

IMPACT OF GLOBALIZATION ON EDUCATION SYSTEM IN MANIPUR

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Abstract: The word globalization is the new buzzword that has come to dominant the world since the nineties of the last century with the end of the cold war and break-up of the former Soviet Union and the global trends towards the rolling ball. But the phenomenon of globalization is not new. Some of the globalization forms are climatic change, migration, development of communication, health, economy, education, etc. Globalization is a complex, multifaceted process that affects all aspects of life-economy, political, cultural and social. In the one hand, it is a long term process that has been propelled by technology, economics, politics and knowledge to create a “GLOBAL COSMOPOLITAN SOCIETY” which is shaking up of our existing ways of life. Thus the process of globalization has affected every facets of human life including education. In the twentieth century, India has experienced growth in the educational facilities available to entry new educations from the west. Some scholar believed that it is invaluable opportunity for the people of the country and others fear that it is merely a modern version of cultural imperialism, may lead to the creation of a universal, ultimately Western society. The process of globalization itself is being knowledge transfer from the Western countries and only to intend to improve the skills and capabilities of the people receiving it. Education is undergoing constant changes under the effects of globalization. It brings rapid developments in technology, system, and communications foreseeing changes within school systems across the country as ideas, values and knowledge. The rise of a global society in the country is driven by technology and communication developments are shaping children, the future citizens of the nation into Global citizens, intelligent people with a broad range of skills and knowledge to apply to competitive, information based society. Now, education is becoming a lifelong learning and training process; and developing transferable skills and knowledge that can be applied to competitive markets where knowledge and information is being traded as commodity. But the basic aim of education is to develop potential in young generation but globalization has put extra pressure on education system to produce winner in the global battle for survival of the fittest. This paper is an attempt to study impact of globalization on education in Manipur and also pros and cons on the education system based on primary data collection from the field observation and secondary data available on Govt. of Manipur Department of Education School and University and Technical Education, Manipur.

Key Words: Globalization, Opportunities, Skills, Global citizens, information technology, future citizen, trade.

INTRODUCTION:

The definition of globalization is quite elastic but it is a process of change. This process increases economy, technology, information, communication and other interactions between countries. According to professor Gala Amen (1999), “Globalization is a multifaceted phenomenon, which includes the acceleration of international trade, flows of labour, capital and technology as well as of the transfer of ideas and patterns of living”. Some of the specific characteristics of globalization include the rapid development and expansion of information technology, education, goods, services, communications, trade, increase of financial flows, foreign direct investment flows, global business competition, consumer choice and the sheer number of people in different sectors like education affected by globalization. This process brings the education system of different economies under common roof which required unification of the teaching curriculum, methodology and system of a particular region to attain the goals of life. Thus globalization reflects the effect on culture and brings about a new form of cultural imperialism. Simultaneously it also brings developments in technology and communications

are foreseeing changes within school, college and university systems across the world as ideas, values and knowledge. Some scholar opined that globalization is expected to be a process through which an increasingly free flow of ideas, people, goods, services and capital would lead to the integration of economies and societies. Impact of globalization on the education system of a region or country or state is intrinsic. It brings education is the major tools for incorporating into the knowledge society and the technological economy.

OBJECTIVES AND METHODOLOGY:

Keeping the above view, the present research has conducted among the 24 colleges of 12 Govt. colleges 12 Govt. Aided and Private colleges; 12 Higher Secondary schools, 6 Govt. and 6 Private ; 20 Secondary schools, 10 Govt. and 10 Private schools in the Imphal Valley Districts of Manipur. The board objectives of the current study are enumerated as follows:

1. To examine the impact of globalization on education system in general and institutions in particular in Manipur
2. To examine education policy, programs, structure and function, structural-function relations and the needed restructuring at the state, district and institution levels.
3. To study the contrast between the educational facilities provided by Govt. and Private Institution.
4. To examine the physical infra-structure available in the Govt. and Private institutions in the state.
5. To study the co-curricular activities in the Govt. and Private school and colleges.

REVIEW OF LITERATURE:

Bull and Watson wrote in their book “The expansion of International Society” that the European elites who entered India were accused of western imperialism. This study actually rediscovered India’s languages and religions and identified the region’s social, legal and political traditions and they also argued that transplantation of western institution into developing countries. The edifice of higher education during the colonial rule directly aimed at catering to the commercial needs of the British Empire (Maske). David Orr (1999) argues that Western education has in fact replace “indigenous forms of education throughout the world and focuses on preparing students exclusively for an urban existence”. According to Steven Schwartz(<http://www.ssn.flinders.edu.au>) expressed his view that “Education where possible should be integrated into the private sector because higher education is increasingly on international enterprises and thus will increasingly be pressure and drawn into deregulation and privatization”. Guy Neave and Frans Van Vught suggest “there was a neo-Keynesian consensus in higher education operating from the end of the war to the seventies. This shows the higher education as having an economic aspect in the advancement of resource development through public investment, a political aspect in raise in the overall level of education, and social aspect in the provision of access and opportunity. Robert Cowen also make similar point in relation to an ideological shift what he identifies as “the transition from modern to late-modern education systems, whereby the strong political and civic motives of the former are replaced by the dominance of global economic paradigms in the latter. But John Smyth expressed, “the globalization of world capitalism has had a significant impact on higher education policy and produced changes in the sector”. Dr. Mithilesh Kumar believed globalization promises dramatic and rewarding change to the higher education systems, of societies, which were relatively stable in their political, social and institutional makeup, while for the other, it may threaten the very stability needs to build well performing higher education system. T.W Scshultz and Gary Becker expressed their view that all investment in education, be they private or public were guided by profitability

IMPACT OF GLOBALIZATION ON EDUCATION SYSTEM IN MANIPUR:

Literacy rate of the state is an important driving force behind economic and social development. The pattern and system of education are reasonably good indicators of the development in a society. Spread and diffusion of education in terms of methods, systems and growth are generally associated with essential traits of today’s civilization such as the term globalization. In the context of India and particularly in Manipur globalization has impacted, the education system changes into in a complex, controversy and conflicting nature. This new prevailing trends in education gives a great pressure to the development of information and technological society

and the poor agro based Manipuri society diverse into two sections of poor society and rich society. On the other hand it also creates and supports policy makers and practitioners for the purpose of rethinking education and supports mechanisms for the exchange of ideas and experiences. From the study we observed the following evidences are sufficient enough to back the globalization of education sector in Manipur:

1. The nature of education system in the state is undergoing constant changes from traditional system to rapid development in technology and communication base education.
2. Changes in school systems across the world reflect in Manipur the ideas, values and knowledge are changing the role of students and teachers. It rise of a global society, driven by technology and communication are shaping children, the future citizens of the world into global citizens and producing a shift in society from industrialized to an information base society.
3. This new trends of process in the importance of knowledge, skills and intellectual capacity to meet the challenges of accelerated change and education is becoming a lifelong learning and training process.
4. Increasing number of students going to outside the state and abroad for study from the state.
5. Increase in exchange programs among faculties and researchers many training programs regularly initiated by the government, Universities and other NGO, s levels.
6. The introduction of classroom technology is changing the nature of delivering education to students. Video projection screens-books with storage device sever, conventional library and CD ROMs as well as the emergence of on-line digital libraries are now replacing blackboard and widely used in the state.
7. There is a steep rising for learning English language and computer education, growing popularity of national level and international standard schools, needs for reconstruction of curriculum and inclusion of ICTs, etc.
8. There is also a huge demand for English medium schools with an unconventional syllabus that focus on overall development of personality, skills, vocationize instead of rote learning and a new learning methods, technology and a new system has introduced in the state.

PRESENT SCENARIO OF HIGHER EDUCATION IN MANIPUR:

The Twelve Five Year Plan by the Government of Manipur (2012-2017) clearly links the quality of education to the available data of physical infrastructure, textual materials, classroom processes, and academic support to the teachers, assessment procedures and community involvement. As on today the state have 5 universities, 2 medical college, 4 technical institutes, 8 polytechnics, 68 colleges out of which 28 are government, 12 are government aided colleges and other remaining 28 are private colleges, 2552 primary schools, 794 upper primary schools, 540 Secondary schools and 112 Higher Secondary schools. In the 11th plan period a number of infrastructure developmental works were taken as construction of science laboratories and academic buildings were taken up at 11 government colleges with a cost of Rs. 14.00 corer under SPA funding another Rs. 1210 lack were also implemented. During this plan period constructed 21 multipurpose halls at 21 Govt. and Govt. Aided colleges have been completed under NLCPR FUNDING. Rastriya Uchhatar Siksha Abhivan(RUSA) has been launched by the MHRD, Govt. of India. As per timeline of the project Approval Board of MHRD, FUND is release by 15th of April, 2014 with the funding shear of Rs. 40000.00. This scheme will cover 28 Govt. colleges and 12 Govt. Aided colleges in the state for development of infrastructure, strengthening of existing faculties, laboratories, research oriented programs, vocational areas, etc. Many schemes like KAUSAL, B-VOC., and COCs were also established on different colleges under the UGC and Central plan schemes.

With the coming into force of the Right to Free and Compulsory Education Act, 2009(RTE Act, 2009), Elementary education has become a fundamental right. Under this implementation, Department of Education(S) launched Serva Shiksha Abhiyan scheme in the state with the objectives to bridge the universalisation of elementary education a reality in the state. Another key CSS that is going hand-in-hand with SSA in the secondary education sector is the Rashtriya Madhyamik Shiksha Abhiyan(RMSA). The SIS, RMSA, Manipur now implements the projects of e-Governance and upgrading ICT skills of teachers and employees as major thrush area. This widespread use of ICT tools by the teachers enriched the teaching and learning experience beyond the traditional textbooks methods. In some schools also introduced the revolutionary smart boards and concepts. Vocational Education also introduced in 12 Higher Secondary School in the state under the three trade

name of IT&ITES, Retail and Security. Along with SSA and RMSA, the Mid Day Meal (MDM) Schemes, complete what can be called a Triad of major schemes in school education. Under these schemes 236121 free text books distributed to schools, grants were given to 3827 schools under SSA scheme and 9 residential schools were also constructed. A special training for 19554 students in number were given out of school children and ICT implemented in 260 schools under ICT scheme and 190259 children of primary level and 43738 children of upper primary level covered MDM scheme with the targeted days of 225 days.

The State Council of Educational Research and Training (SCERT) has been working for up-liftmen for the quality of education in the Elementary Stage and also implementing the schemes for preparation and production of Academic Materials, Teaching Training and Extension Services, improvement of Science and Mathematics, educational and technology, vocational guidance, information technology, etc. This is initiated by the schemes of Integrated Education for Disabled Children (IEDC) and Department of District Institute of Education and Training (DIED). Under the department of DIED implementing the Centrally Plan Scheme of Restructuring and Reorganization of Teacher Education (RRTE).

The Centre, State, Institutions and Regulatory Bodies have taken initiatives in order to face the challenges of Globalization. Recently UGC has recommended that foreign universities to offer their programs in India; they should be accredited in their respected country. Degree awarded to the students should be valid for India as well as in the country where degree – giving institution is located. In this view UGC provides financial Assistance to universities and colleges for establishment of ICT and Vocational units.

MAJOR FINDINGS OF THE STUDY:

The present study revealed and observed that a very contrasting across the two types of institutions at different levels in relation to various domain and variables. Some of the major findings and observations are listed as follows:

In terms of physical infrastructure like institutional building, library, auditorium, computer room, toilets, playground and sports infra structure, drinking water facility, physical education and other co-curricular activities takes major role in the quality education. Building of all the colleges both govt. and govt. aided are likely to be similar conditions except D.M. College. Three out of these 24 colleges, two government colleges and one private college were having a MULTIPLE Type of building. In the secondary and higher secondary level most private school have magnificent buildings with well-lit, ventilated classroom and large display of teaching aids. They had adequate and better quality furniture. Five Govt. model senior secondary schools were having a good buildings, well furniture's and audio – visual aids in the class rooms.

Library is utmost important part of the different levels of educational institutes. In the current research, all 24 colleges had library. Out of these 24 colleges, 16 colleges is performing well equipped with computerize, available SOUL software and link to the N-List, e-publishing groups and others. The remaining 8 colleges are beyond the national standard. This report is highly reflected to the accreditation by NAAC in various institutions in the state.

In terms of sports infrastructure all the colleges had well infrastructure and equipped under the sponsorship of UGC as a flagship program of 11th and 12th plan period. During this two plan period all colleges constructed swimming pool, indoor stadium, gymnasium, basketball ground and auditorium. One of the unlucky physical structure of colleges in Manipur is absence of require playground (hockey and football ground). Another distinct glance is the absence of playground flourish in the 5 Govt. colleges and 2 Govt. Aided Colleges. The same is also prevailing in the secondary and senior secondary levels. Most of the private had no sports infrastructure and playground. The main reasons for the absence of this infrastructure in those private institutions are of small ground size and actually all the campus area is occupied by the classroom buildings.

All the 24 Government and Government Aided Colleges had computer room computer teacher was available in all the colleges. These computer rooms and courses develop under UGC, s COC Scheme Project, B-Voc, KAUSAL and Vocational scheme under RUSA. All the secondary schools and higher secondary schools of private schools had computer room and a computer teacher was function in all schools. From the survey revealed that students had a lot of interest in working on the computer and learning it. Another true observation on government school children, who were in many cases, the first generation learners except 5 senior secondary and 4 model secondary schools. The progressive attempts being made by the government to equip the government school children with computer skills are observed.

PROBLEMS AND PROSPECTS:

In a sharp contrast to the progressive policies and commitment to improve quality of education by the government. From the study it is revealed that few gaps and challenges in the area of education in Manipur. Reveals deep concerns related to the kind of education being imparted in the schools there are a lot of pressure on retention of children in schools that is hampering the overall teaching learning process. There was a lack of personality development, pro social learning environment, many basic infrastructure, co- curricular activities, etc. Students from government institutions have only shared their focus, group discussions, conference, seminars were held only at the time of special occasions like annual day/ sports week etc. on the other hand among the private schools/ institutions, such activities were found to be embedded as an integral part of the day to day school activities. Government and Govt. Aided institutions particularly in college, secondary and higher secondary levels were found to be offering adequate number of sports and physical education activities. There was no wing of NCC and NSS in any of the private schools.

Inadequacy of basic infrastructure and students in most government institutions raises various critical issues and questions the quality of education in the globalize education system in Idea. There is a major statistical link between teacher absence in government schools and private enrollment. Another reason is concerns that many families choose private schools because they are English-medium that would provide a competitive edge to their wards in the globalized economy. Thus even the families with low socio-economic background are preferring private school education which would enhance the linguistic skills of their children.

The scarcity of resource, existing of world trades in education sector, the rigid policies of the higher education system, political pressures, religious and reservation systems etc. a large number of Manipuri students are going to the other states and abroad for quality HE and incoming outsider students are less and foreign students are completely zero level. Campuses abroad are also very low in the institutions of Manipur. The main reason of this outcome is the outdated curricula; shortage of qualified faculty, high teacher-student ratio, few academia-industry linkages, research work and publications from scholars significantly lag behind in comparison with Indian standard as well international research collaborations.

Higher education today, Globalization or no globalization is no more constrained by geographical boundaries. Innovative forms of translocation and transitional education have become possibility. Multi campus institutions, distance learning, vocational subjects opening in the colleges and secondary levels , ITC courses are emerging the part of studies in the state shows the future prospect of education sector is bright. For improving performance at international standard as well globalize form UGC make provision and establishing remedial teaching and coaching, pre examination coaching facilities, preparation for competitive examination, counseling facility, for setting up Human Right Cell, SC/ST Cell, Women Cell and many COC,s courses in the Colleges and Universities . These all programs has been monitor and the implementation of various programs through Internal Quality Assurance Cell(IQAC). PFMS also introduced in the higher education institutions for good accountability.

CONCLUSION:

Education takes a lion shared to India's growth and socio-economic development. Globalization was and is need of the hour. The state like Manipur a small state of North-East India the education sector was lagging

behind in comparison with other state of India but the youth of this state is full of talented which needs the light of knowledge for its talent to shine. Though with the advent of globalization the education system in Manipur has made considerable progress in terms of capacity creation and enrolment especially in the last decade, it lags significantly in terms of global relevance and competitiveness. But soon Manipur will fill these gaps with the growth vision of our new government led by the PM Modi. However, current research has reflected the need for availability as well as up gradation of physical infrastructure and further development of resources to enhance the quality of education system. The priority concern for the state of Manipur remains particularly with improving the quality of education and education making education effective, enjoyable and relevant to the students. All the institutions have to aim at providing children and youths fruitful experiences that enable them to realize fully their innate talents, develop capacities and empower all learners in their learning, across differences of castes, religion, gender and disability.

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