setting up new agendas and curricula issues to address the challenges of higher education in a globalized world. Note that global processes are putting immense pressure on educational practices world-wide. Spring (2009) not only underscores the emergence of the global superstructures and multi-national corporations in the education sectors but also reminds us that we cannot simply ignore global processes in the evaluations of educational (including higher education) policies, practices, discourses, and curriculum in local contexts. Higher education institutions should consider in their tactical planning the world-wide forces from economic and social perspectives. First, the challenge that most global educators are facing is to design visionary and new agendas to cultivate a re-vision of humankind with the view of generating the learners' intellect necessary to cope with the complexity of globalization as an evolving new reality. The emergence of globalization is making educators' task more challenging than ever it was.

Second, it must be the utmost priority of the higher institutes to cater the needs and demands of diverse population of the global world. Third, higher education institutions need to look for all possible avenues and to foster their quality of education. Finally, in this evolving global context, higher education institutions need to operate creatively out-of-the-box attitudes and prepare themselves for new challenges of the 21st century and establish more networking, collaboration, cooperation and more importantly to embrace developing multidimensional scholarship.

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