

IMPACT OF GLOBALIZED EDUCATION ON EDUCATION SYSTEM

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Global education is the term which comprises of learning about those troubles and issues, which bifurcate among national borderlines and also inform about the interrelation of several systems such as -cultural, ecological, economic, political, and technological.

It is not only concerned with domestic learning but also about knowing the thought process of people worldwide who have a different cultural background. It pays more focus in learning about their culture, psychology, and thinking and to understand their want and needs. We can say to see the world through their eyes is also the concern of overall education

In terms of education, globalized education is extremely important in a number of countries. There are various countries, out of which some understand the thought of Global education and they provide equal support to the ongoing projects whereas there are few countries that don't have complete knowledge about the concept of Global education but there do exist some idea of it.

We usually restrict the idea of Global Education by connecting it with only international campuses or exchange programs but the thought is more resourceful than we presume. The main focus is on the success of students worldwide and also to ensure students' knowledge and understanding of culture, language, geography and global perspectives is also the highlight. Foremost, it focuses on the students (domestic and international both) understanding the thought of others and also it teaches them how their actions can affect them and the world.

For the 21st Century, we can call it as liberal arts, one that is responsible for spreading the historical progression of various cultures. It pays more

focus on providing complete and valuable information and is least concerned about making money. It combines cogitation, impression, and the erudite search for truth with the orientation of students into cultural traditions that also produce principled citizenship and efficient headship.

Knowledge plays a crucial role in supporting the economic growth. A knowledge driven economy plays an important part in the creation of wealth. Universal studies provide an interdisciplinary approach to function in an interconnected and multicultural world to learn the concepts and skills. Globalization also helps in employment opportunities, consolidation of industries; flow of new ideas across national borders and within the globe.

Worldwide education can offer a means to develop self awareness of one's own identity. It also helps to connect with the wider world, spread social awareness which include empathy, respecting others and relationship building skills with diverse individuals.

There has to be acknowledgment of the responsibility one must have where they need to teach the students about the technical changes, new skills and sufficient knowledge to be competitive in today's world and in addition to this they also play a major role in making students a good citizen as well as responsible adults for their country. The education also plays an obvious role in technical education and communication of complete knowledge and understanding of the subject matter. It not only enriches our overall prospectus but also gives a sign about the future advancement of education.

Positive impact of Globalized education:

There are several factors which creates an impact on Globalized education

Possible positive factor

- A better understanding of globalisation and global trends can enrich higher education curriculum.
- Globalisation changes how universities operate, and create more effective, efficient and accountable institutions.
- World-class standards and quality assurance systems at certain universities can be transferred through-out the world.
- Professionalization in higher education and the realisation for sound support systems and structures are likely to intensify
- Innovative higher education programmes, such as recognition of prior learning can be spread across the globe to benefit more students.
- More opportunities are created for students to gain internationally recognised qualifications. (Marius Meyer, 2011)

The phrase "global studies" is sometimes used to refer to the study of the global environment. Ethnic, religious, and other forms of chauvinism are all addressed as antidotes to global education. It's an educational reaction to the upheaval caused by environmental, socioeconomic, demographic, and other issues. In other circumstances, it appears to be preaching rather than teaching. In truth, it encompasses all of these aspects, as well as much more. We are aiming for education for the future, and education reform for the twenty-first century necessitates a new attitude, which has been concisely described as holistic.

Holistic education addresses the broadest development of the whole person at the cognitive

and affective levels (Singh, 1996). It aims for the fullest possible human development enabling a person to become the very best or finest that they can be and develop fully 'those capacities that together make up a human being' (Forbes, 2003). A main element of holistic education is its focus on the interconnectedness of experience and reality. Holistic education focuses on the relationship between the whole and the part and suggests that teaching and learning approaches need to be rooted in a larger vision. (Sirous Mahmoudi, 2012)

As much as possible it seeks learning situations where the knowledge becomes part of the child's experience. Walt Whitman described this concept in his poem, "The Child Went Forth:"

There was a child went forth every day,
And the first object he looked upon, that object he became,
And that object became part of him for the day, or
a certain part of the day,
Or for many years or stretching cycles of years.
The early lilacs became part of the child,
And grass and white and red morning-glories, and
white and red clover,
and the song Of the phoebe bird.
And the third-Month lambs and the sow's pink-faint litter,
and the mare's foal and The cow's calf. And the
noisy brood of the barnyard
or by the mire of the pond side
And the fish suspending themselves so curiously
below there,
and the beautiful Curious liquid,
And the water-plants with their graceful flat
heads,
all became part of him.

The holistic teacher seeks the integration so that what the child encounters becomes part of him or her. (Miller, p. 7)

But, this only cannot be considered as the complete truth about worldwide education, there

are also various elements which are still unknown to many of us. With the tremendous growth of information, its procurement should be as cost-effective as conceivable, and cost-effectiveness also comprises assimilation, which is intrinsically systematic. Students should obtain a critical thinking about various perspectives, but it is possible only when they are provided enough knowledge related to system of goals, standards and outcomes.

What should be taught is also a point that should be dealt with. Anderson (1979) argues that the human factor must be studied, and Long and King (1964) argue that the events in the world, why they originate, and what solutions and proposals should be found for them should be included in global education. Brodbelt (1979) suggests that critical issues must be at the center of global education. Anderson (1979) argues that global education should target the following aspects:

- Encourage people participate in global issues
- Encourage people to make decisions
- Encourage people to make judgments
- Encourage people to be more effective

Merryfield (1998) seeks to address the goals of global education:

- being aware of global and local ties and fighting for human rights
- be able to decide your own press
- struggling for social justice
- striving for a better life
- strengthening relationships among people
- Being aware of global content.
- to give people the ability to think (Altun, 2017)

GLOBALIZATION OF HIGHER EDUCATION: THE CHANGING TREND

Higher education globalisation entails the movement of students, institutions, faculty, and programmes across national frontiers. It has expanded into a market-driven activity involving several suppliers and drawing thousands of students prepared to pay international prices for these services. Higher education has grown into a worth billions of dollars worldwide enterprise. It understands that in the globalised competition for talented students, resources, and reputation, the "integrated information order" has become a major factor. The following are some of the factors that encourage and speed the globalisation of higher education:

- 1) There's a need to diversify and intensify the nation's economic knowledge and understanding;
- 2) Well-educated individuals should indeed be confronted to ideologies that aren't even confined by country boundaries;
- 3) Students' learning necessitate for overseas degrees;
- 4) The monetary incentive for several higher education institutions to enlist overseas students;
- 5) The prominence that universities actively sought to illustrate that people serve a massive part;
- 6) Improved communication and relatively low transportation cost enable people to easily move to different locations.

GLOBALIZED AND INTERNATIONAL EDUCATION

This contrast between globalized and international education, which is based on ideal policy types, serves apparent purposes for various stakeholders in policy debates. The use of normative rather than neutral terminology, on the other hand, sacrifices analytical clarity, making it

more difficult to comprehend the real changes that are occurring. When the global dimension is interpreted as primarily a domain of imperial economic markets, it ignores the communicative and knowledge-based elements of global convergence, much of which is supported by free or subsidised public knowledge goods; it overlooks the complexities of phenomena such as brain drain/circulation; it overlooks the broader global implications of the emergence of new Asian powers in higher education; and it ignores the potential for global governance. However, most of what is seen as non-derogatory internationalisation interaction is culturally weighted and one-way. The normative distinction between ideal forms of globalisation and internationalisation, it may be argued, is a dualistic oversimplification that hides both the contrasts between the two processes and the way they feed each other.

Globalisation, integration and the internationalization of education have been fundamental global trends in the last decade. A new objective is training of professionals able to work with the changing conditions of the global market by receiving higher education in the process of globalisation and internationalisation of the economy and economy. The internationalization of education in a vast number of countries has become the target of the policy on the part of the state, which determines some national political and economic problems. Higher education institutions, both public and private, are becoming global actors following trends seen in many other sectors. As a result, the influence of globalisation and internationalisation on the character and behaviour of universities has become a central theme of many recent studies. (Wadim Strielkowski, 2021)

INCLUSIVE INTERNATIONALIZED EDUCATION

As a result, while worldwide inequities in higher education are declining, its meritocratic function is being questioned. The strain on the industry as a result is two-fold: more global competitiveness and a growing criticism of local commitment and delivery. Local stakeholders are currently challenging several colleges over the disparity between worldwide status and local commitment. Despite the increase of higher education options, too many colleges continue to serve the nation's and world's elites. The present anti-globalisation attitudes compel us to assume even greater responsibility for tackling the rising disparity between globalisation's winners and losers. This cannot be done by considering internationalisation and diversity as two distinct issues or policy areas, as has been the case in recent decades in higher education. Internationalisation must be inclusive, embracing variety in all of its forms.

GLOBALISATION, PRIVATIZATION AND LIBERALIZATION

As education has evolved into both a service provider and a consumer of services, the impact of globalisation on it cannot be overlooked. As a result of the new economic policies of globalisation, privatisation, and liberalisation, the following changes are occurring in our society, posing some problems to overcome:

- 1) Cross-border education: At the moment, most countries are experiencing cross-border education, which is possible by consuming educational services outside of their own country by paying a reasonable fee to a foreign educational institution, and it is made possible by interconnectivity between countries.

- 2) Enhanced outsourcing: In exchange for stronger incentives and a better reputation, our country's talented and professional minds are travelling overseas to provide their highly skilled services, resulting in an increase in natural person migration.
- 3) Internationalization of education: Universities and colleges are becoming increasingly self-contained islands, isolated from the rest of the economy. It must walk alongside other countries' standard education institutions and is obligated to meet worldwide educational standards. India has to internationalise its education system by providing better infrastructure, a standard educational system, and so on, because the mobility of Indian professionals to other countries in the future would be contingent on their qualifications meeting their requirements.
- 4) Advantageous for certain nations: Because impoverished countries lack access to the internet and advanced information, globalisation will pose serious challenges to their institutions and systems. The more sophisticated countries may govern their educational system or economy, obliterating their own identity.

GLOBALIZED EDUCATION AND HUMAN RIGHTS

Education has been declared an essential component of human rights: "Basic, primary education must be free and obligatory." Vocational and technology training must be broadly available, and merit-based entry to higher education must be offered to all." Economic progress, as well as personal and cultural development, are all fuelled by education. Governments and academics have been able to assess the impact on populations and society as a whole as a result of laws requiring all citizens to have a basic education and investing in high-quality instruction. Improved health, a slower

pace of population growth, decreased child mortality, and longer life expectancy are all examples of this influence. Populations become aware of their rights and duties as citizens as a result of education, and are thus able to actively engage in the building and administration of life in their communities.

According to UNESCO and UNDP assessments, the global economic crisis that dominated the 1980s developed as a result of the limits imposed by economic globalisation. "The restructuring and social adjustment processes that have taken place in most nations, and are still taking place in some," it was also noted, "appears to have had a permanent influence on national politics at the expense of education." The education sector has not yet earned the right to special treatment or exemption from the implementation of laws that limit government spending in general.

CONCLUSION

Given the numerous small and major projects, there are chances to promote the integration and institutionalisation of programmes aimed at improving global understanding. It is necessary to break down the obstacles that exist between domestic and foreign projects. It is also necessary to take a more comprehensive approach to education funding. Global education and international studies foundations should consider the journey from kindergarten to higher education.

By concentrating on data collecting, capacity building, identification of best practises, distribution, and evaluation, foundations may make a substantial contribution to the global education movement.

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