



**Article : Globalization and Education Inequality in India**

**Author : Hanumantappa. B. Sedamkar [ HKES's B.V. Bhoomreddi College, Bidar ]**

**Dr. Atik-ur-rahaman. S.M [ Inamdar College of MSW, GULBARGA ]**

**Abstract:**

Globalization policies helped to attain the growth of member nations in all respects. But the growth and development that has been made has limited to only rich class people. As such, there is inequality of wealth, income, education and employment among the masses. Particularly the developing countries have been affected due to such globalization policies. The present paper discussed on the disparities in primary and secondary education. Further, the policies and schemes to eliminate the inequalities in education of the state governments and central government are discussed. The paper also covered national policy on education and its aims and objectives and its effective execution.

**Introduction:**

Globalizations refers to the accelerated international flows of goods, capital, labour, services and information which have occurred in response to improved transport, the seemingly limitless revolution in communication technologies, and the deregulatory policies adopted in many countries during the past two decades. Economies restructuring has had an equally direct effect on education and training.

The availability of human resource is a critical element in determining the rate of development in the context of global economy. As the global economy

develops, the developing and underdeveloped countries find that, their comparative advantage in industrial products is rapidly undermined by competition from the newly industrializing countries with well-educated workforce with much lower wages. Unskilled workers face downward pressure on real wages and rising unemployment. Thus, for both developed and developing countries, education and human resource development has become the key factors to global trading success.

Education to an individual means development of various kinds. It leads to social development, economic development, cultural development and many things else. Education gives vision and Vision gives mission. Vision is very much important for the transformation of the Society. The empowerment aspect of the development has an importance. Education is empowerment, what so ever may be the socio economic status of the person, It leads to little or a great deal of empowerment. Even the poorest of the poor is empowered through education. Education gives knowledge; it alone can liberate a person from his miseries and destitution.

Globalization no doubt has broadened the scope of education, particularly for countries with good levels of education. Similarly it helped in building human capital rests in both the content and methodology of education, which in turn shapes students to cope with the challenges thrown by globalization. In a developing nation like India, globalization is a sudden thrust. While the nation is still in a stage of achieving the goals of total literacy and universalization of primary education, to what extent could our education, in content and methodology adapted to the demands of global education? Are these changes a knee jerk response or are they helpful in tuning the students to face global challenges in reality?

Education and globalization seem to be more intricately related to each other. On the one hand, globalization impacts education, on the other education facilitates globalization. Such relationships vary among countries depending upon their level of development. Whereas developed countries derive significant benefit out of globalization, developing countries perceive it as a significant thrust for out-flow of resources and increasing gap between the developed and developing

countries. Globalization is raising the stake in terms of opportunities for poverty reduction and the potential cost of policy mistakes.

The potential effects of globalization are many and far-reaching, due to this unparalleled scale and nature. It has major connotation for regional and national economies, which, in turn, affect economic growth prospective, resources available, work requirements and the role of the Government. It has therefore major consequences for the development of education systems, which have not been fully assessed. Globalization has affected education systems, directly and indirectly:

- Þ The changes in labour markets and education systems due to the emerging demand for workforces capable of the production of high value-added consumer goods.
- Þ The ensuing demand for additional resources for education in a policy environment hostile to the expansion of the role of the public sector.
- Þ The consequences of increased decentralization and privatization, which are often considered as the most effective strategy for ensuring quality and flexibility in a globalized economy.
- Þ The multiplication of cross-national measurements of education systems.
- Þ The widespread adoption of information technology to extend educational opportunities to new target groups, and to improve educational quality y through computer-supported instruction and access to the Internet.
- Þ This becomes a new area of globalization.
- Þ This indicates the danger that the benefits of globalization will accrue only to a narrow range of people with superior access to Education, skills, markets, technology and resources. Therefore, future policies in global inequalities in education need to attach far more weight to poverty reduction and income

## **Risks in Globalized Education:**

Apart from the risks associated with globalization, the process of globalized education development leads to specific risks such as neglect of basic and long term oriented organic education as contrasted to short term and job oriented commercial education sequestering in extant inequality with an extensive spread. In the adoption cycle, the laggards, if they are not provided with adequate safety nets, will be subject to risks of discrimination and decelerating human development. The fact is that about 90 percent of labour in India is either unskilled or semi-skilled. There widening disparity between the rich and the poor in the world suggests that the risks are not natural and hence have to be combated with due consideration.

Due to globalization, education in India made many changes in the recent decades. Private participation has pursuing even in primary education. Number of corporate schools are establishing at primary level along with the sarkar /public schools. They have providing quality education with suitable physical facilities even in the remote areas. Thus, primary education is now a costly commodity which is not available to the poor rather than rich people. Hence it creates gap-have and have not of quality education. Poor suffers lack of better education those who are enrolled in the government schools. No body can criticized the involvement of private schools due to unfavorable economic conditions of state to provide all facilities. But Governments are more serious in improvement of primary education by reducing disparities through various plans and programmes.

## **National Policy on Education (NPE):**

The national policy of education (1986) and program of action (1992) lay down the objectives and features of Indian education policy. It includes:

- Development of International cooperation and peaceful coexistence through education.
- Promotion of equality. It could be achieved by providing equal access and equal condition of success to children.

- A common educational structure (10+2+3) for the whole of India.
- Education for women's equality. The Indian education should be used as a tool to change the status of women in the society.
- Equalization of SC population with others in the matter of education. This is ensured by giving incentives to parents who send their children to schools, providing scholarship to SC students for higher studies, reservation of seats in institution of higher studies in India, recruitment of SC teachers.
- Opening of primary schools in tribal area for promotion of education in ST people.
- Development of curriculum and study material in the language of tribal people.
- Emphasis on the education of minorities.
- Adult education - Initiation of National Literacy Mission, for teaching illiterate people of age group 15-35. And making them aware of the day-to-day realities of their surroundings.
- Special emphasis on early childhood care and education by opening up of day care centers, promotion of child focused programs.
- Increasing the scope of Operation Blackboard for upliftment of standard of primary education in India.
- Secondary education curriculum should expose the students to differentiated roles of science, the humanities, and social science.
- Redesigning of courses of higher education to meet the increasing demand of professionalism.
- Providing enhanced support to the research work in Universities. Efforts to relate ancient Indian knowledge with the contemporary reality.
- Setting up of Open Universities and Distance Learning centers to promote the goal of education as a life long process.
- A combined perspective of technical and management education.
- Minimum exposure to computers and training in their use to be the part of professional education.