

**International Conference on
Globalization and Challenges for Education
-Focus on Equity and Equality
February 19-21, 2003
New Delhi**



**Educational Administration Unit
National Institute of Educational Planning and Administration
17-B, Sri Aurobindo Marg,
New Delhi-110 016.**

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Rationale of the Conference

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.

The 'World Development Report 2000/2001 – accepts the established views of poverty as encompassing not only low income and consumption, but also low achievement in education, health, nutrition and other aspects of human development.

The dimension further gets extended to include powerlessness, voiceless ness, vulnerability and fear. Education is a force for social and economic change as people become more empowered and more productive.

At present at global level the education gap separating rich and poor countries is large and growing. As usual, we live in an unequal world. The income gap between poor and rich is growing, nationally and internationally. But while income is perhaps the most visible manifestation of inequality, and income poverty the most visible form of deprivation, the less visible disparities in education are reinforcing both inequality and poverty.

The poorest countries and the poorest people are those with the least access to educational opportunity. In future, the linkages between education and other forms of deprivation will be further increase due to the globalization if the reforms are not towards equity and equality.

Thus, 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:

- 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.
- The ensuing demand for additional resources for education in a policy environment hostile to the expansion of the role of the public sector.
- 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.
- The multiplication of cross-national measurements of education systems.
- The widespread adoption of information technology to extend educational opportunities to new target groups, and to improve educational quality through computer-supported instruction and access to the Internet.
- This becomes a new area of globalization.
- 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 distribution. The reforms in this era should be equity driven

More specifically, there is an urgent need to debate on the Impact of Globalization on educational inequalities and work for the suitable policies and plan to reduce inequalities.

In this situation, the role of educationist is to raise their voice through this kind of forums to help the policy makers and administrators to protect the equity and equality issues in education. Education needs to be protected not only with a human face but also with a human spirit.

This, in our view, is a serious matter and needs collective exploration for the future. It is in this context, that NIEPA has organized

the International *Conference on Globalization and Challenges for Education-Focus on Equity and Equality from 19-21 February 2003.*

The main objectives of the Conference were to examine critically:

- Globalization and Impact on Human Development with a Focus on Education
- Inequalities caused due to Globalization-Focus on Education and
- Exchange of experiences on Globalization and impact on education with International Community

The Conference was organized around the following main themes

1. Globalization, Education and Impact on Human Development.
2. Digital Divide and Education
3. Globalization and Intra Sectoral Inequalities in Education



CONFERENCE PAPERS

The International Conference has broke new grounds with presentations of global experiences in the format of 64 papers presented in the conference by national and International Educationists.

On receipt of full papers from national and International level, an Expert Committee appointed by NIEPA – experts drawn from both outside and within the Institute, had reviewed academic content and evaluated all the papers.

On the basis of the quality, the papers were identified for presentation, and circulation. The papers selected for presentation were brought in the form of a book for sharing with the participants.

The abstracts of papers presented as well as circulated were made available in the Conference Hand Book. The Expert Committee had

recommended certain papers for circulation also; hence, these papers were printed and circulated.

Approach of the conference:

The papers were positioned in four groups, related to four important areas of Globalization i.e: 1.Social Inequalities 2 Economic inequalities 3. Digital divide and 4. Intrasectoral inequalities. For the presentation of these papers four parallel sessions will be carried out simultaneously. Every paper presenter will be given 20 minutes to present his/her paper and 5 to 10 minutes will be given for discussion. Each group was led by one Chairperson and was facilitated by one group Reporter.

Clientele Group

The participants of the conference were mainly senior academicians from universities/educational institutions/Personnel from educational departments of National and International level. Few young researchers in education were also enrolled in the conference. The list of the confirmed participants is given in the **Annexure II**

Resource Persons

Inauguration: Dr.L.M.Singhvi Member of Parliament Rajya Sabha has inaugurated the Conference.

Plenary Presentations: There were four thematic presentations and three regional presentations. The first presentation was on the. Basic Education: Making it work for the poor- Experience from the South , presented by Prof R.Govinda, Senior Fellow and Head School and Non Formal Unit, NEPA.

The second plenary was on “**Local Knowledge and Human Development in Globalization of Education by Prof. Ying Cheong CHENG** Director, Centre for Research and International Collaboration, Hong Kong Institute of Education, **Hong Kong.**

Prof. Sarie J Berkhout, Professor Education Policy Studies Department of Education Policy Studies, University of Stellenbosch, and Stellenbosch, South Africa has presented the third plenary. The title of the paper was “**Qualifications in a global market deepening the divide?**”

Dr.Farida Vahedi from the Institute for Studies in **Global Prosperity (affiliated with New York based research organization)** had presented on “Science, Religion and Development: Some Initial Considerations” from Promotion of the Discourse on Science, Religion and Development in India.

There were three regional presentations i.e. One **Paper was on Africa and two papers were on Asia.**

The Presentation from Africa was delivered by Dr. Shireen Motala, Director of the Education Policy Unit from University of Witwatersand, Johannesburg .The title of her paper was “**The Global and**

the Local – Challenges in Formal Basic Schooling in Post-Apartheid South Africa.

The two Papers on Asia were: one on Malaysia and the other was on Vietnam. The titles of the papers and name of the authors are “Entrepreneurship Education As A Means of Eradicating Unemployment Among Individuals with Disabilities” by Prof.Farida Haque (Malaysia) and the second will be by Dr. Nolwen HENIFF & Dr. Jean-Yves MARTIN, IRD (France) on the “The dynamics of education and training in Vietnam –The contradictory effects of Globalisation in terms of inequalities”

Conference papers:

The final conference papers received by us will be made available in the form of Pre Conference Book. Papers selected for circulation will be available in the CD format.

NIEPA Conference Management:

The following member has taken care of the day-to-day conference management.

Prof.B.P.Khandelwal, Director

Prof.M.Mukhopadyaya, Joint Director

Prof.Sudesh Mukhopadyay, Head &Senior Fellow, Educational Administration Unit

Dr.Yazali Josephine, Conference Convenor, Educational Administration Unit

Mr.P.N.Tyagi (OSD)

Dr.B.K.Panda, Associate fellow, international Unit (Hostel in charge)

Mr.Gulati, Finance Officer

Mr.Rawat, Publication Officer

Mr.K.Srinivas (Computer Center)

Mr. G.S.Bharadwaj (Administration)

Mr.S.R.Choudhary (Administration)

Mr.Amit Singhal (Publication)

Mr.Shamshad Alam Siddiqui (Educational Administration Unit)

Mr.Rajaram (Educational Administration Unit)

Mr.Shobhamoy Baisya (Educational Administration Unit)

Ms.Ujjal Bhattacharya (Administration)

Ms.Sudha.Sood (Administration)

Shri.Padma Singh Bhist (Computer center)

Ms.Parveen Kappor (Educational Administration)

Mr.Sitaram Sharma (Administration).

Mr. Pancham (Administration)

**Chiefguest Dr.L.M.Singhvi arriving for
inauguration of the Conference**



Inaugural Speech

CHIEF GUEST -- Dr. L.M. Singhvi

Dr.L.M.Singhvi (Member of the Rajya Sabha) has inaugurated the International conference on 19th February '03. Education has many consequences. The text of his speech is given below in comprehensive.

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. Unless we have mission one cannot have new social order.

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 can alone can liberate a person from his miseries and destitution.

According to Indian ancient scriptures “KNOWLEDGE LIBERATES’. It is the knowledge, which Liberates the mankind and it emancipates. According to Vedic education system, there is no space for women and also it was limited to few selected persons of the society only. However women had an equal role to play in education probably for that reason the Vedic education system was not successful in the context of educating all. It could not reached all social groups.

However, in the case with Buddhism and Jainism it was different, as it was not considered male as the only important dominant force in the development of a socio-economic Religious system. Religion in India means that which holds the social system, economic system, and cultural system. The total development of the society is impossible without any role played by women. Mahavir and Budha considered the role of women as an important factor for the other developments. They also emphasized gender equity thousands of years ago.

There were good elements in Hinduism, Buddhism, and Jainism. Hinduism was not successful for the existing power structure within the religious system. Brahmins did not want the education being transmitted to all and unequal education lead to unequal empowerment, which was perpetuated, and lead to the unequal social order.

The Buddhism and Jainism were not also successful in bringing in total transformation to the Society for the existing unequal distribution and empowerment, which is created by the powerful socio-political group. However, these two religions conceded to the demands of the women in

total development. In fact a total social development is impossible without a total mission and vision of the powered people of the society.

Levels of power are an obstacle. It is an obstacle today it was an obstacle in those days also. United Nations forum is also not a denial of this situation. Initially certain percentage of the developed country we have is painful. We do not have only the digital divide we also have a social divide across the nations. National income was to be spent on the developing world. However, gradually this percentage declined and overtime this percentage declined to minimum and finally vanished to zero. Although he has spent lot of times abroad he applauded saying that their third world is his first world.

He explicate that in ancient GREECE it was believed that higher social order through sharing of education. It is through education one is liberated. According to Aristotle every marble is a potential statue. A teacher can inculcate a statute in a marble. Every marble is comparable to a student mind and potential human being. Unless there are liberation for vision there cannot be vision. Unless there is a vision, there cannot be mission and consequently no social development. So there should be deliveries of knowledge and that is why teachers are important. No one is emphasized in our country in ancient times the important role of teachers, only student's faults were considered. In Upanishads we have stories about the faults of the students but no faults about teacher.

To ensure peace we need to train people for a peaceful world. Peace is also consequence of education. Teachers can help us in the process of building peoples mind towards peace. To ensure a just world order, education can also help us. The levels of power have forgotten this. There is lack of moral ethos to use education as a powerful instrument for social change. Education has a role in establishing an equitable society. Education need be used in a constructive way. The consequence of war, unequal social structure etcis because of the consequence of improper education. To unshackle from poverty, we need to empowerment by knowledge, therefore Poor needs empowerment.

India and China has the oriental civilization. It has created a knowledge-based society years ago in their own way. These nations could understand the primacy of knowledge in those days. However few in society possessed knowledge. The old social order with its leverage of power had a consequence for the unequal distribution of knowledge. Whenever there is confinement of knowledge to a social group, one social group in the society grows at the cost of others. And that is contrary to total social development.

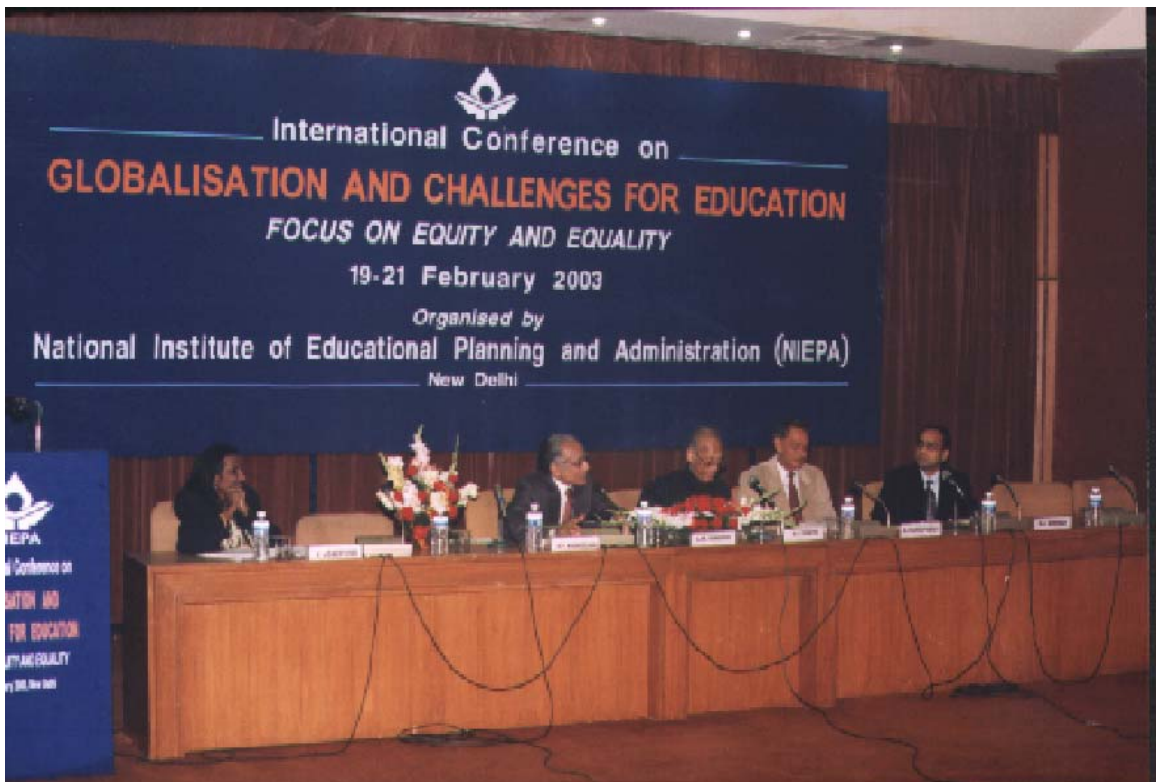
The international institutions like IMF and World Bank are doing damage to the developing world by their policy on education and development as World Bank is creating debt crisis.

He cited another example of a Black Sea environmental development for the developed world. Environmental development of the Black Sea is important for all of us. The countries of the world cannot have a difficult and different future. The nations, who take care of their own future, will not get escape from the environmental hazards going to come across the world if the same situation continues. It is necessary to realize that, we have a common future. Narrow-minded people do not understand it. One should not use violence, interfere into others areas to preserve a good environment. In the Sanskrit, it was a saying that it was the purpose of this beautiful world for long-long years to go.

No negative thought can liberate the human beings. For a new social order we need to draw the attention of the women also. The excellence in education will not lead to total social development. In fact inclination to excellence in education is in contraindication to the society. Excellence should be a feature of the total social order not to just a few handfuls in the society. Otherwise it will be an enemy to the social development. Globalization is what it does. In globalization there is craving for excellence. Only the excellent survives in a globalised world there is no place for meritocracy. If globalization leads to more access and retention in education then probably globalization is good if it makes access to and retention in education more and more difficult then it is bad.

There cannot be proper education system without democracy. Democracy is not situation where few oligarchic elites rules. But in democracy there is common knowledge, which was developed in India and China long ago.

In ancient India every thing was mentioned in terms of symbols. Saraswati, the goddess of knowledge had five attributes the Book, the Swan, the Veena, the Rosary, and the Lotus. The book is the symbol of knowledge, generous expression, database, information etc. The swan is the symbol of an agent who can distinguish right from the wrong. It can distinguish pure form the impure. This is also ethical accountability of knowledge. Veena is the symbol of harmony. Roseary is a symbol of transcendence, and lotus is a symbol of completeness. Knowledge, ethical accountability, harmony, transcendence, and completeness are attributes of education. Educational planners should be aware of all these pros and corns of education. We should have a priority for a value based education and a power structure accountable to ethical norms.



Chairman's Speech

The Test of the Chairman of the Inaugural Session (Prof. B.P. Khandelwal) is given below:

The onset of globalization has set the tone of the entire universe towards a paradigm shift in the approaches and programmes for market-oriented development strategy leading to prolific implications on education sector. Every need is being felt to make development more meaningful by expanding its spectrum, marching towards continued sustainable human development by enhancing human potentialities, capabilities and choices. The promotion in income growth, poverty alleviation programmes and social development has found its new existence in this renaissance as a nation is proceeding on towards globalization.

The late 80's and late 90's have witnessed accelerated international flow of goods, capital gains, labour, services and information due to restructuring of economies in most of the nations of this global world. It was made possible due to deregulatory economic and political policies adopted in many countries for improved transport, revolution in communication technology and more so. Studies reveal that such progressive trends came up with archetype swing in focus on the components as well as objectives of development.

Restructuring of economies has equally affected education. There is an apparent casual link between education distribution and economic growth on the one hand and the impact of economic policy environment on economic growth through education on the other. The poor and marginalized economic divide and the need to protect equity and equality through education.

Of the world's 6 billion people, almost half live on less than 2\$ a day, and one fifth (1.2 billion) on less than 1\$ a day; of these, 44% live in South Asia alone. As per HDR 2002, South Asia has the most people affected by "human poverty" but is showing progress in this region. Similarly it has also been reported that China since 1970's and India since late 1980s have shown rapid growth that enabled the two largest countries to catch up to some extent with rich countries. The message here is nothing less than a CRISIS for all of Society – a warning of a global community to peril. Human Development and Human Poverty Index endeavors to project the unheard voices of many million who will never realize what global events have for them and to what extent are they expected to move or even how creative and imaginative use of education can lead to social, economic and political transformation.

It is now quite evident that impoverishment persists despite the unmatched global gains made in the past. This is evidently because the gains have spread unusually asymmetrical. So, the education system has to truly respond to the needs of poor children, to contribute to human

resource development enabling for wealth creation along with taking care of the issue of equity and equality. Here State becomes an important agent of social development to affect educational policy and planning.

The role of education in poverty eradication, in close co-operation with other social sectors, is crucial. Richness of the country really lies in cognitive capital. No country has succeeded if it has not educated its people, because education has direct bearing on reducing poverty and creation of wealth, with competency enriched human resource.

The report pronounced by the Secretary-General of the United Nations within the context of the Decade for the Eradication of Poverty confirms that universal primary education is central to fight inequalities. Understandably so, because this is the level of education through which most poor children pass through and education helps them to change for better breaking the poverty cycle. In fact, education is the social institution that reaches the largest segment of the population with the goal of guiding it through a systematic learning process.

These potential effects of globalization are many and far-reaching, due to its inherent unparallel contributions and implication on regional and national economies, which, in turn, affect economic growth potential, resources available, work requirements and the role of the state. It is therefore implies major consequences in the development of the education system as a whole. One may however agree that globalization has a complimentary role of play between education and economic interface directly or indirectly, *raison desire*:

- The changes in occurring in labour markets and education systems mainly due to the emerging demand for new competency based workforces capable of producing high value-added consumer goods.
- The ensuing demand for additional resources for education in a policy environment, hostile to the expansion of the public sector.
- 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.
- The multiplication of cross-national measurements of education systems, and
- The widespread adoption of information technology extending educational opportunities to new added target groups, and to improve educational quality through technology-supported instruction, learning process and access to the Internet.

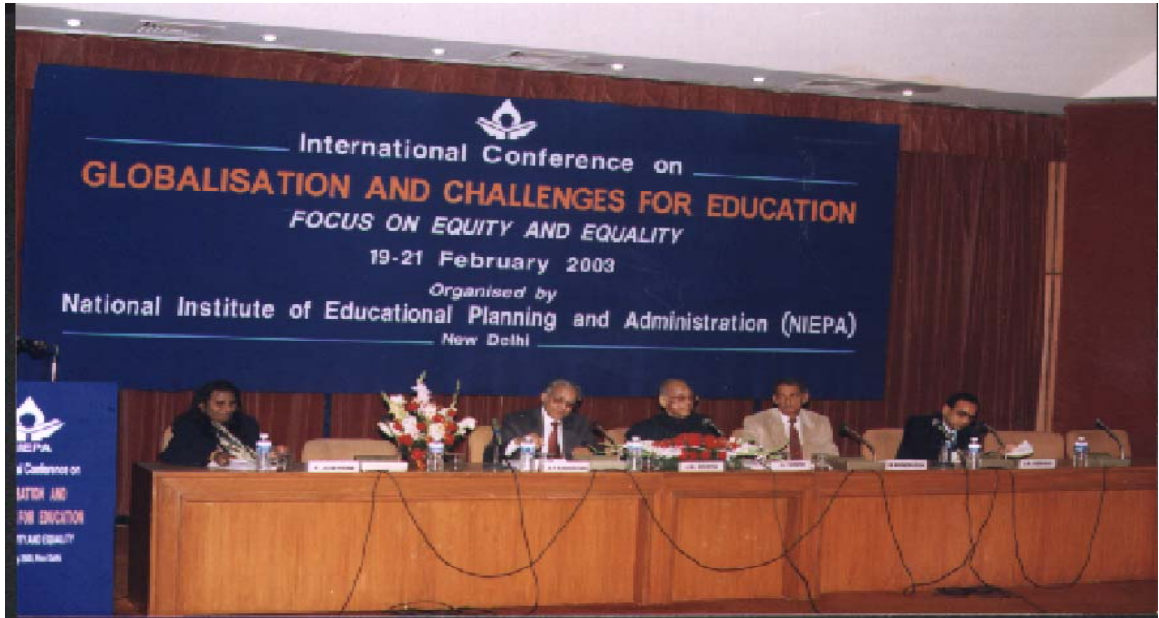
The technological advancements have no doubt shrunk the entire world into a small global village and one can say without doubt that lack of awareness about global interdependence can have serious implications. Neglecting global dimension can lead to actions that increase poverty, instability and environment damage and conflict in the world. In the

emerging scenario, it is becoming imperative that the impact and the consequences of global market be first understood. It is increasingly becoming a matter of debate that the neo liberalism and globalization are eroding the capacity and will of states to interfere in the economic market place, the consequences of which, for access and equal opportunities in education may be serious. Communications technology is making teachers redundant to the learning process. Virtual campuses will spell the end of traditional sites and institutions of education from school to universities. Above all, the responsibility of individuals and organizations for their own learning in relation to employability and competition means that public forms of education seem increasingly incapable of meeting the needs of post-industrial, post-welfare and post-modern society. There has been a lot of thinking generated on the issue of educational privatization which is being felt as serious to access and equal opportunities in education leading to inequalities. The World Trade Organization –GATS have raised concerns on education and education services in terms of agreements. Treatment of education as an economic activity will further affect the national educational system from elementary to higher education. How far will this move contribute to equal opportunities and social progress is another question, which needs to be examined. It therefore seems appropriate at this stage to conduct an empirical research on this specific issue, as this is an unexplored area with a lot of confusion with theoretical clarity to some extent. The picture would however become clearer when the probable impact of globalization on education market will be conducted and the learning generated will have long term implications for India where lot of debate is taking place on this issue.

Delors (1996) Commission has drawn the global attention to the development of human resource through education, which enables life-long learning with four major components of learning to know, to do, to be and to live together. Among many tensions and challenges of poverty, peace and development, education has made meaningful contributions for physical wealth but quality needs cognitive and affective capital. We are committed for universal elementary education of satisfactory quality, which leads to reduce tensions, inequalities and improve productivity. It needs to be strengthened from elementary to secondary to higher education, enriched with values, emotional and spiritual development for practicing universal humanism. It is what we aspire to enable to learn to live together. Delors Commission Report rightly refers to the role of education, particularly of the teachers as a viable mechanism for promotion of understanding and tolerance, which has been more critical in the 21st Century. The dire need for change from narrow nationalism to universalism, from ethnic and cultural prejudices to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is privilege of a few, to a technologically united world places serious challenge before the educational world, in this era of globalization. The question then emerges – how to manage the change in order to overcome the tensions and resolve the conflicts. The only possible way

one could embark on is through the process of education and learning, *which alone can be thought of as an engine to spearhead a* revolutionary movement addressing the fundamental issues of social transformation, ensuring positive gains, and at the same time, deriving the best of the new waves of globalization.

Inaugration of the Conference



Intra-sectoral Inequalities in the context of Globalization and Challenges of Education.

Rapporteur: Manju Narula*

Intra-sectoral Inequalities in the context of Globalization and Challenges of Education.

- Mostly papers were presented. Mostly papers had consensus on the issue that on the one hand globalization opens the avenues of human development, on the other it escalates polarization: inter and intra-societal and sectoral.
- Need to explore possibilities of threats of inequities and inequalities and opportunities of building world class educational institutions in New WTO paradigm.
- The group discussed existing disparities, networking, partnership, decentralization and micro-plans as policy strategies to explore areas of common concerns, resource strength, areas of symbiosis for mutual benefit among nations/ regions.
- Need to give weightage to quality instead of equality. Higher education system needs radical reforms to meet the challenges of globalization that are: supply of highly skilled manpower, reduction in government subsidy, development of vocational, technical and professional courses, use of modern means of learning etc.
- Education system needs to be universal, affordable, based on the principles of justice and related to the life of the community.
- Social and moral values need to be included in the curriculum so that world citizens who are free from prejudices and who are builders of an ever-advancing civilization will be produced.
- The analysis of intra-sectoral allocation of resources reveals degree of unevenness in financing different levels of education. After 1986 policy government's pronounced role in financing elementary education and exacerbating imbalances among different levels of education specially higher education was discussed.
- In view of severe resource crunch face by higher education, it has impelled the government to think of funding institutions of higher education. One of the easy ways of alternative resources is privatization and marketization of higher education.
- Need to examine the impact of privatization on institutions of higher education, particularly with reference to professional institutions i.e. engineering and technical, with the objectives of equity and excellence.
- The privatization and marketization made the shift change from the market maintaining demand and supply to the profit motive.

* Project Associate Fellow, Educational Administrative Unit, NIEPA

The business behavior of the higher education institutions has added to the problems of equality of educational opportunities in higher education.

- Database lying with various apex agencies stands testimony to it. The disparities due to gender, economic status, minority status and rural-urban divide have aggravated with profit making behavior ruling the roost.
- Higher education must try some cost-effective measures but not leaving behind individuals coming from disadvantaged section of society.
- In the context of globalization, international competition is a precursor to the industrial growth. It was recommended there is a need of exchange of knowledge between educational/vocational institutes, government agencies and potential employees. Instead of formal and professionally organized system of production the set-ups are still governed by primordial codes of conduct. There exists a clear segmentation of skill formation even amongst trained and skilled workers.
- Globalization as perceived and practiced presently is unfair, with uneven playing field, with unequal distribution of benefits and losses. Unless economic prosperity ensuing from globalization is evenly distributed among the developed and developing countries, globalization in its present form will not be acceptable to all.
- It is high time to focus on study and research, which will lead to its integration with the wider body of contemporary discourse in social sciences, establishing its identity, impact and relevance.
- Setting up educational campuses abroad, by offering educational programmes in other countries through tie-ups or collaborations and by admitting foreign and NRI students in our institutions.
- Indian government does not recognize academic programmes conducted in India by foreign universities, an effective regulatory framework should be made to have a mutual arrangement with them.
- Stress was made on good faculty, good students, and proper infrastructure facilities and need for continuous updated syllabi. May be this step would bridge the gap of intra-sectoral inequalities by indirect way. As funds rose by NRIs can be used for uplifting infrastructure facilities.
- The main constituents of the economic reforms were Liberalization, Marketization, Privatization and Globalization. In the first generation reforms stress was given on fiscal discipline, deregulation and reduction of physical and tariff barriers relating to imports and exports. In the second-generation reforms emphasis was laid on continuation of first generation reforms and its reinforcement through dis-investments in financial and non-financial public enterprises. And also opening of economy to multinational and other enterprises in the developed countries.
- One of the papers highlighted the importance of globalization in integration of economic and financial sectors. A dramatic increase in

trans-boarder exchanges due to geopolitical changes like erosion of power of nation states in the context of transfer of sovereignty from governments to regional entities, and development of multinational cooperation. Also a dominant ideology of regulation by market forces like the setting up of GATT agreements and the expansion of free market ideology after the collapse of Soviet Bloc have greatly contributed to the interpenetrating of national economies.

Group B DIGITAL DIVIDE:

Rapporteur: Dr. Neeru Snehi*

DIGITAL DIVIDE

Papers presented reflected on the concept of digital divide, areas in which digital divide exists, its impact and strategies to bridge the digital divide.

CONCEPT: DIGITAL DIVIDE

- Refers to the gap between those people/community who have access to and capability the technology and those who 'have not' this structural divide is between in 'small rich elite and 'economically poor' and their divide is caused by ICT revolution
- Also exists between the educated and uneducated, between economic classes and 'globally' between the more and less industrially developed nation.
Language barriers, ethnic and cultural differences

IMPACT OF DIGITAL DIVIDE

- It is felt that it can lead to further subdivision of the society and the technological revolution may create unbridgeable gap between digital 'haves' and 'have not'.
- Have impact on regional languages, subcultures.
- Development of skilled workforce, health of communities, economic welfare of nation

* Associate Fellow, Planning Unit, NIEPA

USE OF ICT IN EDUCATION

- The impact of ICT has resulting in opening up of new avenues to meet the global challenges in education/teaching learning process. It is being utilized for data management, knowledge management for dissemination and sharing information.
- Computers are being used as an important aid to Improve quality and effectiveness of teaching learning process through CMI,CAI
- Computer and Internet facilities are being utilized by post graduate university students for knowledge and information but its utilization for the purpose of research is limited (44%)
- It also brought to focus that most of the IT professionals are recipients of higher education in the concerned areas and belong to high socio-economic strata.

STRATEGIES/APPROACHES TO BRIDGE DIGITAL DIVIDE

- Improving access to information and communication technologies
- Reforms and restructuring of education system to make it competitive, flexible and accountable
- Introduction and implementation of e-education systems in schools, CMI and CAI can help in enhancing the quality of education
- Establishment of Regional Resource Centers for material and training support
- Establishment of technology community centers to extend the service/facilities for internet access programs.
- Conducting awareness program
- Medium/language compatibility of internet knowledge/information.
- Enhancing the researching capabilities through use of ICT
- Expansion of educational facilities through virtual universities, distance education.
- Strengthening regulatory structure

Economic Inequalities

Rapporteur: R.S.Tyagi*

Globalization and Human development (5Papers), Economic Inequalities (15)

1. India's Human Development Experience During 1990—inter state Analysis

* Associate Fellow, Planning Unit, NIEPA

2. Human Development and Education—A Post Reform Experience in India
3. Globalization and Impact of Human Development
4. Impact on Human Development
5. Globalization of Education and Human Development

- Globalization can be referred to the increased openness of economies to all aspects of international flows—of trade, finance, knowledge and information
 - Considerations of equity and sustainability support a development paradigm by focusing human development;
 - Whether State or Market which is effective in human development
 - India is verge on the second level reforms which relate largely to poverty alleviation through human development
 - Fiscal deficits/discipline at the center and states affecting the level of human development
 - The need for enhancing social sector allocations and
 - The need for an efficient and highly competent state that can effectively translate growth into human development
 - Inadequate emphases on elementary education, neglect of education of girls, and persistent high rates of mortality affected.
 - Gender gap in literacy continues to persist in India, which affect women empowerment.
 - Economic growth can translate human development only if expansion of private income is equitable and investment is made in the human development—in schools and health centers.
-
- Globalization efforts differs in developed and developing countries
 - Equitable globalization process requires the integration of the financial, trade and investment policies with those of social development in order to improve the quality of life
 - Link between growth and distribution needs to be created by fiscal policy to redistribute income, education, health, employment and other social needs
 - The human poverty is very high—deprivations in survival, education and income
 - The health status remain very poor
 - Rapid poliferation of HIV/AIDS has been attributed to the globalization
 - Poverty elevation programme are on declining as the budget deficit is increasing
 - Multinational corporations marginalizing the concept of nation state and there is a question of safeguarding the interest of the people
 - Globalization introduced new technology in teaching learning practices
 - Communication and information technology lead to the fast changing learning strategies.

- As a impact of the globalization education budget specially of higher education came under strict scrutiny
- Alternative source of funding have been tried out particularly by the increased role of private sector in various ways.
- It has opened new opportunities and sharing of world experience
- As the globalization is feared to affect adversely there has been a strong lobbying against the wave of globalization

Globalization and Inequalities

1. Multiple Inequalities of Globalization and What to do about Them
2. Globalization of Education
3. Globalization and Perpetuation of Inequality—Language Dynamics in Early Schooling
4. Impact of Globalization on education
5. Globalization and Inequalities in Educational Development in India—Special Focus on Andhra Pradesh
6. Equity and Financing of Education
7. Learning Sustainable Development—The Global Challenges and opportunities for India

- Globalization has multiple inequalities
 - Rural-urban divide
 - North-south divide
 - Cultural divide
 - Linguistic divide
 - Divide between elite and other institutions
 - Inequalities due to internationalization of higher education
-
- Globalization is the process of integrating science, education, technology, culture and governness.
 - The benefits of globalization are in the form of academic, professional and social.
 - Foreign institutions are coming to the country and coordinating educational progrmmes independently and in collaboration with the institutions in India.
 - Commercialization is becoming a reality
 - Globalization is must for keeping the pace with other countries in terms of technologies
 - Challenges of higher education can be met by broadening vision, developing skills
 - India can offer the courses in agriculture, arts, linguistics, and philosophy
-
- Language of early schooling is a major site where the quality/inequality related issues are crystallized

- There are two languages in goa—Konkani and Marathi
 - What is the nature of globalization in both languages
 - How it is related to the language dynamics in early schooling
 - How can we achieve the equity and equality in future
 - What policies are needed in this regard?
-
- Need for radical changes in the policy to allow the globalization
 - If we do not go for globalization whole-heartedly, the benefits would not become satisfactory.
 - It has brought the nations together in the dominant areas of economics and communication
 - Increase global competition and cooperation in different fields
-
- Increasing reliance on market forces to mobilize resources for education
 - Full subsidization and of primary and secondary education is justified in a poor country like India.
 - Whether higher education should be subsidized
 - State Intervention in higher education is justified in India.
 - The issue is the extent of grant and subsidies and not the complete withdrawal of the state from the responsibility of higher education.
 - The need for a policy for the sustainable development to deal with the global challenges and opportunities.

Digital Divide and Globalization

1. Digital Divide and Education--- YCMOU Experience
 2. Digital Divide and Its Impact on Education and Employment
 3. Management of Computer assisted Instruction and Information processing in teacher education programme
-
- Technological innovations have led to the divide in the society— while some pupil have access to most powerful computers others do not have the opportunity
 - Knowledge revolution brings with a threat of a widening gap between developed and developing countries with disparities in access to knowledge and information.
 - Weaker sections do not have access to some of the institutions while economically better of entering in better institutions and earn the educational qualifications
 - Disparities within and among the states in India
 - Open and distance learning address issues such as access, quality, cost etc.

Need to overcome the barriers of infrastructures, psychological and technical know how?

Social Inequalities

Rapporteur: Ranjana Aggarwal*

The process of globalization has led to increased openness of economies to all aspects of international flows—of trade, finance, knowledge and information. On one hand globalisation increases openness in all economies, other hand globalization has a tendency to increase inequalities existing in societies. This conference discusses these issues.

Many aspects of Social Inequalities have been discussed in the past three days.

15 Papers were presented on different aspects of Social Inequality they discussed:

1. Highlighting inequalities present in globalised society
2. Impact of globalisation on human development and education
3. Responses or measures taken after globalisation
4. Processes required for sustainable development

Main theme of the Conference

- a. Risks faced
- b. Reviewing effect of globalisation after a decade
- c. Impact on aspiration and achievement
- d. Threats to equity of educational opportunity
- e. Issues regarding the extent to which a country should decide about the nature and extent of globalisation that can be introduced in their socioeconomic and educational systems.

Many papers on issues of equity and equality. Main aim of education is development of the individual.

Globalization is accompanied by risk

1. Country risks arise out of investment in alien environment characterized by political, financial and economic uncertainties.
2. Paper discusses the impact of globalisation after a decade. It discusses how the expenditure on education both by center and the state has declined. It traces how the quality of education declined due to non-availability of books, lab facilities and limited availability of teachers.
 - Papers discusses how globalisation of education can help the evolution of flexible and pragmatic education policies which will enable to meet up with local need and aspiration.

* Project Assistant, International Unit, NIEPA

- Paper discusses concept of equality of education opportunity.
- Changes in the education are examined with respect to
 - a. enrolment at different stages
 - b. adult literacy.
- Papers discuss how education can help meet the challenges of globalization.

Sociological interventions

- Paper discusses how competitiveness arising in higher classes affects the moral character of students.
- Paper discusses the impact on aspiration and achievement due to globalisation on students of engineer, management and competitions. It discusses required for policy review. The analysis of feedback provides a fair idea about readiness of Higher education to meet global challenges.

Positive interventions

Women have benefited from globalisation

- A. Paper focused on positive outcomes of gender equality arising out of globalisation.
- B. Paper empirically examines how steady growth of social sector expenditure in Tamil Nadu has helped in sustain as an educationally progressive state and meet the challenges of globalisation.
- C. Job opportunities are coming up on account of globalisation. The potential employers expect skills. Community colleges system trains the disadvantaged and underprivileged.
- D. Globalisation had led to reduced govt. expenditures on social sector. This leads to less money for public education.

Where do we go from here?

The most prominent theme discussed during the conference was the impact of global on human development and education papers highlight the various facts where globalisation has had alarming consequences. A large no of papers discuss the direct impact on increasing inequality in human development and education.

There papers raise the issue the threats raised to equality of educational opportunity. Prominent issues raised are the issues regarding the nature to which a country should decide about the nature and extent of globalisation that can be introduced in their socioeconomic and education systems.

MAIN RECOMMENDATIONS EMERGED FROM THE CONFERENCE

Strategies to reduce Intrasectoral Inequalities

- Need to explore possibilities of threats of inequities and opportunities of building world-class educational institutions in New WTO paradigm.
- The group discussed existing disparities.
- Recommended for regional, national and international networking, partnership, decentralization and micro-plans as policy strategies to explore areas of common concerns, resource strengthening, for mutual benefit among nations/ regions.
- Need to give weight age to quality instead of equality.
- Higher education system needs radical reforms to meet the challenges of globalization that are: supply of highly skilled manpower, reduction in government subsidy, development of vocational, technical and professional courses, use of modern means of learning etc.
- Education system needs to be universal, affordable, based on the principles of justice and related to the life of the community.
- Social and moral values need to be included in the curriculum so that world citizens who are free from prejudices and who are builders of an ever-advancing civilization will be produced.
- Need to examine the impact of privatization on institutions of higher education, particularly with reference to professional institutions i.e. engineering and technical, with the objectives of equity and excellence **through focused conferences and seminars**
- Database lying with various apex agencies stands testimony to it. The disparities due to gender, economic status, minority status and rural-urban divide have aggravated with profit making behavior ruling the roost.
- Higher education must try some cost-effective measures but not leaving behind individuals coming from disadvantaged section of society.
- In the context of globalization, international competition is a precursor to the industrial growth. It was recommended there is a need of exchange of knowledge between educational/vocational institutes, government agencies and potential employees.
- Instead of formal and professionally organized system of production the set-ups are still governed by primordial codes of conduct. There exists a clear segmentation of skill formation even amongst trained and skilled workers.
- It is high time to focus on study and research, which will lead to its integration with the wider body of contemporary discourse in social sciences, establishing its identity, impact and relevance.

- Setting up educational campuses abroad, by offering educational programmes in other countries through tie-ups or collaborations and by admitting foreign and NRI students in our institutions.
- Indian government does not recognize academic programmes conducted in India by foreign universities, an effective regulatory framework should be made to have a mutual arrangement with them.
- Stress was made on good faculty, good students, and proper infrastructure facilities and need for continuous updated syllabi. May be this step would bridge the gap of intra-sect oral inequalities by indirect way. As funds rose by NRIs can be used for uplifting infrastructure facilities.
- The main constituents of the economic reforms were Liberalization, Marketization, Privatization and Globalization. In the first generation reforms stress was given on fiscal discipline, deregulation and reduction of physical and tariff barriers relating to imports and exports. In the second-generation reforms emphasis was laid on continuation of first generation reforms and its reinforcement through dis-investments in financial and non-financial public enterprises. And also opening of economy to multinational and other enterprises in the developed countries.

Strategies/Approaches to bridge Digital Divide

- **Conducting awareness programs/conferences/workshops at regional, national and international platforms.**
- Improving access to information and communication technologies
- Reforms and restructuring of education system to make it competitive, flexible and accountable
- Introduction and implementation of e-education systems in schools, CMI and CAI can help in enhancing the quality of education
- Establishment of Regional Resource Centers for material and training support
- Establishment of technology community centers to extend the service/facilities for Internet access programs.
- Develop the Medium language compatibility of Internet knowledge/information.
- Enhancing the researching capabilities through use of ICT
- Expansion of educational facilities through virtual universities, distance education.
- Strengthening regulatory structure

Strategies to reduce Economic inequalities

- The main goal of equity-driven reforms in education should be focusing on the increase equality of economic *opportunity and education opportunity*.
- It was decided to put pressure on governments to re-emphasize equity-driven reforms, because of the argument that, investments in greater equity can reduce economic growth.
- Considerations of equity and sustainability support a development paradigm by focusing human development;
- Whether State or Market which is effective in human development
- India is verge on the second level reforms so all reforms should relate to largely to poverty alleviation through human development
- Need to be taken much care of the poor states since Fiscal deficits/discipline at the center and states affecting the level of human development
- There is a need for enhancing social sector allocations.
- Need for an efficient and highly competent state that can effectively translate growth into human development
- Adequate emphases on elementary education, education of girls are needed to reduce the persistent high rates of mortality.
- Gender gap in literacy continues to persist in India, which is affecting women empowerment; therefore there is an urgent need to bridge the gap
- Economic growth can translate human development only if expansion of private income is equitable and investment is made in the human development—in schools and health centers.
- Globalization effects differ in developed and developing countries sothers is need for exchange of experiences from time to time.
- Equitable globalization process requires the integration of the financial, trade and investment policies with those of social development in order to improve the quality of life

- Link between growth and distribution needs to be created by fiscal policy to redistribute income, education, health, employment and other social needs
- Rapid proliferation of HIV/AIDS, the increasing human poverty, deprivations in survival, low education, income and the health status of the poor has been attributed to the effects of globalization, therefore awareness building in all levels regarding globalization is an urgent need.
- Poverty elevation programmes are on declining as the budget deficit is increasing, therefore, there is an urgent need to bridge the deficit gaps
- Multinational corporations marginalizing the concept of nation, state and there is a question of how to safeguard the interest of the people
- Alternative source of funding should be tried out particularly by the increased role of private sector in various ways.
- Open up new avenues to share the opportunities and sharing of world experience

Annexure – I

International Conference Globalization and challenges for Education — Focus on Equity and Equality February 19-21, 2003, New Delhi

TENTATIVE TIME TABLE

**Wednesday, February 19, 2003
Gaon, New Delhi**

Venue : PHD House, Khel

0900 hrs. – 1000 hrs	Registration	:	Mr. S.A. Siddiqui Ms. Parveen Kapoor Mr. Sita Ram Sharma
1000 hrs. – 1100 hrs	Inauguration	:	Dr. L.M. Singhvi Member of Parliament (Rajya Sabha)
	Introduction of NIEPA		Prof. M. Mukhopadhyay Joint Director, NIEPA
	Welcome & Conference Highlights	:	Dr. Y. Josephine Conference Convenor
	Inaugural Speech	:	Dr. L.M. Singhvi Member of Parliament (Rajya Sabha)
	Chairman's Remarks	:	Prof. B.P. Khandelwal Director, NIEPA
	Vote of Thanks	:	Mr. S.A. Siddiqui
	Rapporteur	:	Mr. Shubhmoy Baishya
1100 hrs. – 1130 hrs. TEA BREAK, Ground Floor			

FIRST PLENARY SESSION

**Wednesday, February 19, 2003
Floor)
1130 hrs. — 1215 hrs.**

Venue: Auditorium (Ground

1130 – 1200 hrs.	Topic	:	Basic Education : Making it Work for the Poor Experience from the South
	Speaker	:	Prof. R. Govinda
	Chair	:	Prof. A.K. Jalaluddin
	Rapporteur	:	Dr. Rashmi Diwan
1200 – 1215 hrs.		:	Discussion
1300 hrs. – 1400 hrs. LUNCH, Ground Floor			

1400 hrs. – 1730 hrs. First Parallel Session (Four Groups)

FIRST PARALELL SESSIONS
Inequalities (GA1SI)

Group A-1 Social

Date & Time: Wednesday, Feb. 19, 2003 at 1400 – 1730 hrs.

Venue: Auditorium – Ground Floor

Chair:	Prof. Sneha M. Joshi
Rapporteur:	Dr. R. Shiva Prasad
GA1SI01	Globalisation and its impact on Aspiration and Achievement: Need for Policy Review, Prof. I. Ramabrahmam
GA1SI02	Globalized Education and Human Development: A Risk Analysis, Prof. S. Giriappa
GA1SI03	Globalization and Educational Challenges: Tamil Nadu Experience, Dr. V. Loganathan
GA1SI04	Impact of Globalisation on Human Development and Education, Mr. J. Cyril Kanmony
GA1SI05	Competition as an outcome of Globalization: Its Effect on Urban Secondary School Boys, Dr. Manidipa Ray

FIRST PARALELL SESSIONS
Inequalities (GA2EI)

Group A-2 Economic

Date & Time : Wednesday, Feb. 19, 2003 at 1400 – 1730 hrs.

Venue: Mohta Room – First Floor

Chair:	Prof. Nazma Akhtar
Rapporteur:	Dr. N.K. Reddy
GA2EI01	India's Human Development Experience during 1990's – Inter-State Analysis, Prof. K.C. Reddy & Murthy
GA2EI02	Globalization and Intrasectoral Inequalities in Education "Multiple Inequalities of Globalization & What to do about them", Dr. M. Kolhatkar
GA2EI03	Human Development and Education: A Post-Reforms Experience in India and Karnataka State, Dr. Talwar Sabanna & Prof. M.S. Kellur
GA2EI04	Impact of Globalisation on Education, S.M. Sungoh
GA2EI05	Globalisation and Perpetuation of Inequality: Language Dynamics in Early Schooling, Dr. Ganesha Somayaji

FIRST PARALELL SESSIONS
Divide (GBDD)

Group B Digital

Date & Time: Wednesday, Feb. 19, 2003 at 1400 – 1730 hrs.

Venue: Sri Ram Hall – First Floor

Chair:	Prof. D.N. Sansanwal	Rapporteur:	Dr. Neeru Snehi
GBDD01	Structural Predicaments and Digital Divide: How real, Dr. Binod C. Agarwal		
GBDD02	The Digital Divide, Prof. R.P. Singh		
GBDD03	Meeting the Challenges of Globalization through Information Technology, Dr. Tara Sabapathy		
GBDD04	Implications of Globalization for Knowledge Management, Education and Learning, Mr. K. Srinivas		
GBDD05	Globalization and its Impact on Human Development, Dr. R. Raman		

1530-1545hrs. TEA BREAK, Ground Floor

FIRST PARALELL SESSIONS

Inequalities (GCII)

**Date & Time : Wednesday, Feb. 19, 2003 at 1400 – 1730 hrs.
Floor**

Group C Intrasectoral

Venue: Grindlay Terrace – 5th

Chair:	Dr. Furqan Qamar
Rapporteur:	Mr. Raj Mohan
GCH01	Globalization and its Impact on Education, Dr. J.L. Azad
GCH02	A New conceptual Framework for the Evolution of Thought in the Area of Educational Design and Development within the Context of Globalization and its Emerging Intra Sectoral Inequalities, Dr. Sohayl Mohajer
GCH03	Implications of Globalization for University Reforms: Concern for Quality and Equality, Dr. L.H. Bagalkot
GCH04	Globalization: Perspectives on Policy and Strategies for Equitable Management of School & Mass Education in India, Dr. Dibakar Sarangi
GCH05	Globalization Versus Socialization: Epistemological and Pedagogical Issues in Higher Education, Dr. K.P. Subba Rao

SECOND PLENARY SESSION (SPS01)

**Friday, February 20, 2003
0930 – 1430 hrs.**

Venue: Auditorium (Ground Floor)

0930 – 1000 hrs. (SPS01)	Topic	:	Local Knowledge and Human Development in globalization of Education
	Speaker	:	Prof. CHENG (Hong Kong)
	Chair Person	:	Prof. M. Mukhopadhyay
	Rapporteur	:	Dr. William Dharma Raja
1000 – 1015 hrs.		:	Discussion

(PRESENTATION ON SOUTH AFRICA)

1015 – 1045 hrs. (SPS02)	Topic	:	The Global and the Local – Challenges in Formal Basic Schooling Post – Apartheid South Africa
	Speaker (1)	:	Dr. Shareen Motala (South Africa)
	Chair Person	:	Prof. M. Mukhopadhyay
	Rapporteur	:	Dr. Ila Joshi
1045 – 1100 hrs.		:	Discussion
1100 – 1130 hrs.	TEA BREAK, Ground Floor		

(PRESENTATION ON ASIA)			
1130 – 1200 hrs. (SPS03)	Topic	:	The Dynamics of Education and Training in Vietnam – The Contradictory Effects of Globalisation in Terms of Inequalities
	Speaker (1)	:	Dr. Nolwen Henif (Paris, France)
	Chair Person	:	Dr. Furqan Kumar
	Rapporteur	:	Prof. Bhaskar Yerroju
1200 – 1215 hrs.		:	Discussion
1215 – 1245 hrs. (SPS04)	Topic	:	Entrepreneurship Education as a Means of Eradicating Poverty among People with Disabilities
	Speaker (2)	:	Dr. Farida Haque (Malaysia)
	Chair Person	:	Dr. R.P. Singhal
	Rapporteur	:	Dr. Nighat Ahmad
1245 – 0100 hrs.		:	Discussion
1300 – 1400 hrs. LUNCH, Ground Floor			
1400 – 1430 hrs. (SPS05)	Topic	:	Qualifications in a Global Market : Deepening the Divide?
	Speaker	:	Prof. Sarie Berkhout (South Africa)
	Chair Person	:	Prof. K. Sudha Rao
	Rapporteur	:	Dr. K.P. Subba Rao
1430 – 1445 hrs.		:	Discussion

1445 hrs. – 1730 hrs. Second Parallel Session (Four Groups)

SECOND PARALELL SESSIONS
Inequalities (GA1SI)

Group A-1 Social

Date & Time : Friday, Feb. 20, 2003 at 1445 – 1730 hrs.

Venue:

Auditorium – Ground Floor

Chair:	Prof. Karuna Chanana
Rapporteur:	Dr. Manju Narula
GA1SI06	Globalization and Impact on Human Development with a Focus on Education, Dr. A.K. Merchant
GA1SI07	Community College – A Democratic Response to Globalisation Providing Equity and Equal Opportunity, Dr. Xavier Alphonse
GA1SI08	Globalization and Intrasectoral Inequalities in Education, Dr. M.K. Pathy
GA1SI09	Globalization and Impact of Human Development and Education, Dr. Nimma Venkata Rao
GA1SI10	Globalization and Human Development Dr. D. Jeevan Kumar

SECOND PARALELL SESSIONS
Inequalities (GA2EI)

Group A-2 Economic

Date & Time : Friday, Feb. 20, 2003 at 1445 – 1730 hrs.

Venue: Mohta Room – First Floor

Chair:	Prof. Ashok Mathur
Rapporteur:	Mr. S.K. Malik
GA2EI06	Globalisation and its Impact on Social and Human Development in India – An Analysis, Dr. A. Meenakshisundararajan
GA2EI07	Equity and Financing Education, Dr. Kishor C. Samal
GA2EI08	Globalization and its Impact on Education and Employment, Dr. P. Arumugam
GA2EI09	Globalization of Education, Dr. Santosh Sharma
GA2EI10	Globalisation and Impact on Human Development and Education, Dr. Mahesh B. Gadekar

SECOND PARALELL SESSIONS
Divide (GBDD)

Group B Digital

Date & Time : Friday, Feb. 20, 2003 at 1445 – 1730 hrs.

Venue:

Sri Ram Hall – First Floor

Chair:	Prof. R.P. Singh
Rapporteur:	Dr. Neeru Snehi
GBDD06	Digital Divide Globalization of Education, Dr. Chandra Shekhar Mishra
GBDD07	Digital Divide and Education, Dr. Ila Joshi
GBDD08	Utilization of Computers and Internet Facilities by Post-Graduate Students in Universities, Dr. C. Naseema
GBDD09	Digital Opportunism in Education, Dr. V. Radhakrishnan & Dr. V.G. Chandramohan
GBDD10	Equal Opportunity in the IT Sector, Reality or Myth: A Case Study, Dr. Ranjana Aggarwal

SECOND PARALELL SESSIONS
Inequalities (GCII)

Group C Intrasectoral

Date & Time : Friday, Feb. 20, 2003 at 1445 – 1730 hrs.

Venue: Raunak Room – First Floor

Chair:	Prof. Sarie Berkhout
Rapporteur:	Mr. Raj Mohan
GCH06	A New WTO Paradigm : Equity and Equality in Higher Education, Dr. Raj Aggarwal
GCH07	Globalisation and its Implications to Strengthen Education, Dr. B. William Dharma Raja
GCH08	Education and Human Development: Impact of Globalisation, Dr. Santanu Kumar Swain
GCH09	Challenges of Globalization on Engineering Education in India, Dr. Anil Kumar
GCH10	Globalization and Impact on Human Development and Education, Dr. (Smt.) L.B. Patted
1530 – 1545 hrs. TEA BREAK, Ground Floor	

THIRD PLENARY SESSION

Friday, February 21, 2003
1000 – 1045 hrs.

Venue: Auditorium (Ground Floor)

1000 – 1030 hrs	Topic	:	Science, Religion and Development: Some Initial Considerations
	Speaker	:	Dr. Farida Vahedi
	Chair	:	Prof. Karuna Chanana
	Rapporteur	:	Dr. C. Naseema
1030 – 1045 hrs.		:	Discussion

1045 hrs. – 1300 hrs. : Third Parallel Session (Four Groups)

THIRD PARALELL SESSIONS
Inequalities (GA1SI)

Group A-1 Social

Date & Time : Friday, Feb. 21, 2003 at 1045 – 1300 hrs.

Venue:

Auditorium – Ground Floor

Chair: Dr. Kusum Premi	
Rapporteur: Dr. T. Sharon Raju	
GA1SI11	Globalization and Impact on Human Development and Education, Dr. R. N. Mahlawat
GA1SI12	Globalization and Impact on Human Development with a Focus on Education, Dr. P. L. Verma
GA1SI13	Globalization and its Impact on Human Development with a Focus on Education- An Experience in Tagore 's Land, Dr. Kalisankar Chattopadhyay
GA1SI14	Globalization and Gender Equality: Lessons to Learn, Prof. Sneha M. Joshi & Dr. Ashutish Biswal
GA1SI15	Globalization and Challenges for Education: Focus on Equity and Equality, Dr. Arpita Sabath

THIRD PARALELL SESSIONS
Inequalities (GA2EI)

Group A-2 Economic

Date & Time : Friday, Feb. 21, 2003 at 1045 – 1300 hrs.

Venue: Mohta Room – First Floor

Chair: Prof. M. Kolhatkar	
Rapporteur: Mr. Shubhmoy Baishya	
GA2EI11	Globalisation of Education and Human Development, Dr. Nighat Ahmed
GA2EI12	Digital Divide and Education: YCMOU Experience, Dr. M.V. Barve
GA2EI13	Learning for Sustainable Development: The Global Challenge and Opportunities for India, Dr. Rashmi Diwan
GA2EI14	Globalization and Inequalities in Educational Development in India – Focus on Andhra Pradesh, Dr. V.P.S. Raju
GA2EI15	Management of Computer Assisted Instruction and Information Processing in Teacher Education Programme, Dr. B.C. Mahapatra

THIRD PARALELL SESSIONS
Divide (GBDD)

Group B Digital

**Date & Time : Friday, Feb. 21, 2003 at 1045 – 1300 hrs.
Venue: Sri Ram Hall – First Floor**

Chair:	Dr. Sohail Mohajer
Rapporteur:	Dr. Neeru Snehi
GBDD11	Digital Education for All – Need of the Hour, Dr. Bhaskar A. Yerroju
GBDD12	The Digital Globalization of Higher Education, Dr. D.N. Sansanwal
GBDD13	Digital Divide and Education: Some Issues, Dr. Ratnakar Gedam
GBDD14	Impact of Globalization on Engg. Education, Dr. Vinod M. Mohitkar
GBDD15	A Study Report on The Digital Divide Towards Education, Dr. S. Jayaraman

THIRD PARALELL SESSIONS
Inequalities (GCII)

Group C Intrasectoral

Date & Time : Friday, Feb. 21, 2003 at 1045 – 1300 hrs.

Venue: Raunak Room-1st Floor

Chair:	Prof. Xavier Alphonse
Rapporteur:	Mr. Raj Mohan
GCII11	Global Aspirations and Embedded Contexts: Gender and Vocational and Skill Formations in Segmented Labor Markets – A Case of New Delhi, Prof.(Ms.) Saraswati Raju
GCII12	Globalisation and Intra Sectoral Inequalities in Education, Ms. Rachna Umrao
GCII13	Business Behaviour in Higher Education Endangers Equity, Prof. S.P. Malhotra
GCII14	Financing Education in India in the Economic Reform Period: Focus on Intra-sectoral Allocation of Resources to Education, Dr. Geetha Rani
GCII15	Globalization and Its Impact on Human Development and Education, Wg. Cdr.(Ret.) Nandlal Jotwani
1300 – 1400 hrs. LUNCH	

**Valediction : 1400 – 1530 hrs.
Floor)**

Venue : Auditorium (Ground

	Chair	:	Prof. M. Mukhopadhyay
	Rapporteur	:	Mr. Raj Mohan
Group Report Presentation			
	Group – A1	:	Dr. Ranjana Aggarwal
	Group – A2	:	Dr. R.S. Tyagi
	Group – B	:	Dr. Neeru Snehi
	Group – C	:	Dr. Manju Narula
	Reflected of the Conference	:	Dr. Y. Josephine
	Chairman's Remarks	:	Prof. M. Mukhopadhyay, Joint Director

Annexure - II

List of Participants

S.No.	Name	Address of Participants
1.	Prof. Cheng Yin Cheong (Center Director)	Center for research & International Collaboration The Hong Kong Institute of Education yccheng@ied.edu.hk
2.	Henaff Nalwen Economist, Research Officer	IRD-Center de Recherché d'Ile de France 32 Avenue Henri Varagant 93 143 Bondy Cedex -Paris Nolwen.henaff@bondy.ird.fr
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4.	Prof. Sarie J.Berkhaut	Department of Education Policy Studies University of Stellenbosch,, Stellenbosch 7600 South Africa Phone No:021-8082398 Fax No:021-8082283 Email- sbj@sum.ac.za
5.	Farida Haq (Faculty)	Faculty of Education ,University of Kebangsaan Malaysia 43600 UKM, Bangi Slangor Malaysia Fax: (03)89254372 E-mail: fhaq@pkriscc.cc.ukm.my
6.	Menraj Sachdev	University of Sydney,Department of Education,sydney Austalia(9811522954)
7.	Mr. A.K. Merchant	Vice Chairman & Director National Spiritual Assembly of the Baha'is of India S-28, Greater Kailash-1,New Delhi-110048 E-mail: akmerchant@hotmail.com
8.	R. N. Mahlawat (General Secretary)	General Secretary Indian Adult Education Association 17-B, I P Estate, New Delhi- 110002 Fax.-23378206 Ph.-23378206, E-mail: iaca@vsnl.com
9.	P.L. Verma (Member Secretary)	IRCEN Bhawan, 7, Nelson Mandela Road, Institutional Area, C-1 Basant Kunj, New Delhi-110070 91-11-26130535 Fax-6894779 E-mail: ircen@yahoo.co.in
10.	Dr. Nandlal Jotwani (Ex-Dy. Director of Education & founder President: Global Harmony)	57/ Vinoba Puri Ground Floor Lajpat Nagar-II 91-11-26841415
11.	Ms. Farida Vahedi	Secretariat for the Promotion of the Discourse on Science, Religion and Development, Bahá'í House, 6, Madhavrao Scindia Marg, Off Katurba Gandhi Road New Delhi – 110 001 Tel: (91-11) 23070513 (office), (91- 129) 2511313(res)E- mail: srdev@vsnl.com , farida_vahedi@yahoo.com
12.	Dr. Rashmi Diwan	Faculty Member, School Education and Non-formal, NIEPA, New Delhi
13.	Mr. V.P.S. Raju (R.T.A.)	NIEPA, International Unit, New Delhi-110016
14.	Prof. R.P. Singh	Pocket A-4/206, Kalkaji Extended Delhi-110019-Ph.: 6093062 E-mail: rpsingh2@vsnl.net
15.	Dr. Ratnakar Gedam (Deputy Advisor Steel)	Deputy Adviser Planning Commission, New Delhi 110001, email: rgedam@yojana.nic.in Planning Commission, New Delhi rgedam@yojana.nic.in
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Abstract

Papers Presented

Basic Education: Making it Work for the Poor Experiences from the South

R.Govinda *

Abstract

In confronting the many challenges that the future holds in store, humankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice. ... education is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.

Globalisation and its Impact on Aspiration and Achievement: Need for Policy Review

Prof. I. Ramabrahmam *
Dr. Meena Hariharan **

Abstract

Globalisation has been perceived by a section of population as the opening to new opportunities as well as a broadened gateway to the world of knowledge. Until a decade ago an average Indian student with technical education used to aspire for a secure job in public sector to lead a comfortable life. But the common belief now is that the present average student with technical education developed a global vision directed at Multi National Companies, which fetches a salary disproportionate to the offer in public sector. On the reality front, the job opportunities in Public sector are pruned disproportionately and in an unprecedented way. But to what extent the average student is realistic both in terms of professional aspiration and its fusion with the 'life style'? Has globalization resulted in a paradigm shift? Are the aspirations of the students pursuing professional courses matching with the realities experienced by the youth who joined the Multinational Companies?

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An empirical study is designed to answer these questions of social relevance. Tools are used to study the types and levels of aspiration of the students in Engineering Management and Computer Application fields. A sample of young professionals working in IT sectors is also studied to find out the realities parallel to the aspiration levels. Comparison of data from these cross sections throws an insight into the gap between the levels of aspiration and the achievement among the youth.

Globalisation 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?

The above issues are addressed through the content analysis of textbooks and curriculum at undergraduate levels. The questionnaires administered on teachers at undergraduate level reflect the involvement and adaptation of teachers in preparing students to meet the demands associated with the sudden advent of globalization. Teachers who attend professional training programmes in Academic Staff Colleges constitute the sample for the study. The analysis of feed back from them provides a fair idea about the readiness of Higher Education to meet global challenges.

Impact of Globalisation on Human Development and Education

J. Cyril Kanmony *

Abstract

The impact of globalisation on human development and education depends on three groups of forces, namely:

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- a) the initial conditions of the economy under study
- b) the rate of growth of the economy as a whole and
- c) the government's level and pattern of expenditure on social institutions especially education and human resource development.

Of these three groups of forces, the first two are general and they show an upward tendency in almost all the developing economies including that of India and the third is specific and more important in deciding the impact of globalisation.

A decade of reform is experienced by the Indian economy and so it is necessary to review the impact of globalisation on the Indian economy especially on human development and education. This study is undertaken mainly to focus the following objectives:

1. To understand the changes taking place in the field of human development after globalisation.
2. To identify achievements and failures effected in education.

Empirical Investigation

The quality of labour force, number of people employed, the average income received by workers, the consumption pattern and training and education they receive etc., decide the human development. The Human Development Index (HDI) in India shows that there is a slow down in the human development after globalisation. The quality of labour force is very weak in comparison with other developing countries. Human development approach is not person center. The number of unemployed increases, the number of people employed on contract basis increases and the average salary received by them is very low when compared to regular workers. The number of industrial units closed, disinvested and retrenchment of labourers are on the increase. The Gini Co-efficient of consumption distribution shows a wide inequality and the consumption of pan, tobacco and intoxicants increase against the decline in the consumption of food items especially in rural areas.

The expenditure on education both by the center and the State has declined. It leads to decrease in subsidy and hike in fees. As it has been pointed out by NACC the quality of education declined because of non-availability of books in the libraries, tools and apparatus in laboratories and limited or no appointment of teachers in educational institutions.

All these show an unfavourable situation in the field of human development and education.

GLOBALIZED EDUCATION AND HUMAN DEVELOPMENT A RISK ANALYSIS

S. Giriappa*

Abstract

Globalization and Education

The recent process of globalization has changed not only the territorialization aspects of human civilization but also the focus on competitive compression and efficiency in many fields, its growth being beset with many phases of varying magnitudes that at different stages of growth, different paces of globalization would occur. Compliance to World Trade Organization's General Agreement on Trade in Services demands the service sectors like education to be opened for global ramifications and competition with a view to benefit all the countries consequent on lifting of trade restrictions.

The main focus of globalization has been to wean away state from controlling the trading sectors and to commoditize and commercialize the services wherever feasible. This, coupled with the dictates of the likes of International Monetary Fund and World Bank to reduce social expenditure so as to qualify for a sustainable trade and budget deficit, compel the less developed countries to privatize the commercializable service sectors toward a global consensus. From this perspective, education (notably higher) is bound to undergo a radical change, wherein human development, affected by that will be transformed toward achieving an acquired augmentation of cost effectiveness and quality.

Globalized Education

Gone are the days when education used to be primarily local and national or even international in its approach. Being primarily a social institution, it is slowly undergoing transformation into an economic organization and as such is acquiring commercial nature similar to those of insurance and banking. When education is internationalized, institutions with their home faculty used to offer cross-border courses. In the case of globalized education, institutions can have faculty from different countries and offer not only cross-border but also local courses. That is, cross-border service can be provided with locally funded ventures. The ratio of the concerned educational institutions' locally funded assets to their total foreign assets, which will include cross-border as well local assets is one, that will present a pure globalized situation, while a zero ratio will present an international education scenario. During 1970s and 1980s, the international education system was most prevalent, whereas after 1990s, globalized system has become more common in many

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countries. Over the years, the rate of growth of cross-border to total claims shows an increasing tendency. Whereas this proportion is high in USA and the European countries, the less developed countries are in an emerging situation. This has also led to cross-border mergers and acquisitions by multinational educational institutions, further fueled by economic crises. Where privatization has been encouraged, foreign institutions have had a ground, thus integrating international education market, leading to target coaching and relevant changes in the global education system.

Education and measure of Human Development

Education has been an important ingredient of human development index constructed by United Nations Development Programme. Though the HDI is composed of indices of life expectancy, education and gross domestic product, the adult literacy rate combines all primary, secondary and tertiary gross enrolment ratios. However, the individual contribution of these to human development will show varying intensities, depending on the level and growth. In India, for example, the education index, which is 0.57 according to Human Development Report 2002, to the HDI of 0.577, was 0.437 in 1990 when HDI was 0.511 and 0.51 in 1995 when HDI was 0.545, indicating an improved share of education to the HDI. When public expenditure on education is considered, there has been a slight decline in the share of tertiary education (owing to greater level of privatization), even though the share of expenditure to GDP has remained constant at 3.2 percent. In the states' expenditure, primary education has had an increasing share, while that of secondary education has shown a decline, the tertiary education share remaining constant. Global competition is not possible without a well trained workforce and in this, the emphasis on technical education seems to induce some comparative advantage leading to human capital development.

Globalization Risks

The major risk in the globalized world is country risk, arising out of investment in alien environments characterized by political, financial and economic uncertainties in addition to transfer risk which arises owing to transfer products and processes in the event of liberalized factor mobility. Bad governance itself will be a risk adjoined with governance inseparability risk associated with inefficient changing transactions. Country risks resulting in income disparities reduce overall welfare, at the same time increasing inequality. The emergence of regional blocs in trade and culture and the anti-globalization movements caricaturing neo-protectionism by more developed groups and the plight of less developed classes and regions is an eye-opener in decentralized globalism.

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 that about 90 percent of labour in India is either unskilled or semi-skilled and the 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.

Risk Appraisal in Education Empowerment

If education has to lead to all round intergenerational development of human beings in a sustainable way, it is essential that risks involved in the process of transformation are appraised, evaluated and managed to usher in a universal system wherein income inequality within specific education groups could be minimized. Reforms have to focus not only on policy aspects but also on technical and social aspects in containing the risks, rather than concentrating on immediate gains.

GLOBALIZATION AND EDUCATIONAL CHALLENGES TAMIL NADU EXPERIENCE

V. Loganathan*
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Abstract

The paper is an empirical study that examines how the steady growth of social sector expenditure in Tamil Nadu has helped it to sustain as an educationally progressive state and meet the challenges of globalization.

Globalization is a over-used word in current economic literature with a lot of confusion and controversy surrounding it. The major policy measures that globalization stands for such as reduction of subsidies, tax reform, privatization and deregulation directly hurt the poor and result in *democratic deficit*. Globalization has made it very

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difficult for the poor country governments to provide social insurance. The welfare state has been under attack for two decades.

Brain drain is another problem. Every country needs the capacity to understand and adapt global technologies for local needs. That means more investment in education and working people. In the network age, concentrating on primary education alone is not enough. The advanced skills developed in secondary schools and colleges are increasingly important. There is near unanimity among economists that global inequality has increased under globalization.

Globalization and Its Impact on Education

The policies under globalization have obvious implications for public education. Downsizing of the government and reduced government expenditures on social sector mean less money for public education.

There is decline in public funding of Higher Education throughout the world. The governments' response to the funding crisis varies from country to country. Encouragement of fee-based private sector and increase in fees are some of the measures followed.

At the school level, the basic question could be whether policies such as decentralised administration of public schools, or promotion of private schools can raise cognitive skills and improve the participation of weaker sections.

Educational Progress and Challenges in Tamil Nadu

Tamil Nadu is one of the educationally progressive states in India. According to 2001 census, the overall literacy rate in Tamil Nadu was 73.47 as against the national average of 65.38 per cent.

The per capita expenditure on education, which was at Rs. 260 in 1991-92 increased to Rs. 488 in 1997-98. Tamil Nadu ranks next to Kerala in per capita expenditure on education. Though Tamil Nadu has a very high rate of literacy, inter-district variations are a matter of concern. There are districts like Kanyakumari with a literacy rate of 88 per cent and districts like Dharmapuri with 59 per cent (2001 Census). But the findings of our analysis (by computation of average, standard deviation and co-efficient of variation) of inter-district variations in literacy based on time-series data over a period of four decades from 1961 to 2001 reveal that the inter-district variations as reflected by the CV has come down steadily from 31.14 per cent to 8.54 per cent for the period from 1961 to 2001 for both men and women. In the case of men, the CV, which stood at 23 per cent, came down to 6 per cent in 2001. Similarly, for women, it came down to 12.42 per cent from 54.14 per cent.

We have analyzed inequalities in the intra-sectoral allocation of resources for education in Tamil Nadu for elementary education,

secondary (including higher secondary) education and higher education by making use of time series data.

The steady increase in enrolment of children could be attributed largely to (i) easy accessibility of schools (ii) implementation of Chief Minister's Nutritious Noon Meal Scheme and (iii) multiple inducements and concessions offered by the Government like the free supply of books, free bus pass, etc.

From the year of the introduction of 10+2+3 pattern of education in the year 1978-79, the growth in the enrolment of students in the age group 16-18 has been remarkable. One of the positive outcomes of the introduction of + 2 course in schools is the enormous increase in enrolment of students from rural and semi-urban areas in the course because of locational advantage and as the medium of instruction was Tamil in a majority of schools, students from socially and educationally backward classes managed to find places in professional colleges in very large numbers.

Technical education in the state is today dominated by self-financing colleges. More than 87 per cent of the students study in self-financing engineering colleges

Social Sector

There is no doubt that Tamil Nadu has made great strides in the field of education largely because of the increase in social sector expenditure. "Social sector expenditure accounted for about 6.0 per cent of gross domestic product (GSDP) at current prices in 1997-98. Within social sector, expenditure on education accounted for about 50 per cent, followed by "Health and Family Welfare" (15.20 %).

An analysis of the time-series data of social sector expenditure in Tamil Nadu over a period of 20 years (1980-2000) shows that it has recorded a steady increase irrespective of policy changes. We have computed different ratios of social sector expenditure annually and quinquennially to examine the trend. All indicators show the steady increase of social sector expenditure over the twenty years. In terms of SDP, the percentage of average social sector expenditure was 7.83 during 1980-90 and increased to 8.76 during 1990-2000. Similarly, the share of educational expenditure increased from 3.79 per cent of SDP during 1980-90 to 4.16 per cent during 1990-2000.

In order to maintain its preeminent position in the education sector, the Government of Tamil Nadu must somehow manage to keep up the size of social sector expenditure in order to meet the challenges of globalization. To the question, "How"? the answer can only be "Know How".

COMPETITION AS AN OUTCOME OF GLOBALISATION: ITS EFFECT ON URBAN SECONDARY SCHOOL BOYS

Manidipa Ray (Mitra)*
Aditi Ghosh**

Abstract

Globalization and the IT revolution are transforming the economic environment, society and culture. New economic ideas such as E-commerce & technological advances are gaining widespread attention and industry is being forced to restructure and become more innovative in order to stay competitive. Missing out on new technology or new markets can spell the end for companies. Such is the competitive nature of the new global market that there is a shift to the to a new economic paradigm which involves a shift in the work culture itself. Due to the increasing importance of information communication technologies in our day to day work activities, a different set of skills are required in the workplace. For example a young person entering the workforce will be judged not so much on knowledge and skills he or she has acquired, but on the capacity for lateral thinking, creativity and an integrated approach to learning. The education system is expected to bridge the fundamental shift from a production-based economy to a knowledge-based economy.

Most of the developed countries have positioned themselves early in this competition to enhance their stocks of human capital and technology, with education playing a major facilitating role in this regard. High quality human capital is developed through high quality education systems, with tertiary and secondary education providing the advanced skills that command a premium in today's marketplace. Developed countries have emphasized higher & continuing education in order to prepare all their citizens for the knowledge-based society. However preceding this they have mostly structured their school education systems to ensure adaptive and effective citizens & workforce. At the same time, they have tried to humanize the competition by opening up new avenues of interest & thus creating new opportunities for human potential.

The challenge to developing countries is not only to catch up, but also to set up and institutionalize a system of educational planning and implementation that will produce the skilled manpower and knowledge workers required by them today and in the future. As the economic environment undergoes a rapid transformation, the education authorities

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need to reorient their education policies to make the curriculum more innovative. Entering into the new economic & technological age without prior planning carries the risk of dehumanizing of the workforce. Unimaginative planning will deter young people from entering innovative areas of work and will create bottlenecks in the few avenues that will gain importance. This may lead to unhealthy competition, right from the school stage. Perhaps this is already the case in the present Indian society, particularly urban society. If this is the case, then this tendency needs to be checked. After all dehumanizing citizens can only mean decrepit society. Contrastingly, humane citizens will contribute to national wealth, both numerically and spiritually.

The authors, in this case, have focused on secondary schools in urban areas of Calcutta. They have sensed the acute competitiveness that has crept in secondary school students. Perhaps this has stemmed from perceived lack of opportunities in the present society. Perhaps the reason may be because opportunities that are available require a certain type of academic success.

Bruner (1986) has suggested that co-operation is more fundamental to human nature than competition. In fact, competitive behaviour has been proved to be an acquired motive. Competition among students creates diminished self-image and lowered feelings of responsibility towards others. While competitiveness increases with age, particularly among boys, urban children display more competitiveness than rural children. Prosocial individualistic and competitive orientations are in fact, partially rooted in social interaction in early childhood and young adulthood. So this seems to point an accusing finger at society itself for reinforcing individual competition & undermining the value of altruism.

The above discussion implies that the heightened sense of competitiveness prevalent in urban schools may have a potential of affecting the moral character of adolescence, especially among boys. The authors have therefore attempted to assess the situation by seeking to compare the moral judgment and altruism of highly competitive and non-competitive adolescent boys. By analyzing the result, they have sought to evaluate whether academic competition curtails moral development, and in particular, altruism among urban adolescent boys.

To carry out this study, the authors have measured competitiveness moral judgment and altruism among two hundred secondary schoolboys in Calcutta and compare the moral judgment and altruism of competitive boys with non-competitive boys in class VI to X. The findings indicate that highly competitive display significant higher moral judgment and altruism in lower classes. However the difference in moral judgment and altruism in class IX & X between the two groups becomes insignificant and in fact shows a tendency in the other direction i.e. The moral judgment and altruism of non-competitive boys become more than that of competitive boys.

The above findings therefore point to the fact that the competitiveness arising in the higher classes affects the moral character of students.

INDIA'S HUMAN DEVELOPMENT EXPERIENCE DURING 1990'S – INTER-STATE ANALYSIS

K.C. Reddy*
U.N. Moorthy**
Sarojini***

Abstract

Human development and in particular improving the educational level of a society is now regarded as a crucial aspect of development policy and its importance is extremely critical in the developing countries given their low levels of social infrastructure. Also, the importance of education and skills needs no exaggeration for effective participation of the subjects of a society in the globalization context. Considerations of equity and sustainability also support a development paradigm focussing on human development. We attempt to analyze India's human development experience in terms of three dimensions – (a) financing of human development, (b) level of human development and (c) structural and institutional factors – across the Indian States. We hypothesize that States with low levels of human development and with relatively ineffective institutional structures might be required to allocate increasing amounts to reach a targeted level of human development and to move towards national convergence on quality of living. Our study is both analytical and empirical. State or Market – which is Effective? There is emerging a strong view that the specter of globalization is haunting the world's governments. The reason is that strong market forces would make it difficult if not impossible for “benevolent governments” from successfully protecting their wards from “the beasts of prey that lurk beyond their borders”. An equally important view that is doing rounds advocate that “benign market” forces help the people from being exploited by their own national governments.

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Multiple Inequalities of Globalization and What To Do about Them

Dr. M.R. Kolhatkar^{*}

Abstract

The paper points out that globalization are a protean and multi process trend which affects geography, history, politics and economics of all countries in the modern world. After the demise of communism, globalization has presented itself in the garb of liberalization and privatization (LPG). The impact of LPG on poverty and equity has generally been judged to be adverse world-wide. In India, globalization really began in 1985 but was accentuated after 1991 with the arrival on the scene of the international financial institutions like IMF and the World Bank. According to some economists, globalization can have a human face but in India, that face has yet to show itself. The paper deals with inequalities in education in terms of following six dimensions:

- (1) Rural-Urban Divide
- (2) North-South Divide
- (3) The Three Cultures
- (4) The Linguistic Divide
- (5) The Divide between Elite and other Institutions
- (6) Inequalities due to Internationalization of Higher Education.

The paper concludes by stressing the need for greater conceptual clarification and India specific studies of globalization and the devising of coping strategies.

Human Development and Education: A Post-Reforms Experience in India and Karnataka State

Dr. Talwar Sabanna^{*}
Dr. M.S. Kallur^{**}

Mark Twain remarked once that ".....This is India, the land of dreams and romance, of fabulous wealth and fabulous poverty of splendor and rags, of places and hovels, of famine and pestilence... the country of a

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hundred nations and a hundred tongues.... Cradle of the human race, birth place of human speech, mother of history.... The only sole country under the sun that is endowed with an imperishable interest (for all).... The one land that men desire to see". This wonderland of ours became independent in 1947 and it became a major example amongst the developing countries, which have engaged themselves in the experimentation of state sponsored economic planning under the framework of democracy. Further, it started to practice to begin with, the 'mixed economy' principle. Besides this, converting the predominantly agricultural economy of feudalistic design into a socialistic pattern of society was the prime goal of it. Until 1991, India did not witness any major change in its development policy. But, in the meantime, the public sector led strategy of industrialization gradually began to yield diminishing returns after 1965. We could not protect the public sector enterprises from extraneous political and bureaucratic influences. Recurrent cost and time over-runs became endemic and the efficiency and profitability of the public sector were further eroded by the lack of autonomy and accountability and global competitiveness. They could not generate sufficient resources to finance their future expansion and to pay the general exchequer a decent dividend on investment. The fiscal deficits gradually reached unsustainable levels, frequent increases in tax rates were effected, increasing recourse was taken to borrowing to meet even the minimum essential public expenditure. This, in turn, affected the resources meant for basic services, like education and health. Deficiencies in human resources development and infrastructural bottlenecks emerged as major constraints on the pace of economic development. Inadequate emphasis on elementary education, neglect of the education of the girl child, and persistent high rates of infant mortality prevented the growth of an environment conducive to a sharp decline in the birth rate. Finally, the government facing a serious debt crisis, dumped the faced of democratic socialism and adopted 'reforms' in 1991.

It is a universal truth that ultimate objective of the economic development is to promote the well being of all people of the society. In the words of Mahatma Gandhi, 'it is an effort to wipe out tears from the eyes of everyone'. In other words, any policy or reform aiming at economic development should have a 'human face' which makes all, people happy both materially and socially. As we now-entered into the new millenium, it is opportune time to have a critical look at 'reforms' which we have introduced in 1991, with the particular emphasis on the Human Development and Education. Thus, in this paper an attempt is made to examine the some dynamic aspects of Globalisation, Human Development and Education in India and: Karnataka state.

Investment in education, a tool to establish a just social order and emancipating the society from the clutches of poverty, has been declining continuously for the past 15 years. What is more disappointing is the fact that relatively poor countries like Sri Lanka and Ghana are far better than India. For instance, it was during 1981-90 and 1991-97 only 2.2% and 4.5% of GNP respectively; while in the corresponding period such

investment in Sri Lanka was 8.6% and 10.2% and in Ghana 21% and 23.4%. As against this, India is one of the most backward countries in the world in the enrolment ratio of students in the age group of 6-11 in schools. It is in India 98% whereas in China it is 135% in Philippines 111% etc. Further, what is actually shocking is, as reforms have only promoted growth to some extent, the 'equity' has suffered in all spheres, including 'education'. Our system of education has helped in perpetuating inequalities i.e., from the primary to highest level is designed separately for the rich and the poor. India has the availability of export quality education imported to less than 1 percent of privileged people through excellent centres of education and substandard, spurious education rendered through institutions controlled by private individuals, profiteers, racketeers available to the rest 99 percent people.

In the report 'Human Development in Karnataka 1999', human development index for the 20 districts had been computed for the year 1990-91. This was done taking three parameters : education status, health status and per capita income status. Since it would not be proper to study the disparity levels with 1990-91 index, the High Power Committee for Redressal of Regional Imbalances has updated the human development index for 1998, the latest year for which most of the required data are available. Human Development Index shows an improvement from 0.47 in 1991 to 0.63 in 1998 for the state, as a whole, thanks to investment in education, health and overall development in the state. There is considerable improvement in the human development index in almost all the districts between 1991 and 1998. In 1998, human development index for different districts varied from 0.57 for Bidar and Gulbarga to 0.76 for Kodagu. Human Development Index in 10 districts : Tumkur, Mysore, Mandya, Kolar in South Karnataka, Gulbarga, Chitradurga, Bijapur, Bidar, Raichur, Bellary in North Karnataka was below the state average. Seven districts : Uttara Kannada, Shirnoga, Kodagu, Hassan, Dakshina Kannada, Chiknagalore and Bangalore had a higher human development index, compared to the State average. In three districts; Bangalore (Rural), Belgaum and Dharwad, human development index was equal to the state average.

Further, it may be noted that ranking of some of the districts in North Karnataka like Bellary, Gulbarga and Uttara Kannada has worsened in terms of per capita income with the marginal or no change in their ranks in HDI index. In the case of districts like Dharwad, Hassan, Kolar, Mandya and Mysore improvements in ranks in per capita income is accompanied with improvements in ranks in Human Development Index.

In a hierarchical andro-centric society, economy and polity, gender gaps in many aspects of life are quite common and they reflect the disadvantage when compared to men. Gender gap in literacy is one of the most significant deprivations that women suffer in India. Literacy has both instrumental and intrinsic value. It is instrumental in augmenting peoples capabilities, and besides, it is a goal to be achieved for its own sake. Despite the recent focus on female literacy and the resultant increase

in female literacy, gender gaps in literacy -which are unfavourable to women continue to persist in India. These gaps, inter alia, have implications for gender empowerment, fertility rates, etc. Gender gaps are to be reduced consciously through effective public policy related to literacy and basic education. As far as Karnataka is concerned, the gender gaps in literacy are more pronounced in certain parts of the state than in others. Thus, economic growth, an important input for human development, can translate into human development only if the expansion of private income is equitable and only if growth generates public provisioning that is invested in human development - in schools and health centres. To meet this, stronger policies for human development - more investment to equip people for the globally competitive economy are needed to promote human development.

IMPACT OF GLOBALIZATION ON EDUCATION

S.M Sungoh*

Abstract

The 21st century is witnessing remarkable changes all over the world. These changes, which have taken place, have highlighted the fact that no nation can isolate itself completely from the rest of the world and survive for long. The world today is different from what it was a decade ago. With the increasing popularity of globalization, the debate at present is what is or should be the extent of globalization in education. It is evident that due to globalization there is explosion of knowledge. Access to knowledge has been made easier through Information Technology, satellites, supersonic travel etc, No country can afford to erect walls around it. A country like India for example, has no reason to discard globalization because it has a large potential for natural resources, large national market, strong industrial base, a powerful R & D infrastructure and above all a highly knowledgeable and skilled manpower that can stand on its own in global competition and rise to any challenge.

If the process for a vibrant and positive change is to begin in our country, the first priority should be given to education because education is the fundamental necessity for human development. But unfortunately the speed of change and reform in the field of education is extremely slow and inadequate to keep pace with the rest of the developed countries. The reason to this slow speed of educational reforms process is the mindset that is not bold enough to experiment with new and unconventional ideas. Today, we can see that some prerequisites to globalization in education has been ignored because to fulfill these prerequisites some radical

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changes in our policy is needed which our mindset does not allow. But the policy makers should know that if we do not go for globalization wholeheartedly, the benefits would not become satisfactory.

Globalization of education has something important to offer a country. It can enrich our national curriculum. This gives us a clue to the future development of education because one of the inevitable consequences of globalization will be a search for an international dimension to national programmes of education.

For hundreds of years, since the birth of what we call today the "nation state", countries have used education to further their own national purposes. Those purposes are varied depending on the priority of the moment, from the creation of a national identity to the education of a literate electorate. More recently, the emphasis in many parts of the world has been on an education for economic success. Globalization has brought the nations of the world closer together in the dominant areas of economics and communication. This, in turn, has led to increasing global cooperation and competition in other fields such as science, sport and the arts, and governments show no sign of relinquishing their hold on education. But the whole concept of education should change. Education must reflect reality, but in order to understand the likely impact of globalization on education, we must first get under the surface of the concept itself. Thus the paper will discuss the approaches and issues confronting the globalisation of education.

GLOBALISATION AND PERPETUATION OF INEQUALITY: LANGUAGE DYNAMICS IN EARLY SCHOOLING

Dr. Ganesh Somayaji*

Abstract

This paper is an exploration into the language dynamics in early schooling at this juncture in history which is commonly perceived as an era of heightened globalisation. It seeks to contribute to the discourse on contemporary globalisation through a comparative study of the language policies and language choices in early schooling in Goa and Udipi district of South Coastal Karnataka.

Throughout India, the scenario of early schooling is one that is marked by many hopes, planned actions, contradictions, and challenges. This scenario has direct implications for the agencies of four sets of people in order of immediacy - the children, the parents, the teachers, and the educational policy makers. One of the challenges faced by the policy makers is how to create just social order where all will be converted into

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equals who in turn will compete for the achievement of opportunities and halt the process of hierarchisation in socio-cultural and economic domains? The roots of this challenge can be traced to a shared civilisational goal, as enshrined in the Constitution: Eradication of inequality and establishment of equity and equality. The challenge in front of the parents and the children is to compete and successfully climb the social ladder.

The perceptions of the challenges and the subsequent actions by various agents are propelled by contradictory ideological currents such as egalitarianism and achievement: Absence of equality and prevalence of hierarchy is the existential condition. Language of early schooling is a major site where the equality/inequality related issues are crystallised. It is here that the socio-cultural hierarchies are produced and reproduced through the linguistic choices and practises of the agents.

This paper is an exploration into the ways in which language dynamics in early schooling has been contributed and is being contributing to the reinforcing of old hierarchies and formation and perpetuation of new hierarchies. The heuristic hypothesis is that the hierarchies and their modification and perpetuation contain in them the complex flow of ideas, people, and commodities from local to the global and global to the local in various measures. Hence the study of hierarchies in the domain of early schooling through the linguistic practices is an important reflexive moment for thinking about how to achieve equity and equality in the future.

My first task is to discern the current discourses on globalisation, for globalisation is the context-forming background from where stem the issues relating to equity and equality in early schooling. Following Roland Robertson's critique of 'economistic discourse on globalisation' I will consider globalisation as a multidimensional phenomenon which is as much socio-cultural as it is political-economic.

As any other long-drawn socio-cultural process globalisation too is caused by multiple factors and leads to multiple consequences. I will elucidate this point by examining the nature of educational expansion and perceptions of people and their preferences for different media of instruction in early schooling in the selected locales. These locales share some common patterns as far as the expansion of early schooling opportunities are concerned and I feel that they can be all India patterns. This is notwithstanding differences in their colonial experiences and post-colonial conditions and different social, cultural and linguistic background.

Goa, the first locale, was liberated on the 19th of December 1961 from the four hundred and fifty years long Portuguese colonial domination. She attained full-fledged statehood on the 30th of May 1987 with Konkani as her official language and Marathi as an associated language. According to the 2001 Census, Goa's total population is

13,43,998 spread across an area of 3,702 sq. kms. Like the rest of the country Goa too is multilingual. The dominant mother tongues are Konkani and Marathi. Among the many languages used in various spheres of life, three languages are prominent in the field of early education - Konkani and Marathi, the languages of communitarian identity consciousness and English, the language of the neighbour states' coloniser and global opportunities. The Udupi district of South Coastal Karnataka, the second locale, was carved out of the erstwhile Dakshina Kannada District of Karnataka State on 25 August 1997. With an area of 3,575 sq. kms. the districts' population according to the 2001 Census stood at 11,09,494. This district too is multilingual with Kannada and Tulu as dominant mother tongues. Tulu has never been a medium of instruction notwithstanding its antiquity and recent attempts at standardisation. The languages which are prominent in the field of early education are Kannada and English.

Some important questions raised and answered in this paper are: What is the nature of globalisation in both of these locales? How is it related to the language dynamics in early schooling? What changes are taking place in the perceptions and practices of people? How hierarchies are formed and perpetuated? How can we achieve equity and equality in future? What policies are needed in this regard?

STRUCTURAL PREDICAMENTS AND DIGITAL DIVIDE: HOW REAL IN SOUTH ASIA?

Binod C. Agrawal*

Abstract

The problem of digital divide was essentially raised in North America due to an unequal Internet access among various social and ethnic groups. In South Asia, digital divide has been considered amorphous, illustrative but scientifically spurious. Information Communication Technology (ICT) and educational scenario when analysed in socio-cultural perspective, indicated that the structural predicaments have sharply divided the South Asian Societies between "small rich elite" and large economically poor chunk of human population. In spite of serious efforts, several hundred millions remain illiterate, the social structure remained sharply divided between small rich elite and large poor. Globalisation and liberalisation of economy only further fissures in the existing gulf between poor and rich which has now turn into creates a chasm. ICT utilisation reflects that a very small percentage who dominated the history of South Asia in the past continue to dominate the contemporary social and political scene. The advantage

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of ICT both in education and business have been hogged by those who could afford to have access to ICT by creating rich elite intraclass competition without touching the poor. In this way the existing socio-economic divide has not been tempered by ICT whether in education or in social life. Hence, it has been argued that the concept of digital divide is a spurious one and devoid of social realities and existing structure within South Asia in which Internet access and use has no relevance to the landless poor so long as it does not provide *roti* and *rogi*.

THE DIGITAL DIVIDE

Professor R.P.Singh *

Abstract

Globalization per se both as a concept and practice is not new to an Indian. Indian literature both ancient and modern is replete with reference to declaring and also most of the time practicing the idea that “the entire human race is but one family”. All Indian religions have always endorsed this view. Therefore, we in India are not likely to face any problems on the conceptual front. However, problems arise when one talks in terms of Nation states. Several thinkers believe that since all humans belong to the same race the world must be treated as a common habitat. The political process that led to the formation of Nation States has to be put into a kind of reverse gear. To that end we have several world organizations trying to iron out political and other rivalries.

Conceptually Globalization is not easy to define. Semantically or even contextually too it fails to be distinct. Perhaps it has its origins in business and operationally it borrows its attributes and the definition of its characteristics from the models offered by the MNCs. Politically it has its bases in the power equations. Each country is today defined in terms of political power it has or does not have. When applied to education it would mean IPR and world rating of institutions. By implications it means that standards of educational degrees will have to be defined in the international context. The analogy is available in the world of patents of drugs or industrial products. The copyrights and patents bestow certain privileges on their original creators / innovators and related institutions. From now on, the formerly shared intellectual privileges would stand withdrawn from common use without meeting the conditions imposed by the bodies where they are either patented or given copyrights of. As of today richer countries are educationally advanced as well. Globalization both as a concept and practice is intended to retain that monopoly. Today the G-eight countries could decide about other non-G-eights countries. They also have every power to dictate in other areas too. The present day concept of globalization is but an extension of the same power

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configuration. Education is just one of the several areas that will get stifled by the few that have the power which unfortunately others do not have.

'Imagine There's no Country' by Dr. Surjit Bhalla is the title of a recently published book taken from John Lennon's song. The context is globalization. In the midst of all kinds of depressing debates about the impact of globalization on poorer countries, his findings suggest that in the two decades from 1980 to 2000, the proportion of poor people in the world has fallen from 40% to 13%. In these two decades poorer countries have grown twice as fast as the rich ones. The respective ratios are 3.1 per cent to 1.6 per cent. According to Dr. Bhalla one third of the global population resides in China and India. In the same two decades these two countries have witnessed record income growth. In a way, these figures persuade us to believe that globalization is not too bad after all. There are numerous other forms of globalization, just as there is a variety in the reactions to the hegemony of American power. If European Union has been formed to meet that kind of challenge, SAARC is the other alternative model. WTO and IPR are the byproducts of the same process. The eventual goal may remain full integration of all nations but today we are nowhere near realizing such a goal.

I am not competent to discuss either the political or the economic impact of globalization. I could however go into its impact on Indian culture, languages and education. I share the commonly held view that an already fractured and divided society will get further subdivided and the technological revolution may sound the death knell to many languages, numerous sub-cultures and create unbridgeable gaps between the 'digital have's' and the 'non-have's'.

The premise on which I intend discussing the question of 'digital divide' is that we are well past that stage when we were being consulted as to whether or not we have any wish to join the bandwagon. Having joined the rat race, as it were, there is no point in looking back. We are in the center-stage. We must take stock of what lies ahead of us and whether or not there is any possibility that we might still retrieve part of the lost ground. Each of these points has to be considered separately and contextually. We could react euphorically and say that a fraction of our population has done well both here and abroad. Hence, we are not likely to suffer too much as compared to X or Y. We could also stand up and declare that the present scenario is too grim to describe therefore all that lies ahead of us is a bleak future and the chances are that we may do very poorly. I shall argue that neither of the two possibilities is a certainty provided we know and are willing to act rationally and with good deal of determination and foresight.

IMPLICATIONS OF GLOBALIZATION FOR KNOWLEDGE MANAGEMENT, EDUCATION AND LEARNING

K. Srinivas^{*}

Abstract

Globalization is affecting all of the social, political and economic structures and processes that emerge from the global restructuring. One critical issue that emerges from all of these restructuring processes is the central role of knowledge, education and learning for the success of the Global Information Society (GIS) and global information economy. Knowledge is becoming an increasingly important factor of production. Globalization and the Information Revolution present increasing difficulties for national states as they attempt to make choices about how to respond and allocate their scarce resources to confront this challenge. Information and Communication Technology is indeed a powerful instrument for achieving radical social and economical transformation. It offers enormous potential for improving the delivery of information and knowledge-based services in all sectors of life including education. The skills to productively transform knowledge and information into innovative products and services will ultimately define successful knowledge society. As knowledge and information have become the most important currency for productivity, competitiveness, and increased wealth and prosperity, nations have placed greater emphasis on developing their human capital. The recent developments in information technology have not been fully utilized to improve the system level efficiency and the quality of delivery of various services offered by the educational institutions. With the advancement in the field of communications, data management techniques, knowledge management it is possible to disseminate and share information across the country as well as throughout the world at a very cheap cost. In this paper I have discussed a few aspects of globalization for Knowledge Management, Education and Learning.

Globalization and its Impact on Human Development and Education

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Abstract

The global economy is getting integrated, which assures that the education system can not remain aloof. The education system has to change to meet the challenges of integration. Since many years Indian intellectual capability has been globally acknowledged. Contributions of Ramanujam, Sir C.V.Raman, J.C.Bose, Homibaba and many others and the number of Indian brains working in NASA, Microsoft and ISRO are out standing examples of the best creative work that could done by the dint of the power of thinking of an Indian. The fact of sorrow is that in spite of having high intellectual power, the educational system has taken a back seat. The government's sluggish attitude and approach in constantly making changes in the educational system and the inability to make the Indian educational system comparable to the global standards have already paid a heavy price.

In the present day scenario, every one has started realizing that spending for education is an investment, which will yield good results. People's attitude has taken a positive out look, which has made them willing to pay for the best education, which will ensure the over all development of the educant and not the bookish knowledge alone. This ensures that globalization will have a definite impact on the educational system and also on human development.

The government approach towards system of education kept being modified starting from "Welfare approach" to "Empowerment approach". It started with the "Welfare Approach" in 1950's then the shift was towards "Development Approach" in the 1970's, later the "Empowerment approach" was adopted. However, what ever the approach was, the standard of education did not reach the global standards but for some of the institutes like the Indian Institute of science and Indian Institute of Technologies.

Let us take a case study and examine. Compared with other American universities, The University of Chicago even today continues to be a small graduate school. It was started in 1892 as a private university with a modest grant of half a million US dollars given to it by John feller and a matching grant by the city of Chicago. In 1992 when the university celebrate its centenary it had more than 100 Nobel laureates associated with it. Some of them were their alumni, some of them were its teachers and others were teachers shifted to some other universities at the time of receiving the award. The number of universities in India during 1950's were 28. A recent statistics show that India has 278 universities and over 11,000 colleges and 3.42 lakh teachers with a total number of students enrollment of nearly 7.5 million, claiming to be the second largest system of higher education, next only to the U.S (Venkata subramanian, 2002)

In this span of 50 years after independence, how many of our Indian universities have the pride to get associated with Nobel laureates?

How did University of Chicago manage to have a galaxy of out standing scholars on its faculty? What will be the impact and the fate of Indian universities if Universities like University of Chicago set up their shops in India (due to Globalization)?

Of course there are answers and solutions for all these queries. University of Chicago attained its status by admitting the best available students in the world, and by attracting the best minds to join as faculty and also by setting up the best possible infrastructure. The globalization will make sure that standard of education will go roaring heights and indeed will have a positive impact on educational system but the fate of Indian Universities will remain a big question mark if they do not rise up the global standards.

There exists a conflict between excellence and equity. A high standard in curriculum leads to excellence but serves only a few students. For equity these very standards become a source of hurdle, as majority of students will not be able to cope up with such curriculum. Some times a rigorous curriculum is mistaken for higher standards and often discourages even the brilliant students from opting for it. In the present interdependent global village and globalization taking its pace, the need of the hour is to strive to attain uniform standards of education across the nations but it may not always prove fruitful with out taking the global picture into consideration.

Development ideally means that the nation should strive for improving and sustaining greater freedom, equality, social justice, and equity in income and over all well being of the masses. Education may connote system of institutions organized by society to deliberately transmit its cultural heritage, its accumulated knowledge, values and skills from one generation to another. In the present global scenario, development could be achieved by providing masses the right type of education at the appropriate standards compared to global level and creating an attitude towards it. This is possible if education fulfills the aspirations of the learner and leads to economic benefits. For achieving economic benefits it is crucial that the attitudes and values of people are oriented to respond to knowledge revolution and knowledge revolution requires that the people sharpen their critical faculty to learn, to adapt, and to grow. All this becomes reality when globalization of education comes to take its stand.

The Government has got a vital role to play along with the private institutions to make sure that the benefits of globalization in education reach the common man. Also the standards of Indian universities should gear up to global levels so as to stand, compete, and face the global competition.

Globalisation and its Impact on Education

Prof. J. L. Azad*

Abstract

“(Globalization is a tricky term. for some, it connotes the free flow of ideas, capital, people and goods around the world. for others, it implies the hegemony of the capitalist system, the domination of rich nations and corporations and the loss of national identity and culture...”
(Madeleine (Green et. al; International Higher Education; Tall, 2002)

India has embarked upon a process of economic reforms since 1991. Liberalization, Marketisation, Privatization and Globalization have been the main constituents of the economic reforms. The avowed objectives of the first generation reforms were fiscal discipline, deregulation and reduction of physical and tariff barriers relating to imports and exports. The second-generation reforms continued the first generation reforms and its reinforcement through disinvestments in financial and non-financial public enterprises and opening of the agricultural economy in addition to the rest of economy to multinational and other enterprises in the developed countries in order to give effect to the stipulations of the World Trade Organization (W.T.O.).

Globalisation is a recent phenomenon in the world's socio-economic system. Although it is too early to assess the impact of globalisation on India's economy, it has so far not yielded any spectacular outcomes. It has accelerated the pace of development in some areas but has led to certain incongruities in others. It is, therefore, necessary that steps should be taken to reduce, if not remove, its baneful fall out.

Globalization, as an effective instrument of international exchange of goods and services, has to have a humane face, based on ethical considerations rather than on cut-throat competition. It should play a positive role in reducing economic and social disparities within and among the nations. It should also be an effective tool for promoting sustainable development.

Globalization has a multi-dimensional impact on the system of education. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology; giving productivity dimension to the educational system and emphasis on research and development. It has also given rise to controversies relating to introducing changes in the intra-sectoral priorities in the allocation of resources leading to the misconceived policy of down-sizing of higher education. It has also advocated privatization of higher

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education without realising the dangerous possibility of making the system a commercial enterprise. Further, internationalization of education particularly higher education has been advocated without due regard to the needs and susceptibilities of the developing countries.

It is, therefore, necessary that each country should decide about the nature and extent of globalisation that can be constructively introduced in their socio-economic and educational systems. While it is difficult to resist the temptation of falling in line with the international community, it is necessary that while doing so, the paramountcy of national interests should be kept in view. This is more so in the field of education which is intimately concerned with the development of human personality. Any thoughtless entry into the global educational market can end up in harming the vital interests of students for generations to come.

We shall conclude by quoting the prophetic statement of Mahatma Gandhi made long before globalisation was ever thought of: "I do not want my house to be walled on all sides and my windows to be stuffed. I want the culture of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any".

**A New Conceptual framework for the evolution of thought
in the area of educational design and development within
the context of Globalization and its emerging intra sectoral
Inequalities**

Dr. Sohayl Mohajer*

Abstract

This paper attempts to examine those issues that affect the process of unification of the entire human race and the role that education should play in moderating those tendencies that contribute to the creation of intra sectoral in what is currently termed as globalization. Several basic questions will be addressed in this paper chief amongst which will be that of the universalization of the system of education. To make globalization meaningful and productive, we need to design a system of education that is universal, affordable, based on the principles of justice and related to the life of the community. This new universal system of education must incorporate social and moral values in its curriculum and produce world citizens who are free from prejudices and who are the builders of an ever-advancing civilization.

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Implications of Globalization for University Reforms: Concern for Quality and Equality

Dr. L.H. Bagalkot *

Abstract

1. Higher education in India has profoundly changed during the past few decades after Independence. There would be still greater changes in near future with the advent of 'globalization'. It would be interesting and necessary to foresee some of the significant changes that are imminent for higher education when the process of globalization takes its strides. In this short paper, an attempt is made to visualise the possible reforms most needed in an university system to meet the challenges of globalization. Further, a brief critical review of number of reforms that are initiated so far, in a progressive university in Maharashtra is also taken.
2. Even though the process of globalization is basically an economic process, it has far reaching implications for the education sector in general and higher education in particular. In many developing countries like India the process of globalization might be 'imposed' by the circumstances, but such economies are required to integrate themselves with the world economy. In this process they have to carry-out number of economic reforms towards liberalization, privatisation and de-centralization. But this very process of economic reforms implies parallel and suitable reforms in education system. Such reforms in education sector seem to be more pertinent, urgent and hence inevitable in case of higher education. This study attempts -identify some of the most desired reforms at the university level, as a consequence of globalization.
3. Changes in an university system are often derived one. They are derived from the economic reforms initiated to facilitate the process of globalization. This study focuses on two aspects of such derived reforms in case of an university system. First, it attempts to identify certain significant reforms in case of an university system - which are like direct out-comes of the economic reforms. Secondly, an assessment is made of these reforms in an university system in relation to their possible consequences. The focus of this analysis is mainly on quality and equality.

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4. Adjustments of higher education - particularly at the university level of education - with the process of globalization, creates certain distortions. While such distortions are multiple, this paper tries to examine mainly the academic, financial and social implications of reforms brought about in an university system. In order to give empirical touch to the entire analysis, one leading university from Maharashtra is selected for detailed study. A close review is taken of a series of reforms initiated during the recent years so as to adjust the system to meet the challenges of globalization.
5. However, there are certain constraints which often act adversely on pushing the university ahead to keep pace with global advances. X vi adequate finance seems to be the most crucial constraint that acts as a major impediment for university reforms. To meet the challenges of globalization an university has to restructure its old courses and initiate new ones to meet ever changing demand for human resource. This implies heavy investments on both high-skilled academicians and infra-structure. But since the State often shows its inability to provide additional resources, it has to be raised either by raising fees or by interacting with industries. However, such measures often lead to different kinds of inequalities. This paper has addressed to some such inequalities, as an out-come of reforms initiated in an university, selected for detailed study.

The paper thus discusses the types of reforms most needed in an university as a consequence of increasing globalization. It also examines whether a selected university could initiate the requisite reforms successfully. Finally it discusses some of the consequences of the intended reforms on widening inequalities at the top of the academic sphere.

Perspectives on policy and Strategies for Equitable Management of School & Mass Education in India

Dr. Dibakar Sarangi*

Abstract

Willfully or not Globalization sweeps across the nations all over. All domains of human activity feel the impact of the phenomenon. In one hand it opens the avenues of human development, on the other it escalates polarization: inter and intra -societal and- sectoral. The key forces of

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globalization namely science and technology, access to information, means of communication and the mobility determine a nation's capabilities to gain/lose out of globalization. The most rational among the options before a nation is appropriate management of globalization with a purpose of moderating the accruals of inequity and inequality. In the changing scenario prosperity is accounted more in terms of expert knowledge, skills than of physical wealth. This new knowledge paradigm, emerging knowledge economics and the intellectual property rights call for new policy initiatives with changing focus and emphasis in educational matter of all stages. What are our major concerns in India in respect of educational equality? What is the nature of the various sectoral disparities? The paper attempts to review existing disparities, emerging challenges in areas of school & mass education in India. On a premise that future society is a society of skills/competencies, the author advocates networking, partnership, decentralization and micro-plans as policy strategies to explore areas of common concerns resource strength, areas of symbiosis for mutual benefit among nations/regions. Besides this the paper discusses how globalization can be streamlined for tactical support to manage prevailing issues of educational equity & equality in India.

Globalization Versus Socialization: Epistemological And Pedagogical Issues In Higher Education

*Dr. K.P. Subba Rao**

Abstract

In any system of education, teacher has a pivotal role to play. The responsibility of making the education work lies with the teacher. The teacher puts the content into action. Hence content is the source and strength for the teacher. This involves in some epistemological and pedagogical issues.

The knowledge-based model of education the country inherited from the British sat uncomfortably with India's ancient value-based, guru-shishya approach. The totally skilled-oriented American formula was then added on its bits. This has led to enormous confusion and lack of clear purpose.

With the advent of globalization social sciences are fast losing ground giving room for courses like Electronic sciences, Computer systems, Biochemistry, Communicating engineering, Genetics and Biotechnology. In Arts and Commerce, there an emphasis on Fashion

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Technology and Design, Hotel Management and Tourism of late, UGC suggested a dual degree mode where colleges offer both a degree and a diploma for special courses. This makes us sit to do fresh thinking about whether we provide generalized arts Science and Commerce education.

The aim of education has been reduced to learn or train in a skill undermining the social thinking, social values and social engineering.

The world Bank, TRIPS, GATS, Vision 2020 (Andhra Pradesh) have seen education a marketable good than knowledge, understanding, attitudes. The education runs along the demand-supply principle. Epistemologically speaking, the knowledge remains to be the skill as an end itself. The role of the teacher has become a facilitator devoid of value-teaching. As a result the recipients of the education becomes robots and machines which turns out the work without any thinking and value. This type of education creates imbalances among the individuals in turn into the society. The teacher, the taught, the community end up into a social crisis for ever.

The need of the hour in the context of globalization is that we have to strike out a balance between social sciences and the new technology oriented Courses.

An integrative and equitable model combining knowledge-skill oriented higher education is necessary to avoid deconstructionism and de-humanism.

Local Knowledge and Human Development in Globalization of Education

Yin Cheong CHENG*

Abstract

Since there are increasing international concerns with both the positive and negative impacts of globalization on indigenous and national developments, how to manage the realities and practices of globalization and localization in education for maximizing the benefits and minimizing the disadvantages for the developments of individuals and local community inevitably becomes a key issue in educational development particularly in the developing countries. After clarifying the related concepts of local knowledge and global knowledge in a context of globalization, a typology of multiple theories of fostering local knowledge

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and human development is proposed to address this key concern, namely as the theory of tree, theory of crystal, theory of birdcage, theory of DNA, theory of fungus, and theory of amoeba.

These theories have varied emphasis on global dependence and local orientation and therefore they have their own characteristics, strengths, and limitations in conceptualizing and managing the process of fostering local knowledge and human development. Clearly, their implications for design of curriculum and instruction and their expected educational outcomes in globalized education are correspondingly different. The theories of tree, crystal, birdcage, DNA, fungus, and amoeba provide different approaches such as cultural roots for growth, local seeds for crystallization, ideological boundaries for protection and filtering, replacement of poor components, digestion of global knowledge, and total openness to localize global knowledge and facilitate human developments in the process of globalizing education.

Each country or local community may have its unique social, economic and cultural contexts and therefore, its tendency to using one theory or a combination of theories from the typology in globalized education may be different from the other. To a great extent, it is difficult to say one better than other even though the theories of tree, birdcage and crystal may be more preferred in some culturally rich countries. For those countries with less cultural assets or local values, the theories of amoeba and fungus may be an appropriate choice for development. However, this typology can provide a wide spectrum of alternatives for policy-makers and educators to conceptualize and formulate their strategies and practices in fostering local knowledge for the local developments.

The relationship between localization and globalization in education is dynamic and interactive. Localized globalization in education can create more values for local developments if local creativity and adaptation can be induced in the process of operational change and cultural change. There may be four scenarios of localization and globalization in education, including “totally isolated”, “totally globalized”, “totally localized” and “both highly localized and globalized”. All these four scenarios represent the efforts pursuing different sets of social and organizational values in education. From a perspective of long-term local and global developments, the scenario with emphasis on integration of both localization and globalization should be a preferable choice.

Based on the multiple theories and related concepts, the speech further presents how to facilitate individual learning and organizational learning in fast changing local and global environment and how to foster both individual knowledge and institutional knowledge in schools as the major contribution to the growth of local knowledge and the local developments in globalized education. Furthermore, implications are drawn for building up a networked human and IT environment to support

developing learning communities, fostering local knowledge, and human development.

There are five types of local knowledge and human development to be pursued in globalized education, including the economic and technical knowledge, human and social knowledge, political knowledge, cultural knowledge, and educational knowledge for the developments of individuals, school institutions, communities, and the society. How the multiple theories can be used to foster these types of local knowledge is still a blank area for further research in coming years.

It is hoped that the theories and ideas raised in this speech can benefit the ongoing international efforts for globalization and localization in education for the future of our next generations in the new millennium.

The Global and the Local — Challenges in Formal Basic Schooling in Post-Apartheid South Africa

Shireen Motala*
Kimberley Porteus*

Abstract

South Africa's second democratic election in July 1999 brought into sharp focus the post-apartheid government's intention to provide universal, quality education. The nature of this is the context of the legacy of apartheid, tensions between visions of change, and wider demands on the fiscus continue to receive urgent attention. The aim of this paper is three-fold - first to provide an overview of the context of school reform and education transformation in South Africa, and second to critically review current equity debates surrounding the notion of a basic quality education for all, and finally to comment on the gap between the global and the local, and its implications for school reform in South Africa.

Post-apartheid social, economic and education policies are being shaped by two driving imperatives - a modernist project of extending equal citizenship to all (following on from national liberation), and a macroeconomic framework rooted in globalization. This paper argues that while significant progress has been achieved in the first five years of post-apartheid government in equalizing inputs to education, redressing backlogs and education quality so that equity of outputs can be achieved has proved more difficult. While de jure equity is enshrined in policy, the

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de facto inequalities of apartheid schooling have been slow to change, particularly because of current budgetary process.

A related argument is that greater explication is required regarding what constitutes systemic inefficiencies, in particular the view that redistribute resource of quality improvement will be funded through efficiency savings as measured by flow-through rates. We use this discussion to reflect on the interface of the global and the personal government's ambiguous balance of social redress with the constraints of global and national economic practice.

The paper is divided into the following sections: a discussion of the various frameworks that have influenced education and school reform in South Africa; a review of key macro indicators in schooling, and an examination of systemic inequalities and shifts in terms of achieving the policy goals of access, redress and equity; and a critical examination of the gap between the global and the local, and its implications for school reform in South Africa. The paper concludes by suggesting that transformation in post-apartheid in South Africa continues to be shaped by the social challenge of overcoming the legacy of apartheid and the economic challenge implicit in the context of the emerging global order. The ability to deal with these challenges meaningfully will determine how emerging and developing nations achieve equity and social justice in the twenty first century.

The Dynamics of Education and Training in Vietnam – The Contradictory Effects of Globalisation in Terms of Inequalities

Dr. Nolwen Henif*
Dr. Jean-Yves Martin*

Abstract

Economic stagnation and the need to take the country out of sheer poverty entailed the passage to a different mode of economic management in 1986. The new policy, called *doi moi* (Renovation) has eased the state control over the economy and the society as well as opened up the country after many years of isolation from the international community. It has thus set the foundation for new dynamics within the country. Meanwhile, the opening up of the country deemed necessary to attract international co-operation and develop the national economic capacities has allowed globalisation to make its way through the country. It is difficult to differentiate the effects of globalisation and those of internal dynamics, as

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there may be contradictions between policy choices and the uncontrolled effects of the opening-up. Globalisation may be defined as the growth of relationships between the different countries of the world, at a multilateral level. Although the growth of external trade has been a long term trend over a few centuries, the XXth century has been characterized by multilateral political and economic agreements involving a growing number of countries. This multilateralization of international relationships has brought about constraints as well as opportunities.

Vietnam has only recently entered the movement, after the state decided to reform the system and launched the *doi moi* (renovation) policy in 1986 and the American embargo was lifted in 1994. As a poor country and a latecomer, Vietnam's voice does not weight much on the international scene, although it does more so on the regional scene. With regard to education though, Vietnam is ahead of most countries with comparable levels of income as primary education is almost generalised and lower secondary will soon be. The problem for Vietnam is, as for its neighbouring countries, to improve the quality of education and training to uplift the economy and secure for the country a suitable position in the international division of labour. At the household level, the aim is to secure a better future to children through higher income, depending on accessible education.

The purpose of this paper is to examine this question through identified changes in education and training since the beginning of *doi moi*. Changes in social strategies and growing inequalities with regard to access to the different levels of the education and training system reflect internal dynamics as much as the hold of globalisation. The first part of this paper will analyse the changes which have occurred in the field of education in the past fifteen years, while the second part will analyse the relationship between education, training and employment in a labour market developing within a context of globalisation. We make here the hypothesis that both movements combine in a new set of conditions and modalities of access to labour and income.

Science, Religion and Development: Some Initial Considerations

Prepared by the Institute for Studies in Global Prosperity¹

The profound changes now shaping human affairs suggest that new models of life—far reaching in their capacity to release human potential—are within the grasp of a rapidly evolving global community. Advances in knowledge across an ever-expanding range of disciplines, the emergence of international mechanisms that promote collective decision-making and action, and the increasing ability of the masses of humankind to articulate their aspirations and needs, portend a great surge forward in the social evolution of the planet. To realize the promise offered by such

¹ The Institute for Studies in Global Prosperity is a research institution that works in collaboration with the Bahá'í International Community.

changes, however, will require a searching reexamination of the prevailing patterns of social and economic development.

Conditions of justice and equity that foster both individual and collective well-being remain an elusive goal. At one extreme, deprivation and despair afflict vast numbers of the world's peoples, while, at the other, a limited segment of the human race is enjoying a conspicuous and unrestrained affluence. Entrenched patterns of dependency and poverty are accompanied by great disillusionment with the modern ethos. As a vision of society, the relentless pursuit of wealth in an impersonal marketplace and the frenetic experimentation with various forms of self-indulgence are being rejected as irrelevant to the awakening hopes and energies of individuals in all parts of the planet. It is no longer possible to maintain the belief that the approach to social and economic progress to which the materialistic conception of life has given rise is capable of leading humanity to the tranquility and prosperity which it seeks.

Entrepreneurship Education as a Means of Eradicating Unemployment Among Individuals with Disabilities

Faridah Serajul Haq *

Abstract

The majority of people with disabilities in Malaysia are uneducated, unemployed and lived in poverty. According to the Department of Social Welfare Services Malaysia about 1% of the total population of 23 million are disabled. Only 5.45% of the registered population with disabilities is presently employed in the public and private sectors. Those who are self-employed manage small businesses. Although there are a growing number of successful entrepreneurs in Malaysia, the participation of entrepreneurs with disabilities is minimal. A major contributing factor is the lack of vocational and basic entrepreneurial training in financial, managerial and marketing management. Another contributing factor is the lack of financial support. The objectives of this study are to determine the present progress and development of entrepreneurs with disabilities, and to identify the types of assistance and training required to facilitate expanding their businesses. A total of 140 entrepreneurs participated in this survey by responding to a questionnaire. The findings indicated that majority of the entrepreneurs have minimal education and their monthly income is below the poverty line. They became entrepreneurs because of lack of job opportunities and despite no entrepreneurial training they start their businesses on their own initiative with minimal loans. The survey also indicated that the entrepreneurs need financial aid, more business opportunities and

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entrepreneurship courses. The findings reported in this study indicate a need to encourage entrepreneurship education among individuals with disabilities to help them be self-employed and lead more independent and productive lives.

Qualifications in a Global Market : Deepening the Divide?

Prof Sarie J Berkhout*

Abstract

Transforming the South African education systems included a proposal for the development of a national qualification structure to integrate education and training. These developed as separate systems under the auspices of different ministers (Minister of Education and the Minister of Labour) and contributed to an inequitable system of education provision and a lack of 'appropriate skills for the workplace'. The development of the national qualification framework (SAQA Act 1995) should contribute to creating a national framework for learning achievements, access, mobility and progression towards an readjustment of the historically developed unfair differentiation in education, training and job opportunities in the country.

The national qualifications framework has, however, not yet succeeded in bridging the gap between learning opportunities in the workplace and those provided by other than traditional education institutions and the traditional academic education resulting in a 'matriculation certificate' (the qualification determining access to universities that is awarded at the end of twelve years of schooling). I want to argue that although the development of the national qualifications framework is contributing meaningfully to the development of national standards and the quality assurance of learning programmes and providers, the historical hierarchy of qualifications and the divide between education and training has deepened. The deepening of the divide is becoming visible not only in the reinforcement of the historical divisions in the South African society but also in the divide between the developed and developing countries where standards in the academic track remain linked to international determinants and the requirements of a global market often at the cost of local relevancy. Apart from representing learning achievements, qualifications are generally accepted as a representation of a person's knowledge, skills and or competence as it relates to the labour market and it should therefore be seen as crucial in determining learners' allocation to

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positions of social status and power. Globalisation is predominantly constituted by the free market discourse, which according to Bourdieu, can be seen as an infernal machine whose necessity imposes it self and sanctify the power of markets in the name of economic efficiency. An analysis of the powerful reality of the discourse of the free market in shaping our understanding and the role of qualifications in a global economy will be followed by an analysis of some of the challenges and tensions that is shaping the development of a more just and equitable qualifications framework in South Africa. This analysis is based on a critical reflection of my participation as a member of both a national standards body, the assessor standards generating body and a research team evaluating the quality assurance structures and processes of the national school-leaving examination.

Globalization and Impact on Human Development with a Focus on Education

Dr. A.K. Merchant*

Abstract

The modern nation represents the most powerful and effective social unity ever achieved. It has coordinated the human qualities and possibilities to an unprecedented degree, liberating people from servitude to nature and laying the foundations of orderly progress by reconciling the political claims of the state with the social and cultural needs of the individual. But like every human institution, the nation can not become an end unto itself. It can not draw arbitrary lines and decree that human evolution must stop short at this line or that. The nation cannot reduce all questions of human relations to political principle, and solves them by a formal relationship to the state.

The paper endeavours to analyze the most turbulent period in the history of the human race namely the 20th century. Particularly the last quarter which has resulted in an accelerated process of globalization of life as we know it. It will take into the account the deepening moral and social chaos and the struggles of the generality of the world's peoples to leave behind them the memories of the suffering that these decades brought with them and also the sporadic periods of optimism that have pointed to the future.

The world is searching for direction, for models and ideals that will help it to chart a course towards a better future, when so many trends are in the wrong direction. The two great ideologies of capitalism and socialism have failed to deliver their promised results. The communist system of the former Soviet Union has collapsed and other socialist states and parties are search for new ideological and economic bearings. The

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market system is proposed as a universal panacea, yet it is aggravating the plight of starving millions while allowing a small minority to live in undreamed of affluence. People in all walks of life, with all kinds of responsibilities, whether in government or religion, in business or academia, in industrialized or developing countries, are bewildered by the pace of change as we are swept along towards an uncertain and in many ways threatening future. We lack answers and do not know how to respond or in what direction to try to move society. How are we supposed to govern ourselves? What is the scheme of governance that takes into account the coherence between the spiritual and the material? What is the form of governance that helps us build the material and the spiritual aspects of civilization together? It is easy, of course to use words like "democracy". Some words, in a certain sense, have value in themselves. The word "democracy is a good word, and it is obviously praiseworthy as opposed to "totalitarianism" or "tyranny". There is no question about it. But what does it mean? What is the kind of governance that is truly based on the principles of justice? What are the structures that embody justice and serve to release the innate potential of every member of society? These are again questions for which we need to find practical answers.

The author realizes that many of his ideas and approaches will raise doubts and may even be rejected in some quarters since they threaten many of the foundations and assumptions on which the present-day democratic society is functioning and the basis for many successful careers of bureaucrats, politicians, economists, trade unionists, lawyers, *inter alia*. Yet even those who may disagree with the alternatives proposed need to ask what else they will put in place to address the fundamental failures in our present system.

Western civilization has reached heights of material development exceeding all past expectations, and there is a frequent tendency in movies, science fiction and futurist projections to assume that progress will continue in the same direction. A dip in the economic growth rate of the industrialized countries is a major crisis. It is said that when America sneezes, the rest of the world catches cold. The rest of the world aspires to the same standard of living enjoyed in Europe, North America, Japan and a few other countries. Capitalism is triumphant and the consumer economy is the model governments around the world are trying to follow. Yet history documents many civilizations whose very success bore the seeds of their own destruction. Any proper diagnosis has to be based on a careful analysis of the symptoms. As a vision of society, the relentless pursuit of wealth in an impersonal marketplace and the frenetic experimentation with various forms of self-indulgence are being reflected as irrelevant to the awakening hopes and energies of individuals in all parts of the planet. It is no longer possible to uphold the Western belief to which the materialistic conception of life has given rise is capable of leading any nation to tranquility and prosperity that its people seek. Denied fulfillment in world order, the present-day market-driven form of globalization has organized the nations for their own destruction.

For a positive impact of globalization on human development the authors submits that the world needs a New Politics founded on principle rather than interests, a politics that is sou/-centered rather se/f-centerec How then can spiritual principles be infused into our understanding, practice and assessment of good governance? The challenge is not new one. Throughout past centuries philosophers, statesmen and thinkers have repeatedly encountered issues related to values and beliefs. Too often, though, they have backed away from a thorough examination of the subject or else addressed it at a high abstract level far removed from the day-to-day ground realities. If individuals and communities are to become principal actors in promoting their physical and social well-being, they must be able to draw on spiritual tenets and belief systems (not simply some rituals and cliches) to give vision and focus to their endeavours. But this must be done in a way that palpably improves their capacity to define, analyze and meet their own needs

Lastly, the strategic vision is offered for the building of a peaceful and prosperous global civilization basei on new levels of capacity far beyond anything the human race has so far been able to muster. Reaching these levels will require an enormous expansion in access to knowledge, on the part of individuals and social organization alike. Education, then, emerges as an indispensable tool—a tool of active moral learning. There is no other way to raise up positive social actors who are builders of amity and agent of service and probity. Educational curricula cannot therefore be solely concerned with the knowledge of physical and social phenomena, but must also be directed toward the goal of moral and spiritual empowerment. True globalization, in the estimation of the writer, encompasses the cultural and social spheres, lessens the traditional role of nation states, removes barriers among peoples, and leads to the emergence of a global society foretold and sung throughout the ages by prophets, seers and poets as the day that will mark the coming of age of the entire human race.

**Community College - A Democratic Response To
Globalisation
Providing Equity And Equal Opportunity**

Dr. Xavier Alphonse, S.J.*

Abstract

The Community College System is emerging as an alternative and innovative system of education in India during the last seven years (1995-2002). It aims at responding to the pressing problems of the country such

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as exclusion and elimination from the formal system; mismatch between education and employment and capability poverty. In India there are 554 million who are capability poor. We are encountering the problem of not only the unemployed but also the problem of unemployability. The job opportunities are coming up on account of the process of globalisation. The potential employers expect specific skills for specific jobs. The Community Colleges fulfil their expectations and requirements.

The aim of the Community College system is the empowerment of the disadvantaged and the underprivileged leading to gainful employment through appropriate skills development in collaboration with the local community, industry and employers.

This system provides job oriented, skills based, work related, life coping education. It enhances and promotes the human resource development of the area. It paves way for the alleviation of poverty. The Community College System focuses on the skills development of the individual and increases his/her competency level. It is a holistic and comprehensive formation that builds the personal skills, communication skills, social skills, language skills and certain skills. When life skills are provided, the disadvantaged become empowered. When work skills are given they attain the eligibility for employment. Thus this system becomes an instrument to promote the capacities and competencies of the local community and thus it becomes an innovative and enterprising model of community education in India. It also becomes a democratic response to the process of globalisation.

The Community College is slowly becoming a people's movement in India. There are **93 Community Colleges in ten states of India**. 50 are Upcoming Community Colleges by various agencies belonging to the different segments of society and there have been requests from other parts of the country to the Madras Centre to replicate the model all over the country. The recognition and approval of the Community College system is sought from the Government of Tamilnadu and Karnataka. The Ministry of Human Resource Development (MHRD), New Delhi is wanting to promote the system as an alternative system in the country. The HRD ministry has referred it to the National Institute of Open Schooling (NIOS), New Delhi for accreditation. The process of accreditation is on.

This innovative model has benefited the socially, economically, educationally weaker sections of the society. A profile of 6174 students attending 34 Community Colleges shows that 69% are women, 92% come from socially backward groups, 84% are economically poor and 93% who for some reason or another cannot go on to further education. After passing through the Community College system 70% of students found employment. A breakdown by religions shows that 59% are Hindus, 38% are Christians and 3% are Muslims. Thus this model is secular and it is serving the whole community. It also promotes equity and equality of

opportunity. The Community College affirms the philosophy that **Merit is an Opportunity.**

The Madras Centre for Research and Development of Community Education (MCRDCE) has been started in January 1999, as a coordinating agency in Chennai to further the movement through curriculum development, training of the trainers, net working, building a resource library and providing all the necessary support to the existing and upcoming community college. The Madras Centre has the motto "*Including the Excluded and Giving the best to the Least through the Community College Movement*".

Globalization: The Threat Perception To Equality of Educational Opportunity

Dr. M.K.Pathy*

Abstract

It is often argued that globalization and Education are complementary to each other. Whereas education facilitates positive understanding of the dynamics of globalization and participation in its process, globalization ensures access to quality and need based education. What is said is true. It is more true a case for the developed nations. But to consider the issue in the context of a developing nation like India, and more so on the back-drop of the constitutional provisions of equality and educational opportunity, one would hesitate to accept the argument without being critical.

Globalisation and Impact of Human Development and Education

Dr. Nimma Venkata Rao*

Abstract

The word " GLOBALISATION" is one of the catch phrase which is the most frequent encapsulation of the 1990s. Globalisation has

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numerous manifestations. Globalisation impacts education. Education facilitates globalisations. So education and globalisation are interrelated and interdependent with each other. Changes in production, technology, in business/ Trade patterns, in the transmission of cultural values, ethics, employment patterns, production and technology etc.

Industrialization is the main characteristic of advanced/ developed Nations. The Third world accounted for 22% of all manufactured exports in 1993, as against only 5% in 1970. Despite such growth, The predominant share has been located in a handful of countries in Asia. The way in which, production patterns have changed, however, both across and within countries, demands our attention.

The influence of education on economic growth beyond, simply years of education as the input being measured, So educationists have had to consider not only the quality of education, that is measured in educational achievement results, but also the behavioural changes brought about by mere participation in formal schooling itself.

A change in mentalities, attitudes and behaviour is far more demanding than the introduction of modern equipment (Perex 1994-61)

Globalisation has been to create patterns of employment, expectations and demands for skill and products, which can be meant solely within the national boundaries nor solely through national policies. The emergence of a new world- wide civilization is necessary to end the incipient barbarism on the present day world.

The most potential tool in educational programme is to create the concept of oneness in mankind which influences the other facts also Young people are the real wealth of any nation. If the potentialities of young people are channelised into right direction of globalisation then the path reaches to make the entire world as "VASADHAIKA KUTUMBAM".

Globalization and Human Development

Dr. D. Jeevan Kumar^{*}

Abstract

The word 'globalization' is now used to characterize the contemporary world order, seeking the integration of all states into one capitalist political economy, operating under a neo-liberal free market ideology. Once globalization is located in the ideological discourse, it presents itself as a process aimed at the universalization of capitalism. While capitalist systems do grow rapidly and produce widespread

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prosperity, they also create inequalities in the distribution of wealth. Karl Marx referred to the 'fetishism of commodities', resulting in the promotion of unbridled consumerism and the commodification of women. Marx further branded capitalism as the ultimate 'dehumanization of man'. But, by far, the serious charge against the ideology is the promotion of colonialism in the past, and neo-colonialism today.

According to the dependency theorists, the three internal contradictions of capitalism are:

1. The polarization of the capitalist system into metropolitan centres and peripheral satellites;
2. The expropriation of economic surplus from the many, and its appropriation by the few; and
3. The continuity of the fundamental structure of the capitalist system throughout the history of its expansion and transformation.

These capitalist contradictions have generated under-development in the peripheral satellites whose economic surplus was expropriated, while generating economic development in the metropolitan centres which appropriate that surplus. The structure and development of the capitalist system on an integrated world scale creates a contradictory development which generates, at once, economic development and underdevelopment on international, national, local and sectoral levels. For the generation of structural underdevelopment, more important than the drain of economic surplus is the impregnation of the satellites' domestic economies with the same capitalist structure, with all its fundamental contradictions. This, then, is what is happening in the name of globalization.

Three major consequences of globalization, have been identified by the UNDP's *Human Development Report* of 1999:

1. New threats to human security, like –
 - (a) Financial volatility and economic insecurity;
 - (b) Job and income insecurity;
 - (c) Health insecurity;
 - (d) Cultural insecurity;
 - (e) Personal insecurity;
 - (f) Environmental insecurity; and
 - (g) Political and community insecurity;
2. Polarization of the world into the connected and the isolated – thanks to the new information and communication technologies; and
3. Squeezing out *care*, the invisible heart of human development, through the relentless pursuit of global competition.

According to the *Human Development Report*, 1999, the agenda for action to secure human development, in the era of globalization, should focus on seven key challenges:

1. Strengthen policies and actions for human development;
2. Reduce the threats of financial volatility and all their human costs;
3. Take stronger global action to tackle global threats to human security;
4. Enhance public action to develop technologies for human development and the eradication of poverty;
5. Reverse the marginalization of poor, small countries;
6. Remedy the imbalances in the structures of global governance, with new efforts to create a more inclusive system; and
7. Build a more coherent and more democratic architecture for global governance in the 21st century.

The UNDP's approach to globalization may be characterized as *reformist* in nature. Reformist programmes reject neo-liberalism's market-centred orientation to globalization. Instead, they seek to generate greater security, equity and democracy through pro-active public policies. However, in terms of primary structures, reformist approaches work *within* the bounds of capitalist production, bureaucratic governance, communitarian community and rationalist knowledge. In this sense, reformism pursues moderate change, rather than radical transformation.

The reformist policy approach to globalization has seven attributes:

1. It rejects neo-liberalism as a general orientation to globalization;
2. It looks to public policies as the principal means to assure positive outcomes of globalization;
3. It accepts and positively supports a further expansion of supra-territorial relations;
4. It does not, on the whole, significantly challenge existing primary structures like capitalist production or rationalist knowledge;
5. Many of the public policies advanced involve major manipulations of, and restrictions on, market dynamics;
6. The strategy pushes for a number of reforms of globalization that are politically practicable in current circumstances; and
7. The policy course suggests the development of alternatives to established social structures.

In other words, the motivating vision behind the reformist approach to globalization is one of a genuine global social democracy, and not merely one of neo-liberal globalization with the addition of social safety nets.

People's expanding awareness of their connections with the wider world is part of globalization. Securing political support for more humane global governance will depend on increasing that awareness even

more. Education has a vital role to play in creating and expanding this awareness among the peoples of the world. We must be guided by the Utopian aim of steering the world towards greater mutual understanding, a greater sense of responsibility, and greater solidarity through acceptance of our spiritual and cultural differences. Education, by providing access to knowledge, has precisely this universal task of helping people to understand globalization – and to be able to meet its challenges.

Globalisation and its Impact on Social and Human Development in India – An Analysis

Dr. A. Meenakshisundararajan *

Abstract

Globalisation is defined as the free movement of goods, services, people and information across national boundaries. It creates and, in turn, is driven by an integrated global economy, which influences both economic as well as social relations within and across countries. The opening up of an economy increases competition internally as well as externally, leads to structural changes in the economy, alters consumer preferences, lifestyles and demands of citizens.

Globalisation affects developed and developing countries differently. While the developed-country worries focus on the protection of their domestic industries and agriculture, particularly if it involves the cost-reducing measures by shifting production processes abroad, the developing countries contend with increased poverty, vulnerability, inequalities and inequities generated by the globalisation process on the poorer sections of their population. An equitable globalisation process requires the integration of the financial, trade and investment policies with those of social development in order to improve the quality of life of the whole population, instead of only a minority.

In theory, higher growth rates would generate sufficient revenue for the state to reduce poverty and income inequality. But there is no automatic link between the increase in growth rates and reduction of income inequality. This link between growth and distribution has to be created consciously by progressive fiscal policy to redistribute income and social policy to improve education, health, employment and other social needs.

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It is in this context that there is a need to assess the impact of globalisation on human development, particularly in India, the country with the second highest population in the world.

Equity and Financing Education

Kishor C. Samal*

Abstract

Due to globalisation, liberalisation and privatisation, there is an increasing reliance on market forces to mobilise resources for education due to resource constraints in the states. But reduction in state financial support results in sacrifice of quality and equality. The states in India have taken various steps to move towards privatisation such as revision of grant-in-aid code for schools and colleges, upward revision of fees, making some government college autonomous, etc.

But State subsidies account for seven per cent of the GDP, which is twice the total expenditure on health and education. Moreover, the share of expenditure on health and education has been delivering too. In market – related reforms in the era of liberalisation, the government should take responsibility for creating facilities for improving health and education. Otherwise, it will adversely affect the lower income group.

Of course, there are various ways for financing education along with maintaining equity such as (I) upward revision of tuition fees along with rise in number of students' scholarship, (ii) education loan. (iii) graduate tax, (iv) pay roll tax, (v) brain-drain tax, (vi) education cess. Simultaneously there should be suitable criteria for grants and subsidies.

One should realise that educational attainment and literacy positively affect efficiency in resource allocation leading to higher income and more equal distribution of such income. Of course, the equity effects depends on the level of expansion of schooling. Hence full subsidisation of primary and secondary education is justified in a poor country like India. But the issue is whether higher education should be subsidised? State intervention in higher education is justified in India. The relevant issue is the extent of grant and subsidies and not the complete withdrawal of the state from the responsibility of higher education.

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Globalisation and its Impact on Education and Employment

Prof. P. Arumugam*

Abstract

Globalization and rapid technological change have made knowledge a critical determinant of competitiveness in the world economy. The knowledge revolution brings with it a threat of a widening gap between developed and developing countries, with disparities in access to knowledge and information reinforcing existing disparities in resources. Such disparity does not stop at the global level. Similar disparity has taken place within country like India between states.

Due to high cost of education economically weaker could not enter these institutions while others though academically poor and economically better off entering these institutions and earn the educational qualifications and their by secure employment and improve a lot while other cohorts left far behind.

Such disparity in the educational sector has not only taken place within one state but also between states with in India. To catch up the fast increase in demand for computer literate man power only in few states efforts have been made while many other states have been lagging for behind.

On employment front the disparity in access to computer literacy reflected economical and social better off urban male and better placed than others, both in domestic and foreign employment market.

Globalization of Education

Dr. Santosh Sharma*

Abstract

Education is a ladder of development. It dispels darkness and brings life. The twenty first century is the age of liberalization, privatization and globalization. Knowledge will be the key to this age. Fundamental sources of wealth will be knowledge and information rather than raw materials and labour. Our education system has been passing through the challenge of modern civilization in terms of inductive

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reasoning and growth of science. It is also passing through the challenge of contemporary issues. Education must seek to dispel negative attitudes of the developed nations towards the developing nations. Changes that have taken place recently all over the world have established that no nation can isolate itself completely from the rest of the world and survive for long. Globalization is the process of integrating science, education, technology, culture and governance. Globalization of education has been going through by operation of educational institutes on the foreign land by granting franchise, establishment of campuses of foreign universities in host countries, establishment of centers by the government of the countries abroad and operation of virtual campuses by using satellite and information super highways. The benefits of globalization are in the form of academic, professional and social.

Now the global economy is getting integrating, the education system cannot remain aloof. Statistics reveal that the global public expenditure in education sector substantially exceeds one thousand billion dollars. There are 55 million teachers, a billion students and hundreds of thousand educational establishments involved. The United States in fact, tops the list of leading exporters of educational services.

Globalization and commercialism of education is becoming a reality. India being a prominent figure cannot afford to ignore the changes. If we want to keep pace with other countries in terms of technologies, globalization of education is a must. We can meet the challenges of higher education by broadening our vision, developing skills and all aspects relating to human resource developments. India with its rich cultural, spiritual and philosophical heritage can offer to impart education in all fields of arts, linguistics, philosophy and culture. India with strong agricultural research and education system can offer tailor suit courses in agriculture and allied subjects to all developing and underdeveloped countries. In Indian institutes of technology and management, training can be imparted in different disciplines of technology. With a vast geographical variability India can shelter the foreign students comfortably at their suitable climate. As compared to other nations in Asia, Indian universities have an added advantage of imparting higher education in English medium. Lastly manpower development is the ultimate aim of education. To educate each individual such that he/she should become a useful and contributing member of the society.

Globalization and Impact on Human Development and Economics

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Abstract

There are two views about globalisation, the critics believe globalisation to be as discriminating and tends to favour the global inequality and the other believe it as an idea of utopian nature. It is a noble idea of having governance of entire human community under one form without any discrimination and many see it as a primarily economic phenomenon, involving the increasing interaction, or integration, of national economic systems through the growth in international trade, investment and capital flows. As these changes are taking place, it becomes necessary to look at the globalisation with issue of basic nature i.e. the issue that has preliminary importance. Human development is the one of the basic issue because it involves the very basic ingredient and also for whom it is utmost concern - the human being.

Impact on Human development

Competition: - Competition is the basic rule in the globalisation. No doubt human being strive to get the best and achieve in the competitive aura. But the issue, that has to be look is the competition has the basic rule of its participants, should be of equal potential. There are some values which are higher than economic benefit hence issue such as work done from prisoners or child labor or slave labour and gains acquired from damaging the environment should be included in name of competition have to seriously considered.

National autonomy and its erosion: - The multi national corporations and other are marginalizing the concept of nation state in the view of fact that many crucial decisions are taken outside interest group. The loss of autonomy is not only at the central government level but also at the state government and also other lower level machinery of governance. If the interest of the nation state is not in conformity with foreign power, will the nation state be able to take decision for safeguarding and fostering the welfare of its own people.

Social Clause and labour standards: - The social clause is an international trade arrangement which renders with feasible to link import with conformity to labour standards and thereby restrict import from countries where there is no compliance with stipulated labour standards. It has much serious and rather adverse implication for the developing countries. Linkage of trade with social clause and child labour has the danger of aggravating the economic deprivation of the poor in the developing countries.

Health and social security: - The role of the state is vital particularly in developing countries especially in infrastructure, education and health. The state acts as a facilitator and enable environment for the private sector to flourish. In a number of countries where growth oriented strategy has been adopted, the results have been remarkable because substantial resources were channelised to the public sector for education, health and

social security. In the realm of famine relief it has been seen that the public sector through programme such cash for work can recreate entitlement lost as a result of disaster and thereby generate income.

Impact on Education **Issue of social demand**

Majority of population is still not represented in education either because of poverty or lack of motivation. Equal opportunity depends upon the socio-economic circumstances. The historical data on education reveal that the advanced countries have used the state to educate the masses and particularly in crossing the threshold level of about 20%. After achieving an enrolment ratio of 35% and above in higher education with state support, the advanced countries are now going for privatization.

Learning technique

New group learning technique, like modified lecture method, individualized instruction, panel discussion, lecture cum demonstration, case discussion, brain storming sessions etc. might be incorporated in the teaching and learning process.

Information Technology

The world economy is changing. It is the information technology that has now become the driving force. It may be used in internet connectivity and teachers training program, distance mode, networking of teacher education center, IT in teaching, IT in research, IT in evaluation, IT in special education for people with disabilities.

Government-run education as a 'barrier' to trade

Under market access commitments governments could not limit the number of educational institutions that are set up in an area. Most significantly for the education sector, and indeed for public education as a whole, is the identification of the existence of government monopolies and high subsidisation of local institutions as a barrier to free trade.

Safeguarding the public interest rejected as a legitimate objective

As a result, this provision has been singled out as ...one of the agreement's most dangerous threats to democratic decision-making because it would hugely expand the authority of the WTO to interfere in the exercise of governmental authority.

An end to financial assistance for students

The biggest implications for the education sector may lie in the new area of rules and restrictions on government subsidies. National treatment commitments already require governments to give out the same

subsidies to foreign service providers as they do to domestic providers, in the name of 'non-discrimination'. The biggest implications for the higher education sector may lie in the new area of rules and restrictions on government subsidies. National treatment commitments already require governments to give out the same subsidies to foreign service providers as they do to domestic providers, in the name of 'non-discrimination'. If these rules are agreed, the government would either have to subsidize private, foreign-owned education institutions, or to cease subsidizing education in this way at all. As the former would be prohibitively expensive, there is a real risk that it will result in the end of state financial support for students.

Towards the privatization and commercialization of education

The demand for skill will ultimately determine the places in the educational institutions. Some multinational educational companies are entering the market as mere degree delivering machines. Majorities of these institutes are selling knowledge products without any exchange of ideas, long term scientific collaboration, exchange of students and faculty. They do not encourage talents for the benefit of their native requirements. The needs and future requirements of the industry society are not taken care of.

Finally it has to be seen that the globalisation does not increase the global inequality that is there utmost need to place and discuss some basic issue on global scenario.

Digital Divide and Globalization of Education

Chandra Shekhar Misra*

Abstract

Digital electronics is the game of ZERO (0) and ONE (1). The ZERO implies shoonya or nothing or 'OFF' or absence and the ONE implies 'ON' or presence. According to Indian Philosophy, the entire universe is created from the shoonya (Zero) and comes in the existence (ONE) and again diminishes into zero. Thus the cycle of the world is 0-1-0. The ZERO and ONE are the two activities of BRAMHA, the God (creation and destruction i.e. presence and absence of the universe). In the digital world the zero implies absence of signal whereas the one implies its presence. All character, numbers, pictures and special characters can be represented in the combinations of zeros and ones). The analog world is tending towards digital world. The world is becoming digital which has very wide application in the Information and Communication Technology (ICT) and the globalization of education. The fusion of computer technology and the Communication Technology (The Digital

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Convergence) has brought the revolution in the globalization of the education. The education is moving on the way of information super highway. The entire world of education and information is within our computer and can be accessed at the click of mouse. The virtual university, distant learning, Computer Aided Learning (CAL), Computer Aided Teaching (CAT) are the new concept of e-education in the digital world. The educational values have been amplified by the emergence of Information and Communication Technology (ICT). A related concept is the 'knowledge economy'.

Digital Divide and Education

Dr. Ila Joshi*

Abstract

The new information and communication technologies has given rise to a phenomenal growth in global electronic commerce, improved quality of life, health care, emergency interventions, international understandings and is ushering in a knowledge based society with more conscious, humane and better informed citizens. At the same time the technology which is responsible for pulling the sections of the societies apart in terms of 'have-nots' and 'haves' is termed as digital divide (*Joshi 2002*).

The World Development Report 2000-2001 shows clear gap between the developed and developing countries by using number of indicators such as daily newspapers, radios, television sets, telephone main lines, mobile telephones, personal computers, Internet hosts, scientists and engineers, high technology experts and patent applications filed. (*World Bank 2000*).

It is needless to say that less developed parts of the developing countries would have their share in the last preference. A study in Thailand suggests digital divide as 70 per cent of Internet users who have been surveyed by National Information Technology Committee (NITC) reside in urban areas such as Bangkok and the suburbs (*Pirongrong 2001*).

The recent study conducted in medium sized town in India clearly shows the male domination. It is found that over 80% of cyber cafe users are men. Most of them are young (15-35 years), highly educated and have obtained their education through English as medium of education. They belong to middle and upper socio-economic strata of Indian society. The sample of the study is 266 Internet users during three days of data collection. (Joshi 2001)

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One more factor, which is contributing in separating world population apart, is dominance of English language. *Pimienta (2002)* notes that when only 10.5 per cent of world population know English as either official, spoken or through education, the availability of Internet material is highest that is of 75 per cent. It has failed to develop a face which is multicultural and having greater coverage of the world knowledge.

Utilization of Computers and Internet Facilities by Post-Graduate Students in Universities of Kerala

Dr. C. Naseema*

Abstract

Computer is a powerful educational medium that incorporates visual, audio and print media to enhance both learning and instruction. Internet is not a single network; it is a vast, globe-spanning network of networks. Information technology in universities is a means of bringing together the decision makers, academicians, educational administrators, and students who are scattered around the globe. It must generate better environment of integration and co-ordination and should improve the quality in education, management and research

The present study revealed that computers and internet are used by majority of the student population in the universities of Kerala. Students who always use computers for the purpose of research is up to 44 percent only. Authorities should take much more care for computerization and computer education.

Digital Opportunities In Education

V. Radhakrishnan*
V.G. Chandramohan**

Abstract

Despite the spread of ICT (Information Communication Technologies), a digital divide is evident. This issue of access to ICT is of crucial interest because it involves educational equity, equal opportunities for learning and appropriate pedagogical uses of technology. The reasons for the non-usage of technology such as lack of education, language barrier, availability of the standard keyboards, OS and browsers in

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regional languages, ethnic and cultural differences are examined. Some possible solutions include the establishment of technology community centers, extension of facilities, conducting awareness programmes and effective integration of technology into existing curriculum.

Equal Opportunity in the IT Sector, Reality or Myth: A Case Study

Ranjana Agarwal*

Abstract

The present day is witnessing a rapid change from an industrial to a knowledge based global economy. In the knowledge era, 'information technology' serves an integrated factor of production. The Information and Communication Technologies have reduced the globe to a village. These technologies have created new opportunities for scientific progress, economic development, education and social change.

The IT industry has gained the status of the fastest growing industry all over the world. In India too, the IT sector has come to occupy a prominent position. An abundant pool of skilled manpower has facilitated the rapid growth of IT industry in India. Hence, the IT workforce has come to occupy an important role in the economy.

The IT sector has not only created a large number of jobs, but has also resulted in new types of challenging careers. In the IT sector emphasis is on intellectual rather than physical resources. As emphasis is on knowledge, the IT industry is considered to be non-discriminating. It is considered to be an equal opportunity employer for men and women, minorities and handicapped all alike.

Is the IT sector an equal opportunity provider? Do all people have equal access to the new information and communication technologies? This paper addresses these issues. Based on a primary survey, the paper studies the background of people working in the IT sector. Assuming that access to IT is only limited to separate class of people, the data reveals that access to education and training is highly skewed towards English speaking masses and varies according to different classes.

The results show that majority of IT professionals belong to the upper caste who have higher education relating to new technologies. The respondents have a high socioeconomic status as measured in terms of parents' education and occupation attainments. It is also noted that women

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have a higher SES as compared to men. The results show that IT has further increased the prevailing inequalities in access to education.

A New WTO Paradigm : Equity and Equality in Higher Education

Dr. Raj Aggarwal*

Abstract

A revolution is taking place in knowledge. Knowledge has many dimensions to it. It is a whole world in itself. The quality and quantity of knowledge that can be created, captured, exchanged and acted upon is vast and draws from the vision and mission of the organization. Improving the capacity and capability in accessing to knowledge; in acquiring knowledge, in deliberating and dispensing knowledge, and in utilizing knowledge are the four corner stones of a knowledge based development process. Higher education plays an important role in the development of knowledge society. A number of issues are associated with the relationship between knowledge society and higher education that needs consideration since besides empowering the people, it may lead to further disparities, inequalities and injustice. Globalization has made education an internationally traded commodity. No longer is it seen primarily as a set of skills, attitudes, and values required for citizenship and effective participation in modern society- a key contribution to the common good of any society- a key contribution to the common good of any society. Rather, it is increasingly seen as a commodity to be purchased by a consumer in order to build a “ skill set” to be used in the marketplace or a product to be bought and sold international corporations, academic institutions that have transmogrified themselves into businesses, and other providers. Nowhere is this trend more clearly exemplified than in the current debate about GATS, the General Agreement on Trade in Services, now taking place internationally within the World Trade Organization. The commodification of education will have major implications on how we think from basic to higher education, ownership and transmission of knowledge, and indeed the role of citizenship in modern society. The implications are immense, both for nations and for the globalization and internationalization of education.

There are positives and negatives in this dispensation, just as there are in the broader globalisation agenda of which education is a part. Globalization is probably both inevitable and unstoppable, and much of it is positive as well. Yet there are many problems associated with globalization, from environmental degradation to growing inequalities within societies and internationally. The problem with the current debate

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about globalization is exactly the same as with discussions of its educational implications- the pros see only a bright future of economic integration, while the cons focus only on the negatives. Neither has a balanced vision that takes into account pitfalls and inequalities. This study is an attempt to explore possibilities of threats and opportunities in New WTO paradigm.

Globalisation and its Implications to Strengthen Education

Dr. B. William Dharma Raja*

Abstract

The body of knowledge is not national property alone; it is universal property as well. Educational systems are not bound up only with their own national society; they are also related to educational systems in other countries. Higher education system today is more complex than ever before. The traditional concept of distance is dead today and hence the education system also is overcoming state and national boundaries. Globalisation of higher education the world over is seen in a variety of contexts, which includes educational rationale and economic rationale. Besides, other goals such as solidarity in relation to developing countries, humanitarian and peacekeeping related aims are also factors shaping globalisation policies. Earning foreign exchange, improving quality of Indian education and spreading Indian culture and values are the three major causes for the need of globalising Indian education, according to Human Resources Development officials.

Education can be globalised in three ways: (i) By setting up educational campuses abroad, (ii) By offering educational programmes in foreign countries through tie-ups or collaborations with their educational institution, and (iii) By admitting foreign and NRI students in our educational institutions. Study centers of Indian higher education neither attract more students nor help in image building of the Indian Universities. An appropriate idea would be to set up full-fledged institutions either independently or in collaboration with the local colleges in foreign countries. The academic programmes conducted in India by the foreign universities and colleges are not recognized by the Indian Universities and government establishments. Therefore, the most important pre-requisite is to evolve an effective regulatory framework to regulate and recognize the foreign degree programmes conducted in India and then negotiate with foreign countries at the governmental level to have a reciprocal arrangement with them. A pre-requisite to globalization of higher education is good quality. In turn, it will pave way for maintaining and improving the quality further. The quality of higher education depends on

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good faculty, good students, proper educational and infrastructure facilities and continuously updated syllabi.

There should be a fundamental change regarding tuition fee and financing to enable institutions to develop the facilities of global standards, which in turn will enable us to attract more foreign students. Once the inflow of foreign students starts increasing, contributing to the offers of our institutes the funds available can be used to offer subsidized education to Indian students. The second important ingredient to improve the quality is a current, industry-relevant and internationally accepted course structure. Most of the Indian Universities and institutions lag far behind international standards in this area. The main reason for this is the system, which is full of bureaucratic procedures. And when it starts, it goes on for a very long period, sometimes even 2-3 years. The only solution to this problem is to give autonomy to these institutions. It is the field of professional education, which has the capacity to attract foreign students. Therefore, autonomy to the institutions engaged in professional education should be given the top priority. Another important prerequisite is the need to change the policy and approach of admitting foreign students to our educational institutions. In the recent policy a certain proportion of seats is reserved for foreign/NRI students in all the educational institutions. This proportion varies from state to state. A majority of the institutions fail to get the required number of foreign/NRI students to fill up all the seats and there are many institutions, which do not get even a single foreign/NRI student. The reason is that neither foreign students know about these institutions nor they have the required facility. The success will depend on how well we promote our institutions because the awareness about Indian educational institutions abroad is very low. Some of our premier institutions are well known abroad in the corporate world but these are not so well known in the academic world, especially, in the student community.

Paprock (2002) has predicted, regarding higher education that the number of degree-granting institutions will continue to grow, while the number of traditional campuses will decline; By 2025, half of today's existing independent colleges will be closed, merged or significantly altered in mission; The distinction between distance and local education will be blurred; Moreover, faculty in traditional colleges and universities will revolt against technological delivery of courses and programmes and against the emerging expectations for faculty. Hence there would be an urgent need to act in earnest without further delay. The government, academic institutions and the Associates of Indian Universities be urged to take necessary steps to globalise Indian higher education.

Education and Human Development: Impact of Globalization

Dr. Santanu Kumar Swain*

Abstract

Change is the fundamental law of nature, old order changes yielding place to the new. The phenomenon of Globalization is considered as the most widespread trend in the new millenium with its implications for knowledge, employment, poverty alleviation and development. This has resulted from world wide integration of economic and financial sectors. It is existed historically since the development of international trade. However, it can be considered as a more recent phenomenon, since even the past few years it is experienced a dramatic increase in trans-broader exchanges due to geopolitical changes like erosion of power of nation states in the context of transfer of sovereignty from governments to regional entities, and development of multinational corporations. Secondly, A dominant ideology of regulation by market forces like the setting up. Bretton Woods system, the GATT agreements and the expansion of free market ideology after the collapse of the Soviet Bloc have greatly contributed to the interpenetration of national economies.

Thirdly the Fast and significant technological progress has experienced high acceleration in Globalization. The progress in Information and Communication Technology (ICT) has permitted users to access and exchange information at any time and from any place in the world, which has largely facilitated the speeding up of production as well as the sharing of goods, services, capital flows and also ideas.

Lastly, the aims of increasing return on capital investment added to the possibility of locating the units of production of goods and services almost any where in the world have also contributed to uniting and globalizing our planet.

The present decade is witnessing remarkable changes the world over. The changes across the globe have clearly established that no nation can remain isolation from the rest part of the world and survive for long period of time. Globalization and economic integration are perceived in terms of opening up of economies, liberal movements of good and services, and factors of production. Globalization has tremendous impact on the entire education system especially in higher education of the countries. While the global economy is getting integrated the education system can not remain aloof, but the global trends should be reviewed and recasted in the context of reformation and upgradation of the human development in the world scenario.

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Challenges of Globalization of Engineering Education in India

Anil Kumar*

Abstract

The education system, especially the engineering education was not in a good shape at the time India attained independence. The country hardly had an industrial base and trained manpower for the task of nation building. Soon after independence many large projects were undertaken to meet the country's needs. The major bottleneck in implementing these projects was acute shortage of trained technical manpower and, therefore, an ambitious program of expansion of technical education was undertaken to meet the shortage of technical manpower. As a consequence, government started establishing more and more engineering and other technical institutions like IITs, RECs, IIMs, etc. The products of these institutions are well-recognized world over.

In recent past, there has been a phenomenal growth in the number of institutions and intake capacity in the country due to encouragement for private investment. As a result, since last one decade, commercialization of technical education started and self-financed private institutions started developing. At present, the country has more than 1200 engineering institutions imparting undergraduate level engineering education with about 3.5 lakh intake capacity. However, inspite of the norms and standards available for establishing the institutions, quantitative growth remained unplanned. Almost all the states have intake capacity much more than the required. The rapid imbalanced growth has introduced several distortions including the deterioration in the quality of engineering education.

Now under the fast globalization of higher education under GATS (General Agreement on trade in Services) every university in all countries is trying to attract overseas students to pursue their higher education in their respective universities. In countries like India, with an added advantage of English as a medium of education, there is tremendous scope to attract overseas students to our quality institutions and establish institutions/centers abroad independently or in joint ventures. Therefore, more emphasis should now be given on qualitative improvement. The concerted effort is required to develop physical facilities and to have quality faculty in these institutions so that the students can achieve desired level of competency. To compete in the global market, the country needs competent engineers.

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Since the role of teachers is crucial for maintenance of academic standards in any institute, therefore, in this paper, an attempt has been made to quantify the quality of engineering education considering the availability and requirement of qualified teachers in the present engineering institutions of the country. The analysis of the available data indicates that there is acute shortage of qualified teachers. At the present speed of expansion of engineering education, if not impossible then also it is very difficult to meet the requirement of qualified teachers in the near future.

Globalization and Impact on Human Development and Education

Dr.(Smt.) L.B. Patted*

Abstract

Globalization, theoretically speaking has been the key concept of the 1990s, instrumental in comprehending the changes that have encompassed the socio-cultural and politico-economic spheres of life at local, national and global levels in the recent past and continue in the current present. The movement towards the international integration of national economics is as old as the history of capitalism itself although Robertson would insist that globalization predates modernity and the rise of capitalism. Globalization may be seen as 'beginning in late 15th. century -with rise of capitalism and its overseas expansion: the conquest and exploitation of Asia, Africa and Latin America and the white colony settlement in North Africa and Australia where all instances of globalization.

Globalization is merely a new name, a subcode for capitalism that subsumes diverse socio-political and economic processes. Globalization advocates a creation of a 'global village' by means of unhindered trade flows, capital flows, and technology flows across national frontiers. The world has become clearly knit relying heavily on the quick exchange of information, ideas, technology and knowledge. The closing of 20th century has brought several changes practically in all spheres of global economy and global communications. The 21st century is the age of knowledge-based economy and the central-stage of change. Higher education has not escaped the impact and in the process of change, thereby challenging the traditional system of education. The present era can also be called an era of academic globalization as the number of students aspiring and seeking foreign education is increasing. With the increasing globalization of economics, the globalization of education is inevitable. Globalization has drawn increasing attention on the importance of higher economic growth in tackling key problems of nation states. The responsibility of

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governments to be able to lift millions of people who live in these countries out of the morass of poverty into mere dignified and decent existence. Globalization therefore, has to be looked at in the country of both higher economic growth as well as sustained all round development.

The importance of higher education in national development, and in the development of an individual has been universally recognized. The governments are now acutely conscious of the need to ensure access and equity. There is a general appreciation of the fact that education, specially higher education provides the competences that are required in different spheres of human activity, ranging from administration to agriculture, business, industry, health and communication and extending to the arts and culture. The world Bank document Higher Education: The lessons of experience (world Bank, 1994), adds "Higher Education investments are important for economic growth. They increase the individual's productivity and income as indicated by rate of return analysis, and they also produce significant external benefits not captured by such analysis".

A private higher education has emerged and market forces have started operating. Quality has become an over-riding concern. Educational methodologies are bound to change in accordance with the new accepted concept of student-centred learning. On- line learning, making use of personal computer and.- information highway, promises to make the virtual classroom an effective reality. Global universities will emerge bringing together students and faculty from different countries via computer networks, satellite television and other advances (Corrish, 1996). Communication technology will also play an important role in increasing accessibility, in promoting the professional development of teachers and administrative personnel, in streamlining educational administration and management, and advancing quality research. In the coming years it will be necessary for all academic institutes to maintain minimum standards in all aspects of higher education and adopt quality assurance mechanism, such as National Assessment and Accreditation Council (NAAC, under the UGC) and the National Board of Accreditation (NBA[^] under AICTE), to ensure that their teaching and research programmes are of globally acceptable quality.

In conclusion, the need of the hour is to make Indian higher education popular and desired among the students of foreign origin. The best approach for this is provided by total quality management of our higher education. Our educational system should reduce the gap between 'haves' and 'have-nots'; to promote equity substitute the word 'merit' by 'minimum merit' while dealing with the extremely under-privileged.

Science, Religion and Development: Some Initial Considerations

Dr. Farida Vahedi

Prepared by the Institute for Studies in Global Prosperity²

Abstract

The profound changes now shaping human affairs suggest that new models of life—far reaching in their capacity to release human potential—are within the grasp of a rapidly evolving global community. Advances in knowledge across an ever-expanding range of disciplines, the emergence of international mechanisms that promote collective decision-making and action, and the increasing ability of the masses of humankind to articulate their aspirations and needs, portend a great surge forward in the social evolution of the planet. To realize the promise offered by such changes, however, will require a searching reexamination of the prevailing patterns of social and economic development.

Conditions of justice and equity that foster both individual and collective well-being remain an elusive goal. At one extreme, deprivation and despair afflict vast numbers of the world's peoples, while, at the other, a limited segment of the human race is enjoying a conspicuous and unrestrained affluence. Entrenched patterns of dependency and poverty are accompanied by great disillusionment with the modern ethos. As a vision of society, the relentless pursuit of wealth in an impersonal marketplace and the frenetic experimentation with various forms of self-indulgence are being rejected as irrelevant to the awakening hopes and energies of individuals in all parts of the planet. It is no longer possible to maintain the belief that the approach to social and economic progress to which the materialistic conception of life has given rise is capable of leading humanity to the tranquility and prosperity which it seeks.

The difficulties encountered during almost five decades of development work, particularly the inability to elicit the involvement of the very people that such efforts purport to serve, directly speaks to the need for new development concepts and models. Although workers in the development field have gradually become aware of the many interacting factors underlying social and economic advancement, contemporary development discourse continues to be governed by a limited range of assumptions and approaches.

It is clear that a complex but vital set of questions concerning human nature and purpose needs to be incorporated into development thinking. Attention must be brought to a domain of issues that goes to the

² The Institute for Studies in Global Prosperity is a research institution that works in collaboration with the Bahá'í International Community.

heart of human identity and motivation. More often than not, social and economic initiatives have neglected the values, traditions and perceptions of the central stakeholders in the development process—the people themselves. The international development agenda has for the most part ignored the fact that the great majority of the world's peoples do not view themselves simply as material beings responding to material exigencies and circumstances, but rather as moral beings concerned with spiritual awareness and purpose. It has thus become evident that the mainly economic and material criteria now guiding development activity must be broadened to include those spiritual aspirations that animate human nature.

Existing development strategies and programs fall far short of taking into account those essential spiritual and social dimensions of life so fundamental to human welfare. Civilization itself does not arise merely from material progress, but rather is defined by and founded upon the ideals and shared beliefs that weld society together. What uniquely defines the human experience is the transcendent component of life. It is this dimension of existence that enriches, ennobles and provides direction to human beings. It is this dimension of life that unlocks the creative capacities within human consciousness and safeguards human dignity.

While pragmatic approaches to problem solving must obviously play a central role in development initiatives, tapping the spiritual roots of human motivation provides the essential impulse that ensures genuine social advancement. When spiritual principles are fully integrated into community development activities, the ideas, insights, and practical measures that emerge are likely to be those that promote self-reliance and preserve human honor, thereby avoiding habits of dependency and progressively eliminating conditions of gross economic disparity. An approach to development that incorporates moral and spiritual imperatives will more likely lead to enduring changes in both individual and collective behavior.

In essence, the development process is ultimately concerned with both the transformation of individuals and the social structures that the members of society create. The emergence of peaceful and progressive modes of living requires both an internal and external reordering, and such a reordering can only occur when the human heart is transformed. Hence, to be effective, development activity must directly address the inner life and character of human beings as well as the organization of society. Its purpose must be to promote a process of social change that engenders cooperation, compassion, rectitude of conduct, and justice—a transformation that permeates every aspect of the relationships that govern human activity.

From this perspective, material advancement is properly understood not as an end in itself, but rather as a vehicle for moral, intellectual and social progress. Similarly, any meaningful enhancement of material well-being flows only from the concrete application of spiritual precepts such as equity, trustworthiness, and altruism.

Recognition of the inseparable connection between the material and spiritual aspects of life therefore gives rise to a fundamentally different notion of development.

Globalization and Impact Human Development and Education

R.N. Mahlawat*

Abstract

1. Globalization is taking place slowly and steadily. India is also participating in the process of globalization in different walks of life.
2. In the field of Education, there is more openness now as compared to the past. Indian students/scholars are going abroad and are taking advantage of educational opportunities available in different parts of the world. Many of them stay back in those countries and enjoy the economic benefits, which are better as compared to those available in India. Some of them who come to India after getting foreign education are given preference in the jobs/placements in India.
3. There is an open competition for the professionals like Engineers, Doctors, Chartered Accountant, and Lawyers to go abroad after obtaining degrees from Indian Universities/Institutions. At one time this was considered as braindrain from the country. But today it has become a normal practice as part of globalization efforts.
4. Indian students/scholars have excelled in the area of Information Technology and computer software. There is demand for Indian expertise in these areas in different countries of the world.
5. The process of globalization has offered these opportunities to the Indian students/scholars. With the participation of foreign firms and companies in the Indian economy, professionals who have received their education abroad come to India and many foreign students are joining Indian universities/professional institutions.
6. Impact of globalization on education is now being felt in India. Govt. of India was subsidizing higher education to a great extent. The fee charged from the students was only nominal. But in view of the experience of many developed countries, we are making higher education less dependent on subsidies except in case of the under privileged sections of the society. Those who can pay should be asked to pay. Students are now offered loans by banks and other

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institutions/Govt to pay for their education. This is an impact of globalization on education.

7. Globalization has resulted in raising the cost of higher education in India. The system of subsidized education is slowly being replaced by the system of payment for the facilities and services. This system has introduced competition for higher education among different sections of the society. In this process the money plays a big role. Those who are poor may not even be able to secure loans from the banking system/other institutions. In the Indian situation, those who can not afford higher education on their own may also not be facilitated by the financial institution. The benefits of globalization are likely to be availed only by those who are superior in resources.
8. Education system is expected to help in bringing equality by offering equal opportunities to all. But the experience has shown that globalization of our economy and adopting of educational policy based on the experience of developed countries of the World is causing inequality in the access of quality education. The poor sections of the society are not able to take advantage of growing opportunities.
9. Government expenditure on higher education is decreasing and more of private institutions charging higher fee are being set up to provide more opportunities to Indian students/scholars. Distance learning is also being used to increase these opportunities. What is happening is a divide between good institutions and the low quality institutions. The poor and the lower middle class sections of the society are in getting admission in the low quality institutions and even after completing a degree level course are not able to find a suitable opportunity of employment.
10. The process of expansion of educational facilities, increase in student fees, introduction of loans system, reduction in budgetary allocations by Government for higher education and privatization of education are some of the effects of globalization on Education in India. These effects are causing concern on the equity aspect of education.

Equity Comprises of two elements that is access and financial support to the disadvantaged groups. Social justice demands that equity in education is not compromised. But the process of globalization has led to less access to quality education by the disadvantaged groups. Though the Government of India is providing scholarships to disadvantaged groups but the provision is not adequate and their inadequate access to quality education affects utilization of these scholarships.

Globalization and Impact on Human Development with a Focus on Education

P.L. Verma^{*}

Abstract

Education shapes the destiny of mankind. The quality of life in depth can not be achieved unless the human society is empowered with input of knowledge and progress of the mind, spirit through developmental process of science and technology. Education also plays a very important role for character building and developments. This can be achieved better through contacts with universal forces. One has to learn through education how to achieve fundamentals of self-realization. Education does not teach to accept humans as negative tools of hammering upon disastrous conditions of mankind. But a forceful component that inspires human to promote vision to liberate the society from the curse of poverty and slavery to the dictates of ruthless concept of mankind. There is a fundamental contradiction between a belief in the inner divinity of the human being and the outer experience of life. Therefore, the education should be viewed as a tool to overcome this contradiction. In simple terms, education is not a commodity to be imported from other countries for the purpose of turning illiteracy into literacy. In a vast country like India the problem of education at grass-root level needs attention of those who profess education for all.

Globalization will not serve any meaningful purpose unless the backgrounds of any backward society are improvised to fulfil the needs of its people. Humanity is not the end of evolutionary process. Mankind is moving towards another level of evolutionary journey that is the "consciousness level", since it has reached the pinnacle of the present level. In consonance with Vedantic terms, it would be termed as the creation of the divine man. Terms such as spiritual education divine man, etc., are to be used with caution as they are only comprehended marginally and slightly. There is an apparent dichotomy between the technology and the conscious world. Now a time has come when this dichotomy cannot be ignored as far as the spiritual and the pragmatic worlds are concerned. Today, there is a world full of injustice, violence, insensitivity, and inequity.

There is a greater need to do the home work first to set the domestic conditions in order before we talk about "globalization of human developments with a focus on education". Even the situation of global education does not provide a healthy condition. The old promise by several Governments across the globe of providing primary education to

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all remains only a dream particularly when we think of over 125 million children who have not seen way to school. In India, around 12 crore children under 14 are still out of schools. Therefore, the slogan raised by the educationists, bureaucrats and politicians, education for all by 2000, has proved to be a false promise. Political will is required in the process of spreading education in all directions. Poverty can not be justified as a reason for prevalence of illiteracy. The nodal agencies and NGOs engaged with the task of promoting literacy specially among marginalized and underprivileged class of people need to be activated and work honestly. Their own moral should first be ethical. They can do a lot if they have a desire to do so. One literate for one illiterate is enough to turn illiteracy into literacy.

Globalization is meant for advancement of knowledge through interactions with the global professionals and experts in different walks of life. The basic need is to first educate the people in the country so that they could understand what globalization is meant for. Another point in mind concerns education as a meaningful tool of earning a fair livelihood. We have really failed to create an education geared towards realizing job opportunities. If we universalize primary education, it is equally important and essential at the same time to vocationalise the secondary education. A micro level planning is required to develop a strategy of exposing the young illiterate generation particular at the rural and tribal level to the ethos of literacy. Mobilization of local community to support micro planning in education is very necessary. They have to be actively involved in the process of developing a linkage and interaction between school and community to ensure an effective and qualitative education.

I am, therefore, of the firm opinion that globalization and impact on human development with a focus on education can not be sustained unless a better understanding is developed for realization of global values and its advantages.

Globalization and Impact on Human Development with a Focus on Education — An experiment in Tagore's Land

Kali Sankar Chattopadhyay*

Abstract

Educational System have to be built up on the basis of an organic unity. It will not do to start with one main purpose and include what it cannot encompass by means of mere addition of details. Principles of reform guided by philanthropic ethos of human development should be strictly adhered to the terms of social character. The social character results from the dynamic adaptation of human nature to the structure of

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society. Changing social conditions result in change of the social character, that is, in new needs and in growing demands. There is growing consensus that human development must be at the core of any development process; that in times of economic adjustment and austerity, services for the poor have to be protected; that education the empowerment of individuals through the provision of learning - is truly a human right and social responsibility.

Globalization as a result of changes in the global economy coupled with drastic changes in communication and information technology is affecting all of the social economic, political structures and process that emerges from the global restructuring. A change is visible in almost everything and, obviously, education is not an exception of that. Globalization has 'Come to stay' and its intricate relation with education as a facilitator of social changes and human development has raised questions in the minds of many.

In the World Declaration of Education for all emphasis focused on quality of life and education for sustainable development. In its expanded version emphasis was given to all kinds of educational opportunities for meaningful development. But for an individual or for society depends ultimately on whether people actually learn as a result of those opportunities, that is, whether they incorporate useful knowledge, reasoning ability, skill and values. Whether it made dent to close the barriers and to reduce disparities in every segments.

As Educational system are built for a time and not for all time, to enable the education system to play its role effectively in process of national development an elaborate arrangement should be made to maintain that the level of educational attainments among people would not be too disparate between sexes, among social groups and across geographical regions. Sen writes ".....if the domestic economy is so unequal then you get a large group of people who don't manage to get much out of that (globalization). Now that is the problems of domestic inequality so it is much more the poor within the country against the haves".

Under the spirit of the concept of globalization the transformation of technologies in the field of education should be looked into the light of changed global out look in general. The global Co-operation will have little meaning unless with in various societies the common linkage is not established. Precisely, at this perspective, "... to bring together in every educational organization at the different culture, towards in India as far as possible, all the culture of the world, all the phases of religion and art, in which the Universal mind has expressed it self in different ages and countries, i.e. to co-ordinate the various culture without attempting the suppression of the natural differences" Visva-Bharati was built.

Tagore invited thinkers and scholars from foreign lands to "let our boys know how easy it is to realize our common fellowship, when we deal

with those who are great, and that is the puny who with their pretty varieties set up barriers between man and man."

Long before conceptualization the term globalization in its usual form Rabindranath pondered for the welfare states and for his countrymen. He tirelessly fought, strove for retaining their rights and cried "(The) English educated Indian was frightfully busy begging for its rights. And I repeatedly endeavoured to improve upon my countrymen, that man is not under any necessity to beg for rights from others, but must create them for himself; because man lives mainly by his inner nature and there he is the master. By dependence on acquisition from the outside man's inner nature suffer loss."

We have to ponder whether globalization to what extent has dent into the inner core of our social system, the existing social conditions influence ideological phenomena through the medium of social character; character, on the other hand, is not the result of passive adaptation to social conditions but of a dynamic adaptation on the basis of elements that either are "biologically inherent in human nature or have become inherent as the result of historic evolution".

Globalization of education can act as pivot of such evolution and a flexible and pragmatic educational policies hopefully would be able to met up the local needs and aspiration.

Globalization and Gender Equality : Lessons to Learn

Prof. Sneha M. Joshi^{*}
Dr. Ashutosh Biswal^{*}

Abstract

Globalization is the accelerated international flow of goods, capital, labour, services and information which have occurred in response to improved transport the seemingly limitless revolution in information and communication technologies and the deregulatory policies/restructuring adopted in many countries. It has become a metaphor for the conditioning framework, which shapes and standardizes our choices. It entrenches corporate values at the epicenter of our society, and it does this through the international and national structures, which facilitate the mobility of capital and speculative finance. Globalization provides a view of the world in which the interests of the powerful are defined as necessity, while the demands of the poor appear as greed, which undermines economic success. The reforms due to globalization have shown directly a tremendous impact on economic growth, trade, industry, agriculture, education and training. Developed countries derive significant

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benefits out of globalization where as, developing and under developed countries perceive it as a significant thrust for in flow and out flow of resources. Inequalities have been also rising both between and within countries during the globalization period. Gender inequality is one of the concerned issues related to globalization.

Globalization is directly related to the production sectors. Transnational companies are the main agents, which facilitate the globalization of production. These corporations are responsible for 80 per cent of foreign direct investment, and are the main employers in some 850 export processing zones (EPZ) in developing countries, with a workforce that has been estimated at around 27 million (UNCTAD 1994; ILO 1998; Panos, 1999). Women's labour is central to these export factories that produce or assemble commodities for the global market. Female employment in EPZs is significantly higher than national average female employment in many developing economies. In major exporting countries in Asia, for example, in Malaysia, the Philippines, South Korea, and Sri Lanka, the share of women in employment in EPZs is over 70 per cent while women account for only 30 -40 per cent of overall employment in these countries (Kasugo and Tzannatos, 1998). Though the women are encouraged more in labour force, their number in managerial positions is very low. According to a study of nine electronic factories in one industrial park in Thailand, among the well-paid managerial level employment only four per cent is female, while 88 per cent of shop-floor workers are women (Theobald, 2001). In China, women constitute an average 85 per cent of the total workforce in state owned cotton mills in the export sector (Zhao, 2001). According to data from the Bangladesh Export Processing Zones Authority, 70 per cent of the employees in the Chittagong EPZ were women in 1996. These figures illustrate the point that the pattern of national industrial development, in the context of globalization of production, is being sustained by a predominantly female labour force in many Asian countries.

Women in India are able to break the stereotype in global market. But it was found very difficult for them to reach the top positions in tightrope walk to maintain a balance between home and career. With all the old roles and new roles - mixing, matching, prioritizing to excel - few have reached the peak. The number of women in the workplace has shot up considerably over the last five years. The Special trains, special buses for women, creche facilities for working women, takeout food joints and extension of other domestic services all over the country are a testament to this trend. In spite of these indications and statistics of the rising pool of employed women, the number of women is very few in administrative and decision-making fields.

Women have been a neglected lot in the field of educational leadership. Women have proved meeting challenges, by taking education in different disciplines. But they stopped at becoming a teacher at all levels of education. Very few women academics take unto higher positions. This is one of the major issues in India. Similar issues are also

prevailing in developing countries like, UK, USA, and Australia. Due to globalization, women have become empowered. They are equal to men in ideas, decision-making and communication. Developments in electronic media and communication systems have proved that mindsets change faster looking other examples. Can we also try in educational leadership patchini up gender equality issues?

In our opinion the reason for lack of women leadership in the field of education can be attributed to the perception by the society as a whole and all more by the women in teaching profession. Teaching was never taken as a serious profession. In fact it was a safe and harmless non-taxing and the soft paying job which contributed some financial help to the family. For a few coming from elite families this is a part time and also something to brag about in their clubs and kitty parties. The large number which came to this profession for only economic considerations could not give required efforts, dedication and application to rise to the level of leadership. Since their other activities at home which were considered more important by the family or to the great extent by the society or had to be given priority over the professional demands.

With the current on slough of knowledge explosion, IT/ICT innovations, media many external changes have taken place. The family size has shrunk, the food habits have changed, many household appliances are easily available or with this the physical strain has considerably reduced. The salaries have improved almost at par with other professions. The mobility has increased. However, the mindset to look at this pious profession as secondary and mainly by the concerned practioners has not changed. Research have found that women academicians not opting for leadership positions mainly because of the problems or issues the; face or some of their women counterpart have faced on one hand globalization has made life easier and comfortable, on the other hand has failed in improving the quality of this profession. Now a time has come when planners and policy makers in higher educations have to prepare the programmes where by globalization can be used to generate the desire and appreciation for quality in the incumbents. This in term will ignite the process of leadership. Advanced countries have shown a path. In this paper the authors will discuss how we can learn lessons from global world in promoting women leadership in Education.

Globalization and Challenges for Education Focus on Equity and Equality

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Abstract

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Think Globally and act locally has been the slogan for man since the later half of the twentieth century. The Second World War Scenario has topsy-turvied the faith of man and the concept of the universe. The education, the man had, needed to be re-looked, re-cast and rethought. Education is not meant for material prosperity alone; not to make Frankenstein's any more, but to create "what a handsome man is ! And the world beautiful. Mc. Hale has painted out that we should consider the planet earth to be our home. In his view, all social systems of present mankind should merge into a planetary society. The world should not any longer be divided into various nations and cultural regions, rather, it should comprise of a global society. The possibility of a Third World War and a global chaos can be removed if creative education integrates the entire mankind into a planetary society. The mass media should be used for integrating the entire mankind into a global society.

The aim of education should be to nurture, stimulate and promote the creative talents in individuals. The welfare of the future of mankind will rest upon the spread of creative education on the global-scale in the new millennium. Education should aim at the total development of the individual. It should enhance his level of awareness, level of thinking. It should enable him to lead a fearless life in a civilized world, lived by the civilized people who will not only love his own people but will be conscious of the world around him - both the animate and inanimate world. This education has been named as 'Human Resource Development' which purposes that each one of us is a reservoir of immense resources, only thing required is to unearth it and bring it to the limelight. It means a whole development of the self both inner and outer.

True education should enlarge the horizon of an individual - the development should be both, vertical and horizontal. An educated man must feel himself that he belongs to the cosmos, to the universe. Tagore and Gandhi were true cosmopolitans who had advocated the true education where the mind is without fear, without prejudice to be true cosmopolitans one needs to inculcate in him not sympathy alone but what is more important is empathy. Empathy is that quality in man that inspires him to put himself / herself / in him / her position and feel the sufferings and cries of that individual Gandhi could alone feel the sufferings of other individuals. This is spirit of true education. But alas!- The present education has made man selfish, self-centred. The word is the witness to its frightening consequences. Hence, there is a cry for globalization of education. Let an educated man feel that he is not an island anymore ; his breathing affects others. Learning is no more confined to the four walls of a class-room. Rather, he learns much more from his encounter with the outer world than from the tests, prescribed for him. He has to equip himself for new needs, new demands, new challenges.

Information technology has developed so fast that an individual has access to the latest information through e-mail and internet. Open Universities and distance educational institutions cater to the need of the employed and financially not individuals for further education. Educational

institutions must ensure free and fearless learning without any prejudice against any race, religion and nationality. This will not only make him a citizen of the world but it will foster in him a sense of responsibility and make him feel the meaning of "love thy neighbour as thyself". This sense of universal brotherhood, along with the development of the concept of "environmental ethics" can make the world a peaceful habitat for human beings, animals and other intimate objects without this sense of universal brotherhood, the cry for economic equality and equity is just a hook and a political stunt. However, a global world is not a uniform world but it is a world in which the key processes like food production, manufacture of material goods, Cultural transmission and intellectual communications are organized at a trans-national level. It is quite possible that, in the twenty-first century internationalization of education will take place and barriers preventing the free exchange of ideas and resources will be erased. Globalization can be brought about by an understanding of the UNESCO phrase "Fruitful diversity of the culture of mankind". A man has the urge to be connected to the entire planet because of his consciousness which is global, natural and authentic.

Globalization of Education and Human Development

Nighat Ahmad*

Abstract

Globalization is a process by which the economies of the world become increasingly integrated, leading to a global economy and global culture. It is a logical consequence of developments in information technology. In its core economic meaning globalization refers to the increased openness of economies to all aspects of international flows – of trade, finance, knowledge and information, etc.

On the other hand it is felt that globalization will accentuate inequalities both across countries as well as within them, the dominance of the rich will be expanded and some regions will be left behind in this process. Thus, globalization carries with it opportunities and benefits on the one hand, and, on the other higher education divide in developing countries like India.

The impact of globalization on human development is a subject of great contemporary importance. It needs no reemphasis that the education content in human development is of paramount significance.

In India the trend of liberalization, privatization and Globalization was initiated from the middle of 1980's. It picked up momentum from mid 1991, when India was forced to implement the structural adjustment program following heavy borrowings from the IMF to tide over a severe balance of payments crisis.

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Beginning with the planning period, government had assumed greater responsibility of financial support to the education sector. After four decades of planning the long term objectives of eradication of illiteracy and achieving the goal of universal elementary education (UEE) were still eluding the government. Under the global influence, the controlled economy of India was also liberalized. Opening up the economy to foreign influence has significant bearing in all areas of education in India which is still characterized by (i) low enrolment ratios at all levels (only 6% at higher education level) (ii) high drop-out rates of 40% at the primary level, and (iii) high percentage of illiteracy (40%). India is at a stage where continued government support looks very crucial rather than its withdrawal.

Changes in the education sector may be examined with respect to (a) enrolments at different stages, and (b) adult literacy. It will also be worthwhile to study changes in government's policy towards the education sector, more so higher education in which there is a much debate over privatization and raising of resources from varied sources.

The present paper seeks to examine the impact of globalization in India with special reference to its impact on human development via education. The first section examines increase in enrolment at the primary, secondary and tertiary stages and in adult literacy during the ten year period 1991 to 2001. The second section discusses shifts in government's policy towards education sector in the post globalization period. The third section is devoted to detail out measures that can be taken to lessen the adverse impact of globalization and safeguards that can be taken in this regard.

I. In India, as is characteristic to a developing country, enrolments in primary education far exceeds those in secondary, which in turn far exceeds those in higher education. Naturally, there has been a huge unmet demand at higher level of education. Admission policy was not entirely based on merit. It was often related to merit cum means test, and means was supposedly related with class of population. The reservation policy in admission allowed 2 types of students to enter the higher education sector – meritorious students against open seats of admission and less meritorious against the reserved seats. The meritorious students, who were left out of the formal process of admission, wholeheartedly welcomed the process of globalization. On the other hand the reserved category of students who were already marginalized are likely to suffer still further due to the resource crunch in the public budget meant for higher education sector.

II. Until 1991 the Indian economy was largely a planned and restricted economy. Expenditures on education along with other social sectors were mostly borne by government. The state responsibility of financing education was almost to the point of totality. Since globalization aims at reducing the size of the government budget, the education budget

came also to be adversely affected, particularly the cuts were effected in the higher sector of education. Government tried to maintain public support to lower levels of education in view of the global campaign of education for all (EFA). Under these circumstances unleashed by the process of globalization the higher education budget came under strict scrutiny. Alternative sources of funding were tried to be found out and more reliance came to be based happening the increased role of the private sector in various ways. International funding of higher education also increased its dent over time in the Indian higher education sector. The financial crisis consequent upon globalization is also coupled with several academic and social issues, many of which have deep political coloring as well. This section of the paper dwells upon these considerations in higher education.

Globalization has opened up new opportunities and sharing of world experience in the field of higher education research. However for developing countries like India globalization is viewed with great suspicion from various angles. There has been a strong lobbying against the wave of globalization in India because globalization is feared to affect adversely the education sector in India. It has created a type of very accentuated educational divide between the resourceful and resource less aspirants of higher education. The requirement of redefining the role of government has led to various types of economy measures and direct cuts in higher education budget both at the central level and at the state level. It is hampering the expansion of higher education and also the quality of general higher education. It has started bringing in joblessness and various types of social tensions. Adequate safeguards need to be taken lest this situation leads to a social upheaval or catastrophe. This section will provide suggestions and workable plan of action to check the adverse effects of globalization on education and thereby on human development.

Digital Divide and Education : YCMOU Experience

Dr. M. V. Barve*
Dr. M. Dharankar**

Abstract

In the recent years, the phenomenon of globalization has brought about tremendous changes the world over. The sphere of education has also been influenced by the twin phenomena of globalization and liberalization. To face increasing global competition, governments in the developing countries, including India, should rely mainly on information communication techniques to meet the training needs suited for globalize economy. Technological innovations, especially development of the Internet in the last decade, have significantly influenced the way of life in many countries. However, while some people have access to the most

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powerful computers and the best Internet services providing a wealth of information and training relevant to their life, many others do not have the benefit of these services for one reason or another. The phenomenon is known as “digital divide”.

Open and Distance Learning (ODL) provides an opportunity to promote equality by taking knowledge to the learner instead of insisting on the learner to come to the place of knowledge. ODL is one of the most important and widely proliferating educational phenomenon's worldwide. ODL has crucial significance in addressing critical educational challenges especially in developing countries. These include: access; quality; cost; reaching disadvantaged groups and communities; need for lifelong learning and relevance. Universal education, lifelong education, continuous updating and innovation are needed for survival in the present age. Distance education meets many of the challenges and in addition to this provides the developing countries an opportunity to move faster and narrow the divide. Education is gradually acquiring many of the inevitable characteristics of industry, i.e., *quality, customer satisfaction, and quick response to changing needs, in short, competitiveness*. These qualities of ODL are obvious and undisputed. Distance education represents the transformation of education from the stage of craft to the stage of technology and thereby makes room for increased productivity.

Developments in information communication technology (ICT) have spawned a number of innovations in virtual education or ODL, where you learn at your own computer terminal from instructors who are physically located miles away. ODL offers numerous benefits to individuals, organizations and even to the society in general. For individuals, it provides access to education or training that they may not otherwise be able to pursue. For organizations it provides a cost efficient way to train or educate a large number of learners irrespective of their geographical locations. Considering this fact we are making an attempt to bridge the gap and narrow the divide between the headquarter, Study Centers (SCs) and the learners.

Yashavantrao Chavan Maharashtra Open University (YCMOU) operates mainly through the network of study centers in various districts of the State of Maharashtra. Thus, our geographical reach-out is wide. We are the School of Education (SoE) of this State Open University (SOU). We mainly run B. Ed. and M. Ed. programmes. Our study centers (SCs) are the Colleges of Education. Our students are in-service schoolteachers from all over the State. In-service schoolteachers from a particular area are enrolled to the study center located in that district. Hence, in this system SoE is the headquarter, the Colleges of Education and the (SCs) and the in-service school and junior college teachers are the end-users/learners. At study centers students through contact sessions have a face-to-face contact with the counselors who are teacher educators. We as head quarter have a face-to-face contact with the counselors working at the different SCs, but, there is no direct contact between the headquarter and the students.

SoE offers continuous training to its counselors. For this purpose they have to travel from their places of work, spend time away from their regular work environment and arrange for the duty leaves, while at our end we have to make the accommodation arrangements, spend money for the TA-DA, spare manpower of various levels on those days. Considering all this background we planned a project of computerizing the SCs. The idea took over and then we started the tasks such as planning, purchase, installation, maintenance, insurance and actual use. In the process even the SCs were supposed to get strengthened.

We being the persons with the academic background, we did not have any knowledge about the technical know-how. It was a collaborative venture of many Departments from the University such as Vice-Chancellor's office, purchase section, computer maintenance center, School of Education and the vendors. Since, we don't have any technical background; we came into the picture from the point of installation.

The paper gives the details of the venture to overcome the infrastructural, psychological, technical know-how and study material barriers at the various levels like SoE, SCs and the end-users, at various steps such as infrastructure, installation, maintenance & insurance and actual use. The success and failure at various stages of development of usage of technology are discussed in the paper. We would like to share the experiences at the grass-root level and especially the lessons learnt while struggling to bridge the digital divide in our region in the light of current trend of globalization and liberalization.

Learning for Sustainable Development

The Global Challenge and Opportunities for India

Dr. Rashmi Diwan*

Abstract

One could say for certain that no individual, community and nation can survive in isolation from rest of the world. The contemporary era demands everyone to come under one umbrella" GLOBALISATION" with incorporation of a wide range of educational, social and welfare programmes, the purpose of which is improving quality of life and sharpening life skills for sustainable development, otherwise the entire race will recede into the darkness of ignorance. The formulation of policy would require fostering active partnerships between government and non governmental organizations, different sectors, different levels of personnel, into the world of teaching and learning, research, training and development, awareness drives etc. We need new processes, less oriented

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to instruction and more oriented to action for sustainability – and why there needs to be more emphasis on working with adults here and now to change how we go about our lives. This entails assurance for economic and social development for mankind, leading to improved quality of life, also benefiting the generation to come, thus making teams to contribute for sustainable development of a nation and its future generation.... towards which India has already began its journey through small initiatives and efforts

Globalisation and Inequalities in Educational Development in India

— Special focus on Andhra Pradesh

Dr. V.P.S. Raju *

Abstract

The globalization is felt in the growing integration, that is, coming together of many countries of the world bound by common rules and principles. Globalization in common thinking is associated with the economic world, trade and commerce. But, in fact, social, economic and political dimensions with potential to change international relationships.

Employment market is getting globalize due partly to revolutionary development in information technology. Approximately every year, between two and three million people emigrate from various countries, most of them going to the United States, Germany, Canada and Australia. Demand for Indian IT professionals, Scientists, technicians, mechanics and financial experts have opened the gates of emigration making the world literally a single unit.

People in India have become familiar with economic globalization in recent years with the introduction of liberalization and reforms. Expansion of world trade is looked upon as the focus of globalization.

The state of Andhra Pradesh has adopted a policy to think global and act local. As part of the vision 2020 exercise they identified 24 growth engines to be given focused attention. The private sector has been involved in the development of infrastructure like power, roads, ports, airports, IT parks and telecommunications.

The state of Andhra Pradesh is a Multi-State because of its sharp regional disparities. Out of the four major southern states, Andhra Pradesh remains at the bottom of the heap in terms of every human development parameter from primary schooling, and infant mortality to population growth and life expectancy.

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The growth of population in our country has been one of the most important factors negating progress. The State is succeeded in reducing the rate of population growth from 24.3 per cent in 1981-91 to 13.9 per cent in 1991-2001. The reduction is more than 10 per cent in the decennial growth rate of population as against a marginal reduction of 1.5 per cent for the country as a whole.

Andhra Pradesh has the lowest literacy rate (61.11) among the four Southern States of India, whereas the literacy rate of Kerala is 90.92, which is about 25% more than the National average. Though Andhra Pradesh ranks last in literacy among the Southern States, there is remarkable increase of 17.03% in the state literacy rate, during the decade 1991-2001 and this increase is highest when compared with increase in literacy rates of other southern states.

The present paper highlights the educational inequalities in Andhra Pradesh with special focus on elementary education in the state in general and in its 23 districts in particular. It will also highlight the inequalities in educational development among scheduled and non-schedule population by sex along many other dimensions which the state of Andhra Pradesh is facing in achieving of the goal of Universalisation of Elementary Education (UEE).

Management of computer assisted instruction and information processing in teacher education programme

Dr. B.C. Mahapatra *

Abstract

The central point of our teaching learning process is to maximize learning outcomes in the part of learner. Impact of scientific and technological development in education on one hand, and imperatives of socio-economic development on the other are making a demand for shift, systematic reasoning, critical and creative thinking abilities on similarly a host of creative scientist, innovative planners, remarkable politicians and independent original thinkers. To meet their requirement instructional process has to be oriented towards development of these factors. For controlling different learning factors like innovative methods of teaching, implementing quality control in learning, new strategy, techniques and psychological factors are significantly implemented. The process of learning is most effective when instruction is structured and focuses in the following factors.

- * The establishment of learning objectives
- * Proper placement of students

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- * Continuous diagnosis and monitoring of individual progress
- * Adoption of individual learning styles through a variety of specific techniques and materials
- * A dynamic inter-relationship among all elements in the learning process.

Digital Education for All – Need of The Hour

Dr. Bhaskar A Yerroju *

Abstract

Ever since our country became free from the colonial rule of the British regime, India has been passing through a process of structural transformation economically, culturally, politically and technologically which may be called the development within the framework of modern bureaucratic organization established by the colonial rulers and the socio-economic inequality prevailing throughout India. There is a conflict between the massive poverty of millions on one hand and the concentration of economic power in the few rich people on the other which leaves a gaping hole. No nation can hope to survive, no civilization has ever survived in which there is a permanent division of its people into rich and poor.

Education, the fundamental among fundamentals is to be realized for overall development of a human being. But, free and compulsory education was only a directive principle under Article 45 of Indian Constitution until recent past. Right to Education is now recognized through Article 21 A, a new article which is proposed to be included in the Constitution of India as a Fundamental Right under 93rd Constitutional Amendment.

Education is an important means of facilitating and directing social change. Children (and adults) who attend schools are exposed to new ideas and concepts and attitudes that form part of the basis for social change. Education is a powerful tool for introducing members of a society to the system of government and the concept of governance. The school curriculum always includes a considerable attending to the essential ideas of nationhood and government and to the operation and structure of government.

But, unfortunately in India even now more than 34% of population are illiterate and not accessible to education. With the help of information technology, we can achieve total literacy in India and make the Indian society as knowledge society.

In this background, we should understand the globalization and its impact on Indian society in general and Indian education in particular. The 21st century challenge is, how effectively the human rights could be made available to all the people irrespective of any caste, creed, religion, race or

sex which is possible only through education for all. At the same time, we have information technology through which we can make information accessible to the people cheaply and speedily.

The Digital Globalization of Higher Education

Dr. D.N.Sansanwal*

Abstract

For the first time in the History of human kind, there has been a positive change in thinking, attitude and values of human beings on the globe. The positive change is that human beings want to live like a joint family rather disintegrated countries by keeping intact the commonness and giving due importance to individual differences which is Almighty's gift. In this context, the General Agreement on Trade in Services (GATS), which was signed under the purview of WTO (GATS, 1995) and came into force from 1996 is the step in the right direction. GATS is the multilateral agreement based upon the premise that progressive liberalization of trade in commercial services will promote economic growth in WTO member countries. Knight & deWit (1997) defined Globalization as the flow of Technology, Economy, Knowledge, People, Values, Ideas..... across borders. Globalization affects each country in a different way due to a Nation's individual History, Traditions, Culture and Priorities." In the context of this definition, the Information Technology (IT) has great potential in Globalization of higher education. This has been elaborately discussed in this paper. There are bright and dark sides of Globalization of higher education. The brighter and darker sides will help in promoting thinking and opening avenues for innovations. These should be taken in the positive sense. Information Technology (IT) is dynamic in nature. It has lots of potentiality to improve, manage and globalize different aspects of Higher Education such as: Teaching, Sharing of Resources, Professional Development of Teachers, Increasing Accessibility, Research and Development, Virtual University, Human Resources Development, Distance Education, Total Quality Management, and Bridging the Gap between Haves and Have-nots.

Digital Divide And Education: Some Issues

Dr. Ratnakar Gedam*

Abstract

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This paper aims at to provide an overview of the concepts and issues concerning digital divide, internet, globalization and approach to bridge the digital divide gap. Digital Divide is found not only at the international level but also intra-national and intra-organizations level. Thus it is universal phenomenon. Therefore, it digital divide could be categorized in two types namely international digital divide and national digital divide. The issues concerning each of these differ widely but common in these to bridge the gap. Therefore issues in each of these will also be simultaneously discussed. Education system, hopefully, should be forerunner in curricula development and shape the policies but digital divide also exist in the education system but Indian system lags. In India private sector has been forerunner in computer education, web technologies and creating enabling environment. Digital Divide is created by the ICTs and solution to it is also found in itself if infrastructure to ensure its access is created. Earlier the infrastructure is created it would facilitate to bridge the gap, and failure would entail obviously ever-growing digital divide gap. India is very large populated country. Its major population lives in India, which is divide in rural, urban, literate and illiterate. Magnitude of problem could be easily conceived from the growth in population. To remove digital divide infrastructure available at Schools and Colleges be used to set up computer laboratories. Also industry sponsorship and involvement of NGO could help accelerate the removal of gap.

Impact of Globalization on Engineering Education

Vinod M. Mohitkar^{*}
Sangita J. Vaidya^{**}
N.B. Pasalkar^{***}

Abstract

Liberalization, Privatization and Globalization are affecting every walk of life and technical education is not an exception to it. In fact technical education has to play a key role to extract the benefits of Liberalization, Privatization and Globalization for the developing nation like India. We need to produce sufficient and competent technical manpower, which will not only cater to the need of Indian Economy but that of the developing nations. In order to achieve this, there is a need to revamp an existing technical education system, which has inherent limitations. Therefore an attempt has been made in this paper to suggest possible strategic solutions for revitalization of technical education in India.

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A Study Report on the Digital divide toward's Education

S.Jayaraman*
N.Valarmathi**

Abstract

The new centers of information Technology are creating wealth and integrating some sectors into the global economy, while million remain marginalized and deprived of the most basic human needs. India has benefited more from the digital revolution. Information Technology has created a new and dynamic young sector generating significant employment and wealth. The services of India's highly skilled, English speaking software professionals are after by major global corporations and many here become familiars of IT companies in the United States.

But the statistical survey says 45% if the population who cannot read or write and the 44% of people who survive on less than Rs.50/= per day. Nearly 3, 70,000 villages do not have Telephone connections.

Vocational and skill formations in segmented labour markets - a case of New Delhi, India

Prof. (Ms) Saraswati Raju *

Abstract

In today's context of globalizing markets, remaining afloat in international competition is a precursor to industrial growth. One of the ways in which competitive edge is obtained is through keeping the cost of production low and India seems to have advantage in this regard in terms of large potential pool of workers that can be drawn upon. At the same time, however, the production of goods is increasingly been tied up with demands in the international markets that remain fickle and fluctuating. Under such circumstances export-led firms in particular find it most convenient to adopt time-bound task -specific hiring of part-time and casual workers instead of regular employees on role. This has created a unique social system of industrial production that on hand aims at the

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international reach, but the dynamics of labour remain embedded in locally contextualized ways in which labour and skills are produced and institutionalized.

Taking garment and electronic sectors as cases in point, the present paper is based on field-level data generated through a combination of quantitative and qualitative survey at four levels: industrial employers, employees that are skilled and vocationally trained, trainee students and head of the institutes imparting training to pursue a model that derives from triangular interaction. Since our interest was also to explore the processes of formation of knowledge district wherein there develops a mutually interdependent cluster of training and skill forming vocational institutes, industrial employers at the level of industrial district and labour pool, we concentrated on lower level training such as Industrial Training Institutes and Polytechnics. The underlying argument is that the catchment i.e., geographical area of the vocational training institutes moves from more local to regional and national level with increasing hierarchy in the level of training.

The study shows that the metropolitan capital city of Delhi has not followed a 'high' road to industrialization. The exchange of knowledge between educational/ vocational institutes, government agencies and potential employees is minimal and instead of formal and professionally organized system of production (including gendered construction of role models in assigning women their place in the hierarchy of industrial workers) the set-ups are still governed by primordial codes of conduct. There exists a clear segmentation of skill formation even amongst trained and skilled workers.

However, and it is crucial to note that men and women who have ventured in non-traditional trades, i.e., women in electronics and men in garments have been able to break the mold, but such workers have what Amartya Sen would call 'supportive influences' from their families and social network. Thus, it becomes clear that traditionally conceived affirmation programs that target industrial employment per se as the 'key concern' for industrial growth by themselves are not enough unless the wider contextually embedded social, cultural realities are considered and dealt with - findings with implications for policies and action well beyond the confines of India towards industrially developing world.

Globalization And Intra Sectoral Inequalities In Education

Rachna Umrao*

Abstract

The present era can be called an era of academic globalisation as the number of students aspiring and seeking foreign education is

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increasing. With the increasing globalisation of economies, the globalisation of higher education is inevitable. The debate at present is what is/or should be the extent of globalisation and not whether or not there should be globalisation. However, with the increasing attention given to globalisation of higher education, the conceptual meaning of the term is being distinguished from its earlier meaning. Earlier, it used to be taken as synonymous with internationalization. Though internationalization of higher education, too implies that universities have student from different countries, it represents a narrower view as compared to globalisation as the term "internationalization" itself indicates that national boundaries exist whereas the term "globalisation" considers national distinctions irrelevant. However some authors (Altbach, 2000) consider globalisation and internationalization as the same but they distinguish between internationalization and multi-nationalization. Multi-nationalism in higher education, according to them, mean academic programmes offered by institutions of one country in another country/countries, and that is how it also assumes national boundaries whereas globalisation means on a global scale without any relevance of national boundaries.

The Indian education system has although undergone a tremendous transformation from an elite system, nurtured by colonial roots to a mass system attempt to meet the demands of a vibrant democracy, it is continued to be considered as a social service rather than a trade service. Learning is considered as an excellence of wealth that none can destroy and which cannot be attained by chance. It must be sought for with ardour and pursued with diligence. The relation between teachers (Gurus) and the pupils (Shishya) are considered as sacred and teacher has been given a respectable status in the society after mother and father. The education system in India passed through 3 main eras viz. i) Gurukul era, ii) British era and iii) Independence era.

Business Behaviour in Higher Education Endangers Equity

Prof. S.P.Malhotra*

Abstract

Higher education institutions in India especially universities have been producing the required quality manpower as per demands made in the social system. The ancient universities and pre-independence universities in the port cities of India had a major purpose to chisel the manpower as per the demands made by the society. However, in the later part of this century especially after 1991, when the market forces got hold of the social system including higher education, the shift changed from maintaining demand & supply to the profit motive. Earning money and

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putting the same back to the system to sustain has become trend of the system. Higher education has started taking advantage of the social feeling that quality of life improves after attaining university degree. The higher education institutions have put a price tag on services rendered by them. They have started launching their courses not only to develop skills but also to earn money to get required profit. Different market relevant courses are being launched with an assurance to the students that the skills so attained will benefit them in the job market. A sort of business behaviour has developed in the higher education institutions where profit motive has been one of the prime objectives of each course so offered. Other features peculiar to business behaviour include self-supporting courses, privatization of higher education, charging different fee for the same type of course, linking education with industry, utilizing services of teachers as labour, and marketing the courses by advertisements have made higher education as consumable good. Selling of goods and services and strong public relation system have changed the role of universities from simply intellectual houses to business leaders.

In spite of the fact that, over a period of time, the number of universities and colleges has increased a lot and number of students has gone geometrically higher, the change in numerical strength has not brought any change in access and equity. Poverty has resulted in backwardness of education among large group of people in India. The business behaviour of the higher education institutions has added to the problems of equality of educational opportunities in higher education. It is evident from the fact that percentage of admission seekers from socio-economically disadvantaged group of the society like SC/STs, minority community and women has been much lower than their respective representation in the population. Database lying with various apex agencies stands testimony to it. The disparities due to gender, economic status, minority status and rural-urban divide have been further aggravated with profit making behaviour ruling the roost. The universities have been caught in dilemma of resource generation on one hand and constitutional commitment on the other. Without bare minimum resources there is every danger of losing quality. Sustaining quality means higher price in the name of NRI and paid seats thus endangering equity. Without equity progressive human society is impossible. The only alternate is that higher education must try some cost-effective measures but in no case it should leave individuals coming from disadvantaged section of the society. The business aspect of higher education has to be looked into from higher rate of return but it should never mean becoming subservient to the market logic.

**Financing Education in India in the Economic Reform
Period: Focus on Intra-sectoral Allocation of Resources to
Education**

Dr. P. Geetha Rani*

Abstract

The present paper attempts to analyse the intra-sectoral allocation of resources in the pre economic reform period and reform period in India. Further, the paper studies the role of central and state governments in financing various levels of education during 1980s and post 1990s. The pronounced role of center in financing elementary education since the National Policy on Education (1986) is brought out. The paper also makes a humble effort to work out the degree of unevenness in financing different levels of education. Finally, the paper looks at the recent policy initiatives in financing elementary (Sarva Shiksha Abhiyan) and higher education (new student loan programmes) and their equity implications.

**Globalization and Its Impact on
Human Development and Education**

Nandlal Jotwani*

Abstract

The discourse on globalization is increasingly occupying significant space in the ongoing debates on its impact on human development and education. It is, therefore, of great importance to systematically examine the contemporary process of globalization and its impact on human development and education and find out the significant facets of the impact, as it were, through multi-disciplinary, integrated approach and research into relevant sociological, economic, cultural and educational domains.

Globalization implies integration of poor countries with the rich. It includes the possibilities of movement of people – labour – and knowledge across international borders. It is also an instrument of economic and social change. However, the economic growth induced by unequal globalization results in indiscriminate urbanization and undermining of traditional institutions, human values and cultural identity.

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Globalization, as perceived and practiced presently, is unfair, with uneven playing field, with unequal distribution of benefits and losses. Today, the world's trade and investment is dominated by a few and the gainers generally are the rich countries.

On the positive side, it has opened up opportunities for the educated and the well off. Unfortunately, the enrolment ratios in developing countries are dropping as governments are spending less on education due to budgetary constraints. The impoverished, cash-strapped governments of developing countries are unable to provide more for research and development, which is very crucial for innovations and higher growth. Unless economic prosperity ensuing from globalization is evenly distributed among the developed and developing countries, globalization in its present form, will not be acceptable to all.

The crucial social, economic, cultural and educational issues, thrown up by larger discourses on globalization, have not hitherto been sufficiently addressed or examined by educationists except in contextual or general manner, in both teaching and research. It is high time that this important issue receives focused attention, study and research, which will lead to its integration with the wider body of contemporary discourse in social sciences, establishing its identity, impact and relevance. Viewed from a wider angle, such research will strengthen the global network of informed resistance against the exclusionist framework of unequal globalization. We indeed need to institute a rigorous analysis of the diverse nature of the globalization process and its impact on human development and education. With this perspective, this paper attempts to examine the contemporary globalization process, its resultant impact on human development and education.

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Globalization and Impact on Human Development and Education

Ms. Tilottama Barooah*

Abstract

Globalization is both a growing force in our daily lives and a subject of rapidly intensifying debate. Much less evident in prevailing discourse, but surely of equal practical significance, is on its impact on Human Development and Education.

The world has become very small and easily approachable to every nook and corner of any place situated in this world through Globalization Internet, Telex & Telephone, Science & Technology. Although the physical size of the Globe has not changed at all it has remained just the same now as years before.

Globalization has been described as the widening, and speeding up of world wide interconnectedness in all respects of contemporary social life including education. To some international education is a means of changing the world by increasing international understanding through bringing together young people from many different countries. International schools are established, the sites of multiculturalism in terms of the national origins of the participants. Individuals of International school may have plural national origins, which they also espouse similar educational values. Globalization is a process of reordering of interregional relations, but it embraces both integration and fragmentation.

Everyone has the right to education. The aim of education is to develop the human personality fully and to strengthen the respect for human rights and fundamental freedoms. Education is to promote understanding, tolerance and friendship among all nations, racial or religious groups and further the activite of the United Nations for the maintenance of peace.

Article 26 of the Universal Declaration of Human Rights 1948. In global sense, the right to education and the right to learn unfortunately still constitute a vision rather than a reality, although the demands on and for 'educated people' continue to grow.

Today, some 1,000 million adults, with woman are labelled illiterate. There is now strong evidence of ways in which education, Through its influence on attitudes and behavior and its positive impact on

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health, productivity, protection of the environment, family planning and child care can transform the cultural, social and economic life of people and communities.

There is a growing consensus that human development must be at the core of any development process. Education - the empowerment of individuals through the provision of learning is truly a human right and a social responsibility. Never before has the nature of learning and basic education been so well diagnosed and understood in the psychological, cultural, social and economic dimensions. Today, the sheer quality of information available in the world-much of it relevant to survival than that available only a few years ago, and the rate of its growth is accelerating. This includes information about obtaining more life-enhancing knowledge or learning how to learn.

The dimension of the universal declaration on education for all are 'expanded vision of basic education'. The aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth. The 2nd dimension is represented by the impact of unprecedented scientific and technological development. To be truly independent, a country should be able to ensure that all its citizens are given the opportunity, starting from the earliest stages of education, to gain an understanding of science and technology and the capacity to put them to appropriate use and to develop them to meet collective needs. Today workers in the agricultural sector have come to know the modern approaches in matters of food processing, food production and marketing of irrigation and fertilizers protecting the environment for sustain livelihood including health and nutrition.

The 3rd dimension is to affect the quality of life and education for sustainable development including population education.

The process of communication has developed enormously today through physical and otherwise* Education for all beyond the world declaration constitute (1) mobilization for empowerment, (2) the status and the roles of teachers, (3) participation of non governmental organisations, communities, parents and learners, (4) Textbooks and other instructional materials, (5) Utilizing assessment capacities of improve learning, (6) Cost reduction opportunities in primary schooling and (7) Implications for future efforts. At present, through different ways educationist, social engineers and others are laying to improve the people's living specially of children young people adults who are currently most in need.

The factors that are causing increasing importance attached to education in the globalization are:

- Role and Responsibility of States in its Educational policy & implementation.

- Education for employment and job oriented.
- Modernism keeping the pace with update trends and Feminism in education women education.
- Education for skill Formation in Vocational field.
- Social needs of Education
- School effectiveness in imparting the proper adequate education to children, and
- Keeping in mind the Technological Revolutions that is taking place in Modern Age.

Globalization and Education

Prof. K.S. Lyngdoh*

Abstract

Globalization has become the '*word of the day*' everywhere. It is being quoted in all sorts of debates and discussions covering such diverse areas as trade and commerce, communication, research and education, environmental issues, world peace and so on. This suggests that the concept of globalization encompasses almost the entire spectrum of human life and activities. Globalization is the central point around which the future world vision is anchored. It is the means and end as well of all international, national and regional endeavours affecting progress of mankind.

Education is at the root of globalization. It provides the meaning and also the nourishment to its growth and development the world over. In fact, the concept of globalization has knowledge as its base. For the successful practice of globalization there is need to develop '*learning societies*' everywhere. Such societies come into being through the medium of formal and non-formal education. It is necessary therefore for developing an under-developed countries to plan to develop their education systems from primary to tertiary levels to cover their entire populations. In practice, however, it has not been possible for these countries to provide quality education to all segments of their population owing to economic constraints. The result of this has been that a divide is created between children attending '*paid quality education*', centres and others attending '*low quality education*', centres at the school level. The divide is also carried to higher stages of education because of the cost involved in such education. Private participation in educational efforts is generally encouraged at the secondary and tertiary levels without proper safeguards to ensure proportionate distribution of educational

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opportunities to deprived sections of society. The reach of the advantages of globalization efforts in such circumstances is limited to only a section of the society, in these countries. The twin issues of '*equity*' and '*equality of educational opportunity*' are called into question here.

There is need to integrate the global efforts and local efforts for the success of globalization. The educational systems of Third World nations for example, must be so developed that they can draw upon something useful and relevant from global resources and can also at the same time give out something of their own to enrich the world resources. In fact, this is the essence and spirit underlying successful globalization. The sharing may take place among group members of nations in all directions bring gains to every member. The process of give and take may be facilitated if necessary preparations are made in advance. Individual nations have to take steps to streamline their own educational systems to offer quality education to all sections of society. A certain minimum level of essential working conditions and infrastructural facilities have to be created to promote quality work. Proper mechanisms and safeguards have to be built into the system to protect the rights and interests of people working on projects in promising areas of knowledge generation. This will offset the tendency among scholars, scientists and technologists to migrate from the developing world to the developed world.

Communication networks form an inseparable part in the process of globalization. Poorer countries are somewhat backward in this regard. Part of this problem is caused by non-utilization of the existing communication facilities and networks for educational purposes. Efforts may first be made to strengthen the existing networks to cover the length and breadth of the country and then to schedule the communication process to include useful and relevant contents of knowledge and technology. There is also need to strengthen two-way and multiple channel communication to ensure beneficial results to a larger audience. This single reform may prepare individual countries and their profile to prepare themselves for meaningful participation in strengthening the process of globalization.

Adoption and production of technology useful to tackle local problems.

Scientific and technological advances particularly in the emerging areas form the backbone of the process of globalization. Any nation making advances in these areas stand to gain in developing its own socio-economic system and may also receive immense benefits in the medium and long term time span. Efforts must therefore be made to develop the facilities for education, training and research in these areas.

Points

1. Identify existing institutions and facilities with promise in these areas and nourish them.

2. Integrate and pool together the research and training facilities in the state funded and private laboratories with facilities in the University.
3. Plan to fund researches on a selective basis to encourage research on identified national and international issues.
4. Talent, wherever it is located, be encouraged and given a free hand to develop
5. Promote a culture among youngsters and promising scientists and technologists that emphasizes value addition are one of the goals of their efforts.
6. All efforts to lead to learning societies who can generate, share and use knowledge for potential for value addition.

Attempting a Paradigm shift to avert Disequilibrium in the Era of Globalization

Ms. Mandira Sikdar*
Ms. Jyoti Pandya**

Abstract

The present decade is witnessing a phenomenal change. The world is virtually shrinking around us and geographical barriers becoming seemingly non-existent. Globalisation may be viewed as aiming at the universal homogenization of ideas and cultures and consequently the deterritorialisation of the globe. We are witness to a society becoming increasingly knowledge intensive and skill based. World leaders have come to acknowledge that a nation's development is largely determined by its human capital and more precisely on their knowledge and skills. The balance is clearly in favour of man's intangible assets. The natural outcome is the gradual marginalization of those not able to meet the required stringent demands. The process of globalization has reinforced both their marginalisation and exclusion. In India too, liberalised and open economic policies have evoked mixed results. New avenues have opened up for business activity and there is an aroma of all-round professionalism in the air. But as the country opened up its doors to liberalisation the chasm has deepened between the haves and the have-nots accentuating economic inequalities and rise in rural poverty. With majority of funds being used for various debt repayments, essential sectors like human development receive abysmally low amounts. The negligible amount allocated for education is therefore everyone to see. That there is lopsided development and a gloomy scenario, is evident. Especially now and in

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terms of human development objectives, education has come to be an end in itself not just a means to an end.

Education is a basic human right, it is also the key which opens many economic, social and political doors to people. In the light of these facts, the paper discusses many an important issue, namely: making suggestions for meaningful changes in the prevailing education system especially remedying the mismatch between -what is being taught and what is needed to be taught in order to give rise to educational products subscribing to international standards; greater provision and fund allocation for vocationalisation from the secondary stage itself and also recommended is a short span of internship at a little later stage to acquaint the student with the actualities of the selected vocation: compulsory identification and counselling services for appropriate channelising of potential from secondary school level itself; fostering of values through a compulsory value education programme and stressing on the need to attune the Indian mindset to desirable values such as 'dignity of labour' and 'mobility for economic security'; creating a sense of pride in being Indian and the danger of emulating - western concepts and products at the cost of our own; usage of systematic student evaluation of classroom teaching as a key part of the process of evaluating faculty for tenure and promotion; discussing a few noteworthy Indian cases where via determination, industry and insight, individuals have educated their fellowmen and adapted rural technologies to suit modern day requirements thereby countering the effects of globalization; critically analysing a few innovations, in the education structure of other developing countries and exploring the possibility of our adopting the same; making life skills an integral part of every curriculum including communication skills, spoken and written English, interpersonal skills; suggestions for the State to adopt a strong pro-active, pro-education policy and exploring avenues for increased resources for human development; devising a decentralised system giving more decision making powers to local institutions for implementing educational strategies; making women educated through non-formal education and functional literacy, but, more importantly making them economically independent; promoting media for generating consciousness and awareness among women. The paper concludes with a strong insistence on adaptation of the suggested strategies to enable India to achieve international standards in its tangible and intangible products.

Globalization and Priorities of Educational Development

Prof. Ch. Vijayalakshmi*

Abstract

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"The future is not some place we are going to, but one we are creating, The paths to it are not found, but are made, and
The making of those paths changes both the maker and the destination."

- Motto of the Australian Commission for the Future

All over the world, increasing geographical mobility, technology and globalization are bringing people together from different cultural and ethnic backgrounds resulting in a complex and diverse global society. Mankind is today on the threshold of a major transition to a global society. This transition is endangered by ethnic conflicts, religious fanaticism, linguistic loyalties and many more. This challenge of diversity needs to be addressed urgently before a major and embarrassing crisis occurs.

Education has to acknowledge these and harmonise the national identity with international culture. Educational systems over the world are attempting to internalize the impact of globalization. Major issues like social justice, equity and equality of opportunity, success, information explosion and knowledge growth are posing new challenges before education, particularly in the developing countries. Unless the challenges of diversity are understood and managed with sensitivity, it might lead to what Young (1990) calls, "the five faces of oppression", namely, exploitation, marginalization, powerlessness, cultural invasion and violence".

The central question is "What kind of education is needed for what kind of society of tomorrow?" The school going children of today will shape the beginning, of the 3rd millennium. The problem they will face at that time will be mostly of a global nature and their solutions will also have to be sought in the global perspective. Therefore to prepare them for the coming age their educational needs are to be of a wider dimension, world-centered education where interdependence and global issues will constitute the core of the school curriculum. Global education should instill in students not just willingness to live side by side with people from other countries but a feeling of being one among them, constituting the unified whole of mankind. Only such feeling can ensure peace, harmony and good-will among men and women in the world. Education has to play a very different role which would be characterized by global consciousness for social cohesion, needful value inculcation and nurturing of capabilities of every child to appreciate the change and to contribute to the process of change.

The education has to become a unifying force. The education will have to play a crucial role in maintaining peace and harmony among the nations, among the communities and among the individuals. The social cohesion among the nations, communities, and individuals will greatly depend upon education. Hence Education has to be developed by fixing priorities keeping in view the possibilities of the following conflicts.

1. The World Educational Crisis

Although the world is coming closer and closer, it appears that the gap between human relations is widening. The gap is there right from family, community, region, nation and ultimately in the whole world. This conflict at all levels affecting social cohesion and eroding credibility of man's education of 20 centuries.

2. The Conflict of Nations

No day passes without news about some kind of conflict between any two nations. There is no faith in each other and vast resources are being spent by the nations on military and war equipment. Man appears to have killed about 110 million people through direct man made violence in the 20th Century alone involving wars, torture, terrorism and counter terrorism. About 45 -odd wars have taken place since World War II causing human suffering and misery. The education failed to a greater extent in creating understanding and respect for the sovereignty of nations.

3. The conflict of Religions

The religious and communal conflicts are still worse than the wars between nations. The wars come and go but the religious and communal conflicts are perennial. The education of 20 centuries or more failed in nurturirig humanity thtoilgh the medium of rellgidn. The common educated person has failed to uriderstaM the religious teacher and has acquired religion to establish a sup'fe'macy of one religion over the other and supremacy of one community over ttte other leadiflg to conflicts.

4. The conflicts of Castes and Races

The education appears to have failed in pulling out the human mind from caste and racism.

5. The conflicts of Language

Nowadays the language is becoming the greatest cause of conflicts. There is hatred of one person for the other because of language differences. This has resulted in the formation of strong lingual groups, the problem has become acute at the regional level, at the national level and also at the international level. Thus the medium of education is being used as a weapon to fight with others. The education appears to have failed in civilizing people in this regard.

6. The conflict of Political Ideologies

The differences in political ideologies have affected the education of 20 centuries.

7. The sports conflict

The sports are to be played to develop not only physical capabilities but mental attitudes as well. They should provide a scope for world integration. However, now the sports are also not spared from all sorts of nationalism, regionalism, caste, racism etc.

8. The Individual conflicts

The decline in basic moral values at the individual level is the main cause for individual conflicts.

In order to overcome these conflicts the following are the suggested parameters of educational development.

1. Education for character building and humanity
2. Education for equality
3. Education for self reliance
4. Education for economic, scientific and technological development
5. Education for global consciousness

Therefore the educational planning for the coming centuries has to examine the links between education and development as it existed in the 20th century. Based on the lessons drawn from such an examination the priorities for the coming centuries are to be determined.

Imparting Skills, Community Participation and Human Resource Development : Interventions through Distance Education

Dr. S. Kishore*

Abstract

Education is considered as an essential tool for human development and social transformation. It is also instrumental in bridging and integrating societies, communities and nations. No doubt, knowledge played a significant role in the advancement of civilizations, societies and nations. However, by the end of 20th century, knowledge has emerged as a resource surpassing all other forms of physical resources. In fact, creating, mastering and application of knowledge decide the progress and fabric of the society.

By the beginning of the 21st century, apart from knowledge, nations aspired to increase productivity as it becomes a significant indicator to assess the growth and progress. Besides, the phenomenon of globalisation in recent times has altered the whole gamut of the society and its activities. Globalisation is having its impact upon all communities as it involves not only the free exchange of goods, services, and capital

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but also created competition among nations to expand trade and commerce to capture global market.

Similarly, the advancement in the field of information technology (IT) has already created a borderless global village which led to global power balance based on the ability to process and use the generated information. The question which needs to be addressed is whether the globalisation has paved the way for a balanced socio-economic development among the communities and nations. The answer seems to be that besides the already existing divisions like haves and have-nots, developed and underdeveloped the distinctions have arisen in terms of 'knowledge rich' and 'knowledge poor', information rich and 'information poor'. Though globalisation has added new dimensions in the social, cultural, economical and political fronts, the fruits of globalisation have not made impact on one and all.

Globalisation and its impact also has not left behind India. For a developing country like India, accent is upon equitable and sustainable development in all areas. But even though our country has been under the impact of globalisation, benefits happen to reach only a few. The progress in terms adult literacy, longevity and per capita income has belied our expectations.

India ranked 128th in the human development indicator index. We still have 35% illiteracy and this is about 350 million in absolute terms. On the one hand about 250 million in the age group of 15-35 are non-literates; on other hand our country produces more number of graduates, post graduates, engineers and doctors vis-à-vis para-professionals like technicians, nurses, skilled personnel etc. Moreover, there is also an urgent need in our country to gear and revitalize rural economy in the light of fact that 80-90% of the people are serving in the unorganized sector to achieve equitable development. But, the manpower development in our country has not taken care of the needs of the community and economy especially in the present era of globalisation.

The manpower development is lopsided and human resource development is highly supply-based as against demand-based. In fact we need to produce demand-based human resources in a globalized society to increase productivity to ultimately achieve progress. But the manpower development in our country at present is ill-equipped to meet the requirements of the community, service sector and industries both in terms of quantity and quality. Against this backdrop, it has become appropriate to give necessary impetus to skill building in the country to cope with the effects of globalisation.

Imparting skills to build potential human resources is an important step to bring equitable development, besides competing in a globalized economy. Skill building, of course in a over populated country like India is a formidable task which is possible only through a non-formal educational sector as the formal educational sector is neither in a position

to cater to a large number nor able to do the required justice due to the inherent limitations of the later. In such a situation only the distance education (DE) has the capacity to handle a large number for skill building due to its ability to provide greater access, flexibility and cost-effectiveness.

Consequently, role of DE in our country is crucial and distance learning institutions are expected to act as an agent of social change so that the major objectives envisaged for the provision of skills are as follows:

- Preparing masses especially illiterates and neo-literates through acquiring generic skills.
- Providing marketable and entrepreneurial skills and preparing for work
- Updating and upgrading skills to improve performance in a specific job
- Training and provision of higher-order skills at the work place through information and communication technology
- Continuing education and training in the need-based areas to meet the ever growing demands in the globalized era.

The advantage of DE is that it can give greater access and equity to a variety of clientele irrespective of the place, pace and time of study for the sake of imparting requisite skills. The quantity of target groups which can be covered through DE would be large. Hence this article examines the role of DE in catering to diverse target groups, nature of distinct skills to be transferred, strategies for designing need-based courses, delivery strategies to be adopted, collaboration for effective delivery of packages and the role of IT to build productive human capital.

Challenges of Creating Opportunities in favor of the Marginalised Girl Child : A Step towards Equity and Equality in Education

Dr. Nirupama Barpanda*

Abstract

Women all over the world suffer discrimination. Being born as a girl child, growing as a young woman and living a life of adult, women continue to be discriminated against. Their lower status of life is explained in the fact that they are deprived of basic human rights including access to education. India is no exception. Rather, the status of women enjoyed in this country is much more miserable because of its inherent poverty

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coupled with inequality. In the age of globalisation when the nation opens up for others to explore, exploit, develop and enjoy the resources of the country it is likely that poverty and inequality shall grow further, may be only during transition. So it is high time to plan for strategic intervention to ensure opportunities in favour of the most marginalized, especially the girl child, so that she gets appropriate knowledge and skill to live in this world of competition governed by market and earns a dignified livelihood and leads a qualitative life.

Of late, Human Development Report 2002 has been published by UNDP. This Report points out that India features the 124th place in HDI (Human Development Index), among the 173 countries under its study, basing on their achievements in literacy, per capita income and life expectancy. The Report sums up to say that India has been making a good progress but it is far behind development.

According to this Report there has been rapid growth after 1980s, but the country is yet to overcome poverty. The population below income poverty line living on \$1 a day was about 44 per cent till 2000. And inequality abounds as it measures 9.5 for the richest 10 per cent to poorest 10 per cent.

It further points out that poverty has direct bearing on people's access to education and literacy. In the year 2000 adult literacy rate (age 15 and above) of the total population was 57.2% where for males, 68.4%, and for females it was 45.4%. These figures on adult literacy may be compared to the Census 2001 data. It is heartening to note that by 2001 the country fared very well in adult literacy and the literacy rate increased to 65.38. There has been remarkable increment in both male and female ratio; it is 75.85 for males and 54.16 for females. But one may be surprised to note that the disparity in growth has not been addressed.

When one studies the access to education that the girl-child has, one finds that it is an area of great concern. According to the Education for All Monitoring Report 2001 in primary education the GER has been 100, and NER 67. The comparison between boys and girls is also encouraging. In GER girls figure 97 as to boys 107 and in NER they figure 67 as to boys 68.

Even in 1993 the NCERT stated in their Report of the Sixth All India Educational Survey that about 94.45 per cent of the rural population already had access to a primary school or section within one kilometer of their habitation and 84.98 per cent of the rural population had access to upper primary schooling facilities within three kilometer of their habitation. Looking at the size of this country and its population, this was no mean achievement. But it has been estimated that about 23 million boys and 36 million girls are still out of school.

The country seems to be concerned about this task when it expressed its commitments to the Education for All goals and strategies

agreed in Jomtien in 1990 and again in Dakar in 2000 including universal primary education by 2015.

Now the country has launched Sarva Siksha Abhiyan as an effort to operationalise this policy commitment by promoting decentralized planning with full involvement of Panchayati Raj Institutions and civil society, with the following broad goals :

- All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camps by 2003;
- All children in 6-14 years age group complete five years of primary education by 2007.
- All children in 6-14 years age group complete eight years of schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- And Universal retention by 2010.

In order to achieve these goals the country has initiated a number of projects and programmes such as Operation Black Board, Siksha Karmi Project, DPEP, EGS and AIE and Mid day Meal Programme. But it seems that the goal to universalize primary education is still elusive. Why all the children are not in school is perhaps the greatest challenge before the nation.

The case of girl child is far more intriguing. Despite all efforts to universalize primary education the progress of girls' education at the primary level is far from satisfaction. Experiences show that for every 100 girls that enroll in schools in rural India 40 reach class IV, 18 reach class VIII, 9 reach class IX and only one makes it to class XII.

In this context a number of questions need to be asked. This paper examines the following issues and challenges relating to education of the marginalized girl child:

- Is there no demand for girl child's education in the society?
- Does the socio-economic situation of the parents obstacle the girl child's education?
- Does the girl child's engagement in work dissuade her from continuing education?
- Do the curriculum and syllabus of primary education not attract them and bind them to complete schooling for seven years successfully?

- Does it contribute anything meaningful to their lives and help solve life related problems?
- Is the non-formal education (including EGS and AIE) an answer to the problem? Can it be an alternative to formal education?
- Is universalisation of primary education an end in itself? Or a beginning to a greater end?
- Who is accountable for ensuring education of the girl child? – the community, or government, or the parents, or the child herself?
- Where does the girl child stand in the massive process of globalisation?
- Will the present endeavours of the country help her achieve appropriate knowledge and skill to earn a livelihood with dignity and enjoy equity and equality?

Unless these questions are taken care of in formulating policies, plans, strategies and activities, the progress of education of the girl child will remain a far off dream.

Globalization and Impact on Human Development and Education

Prof. Kishor G. Dube*

Abstract

Globalization has increased the consumerism, the lust for secondary wants (needs), competitive mentality and search for materialistic goals. It has also started, the era of transparency in production, trade and market of goods, and the awareness about civil human Rights and transportable market oriented technologies. Globalization has also provoked the desires of pre-mature age groups for the lust of sex, hunger for wealth and search of unhealthy shortcuts for achieving the goals, which has increased criminalization and restlessness at personal, social, national and international levels.

Globalization has badly affected the localized production, trade and market in villages and remote areas, particularly in agriculture and cottage and village industries. The human population in these areas have no opportunity to come in the main stream of globalized production, trade and market due to their poor economic status and lack of educational opportunities. Neither they have the facilities and infra-structure for

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education nor they have the faith in the present education system, as it results in the production of restless, starve unemployed educated youths, eager to exploit the biotic and biotic resources and downtrodden human beings.

Therefore, there is an urgent need to restructure the existing frame work of education at all levels and making it convenient for self-learning and self-assessment about information, knowledge and understanding; for self employment and behavioural skill development; and participatory involvement for sustainable global environment. In order to achieve this, measures like de-schooling, open-schools, vertical examination system; planning for educational awareness in self-sufficient localized global market-less societies; and personal commitment based value education at all levels, will have to be encouraged. This alone will enable us to achieve the goal of equity and equality for every one at every stage and thereby strengthen the universal brother-hood and world peace in the globalized family.

The Impact of Globalisation on Educational Opportunities

A Study

Dr. A. Vinayak Reddy*
Dr. M. Yadagira Charyulu*
Dr. G. Bhaskar*

Abstract

Qualitative performance of an economy is now being measured on the extent of Human Development. It is the social infrastructure that influences the human development. The direct impact of education, health, sanitary facilities, roads, communications etc, on the strength of the economy to face internal and external challenges can not be undermined. Globalization made it inevitable to each and every nation to cope up with the present pace of economic activity. Nations have opened up their economies to the international exposure and this has created new avenues as well as challenges. In such a country like India, where the human resources are abundant, it is the time to develop and manage these resources properly and optimally to grab the global opportunities. It is well known that education opens up opportunities, healthy society can utilize such opportunities to the further extent, the other social infra-net stimulates the inherent capabilities. In the present scenario where our competition is less potential in the fields of agriculture and industry due to many number of reasons, it is the human resource area or otherwise service sector where we have to expose to the world with total preparedness. Though we have reorganized the importance of human resource development of late, strong inroads were made into these aspects in shortest possible time. Literacy level at 65.38 percent, life expectancy at

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62.4 years, bringing down the birth rate from 39.9 in 1951 to 27.2 and also bringing down in fact mortality rate from 146 per thousand to 65.0 are some of the examples for our achievements. Though the present performance is not far from the satisfaction, there are many unanswered questions. Globalization has created opportunities as well as challenges to the socio-economic set up. The world has diverted its attention towards social development and human rights aspects. Among the several social indicators, education is the foremost priority area which moulds the mindset of the people. Illiteracy is a prison and education liberates one from the clutches of deprivation. It will create a situation where people can get awareness on the on going issues. They can have an opportunity to live with self-respect. It is also possible to involve in participatory programmes like; self-help activities. All that is going on in the present society in the field of education is not percolating its benefits to its citizens in common. It is the point to be focused and should have in-depth study with scientific insight to be precise and clear, it is nothing but to probe into various issues related to spread of educational opportunities, attainment of education by various sections of the society quality of education and the resultant income generating avenues. Hence, the specific attention should be on rural areas and under privileged sections.

To analyse and assess the impact of globalization on education in India and especially in rural area, an empirical study has been conducted in Kothapeta village of Warangal district of Andhra Pradesh. The objectives of the study area as follows:

1. To examine the extent of educational facilities in the decade of globalization.
2. To assess the availment of educational opportunities by under privileged sections; and,
3. To study the linkage between education and employment in post-globalisation period.

Gender Equity – A Step Towards Reducing the Disparities Widened by Globalization

Dr. Haseen Taj^{*}

Abstract

The progress of a nation in the world of today is more than ever dependent upon the quantity and quality of education received by people. From the point of view of education as a human need, emphasis has to be placed on the mastery of the spoken word as a medium of communication

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and socialisation, the acquisition of universal literacy, its capitalisation, the acquisition of universal elementary and secondary education on a part-time and/or full-time basis and as a lifelong activity and further education/training periodically on a part-time and/or full-time basis as a lifelong activity.

Education as a basic human need therefore opens unlimited possibilities calling for responses that are constructive, creative and challenging.

In most countries of the world, there is widespread acceptance of principle that education is a fundamental human right. Article 26 of the Universal Declaration of Human Rights, proclaimed by the General Assembly of the United Nations in 1948, states in its opening paragraph 'everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit, irrespective of sex or any other discrimination.

It is in this prospective, the present paper is written based on the factual data collected from different countries from varied sources are presented (tables are presented in full paper) to indicate the gender disparities and need for promoting the gender equity to empower women to participate in a Globalized society.

Gender Disparities

Improving and widening access to education has been a major goal of education policy in most Third World countries in the past two decades. This reflects the broad recognition that education contributes to development. Evidence is overwhelming that education improves health and productivity, and that the poorest people benefit the most. However, this evidence also indicates that when schools open their doors wider to girls and women, the benefits multiply. While educating both men and women is essential to the process of development, failing to invest in women's education can even reduce the potential benefits that educating men can have on measures of social well-being. Indeed, failure to raise women's education to equality with men's exacts a high development cost-in lost opportunities to raise productivity and income, and to improve the quality of life. Yet, female education is still much lower than for men in most developing countries, and many women and girls do not receive the type and level of that will allow them to develop or to utilise their skills fully.

Primary School Enrolment

Low adult literacy rates are a result of past under investment in the education of women and thus do not necessarily reflect recent progress.

Without question, school enrolment rates at all levels have been rising in the developing world, both for females and males. However, this expansion has not diminished substantially the initial gender disparities. The enrolment rates of girls remain much lower than those of boys, the widest gap being evident in the lowest income countries. In the 40 lowest

income countries that have GNP per capita below \$500, the gap in primary school enrolment between boys and girls averages 20 percentage points. This gap has persisted in large part since 1960.

Both enrolment rates and the gender gap in enrolment differ dramatically by region. Except for South Asia and Sub-Saharan Africa, all regions have achieved near universal primary enrolment for males. However, only in Latin America and the Caribbean, and East Asia have the enrolment ratios of girls approached similar levels. Enrolment rates for girls continue to lag behind in the other regions, most notably in South Asia. In South Asia, the gender gap in enrolment has widened over the twenty-eight year period as school expansion policies improved access for boys but not equally for girls.

Retention, Promotion and Completed Levels

Gross enrolment rates, which are usually reported for all primary grades or all secondary classes, tend to mask some very important aspects of educational progress – the rate at which students who enter school remain in school, how many of them are promoted to the next grade, how many repeat grades, how much learning takes place, and how many graduate. If high dropout rates prevail even at the lower primary grades, then there exists a serious question of whether those who enter primary school ever achieve functional literacy. If so, much of the recent growth in enrolment rates may not be reflected in future adult literacy rates, and will overestimate educational progress. For this reason it is important to examine also survival or retention rates and how they differ for boys and girls.

Disparity in India

In 1951 female literacy was 7.9 percent as compared to a male literacy rate of 25 percent. In 1981 only 24.8 percent women were literate as compared to 47.7 percent men. While more boys were enrolled in elementary classes in 1979-1980 than in 1968-1969, there is no comparable percentage increase in girls' enrolment between 1968-1969 and 1979-1980 at the primary level, and only a 10 percent increase at the upper elementary level. In 1979-1980 girls constituted 35 percent of the total elementary population. Drop out rates for girls are higher than for boys and two-thirds of this wastage occurs in grade one (India, Ministry of Education, 1981). Only about one quarter of all girls enrolled in class one complete primary school.

Although women technically have equal access to any field of study, a constellation of variables limits their access, opportunities and aspirations to those fields of study (particularly technological ones) which have rapidly increasing job opportunities in a modernizing and developing society.

Gender Equity and Education for All

The Education for All for millions of people are not being met fully or well, and will not be *if current conditions and trends persist*. The challenge for all countries is to devise a feasible way to meet the Education for All to their population.

This requires more than a recommitment to Education for All as it now exists. What is needed is *Universalising access and promoting equity*.

The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.

Girls Bridging the Gap

The gap between boys' and girls' participation in elementary education is the biggest single gap that needs to be filled for universalisation. The problem of UEE is, in essence, the problem of girl child. The gender disparity, particularly in the rural areas, reflects the discriminational social attitude to the girl child. Therefore, in addition to monetary inputs, interventions have to be specifically designed to bring about a change in attitudes.

Future Growth Points

To be effective, governments must take all these costs into account while gradually educating parents about the benefits of sending girls to school.

Governments, international donors and NGOs are beginning to find innovative ways to deal with a wider range of constraints. In addition to increasing the supply of school places, many countries have experimented with incentives, such as scholarships for girls, to persuade parents to send their daughters to school. But much more needs to be done. For example, evidence in many Islamic countries shows that culturally appropriate and safe facilities and the presence of female teachers often remove disincentives for parents to enroll daughters. In addition, labour-saving technologies for flexible school schedules that reduce the time lost to household work of girls appear to be promising measures to adopt. Lastly, in countries that have achieved some success except for specific segments of the population, targeting becomes a key issue. Often, efforts to increase female enrolment should be targeted at families living in low-income and rural areas, where the benefits of educating girls are greatest.

Impact of Globalization on Human Development:

Role of Education in Meeting the Challenges of Globalization

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Abstract

Globalization is a much talked-about term today and we cannot deny the fact that it is a phenomenon that is greatly affecting society. Globalization is in fact, a combination of the free exchange of goods, services and capital. The phenomenon dates far back in history with the development of international trade (the 'silk road', the '*villes-monde*' of the Middle Ages). During the second half of the Nineteenth Century, this phenomenon was highlighted by the industrial revolution as a result of colonial exploitation. The continuous modernization of the international exchange process during the Twentieth Century and its ratification through international agreements (the GATT agreements in 1947) have maintained and paced an increasing globalization of our society.

1. The three dimensions of globalization

- *The economic and financial dimension*
- *The scientific and technological dimension*
- *The interdependence of the dimensions of globalization*

2. The consequences of globalization on social organization

These globalization characteristics seriously affect the organization of human societies, as a result we have to rethink the needs of our societies in order to meet them better.

- *The geo-political consequence*
- *The cultural dimension*
- *The segmentation of countries and societies*

Globalization and Education

There are at least two ways of looking at the effects of globalization on education. The first: to what extent education systems are being 'shaped' by globalization or in prospective terms, what are the changes likely to affect education systems in the coming decades as a result of globalization? The second: what kind of policy reforms should be adopted to address the consequences of globalization?

On the first point: in all societies, whether advanced or backward, at any point in time, a variety of patterns of education systems co-exist: poor or wealthy conditions of schooling; traditional or high-tech delivery systems; a diversity of teaching-learning strategies from rote memorisation to active child-centred education. Therefore, it is safe to assume that (i) strong mismatches and discrepancies will prevail between the expected impact of globalization on education and the actual changes occurring in education as a result of globalization; (ii) statements about expected changes and proposed reforms for education in an increasingly globalized world are not forecasts of reforms or changes, but should be interpreted as part of a framework for educational policies having some consistency with the trend of globalization.

On the second point: a great deal depends on the assumptions made about the future of globalization. Will the present trends continue *peacefully* and for how long? Will globalization generate political and social resistance and turmoil, consequently leading to a 'swing in the pendulum' back to more controlled movement of people, financial resources, material resources and, as seen in some countries, of ideas? Are we assuming a Huntington or a Fukuyama, or a scenario that promotes the capacity of individuals to remain masters of their own destiny?

What globalization highlights?

- *The loss of standards for individuals*
- *The breaking up of societies*

Role of education in meeting challenges of globalization

Globalization is not a radical revolution that is going to completely transform education: its impact will be more an emphasis of certain trends. Firstly, we should remind ourselves that education must not lose sight of its traditional basic goals: reading, writing, arithmetic, know-how and skill development. In short, everything required to live and to communicate with the environment, everything that a person needs to participate in the life of his/her society. Secondly, faced with the consequences of globalization on individuals and societies, other goals become relevant for educational reform.

- *More autonomy for individuals in a society of knowledge*
- *Rebuilding the social link*
- *More equal development of society*

Proposed goals of education in Globalization

Education must, in fact, contribute to revitalizing a society of citizens who share the values, issues and challenges of their community, country and the world.

- *A society of citizens*
- *An outdated traditional tasks assignment*
- *The tasks of basic education*
- *Higher education*
- *Secondary education: reconciling the old dilemma between terminal and preparatory education*

Teaching: How to teach in a changing World?

A profession with competing demands - There are nearly 60 million teachers around the world today. They are also up against competition in his/her own field. Following the development of information services and new modes of communication, the teacher has lost his/her kind of monopoly as a supplier of knowledge. Consequently, teaching and learning are no longer a protected area of competence of the teaching profession, but are gradually opening up to other public or private actors. New teaching and learning theories are challenging the

teaching capacity of a large number of educators who have been trained and who practise traditional approaches to education. New ways of acquiring knowledge and new delivery systems, threaten the teaching profession, such as multi-media, including CD-ROMS with sophisticated devices for self-learning at one's own pace. This means that we are already in a world where the teaching profession will require radical adaptation to new skills and new demands. Some have already predicted that teachers will disappear due to the advent of these new teaching possibilities. It is unlikely, but the role of the teacher will, on the other hand, evolve and become perfectly adapted to the new skills and new needs.

More responsibilities - At the same time globalization, through weakening the state and promoting the decentralization of power to local entities, indirectly generates new responsibilities for teachers. In education, decentralization - when it works - means a relocation of decision-making power to local authorities, schools, head teachers, and teachers for classroom management. If the teacher is not trained to address these new managerial responsibilities, the future of reform seeking more participatory school based management may be jeopardized.

New Tasks – Finally, globalization, by relying heavily on New Information Technologies (NITs), generates additional demands for new teacher skills. As a matter of fact, NITs require teacher training to be completed with two kinds of skills. Firstly, the understanding of these new NITs requires knowledge centred around their technical functioning and the communication processes they use. Secondly, NITs make an enormous mass of information accessible that must be dealt with to allow the *transformation of information into relevant knowledge*.

Metamorphosis of Education in the Era of Globalization

Dr. Anjali K.*
Dr. Archana T.*

Abstract

Globalization is multidimensional, consisting of many complex and interrelated processes that can have a dynamism of their own, resulting in varied and unpredictable effects . Globalization involves the diffusion of ideas, practices and technologies. Earlier era have had experienced globalization, the present-day version has a number of distinctive features such as:

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- Open markets
- changing patterns of economic reforms
- Corporatisation and power of corporations
- advances in information and communication technology
- changing flows of educated people

While some of these processes for example open market are guided by international rules, others especially advances in information and communication technology have grown more spontaneously in response to particular national or global phenomena, often outside the framework of international rules and policy. One thing all the processes have in common is that they affect, to varying degrees, the enjoyment of human rights. Globalization has changed social, economic and cultural fabric of any country.

With the advent of Globalisation education will also changed drastically. Some of the challenges for education in this era will be ability for today's learners to be more familiar and comfortable with abstract concepts and uncertain situations. Much of the academic environment today, presents students with ready-made problems and then asks them to solve them. The reality of the changing economy, based on information and knowledge is that problems are rarely that clearly defined. It requires those seeking valuable employment to seek out problems, gather the necessary information, and make decisions and choices based on complex uncertain realities.

Much of the education and learning environment today is divided into very rigid academic disciplines, focused on discrete units of research. However, the emerging Information Society and global economy requires a holistic understanding of systems thinking, including the world system and business eco-systems. Thus inter-disciplinary research approaches are seen as critical to achieving a more comprehensive understanding the complex reality currently facing the world system.

In the past, academic practitioners often saw themselves as wise "sages on the stage" delivering data, information, knowledge and wisdom to the eagerly awaiting students, whose minds were empty vessels waiting to be filled. However, if that reality were ever true, the world's store of knowledge is increasing at such a monumental rate, that no single person can hope to adequately convey as comprehensive an understanding of a subject as is possible, or as could be absorbed by most students.

Human beings by nature are curious and eager beings they want to learn more and know more. Societies are no longer the traditional ones; they have changed into knowledge based societies. They are generating , using and disseminating knowledge. Any student who is seeking employment in today's market needs to have a competitive edge with relevant skills . Only a quality product can survive in today's competitive

market. If this is the scenario is our education system ready to accept the changes? Can we still continue with classical courses? Which courses are needed for the competitive market ? Courses need to be designed as per the market demand.

In the era of globalization which courses will be functioning needs to be studied . The authors of this paper would like to highlight the opinions of corporate and academicians in the light of globalization .

Demystifying Education: In Search of Equity and Equality for the Rural and Tribal Children

Muktakantha Pradhan*

Abstract

Adopting Sarva Siksha Abhiyan, India is committed to achieve universal primary education within this decade. But the strategies for realizing this goal needs to be re-examined in the context of being able to provide quality education to millions of children. In order to bring all children to school we cannot compromise with quality. For, in the globalising world, when the poor and the marginalized people are going to face new challenges in life, education is going to play a more crucial role than ever. This becomes a more pertinent question when we plan and act for the millions of rural and tribal children.

Any primary or secondary education that uproots our children from their culture that values productive endeavours of life is unacceptable. Children need to learn to be, not simply to become. Education should add meaning to their being. It should help them discover their existence in a given context and help them see and analyse the situation, and facilitate planning and acting to change the state of affairs. In the context of Globalisation, the need of education would be more for making informed choice for life and livelihood. Not mere literacy, but mastery learning and problem solving should form the basis of the new primary education.

This necessitates redefining education, reconstruction of curriculum, restructuring of contents, activities and methods, and also rethinking of the modes of delivery. It is high time to decide for a quality, free, compulsory, state managed primary education system.

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Globalisation and Education Sector : Equality and Equity

Ms. Avani Trivedi*

Abstract

Globalisation of education has become a reality and India can not afford to ignore the changes. It is the right time to identify the upcoming trends in education and provide the availability of opportunities to all. It is the demand of today. The whole world is turning into "oneness". Equal opportunities of education is a great tool in developing the capacity of humankind. Globalisation may turn to the upliftment of humankind through education.

The focus of this paper would be on the issues of education, particularly, in the globalised world. The paper would:

- Say about the inevitable urge of to-day to cross the boundaries in order to reach to rest of the world
- Highlight the issues of equity and equality with special reference to education and globalised world. How the area of education deal with the issues arose due to global world, who is the gainer and who is at the losing end in the new trend of internationalism
- Discuss about the impact of globalised era on the field of education
- Try to analyze the issues related to human development in terms of availability of educational opportunities and its development of the society as a whole.

Status of value education in Iran and India

— A Critical Analysis

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Abstract

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Despite spectacular advantage in science and technology, there is still general consensus on necessity of the sustenance of human values in the contemporary world. Value orientations in education have become a worldwide concern. The emerging global consciousness of our times derived from fundamental changes in science and technology, and the urgency and magnitude of such global problem as in the establishment of peace in the world. Education must provide a climate for the nurture of personal, national and global values. Even though Iran and India present contrasting contexts as far as the status of the problem of value education is concerned, there are common areas of interests and values. The aim of this paper is twofold: firstly to provide a theoretical framework of different areas of values and secondly, to critically examine the present status of affairs of value education in Iran and India. The paper also present some illustration on the common areas of values, degree of emphasis on different aspects of value spheres in Iran and India.

Globalization and its Impact on Human Development and Education

George Joseph*

Abstract

'Globalization' refers to the phenomenon of the world becoming smaller as a result of modernization. Due to the impact of advanced techniques of communication it has become possible to reach out to the remotest corners of the world any time one likes to. As a result, new trends that arise in advanced countries spread to all parts of the world in no time like wild fire. This can have both positive and negative effects. How can globalization affect human development, especially the field of education?

Globalisation : Moving Towards Gender Inequality

Dr. Sujata Srivastava*

Abstract

Globalization has come into use in India in the last 10 years. It indicates that the world now is more interconnected than it was before. It

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is a result of changes in the global economy-notably rapid movements of large volumes of money, increased volume of trade as well as change in communication and information technology. To many globalisation is seen as an opportunity. However Landes (1998) stated that “the greatest single problem and danger facing the world of the third millennium is the gap in wealth and health that separates rich and poor.”

For women in India, given the skewed distribution of resources within house-holds and communities, that make not just access to health, but often basic survival itself an struggle.

Female literacy in India has always been lower and then enrolment in higher education institutions has also been lagging behind. There is a gender inequality which already exists in India.

Privatization of higher education and the introduction of self-financed courses in colleges and universities can be seen as the major impact of globalization. A high fee structure in private institutes and self-financed course would be detrimental to women taking admission at the tertiary level. The already existing gender inequalities would be reinforced. Few suggestions have been offered to bridge this divide.

The Impact of Globalisation on Some Selected Psychological Dimensions of Adolescent Children

Debjani Sengupta *

Jhumpa Biswas *

Abstract

Globalisation is a key-word to-day in the world market because of quick mobility of capital goods and services, technology, information system and so on. Globalisation may therefore, be visualised as the process of denationalization of markets with the fusion of national boundaries bringing many cultures together. Essentially, the impact of globalisation on the society is competition for better products, consciousness for quality and a basic awareness at all levels for better living. The inevitable consequence of all these is the high demand for the best of human resources and only for the best.

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In relation to the above, the market economy in which the adolescents grow up has a determining effect on their personality. It is the role expectation of the society and the norm established by it that either help to develop an integrated personality or stimulate stress, frustration or anxiety in the younger generation. To-day's adolescents are exposed to various events and issues like world-wide threat of violence, fundamentalism and nuclear war, temptation of a highly consumerist society, the demands of parents for vertical mobility, the experience of growing up in a small nuclear family, and above all, the overwhelming pressure of performing good in a series of examinations, joining of more and more women into the work-force outside home and so on. This is the context in which the present study has been generated.

The objective of the work is to investigate the incidence of generalised anxiety, test anxiety and academic overload amongst the adolescents and find out the impact of these factors on their mental health status with reference to their family structure. The sample for the study was four hundred and eighty boys and girls in grade nine to twelve. Data was collected mainly through GAT and TAT, an Academic Stress Inventory and a Mental Health Test Scale. The findings of the study are as follows.

- (1) The S_s, irrespective of grade show high scores in TAT and GAT. Ninth and tenth grader scored above average in Academic Stress Scale. The Mental Health Test score show that the children are just on the edge of normal level.
- (2) Significant differences across grade and gender are observed in the mean test scores of general anxiety, test anxiety, academic stress and mental health status. This is also observed in case of working and non-working mothers. The trend, however, is not always the same for single child and child with sibling.

These findings indicate a significant effect of globalisation on human development. The global economy induce more and more consumerism resulting in a cut-throat competitiveness amongst young children affecting appreciably their mental health status.

Globalization of Education – Points to Ponder

Dr. R.C. Srivastava*

Abstract

In 1965 I came across several hundred Fulbright Scholarship beneficiaries like me from more than 60 countries in the U.S.A and

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wondered why the U.S. government was spending so much money on us. Was this an act of philanthropy or was this for something else? Many of us had returned to our countries proselytized, boasted about our visit to the U.S.A. and all that we had experienced there - in a way brainwashed. We bought and recommended for purchase books, journals and magazines published in the U.S.A and thus created a huge market for the U.S. publishing industry. Offering these scholarships was perhaps the hidden agenda, indirectly an investment and a commercial venture of the U.S. government.

Education in India too is now growingly being considered an industry and operated as a commercial enterprise particularly by private partners in the education process. Mushrooming growth of costly private education institutions across the country at all levels and types of education provide evidence to the fact that education activity is now being undertaken for profit making more than as a charitable and welfare function. Economic returns from education however were not the motive that had guided the establishment of formal educational institutions in earlier times.

Following the policy of economic liberalization initiated by the government in early 90s several foreign educational institutions have found berth in India in the name of globalization of education. There is no denying the fact that access to education of the countries like the U.S.A., Britain and Australia etc. which have set up their centres or franchises, has been made possible for Indian students and they do not have to travel abroad and stay there but most of these institutions besides being little known are very expensive. As a result only those people who can afford such costly education study there in the hope of getting quality education and also because the label of a degree from a foreign university is still valued more than the degree from an Indian university. The common and the not so rich cannot manage to get exposure to education of these institutions like they cannot afford to enjoy the taste of the costly Kellogg's cornflakes. Globalization thus causes a class divide with educational institutions for the elite and the rich and those for the common and lowly social group. But such a divide has been already there with ever increasing number of expensive private/public schools being run mostly as a commercial venture. Globalization instead of making available all systems of education globally at affordable cost to most people is furthering and strengthening the concept of education as investment. Globalization in fact should help in improving the quality of education in participating countries. This however is not happening. While the benefit of globalization is being reaped by the advanced and rich countries which have established their centres in India with greater outflow of returns and money from India, the inflow of these to India is negligible. Globalization is not contributing to raising the quality of education as it has to some extent done in the industry sector.

Like India Japan was at one time not very scientifically and technologically advanced country. But Japan instead of opening its doors

to foreign educational institutions preferred to import their technologies. It did not subject its education to globalization. It sent its people to the advanced countries to learn science and technology and adopted to meet the needs of their country. This on the one hand helped in blocking the class divide that would be caused by import of foreign educational institutions and on the other checked the outflow of the Yen to those countries.

Like in any free competitive set up the big fish tends to eat away the small fish. Globalization which really and in effect means privatization of education is likely to produce the same result as it does in the case of free competitive economy. We in the Departments of Education and Teacher- Training have experienced this phenomenon. Around the 60s when interdisciplinary approach in education was being advocated and put into practice the richer academically social science like psychology, political science, history etc. infiltrated the faculty of education but the education faculty remained where it was.

Globalization and Impact on Human Development and Education

Prof. D.G. Girdhari*

Abstract

The very objective of globalization is to obtain higher economic growth rate. To make a country a successful partner in globalization, the Government must play a close and complementary role. In the present second phase of globalization of the Indian Economy, it would be of interest to look into rationale strategies, impact and challenges of globalization.

There is mixed response to economic reforms in India. In our country the overall growth rate of employment was hardly one percent in the first phase of economic reforms hence efforts should be directed towards new employment opportunities in all sectors. The technological transfer should be an appropriate mix of labour and capital augmenting. Definite policies to train the labourers are to be taken up.

In globalization of world economy liberalization and expansion of financial privatization and greater interaction among the financial system of different countries have a very significant effect. The challenges of globalization to Indian Economy are like greater competition in product markets and export markets, pressure for improving technology capability, flexible global consumer tastes preferences, demand quality revolution, global mind set, core competence etc. which is feasible through HRD where as HRD is possible by training and education. Education can play

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vital role in stopping and controlling encroachment of unwanted western culture which is likely to mislead youth of the country.

The trio of knowledge, power and money dominate the world and the possession of one factor shall leads to the acquisition of others. India should in cash the knowledge base to attain success in the globalization process.

Education has been treated in all treaties on theory and philosophy of education as a good having character of social good insofar it has significant spillovers on the society besides being useful to the education.

Today the world is changing is very fast and referred as global village. The pace of globalization, liberalization and privatization is remarkable and has tremendously influenced various dimensions of education, particularly IT. IT helps in improving competitive edge in business and service sector as well as in providing a better quality of life of citizens.

In order to survive in globalization one has to have competitive edge which is possible only if trained technical manpower with required managerial skill are enabled to perform in a congenial industry-friendly environment. Basically educational standards have to be raised at all levels and made comparable with the best in the world. In view of HRD three important areas of education appear to be important i.e. Teacher's development and Training research and extensions in Information Technology (IT). Further Academic institutions should have synergetic linkage with industry and produce people with skills who can find ready employment or become entrepreneurs. It will improve the quality of life in society and will help to eradicate illiteracy and poverty. Thus the challenges of globalization will meet through various facets of education like learning, training and extension programmes.

In this case China proved that through competent human investment anyone will going to get benefits in the competitive world hence, a case study of China in relation to her globalization HR Development and meeting global challenges through education and HR will be studies in detail.

Educational Concerns in a Globalized Economy:

Indian context

Dr. V.P. Garg*

Abstract

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World is again passing through an integration phase when the new pace of globalization has opened markets for internationalization of trade, capital, knowledge and technology (Williamson, 1997) In order to protect the regional interest, regional economic block, trade block and regional associations are being created. These emerging compulsions pose a challenge to the developing world as these economies are most vulnerable due to their comparative low profile. Indian economy after 1990', is said to be swept by this compulsion. This paper reflects educational concerns in Indian Context in a fast approaching globalized economy when interdependence of nations (whether may be their level of economic, educational or social development) is stated to be fait accompli. The paper is divided into four sections. Section 1 describes a theoretical frame of globalization vis-a-vis knowledge society, followed by an analysis of economic strengths and weaknesses of Indian economic sector after 1990's in section II. In section III, a SWOT analysis is done of educational development followed by summary.

Responding to the Impact of Globalization

— The Curricular Concerns

Dr. C. Nongbri

Abstract

The present decade is witnessing phenomenal changes the world over. Change that have taken place recently have clearly established the fact that no nation can isolate itself completely from the rest of the world and survive for long , in fact these changes brought along with them many challenges. Globalization is one of such challenges resulting in large part from the world-wide integration of the economic and financial sectors. Globalization is an outcome of rapid and technological changes, geopolitical evolution and a dominant ideology of regulation by the market. As a result of globalization, most of the problems do not stop at any country's border posts, but call for world-wide solution.

The main implications of the phenomenon of globalization would be emergence of learning societies due to the multiplication of sources of information and communication, transformation of the nature of work requiring more flexibility, necessity of team work and use of new technologies. The challenges raised by globalization for educational processes would mean rethinking about the delivery of educational content, integrating new sources of information, developing competence along with knowledge and also to adopt curricula to the need of the different socio-cultural groups, and to maintain the national and social cohesion of the country.

A meaningful school curriculum should be responsive to the society, reflecting needs and aspirations of its learners. Even in the new

millennium some of our societal concerns remain but many new concerns have also emerged in response to the fast changing society. The curriculum should lead to an education that would reduce inequalities and respond to social, cultural and economic contents of the learners and the society.

Responding to the impact of globalization would lead us to rethink of defining new scope for old disciplines introducing new curricular concerns such as education towards active citizenship and human rights, environmental issues and promoting consensus on a common core of universal value.

This paper tries to discuss the curricular concerns in responding to the impact of globalization in the country.

Employment and Economic Growth - Co integration and Causality Analysis for India-1970- 2001

Abey P Philip*
J. Manohar Rao**

Abstract

All the Indian Five year plans have stressed a substantial expansion of employment opportunities as a major goal of planning. It has been hoped that if employment grows faster than labour force not only would all the entrants in to the labour force to be absorbed in gain full employment, but the back log of unemployment at the end of the plan period would smaller that its start. Gunnar Myrdal the Nobel laureate wrote an essay on the welfare state in which he stated that the greatest step on the path to a welfare state had been the achievement of full employment¹. To cope with the widespread of unemployment the economic growth and generating the employment are the gravest struggle for the Indian Economy. In the Economic theory stated that the employment had a significantly change with the economic growth. Economic growth and employment have received substantial attention in the field of macro economic theory. Employment of any country is crucial to make the country economically fit and secure. The employment may have significant influence to the purchasing power capacity and saving behavior of the people.

Economic advisory Council of India under the chairmanship of Sukhmaoy Chakravarthy report pointed out that the Gross Domestic Product growth though necessary, but it is not sufficient for solving the problem of unemployment. The key point is the employment must be generated in the economy as a whole and a not single sector. The principal

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means of enlargement of employment opportunities is to get the economy to move as fast as possible with the maximum dispersal of productive activity through out the country. Therefore we cannot nexus the relation between the economic growth and the employment generation. But the problem concentrated the growth output has not matched by a corresponding growth in the employment. The NSS report shows that the growth of employment has been steadily going down in the recent decades. Indeed an acceleration of employment has been significantly lower than the growth of population.

The economic growth and the employment have a crucial role in the development of India. The objective of this study is to examine the nexus relationship between the economic growth and the private, public and total employment of India over a period of 1970-2001. In the economic theory there are lot of studies to examine the relationship between the economic growth and the other macro variables. (See Muller 1994, Emery 1967, Gupta 1985, Juag and marshall1985, Nandi 1991, Syram and Walsh 1976, Ram 1985, Geweke, Verspagan, Dodaro 1993, Balassa 1983,).

But with the development of causality tests (Granger 1967 and Engle Granger 1987) becomes an imperfect measure of as it was argued that they failed to measure the direction of causality. Further more since the emergence of unit root tests (Dickey and Fuller 1979) and (Phillips 1986, Perron 1988 and Phillips Perron 1988) checking the data function such as stationary of the time series variables, the issue of the cointegration of the time series variables and the stability of the estimated relationship has been become a more routine aspect of the applied time series analysis. How ever to the best of our knowledge there have been a few studies on India in which the technique of cointegration are applied to examine the relationship between the economic growth and the employment.

Inequality Reduction Through Community Information System (CIS) Model

Dr. (Mrs) InduGrover^{*}
Dr. Deepak Grover^{**}

Abstract

Present day scenario poses problems on many accounts in spite of rosy picture for elite society. Globalization has opened up floodgate of opportunities only for some, who have the access to information,

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infrastructure and income. The greater proportion of population particularly in developing countries remains deprived of such access by circumstances political order and lack of resources. The growth of the country is thus hampered on account of equity and equality. The right to possess, acquire, gather and receive knowledge is fundamental to every human but social impediments, infrastructure paucity, weak resource base; indifferent attitude and lack of will on the part of people at the helm of affairs considerably snatches away this right. No knowledge is no growth for self and society. Thus it is of paramount importance that the knowledge base of the society be enriched and strengthened as early as possible giving it top priority instead of agriculture sector. It is presumed that inequality shall reduce when knowledge society is perpetuated. People will not wait for opportunities but create their own opportunities, which become essential ingredient for growth of a country .CIS model suggested by authors is an attempt to reach to masses by exploiting information technology at the grass root level .It is hoped that the information disseminated to masses at village level shall greatly help in mainstreaming them. Once the people at grass root level have access to knowledge base the spiral of knowing may set in resulting in inequality reduction both at knowledge and income level.

Management of Computer Assisted Instruction and Information Processing in Teacher Education Programme

Dr. B.C. Mahapatra *

Abstract

The central point of our teaching learning process is to maximize learning outcomes in the part of learner. Impact of scientific and technological development in education on one hand, and imperatives of socio-economic development on the other are making a demand for shift, systematic reasoning, critical and creative thinking abilities on similarly a host of creative scientist, innovative planners, remarkable politicians and independent original thinkers. To meet their requirement instructional process has to be oriented towards development of these factors. For controlling different learning factors like innovative methods of teaching, implementing quality control in learning, new strategy, techniques and psychological factors are significantly implemented. The process of learning is most effective when instruction is structured and focuses in the following factors.

- * The establishment of learning objectives
- * Proper placement of students
- * Continuous diagnosis and monitoring of individual progress

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- * Adoption of individual learning styles through a variety of specific techniques and materials
- * A dynamic inter-relationship among all elements in the learning process.

In the present contest computer based education from childhood to higher education is essential for facilitating psychological based learning and to compete with the global world context.

Equity and Equality in Education in the Era of Globalization: Some Reflections

Dr. K. Pushpanadham*
Dr. Anjali K.**

Abstract

Globalization is not only an economic process but also has social, political, environmental, cultural and legal dimensions that affect human rights and differs from country to country. Globalization' is commonly used as a way of expressing the spread and connectedness of production, communication and technologies across the world ,which is involved with the interlacing of economic and cultural activity. A peculiar force which countries are facing due to the speed of communication and exchange, the complexity and size of the networks involved, is realized due to 'globalization'.

With increased economic interconnection there has been deep-seated political changes - poorer, 'peripheral', countries have become even more dependent on activities in 'central' economies such as the USA where capital and technical expertise tend to be located. Anthony Giddens (1990) describes globalization as 'the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa'. This indicates a change in the way we understand geography and experience localness and offers opportunity with considerable risks, for example, the technological change.

Globalization has also become a key idea for business theory and practice, and entered academic debates. Developments in the life sciences, and in digital technology, have opened up vast, new possibilities for knowledge generation and dissemination and to coordinate activities in real time. Many of the activities that previously involved face-to-face interaction, or that were local, are now conducted across great distances. There has been a significant de-localization in social and economic

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exchanges. It is also evident at education sector. Increasingly people have to deal with distant systems in order that they may live their lives. Banking and retailing, for example, have adopted new technologies that involve people in less face-to-face interaction. Your contact at the bank is in a call centre many miles away; when you buy goods on the internet the only person you might speak to is the delivery driver. In this last example we move beyond simple notions of distance and territory into a new realm. But, not everything is global. Most employment, for example, is local or regional but 'strategically crucial activities and economic factors are networked around a globalized system of inputs and outputs' (Castells 2001).

As we have already noted, a particular feature of 'globalization' is the momentum and power of the change involved. It is the interaction of extraordinary technological innovation combined with world-wide reach that gives today's change its particular complexion. The rise of the so-called 'knowledge economy' has meant that economists have been challenged to look beyond labour and capital as the central factors of production. Knowledge capitalism: 'the drive to generate new ideas and turn them into commercial products and services which consumers want' is now just as pervasive and powerful (Leadbeater 2000). Inevitably this leads onto questions around the generation and exploitation of knowledge. There is already a gaping divide between rich and poor nations - and this appears to be accelerating under 'knowledge capitalism'. Developing countries are at a competitive disadvantage in the context of rapid globalization, weak economic, legal, and political institutions, make them vulnerable to high levels of corruption, insecurity, and conflict. That in turns makes them unattractive for domestic or foreign investment. Developing countries need to find ways to grow more rapidly, adapt new technologies, improve their human capital base, and create stronger institutions. These are major challenges with these countries are facing.

In this paper the authors have made an attempt to explore some of the significant aspects with regard to the practice and experience of education with regard to :

- Access to education and digital divide
- Commodification and privatization of education.
- The threat to the autonomy of national educational systems by globalization.
- De-localization and changing technologies and orientations in education.
- Branding, globalization and learning to be consumers.
- Globalization and Brain drain

Modern Education in the Era of Digital Competition: Challenges and Opportunities

Naushad Ali P.M.*

Abstract

The digital technology has brought a revolution in every field, including modern education, which has also emerged as a cost-effective and time saving tool for higher education. In order to meet growing educational needs, we must make use of best possible methods in our pedagogy which can benefit a large number of students and to cope up with this, universities/institutions have to transform themselves into potential learning centers to cater the growing needs of global learners.

The use of sophisticated technologies such as computer and telecommunication technologies are bringing class room to the home and opening access to education for those who never entered or are unable to enter the portals of university. It opening the flood gates of education to people hailing from any sections of society, including adult learners. It will greatly facilitate learner choice for the time and place for admission and assessment, and such function could be carried out online which can be called E-learning. E- learning technology is a wonderful gift provided by the present day technological advancement and innovations. E-learning is no longer a futuristic technology , which is not only available now but also , affordable. The paper discusses need for E-learning and its advantages in Indian educational system. The various opportunities of globalization of education as well as the challenges facing by the learners have also been discussed. the role of digital libraries in online education. The advantages of virtual universities and the challenges faced by the E-learners have also been described.

Training of Teachers for Digital World

Dr. (Mrs.) Nasrin*

Abstract

It is growing interdependence between Science, technology, industry, business, society, government and the environment that seems to me to be the hallmark of the new century* - Shri Atal Behari Vajpayee, Prime Minister of India, In Indian philosophy there is no contradiction between action and he precept and, therefore, all branches of science and technology at all times aim at

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creating a respectful disposition. Science and Technology have established their superiority over the conventional ways in peacetime progress of mankind. Technology has provided comforts and facilities for all walks of life in abundance. The industrial history shows that the need for many products was created after they appeared in the market.

Factors Contributing to the Need Edr Technology in the Class Room:

Most of the instruments popularly used in the modern classroom today, were invented prior to the pressure of their educational applications. But now, a full range of such instruments are available in abundance and some of them have proved their utility in educational situation in the developed countries and some in India too. Science based technology has other important Implications for social and cultural life. The changes that occur as a result of its impact are broadly described as 'modernisation'. Jaiswal, K.(1992) study focused its attention on the effectiveness of T.V. programmes in science education. The study based on B.Ed. Diploma in Computer Education Students. Lecture with Delhi demonstration and illustration talk formats were found quite effective. Most of the students were found satisfied.

Our educational system is showing signs of 'moving forward'. The 'egg crate' design of school is gradually giving way to the influence of multipurpose class room and new experiments in methodology are encouraging students to remain in school longer. But the most significant changes are being made in the communication of information within the education system. Innovational instructional media are being widely adopted and have become an integral part of teaching in education system. Our education system are acquiring large amounts of equipment such as overhead projectors, tape recorders, television sets, language laboratories, motion picture and slide projectors, There is inadequate understanding on the part of teacher as to how this operated and integrated into regular presentation, are the true story of equipment is to be our schools.

Impact of Globalization of Electronic Media in Teacher Education: Need of the Hour

S. Shanthi*
Dr. K. Anandan**
Dr. A. Amalraj***

Abstract

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The Internet is a global communications system of diverse interconnected computer networks for the exchange of information of virtually every conceivable topic known to man. In the Teacher Training Institutes, Electronic Media has been utilized in different forms such as E-mail, Computer Assisted Instruction, Video Assisted Instruction, Educational Television, Teleconference and Internet to enrich as well as train the would-be teachers. The purpose of networking in education is to create alternative routes to learning. Network gives an account of some concepts and activities encompassing the Web Globalization phenomenon that aims to make web adaptable to the requirements in the field of education either literature or research for the learners with different language background. Up to date information that too within a short period and with out rooming to different places can be accessed by the investigator. Through the Internet facilities, the original version on the teaching of Micro skills can be accessed; n-service training to the teachers of all over the country are given through teleconference. Net is being transformed to free Net World where many useful services are available free of cost. The Government of India is very keen in creating the infrastructure facilities to reap the benefit of W3. Dedicating a separate satellite for education is an example to the efforts in this direction.

Globalisation — Its Impact on Education

Equity, Equality and Education

Dr. Sudha Kumari*

Abstract

Globalisation in its present form is not acceptable to many. A white paper of U.K. govt. express that globalisation has created unprecedented new opportunities for sustainable development and poverty reduction but simultaneously it has posed great threats too to employment and livelihoods to the environment and to human society in general and it was argued finally ' making globalisation work for the world's poor is the greatest moral challenge facing over generation. There can be no secure future for any of us- wherever we live unless we promote greater global justice. Intervention in the interests of equity and justice and the befits of the market driven growth will not automatically reach to the poor."

It has been pointed out that globalisation tends to push govt. away from equity driven reforms for two main reason. The first is that the globalisation increases the pay off to high level skills relative to lower level skills reducing the complementarily between equity and

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competitiveness' driven reforms. The second is that in most developing countries and in many developing countries, finance driven reforms dominate educational change in the new globalised economic environment and such reforms tend to increase in inequality in the delivering of educational services". (Carnoy, 1999) Globalisation is a recent phenomenon in the world's socio-economic system. It is an effective instrument of international exchange of goods and services.

No country can remain independent, i.e. preserve democracy and address its social and economic problems, if it lets others do the thinking for it. The task of universities and colleges is to generate independent thinking and thus help in preserving our independence. This task is being undermined by making higher Government expenditure on education as a whole is around 3.8% of GNP expenditure on higher education has remained stagnant at 0.39% over the last decade. Quality higher education must be widely accessible to all sections of society if it is to play its role in social development and in the battle against the scourge of poverty, illiteracy and exploitation. Expansion and quality of all other sectors of education depend on the expansion and quality of higher education. School education is already unequal, ill-maintained government schools for the poor and expensive private education for the rich. Today, higher education too is being pushed to privatise and commercialise.

The Government has labeled higher education as a non-merit good to justify withdrawal of funding. Gross enrolment in higher education India in 1995 was 6.4 % (age group 17 to 23) Average for developing countries of Asia was 9.7% USA 81.5 and Canada 100%. Increase in enrolment per year has fallen from 7.4% in 1989 to 4.3% in 2000.

on the Social Role of Higher Education

What does privatization and commercialization of higher education entail'?

1. Continuous reduction of government funding of university education;
2. Alarming deterioration in the facilities necessary for teaching-learning process;
3. Refusal to finance expansion of vocational, technical and professional education;
4. Proliferation of expensive, low-quality, private institutions with the sole aim of profit –making;
5. Hike in fees depriving a majority of aspiring students from access and making higher education a monopoly of the rich;
6. Shift to short-lived marketable skills and courses offered as marketable goods;
7. Changes in curriculum that undermine rationality, science, humanism and social Commitment;

8. Transforming teachers from educators into delivery agents of information and skills, recasting students as consumers;
9. Increase in student-teacher ratio and classes per teacher and rise in contractual forms of employment;
10. Bureaucratic and authoritarian government which stifles critical and independent thinking; and
11. Making the teaching profession unattractive in relation to comparable profession; thus contributing to the flight of talent from the higher education.

Defend Higher Education from Global Capital and the WTO

This process of erosion of higher education will get intensified if higher education is brought under the WTO. Universities and colleges would then be run by powerful transnational corporations and higher education 'sold' for huge profits. This threat is particularly grave for a developing country.

The Equality Discourse Based on :

1. Realization of the fact of continued discrimination against certain sections of the society
2. Recognition of all individuals in the democratic set up as equal irrespective of their background;
3. Society's readiness to undo the injustice done to weaker section; and
4. Creation of legal structures – Commissions, monitoring.

It is global reality of the whole modern world where social reality fails short of the egalitarian spirit of the age.

New Challenges before Equalization, Efforts

LPG (Liberalisation, Privatisation and Globalisation) and SC/ST education.

Liberalization of Economy

- Dominances of market economy
- Welfare objective including education is affected
- MNC's - Demands for excellence in education
- Market oriented, non-traditional courses are accepted
- Majority of SC/ST are not able to satisfy their demands due to globalisation. They lag behind others. It leads further inequality.

Privatization of Education

- Turning education into a profit making industry particularly at higher education
- Education of choice at a higher price
- Unaffordable, iniquitous, strengthen unequal distribution system of wealth in society.

Globalisation

- Trade and commerce - highly competitive markets unorganized sector and cottage industry mostly effected
- Culture - increased multicultural threat to subcultures tribal and local cultures Education - internationalization of higher education
- Import By 1998-1999 USA, UK, Australia, Canada admitted 50,000 Indian students in institutions and earned 12 Billian rupees out of it.
- Weaker sections of society will not be able to take any advantage.

GATS: (A) General Agreements in Trade in Services signed by WTO
Which has opened educational sector in India to foreign universities

(B) Tension between equality & integration

(C) Need for value oriented courses in colleges.

(D) Equality v/s Quality education

- Reservation/relaxation in recruitments in teaching and research institution may dilate quality of education.

Globalisation and Impact on Human Development and Education

Mr. Piyush Shalya^{*}
Dr. S.K. Gupta^{**}
Km. Sandhya Gupta^{***}

Abstract

The major resource of every country is its people, So long as this resource remains under-developed, all other resources of the nation would also remain under-utilised. It has long been accepted that education affects society and gets affected by it. It is critical to know more about this reciprocal relationship, if educational planning and development is to achieve the desired goals. Education is viewed as a potential instrument in development. The difference between developed and under-developed nations is not on the basis of color apartheid or on any other criterion, but on the basis of knowledge. Today only those nations are developed, who have the knowledge power, as compared to under-developed nations.

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Swami Vivekananda has said 'I see it before my eyes, a nation is advanced in proportion as education and intelligences spread among masses'.

This is true. In other words, the knowledge power is the determinant factor for progress. In today's economy, the most important resource is no longer land, labour and capital only, but also the modern technology, available supplies of purchasable requisites, a favourable micro-environment and an effective education system that determines the progress of a nation. Nothing survives in modern society without knowledge. This is an era of knowledge, which comes through education.

The United Kingdom was a point of attraction for students. With the emergence of the United States of America on the education map of the world, students mobility shifted to that country. The United States continues to remain the main destination for International students for the last couple of decades. Apparently, the United States and its educational institutes made a policy to have more and more foreign students to achieve their multiple objectives such as the promotion of western culture worldwide influence over decision/opinion making elite society of the countries

The present globalisation of higher education is going on through the following four modes:

- * Operation of Educational Institutes on the foreign land by granting franchise or agreement /arrangement with the educational institutes of the host countries
- * Establishment of the campuses/centers of the foreign universities in host countries
- * Establishment of centres by the governments of the countries abroad for promoting education/programmes offered by their universities/institutes with multiple objectives to enroll more and more international students
- * Operation of virtual campuses by using satellite and information super highway

It may be said that the present state of affairs of operation of foreign universities in India is not beneficial for the country. There may be a strong need to regulate their operation for the mutual benefit of India as well as foreign education institutes having good intentions.

People want better life for themselves and for their children. Applied education extension offers a way for people to be inspired to use their own resources. Evidence is visible around the world that extension education has a tremendous value. Let every teacher in the institution/university devote some time in addition to his own work for extension. They should go to the people, live with them, learn from them, start with what they know and build on what they have. Let every citizen

whether rural or urban, in this country feel that he/she is now linked with educational institutions and is able to equip himself/herself with 'knowledge' which is power in the changing world in this century. One must remember what Swami Vivekananda has once said' "So long as the millions live in hunger and ignorance, I hold every man a traitor who, having been educated at their expense, pays not the least heed to them."

Impact of Globalization on Youth Development Experiences in Asian Countries

Dr. M.N. Usha Ramkumar*

Abstract

Many countries within Asia are facing the problems related to Youth bulge (demographically). At the same time a few countries are encountering challenges of Youth development due to the impact of globalization. There is a widening gap between those who are employed with lesser education and those who have higher levels of education and are either under employed or unemployed. This problem persists in India too. This is a concern for policy makers.

The paper discusses the changing scenario of higher education and the participation rates of adolescents and youth in Asian countries.

It presents a few strategies needed to design e- learning packages to make youth competitive, productive and entrepreneurs. Further, it examines the future vision that incorporates youth development as a major thrust for human development as well as human capital and social capital.

Globalization, Higher Education and Human Development of Socially Disadvantaged

Dr. T. Sharon Raju*

Abstract

The rapid scientific and Technological developments have reduced the world to a Global Village. Human kind is now at the threshold of 21st century. Human beings have gained more in sight into the constituents and laws of nature, through epoch-making researches in the field of

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Quantum Mechanics, Theory of Relativity, Information Theory, Cybernetics, Cytogenesis, Genetic Engineering and Cloning.

A Global world is not uniform world but it is a world in which the key processes like, food production, manufacture of material goods, cultural transmission and intellectual communications are organized at a trams – national level. The world of information with the help of mass media over whelmed human kind we find that industrialization made repaid progress and whole economic order underwent a total change. Human mind has been liberated with the help of education. In this century education was developed in leaps and bounds breaking so many barriers, and all the time renovating itself, and there by got it self enriched.

World today is being increasingly determined and shaped by the forces of economic, social, political and globalization. India has every thing, decreasing natural resources and increasing population struggle for existence is bound to grow fierce. Education being a key to social and economic development and there by to a decent existence, demand for it is bound to grow.

The term globalization identifies a package of coinciding and converging social, political and economic changes that are increasingly exhibited in various industrially advanced western societies. They include macro-economic choices that prevailing governments have adopted in response to the globalization imperative and micro-economic reforms flowing from these choices that have been imposed on public and private sector institutions, including higher education system and institutions. This reflects in our country where the courses like computer education, management studies, advanced science & technology courses are in the hands of few private institutional individuals. These are not within the reach of the socially disadvantaged sections-scheduled castes,, scheduled tribes backward classes, minorities and women owing to high fee-structure, limited seats, in particular the rule of reservation is not followed in those institutions.

On one hand it is the growing demand for education and on the other it is the inability of the state/centre to provide education for all, because of constraint of time and money. In such a situation of demand and law supply lion's share of available educational facilities naturally goes to the powerful sections of the society i.e., majority of community. In a democratic country like ours with weaker sections, SC's, ST's, B.C's women and disabled children fail to get their legitimate share in the cake. It leads to the social injustice and social inequality. India, with its vast cultural diversities and high degree of socio-economic disparities suffers from a wide range of regional imbalances in the education sector.

The main focus of this paper is on:

- How can millions of under-privileged communities get an equalization of educational opportunities in the light of globalization of education.
- How far are our higher education effective in their developmental roles, particularly of Socially Disadvantaged.
- How has the Globalization of education made a remarkable impact on Human development of weaker sections.

Globalisation of Higher Education Through Virtual Campuses

Dr. Ummed Singh *

Abstract

The new trend of recruiting international students by the universities of the United Kingdom, France, Australia etc., may be attributed to the inability of their governments to fully or substantially fund their institutes of higher education. This stiff financial situation on the educational front arose because the explosion in the demand of the specifically trained persons to man specific positions and requirement of a high degree of professionalism in each field. Thus, the institutes of higher learning in the developed nations came under an obligation to start new programmes, open new schools/departments to produce highly trained manpower with a great degree of professionalism to man various positions in different systems/organizations of their country. All this required a substantial amount of fund and it was difficult for their government, who were funding fully or substantially higher education (except the USA), to meet the enormously growing financial requirement of the institutes of higher learning. Therefore, these institutes were asked to generate their own resources. The available options were the industry, corporate sector, public donations, research projects and international students. Out of all these options, international students from third world countries and from nations where the base of higher education was not strong, was considered the best option. The example of the USA was in front of these institutions. Under the circumstances, the institutions of the countries referred to in the preceding paragraph adopted the strategy to constantly up date their courses, develop new programmes and offer them (in other words to put them on sale) to the international students.

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Globalisation obviously led to a situation of competitiveness among educational institutes of different countries and consequently proved good for them, because it enhanced the quality of their education. This race had virtually created an environment of commercialization of education. In our country, majority of our institutes lack this competitiveness and the courses/programmes offered by them are rapidly becoming obsolete. Therefore, it is required to frame up a policy to increase competitiveness in the higher education.

The present globalisation of higher education is going on through the following four modes:

- Operation of Educational Institutes on the Foreign Land by granting franchise or agreement/arrangement with the educational institutes of the host countries.
- Establishment of the campuses/centers of the foreign universities in host countries.
- Establishment of centers by the governments of the countries abroad for promoting education/programmes offered by their universities/institutes with multiple objectives to enroll more and more international students.
- Operation of virtual campuses by using satellite and information super highway.

Recently a new trend of utilising cyberspace has started for marketing education. Some of the reputed universities in the world as well as some new organisations (a couple of them are for profit) have started making full use of the Information Super Highway and satellite channels to offer their programmes to the students worldwide. Such universities are usually referred to as virtual universities for virtual campuses. These universities enroll students through their website for different programmes and provide them with a password for entering the site relevant to them. These sites are designed to provide learning material to the students and also give them interacting experience with the teachers. The faculty members of these universities also send the notes and learning material to the students via email as attached documents. Students too interact through email with the faculty members for solving their problems. These sites may be very popular in near future among the working class. There is also an opinion that these virtual campuses may enhance the competition for the existing real universities. A debate is also going on for the accreditation of the virtual universities and the level of acceptance of the degrees awarded by them. In any case the virtual universities are a reality and in future, in all probabilities, they are going to give a new direction to higher education, specially the continuing education.

The virtual universities are also drawing up a plan to expand their wings globally and having more and more students enrolled with them. The problem of these universities would be somewhat similar to the problem of satellite channels and it would be difficult to exercise regulations/control over them, as they would be operating through cyber

space. This problem needs to be attended effectively before it acquires unmanageable dimensions.

Foreign educational institutes are having access to India largely through the modes explained above. There are also growing chances of the operation of foreign educational institutes in India through cyber space.

Globalisation and commercialization of education is becoming a reality and India being a prominent figure, in so far as the concern of human resources is concerned, can't afford to ignore these changes. It is the right time to identify our interests and draw up a strategy to serve them.

Impact of Globalization and its Challenges for Education

Dr. A. G. Hemantha Kumar^{*}

Abstract

Globalization, decentralization and privatization as applied to education may be viewed as a part of the wider reform of the public sector. It is a process of integrating science, education, technology, culture and governance. Globalization can be defined as the intensification of worldwide, social and economic relations which link distant localities around various corners of the world resulting into what is called 'Global village'. The information technology with its immense potential has made it possible to bring all the countries into a global village. This process has been described as liberalization, privatization and globalization. The structural reforms brought up were mainly for trade, industry, financial, fiscal and agricultural sectors. These reforms have shown directly tremendous impact on economic growth, education and training in developing countries. There is an increased realization among the nations for tuning the educational system in pace with the market requirements. The highway of education sector has been full of milestones, but probably the future promises to be more exciting than the past. What distinguishes the coming years from the past is the e-speed changes in technology coupled with the impact of World Trade Organization (WTO) in making Indian education globalized. It is now increasingly realized that knowledge is universal and its creation and dissemination cannot be confined with national boundaries. Through efficient modes of communication, distances have been reduced and continuous international interaction has become an essential component of human survival.

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The Context of Globalization

The globalization of economy has led to internationalization of higher education, not merely for economic benefits, but also for increased social interaction and promotion of international understanding. We have reached a stage in which the higher education is not at all different from any other commodity or a commercial product which can be bought and sold at the market place. It is considered by WTO that the process of export and import of higher education will be covered under its complex rules and legal arrangements. If WTO and similar organizations at national level come in the picture, higher education will be subjected to free trade. Once India makes commitments for trade in higher education under WTO policy regime and allows market access, the commercial presence mode will be further strengthened. Thus India must realize the impending threats of trade in education trade and try to convert these into opportunities. With many more countries waiting to tap this vital sector, India has to take a lead on behalf of the developing countries by using WTO as the forum to utilize education as the weapon to demand its due share in the education market. The implication of such a development is that the beneficiaries of higher education should pay for it as they pay for electricity, telephone and water services. Thus universities which were traditionally viewed as the custodians of knowledge would start now function like business centers.

The Changing Context of Higher Education

Globalization of higher education has resulted in the following factors:

- Increasing economic integration across the world
- Changes in the labour market
- Changing structure of the economy
- Public finances
- Family finances
- New Communication and Information Technologies
- Social and Cultural changes
- Demographic patterns
- Environmental changes
- School and further education
- Developments in higher education elsewhere in the world.

The Emerging Trends in Higher Education

The cause of globalization has resulted in the following new trends in higher education.

Trend I:

- Shift from elitist to mass education
- Unprecedented quantitative expansion
- Increasing demand for Non-formal and Life-Long learning
- Education as an International service

Trend II:

- Social pressure based on demographic, political and socio-economic changes
- Decreased funding from Governmental sources
- Increased Private Initiatives
- Increasingly Market Driven

Trend III:

- Focus on Science and Technology
- Shift from mono-to multi- and inter-disciplinarity

Trend IV:

- Quality Concerns
- Accountability
- Internationally Competitiveness

Issues and Challenges for Education

Globalization has thrown new challenges to the Indian educational institutions. The Indian education system needs to adopt the emerging technologies in order to face the challenges. The issues and challenges faced by the Indian educational institutions are multi-dimensional. Some of them are as follows:

- Enrolment Ratio
- Competition of un-authorized and un-recognized education centers with conventional academic institutions
- Relevance of Education
- Continuing Education
- Teacher's Education
- Financing of Education
- Quality in Education
- Accountability in Education
- Gender gap
- Production of High Quality Manpower
- Disinvestments of Government Share to Higher Education
- Continuous Exploitation of Information and Communication Technologies
- Physical Condition of Academic Institutions
- Research and Development Initiatives.

Higher education as it prevails today in India is not capable of heralding the new global era. The above mentioned areas of education need to be given a serious attention so as to enable our education system to address them effectively and successfully. Accordingly, education

should be imparted to the individuals in such a way that they face the tensions listed by Jacques Delor's International Commission with the help of four pillars of education namely - Learning to know, Learning to do, Learning to live together and Learning to be.

Globalisation – Education

Dr. B.V. Chalapathi*

Abstract

The term is now a catchword of both proponents and critics of the changing global events. Globalisation, however, has not reached as high a level of philosophical sophistication in social science discourse as 'Postmodernity'. What is Globalisation? Is it merely a buzzword or a meaningful concept of theoretical enquiry? What is new about globalisation? - one finds that the interpretative context of globalisation has been the fast changing world events - globe as an inclusive single place.

Current formulation of globalisation include several antithetical and mixed concepts such as homogenisation/differentiation, hybridisation, plurality, localism and relationism and also the mixed concept like "globalisation". The process of globalisation has also been perceived as a corollary of advanced modernisation, modern capitalism or imperialism.

Education is the basis of human development, social transformation and national regeneration. India urgently needs a 'man-making and nation-building education as pointed out by Swami Vivekananda a hundred years ago. Our education needs the great vision to go a head to inspire us and spiritual dynamism and unity to strengthen us. The consumeristic culture and materialistic philosophy and the ensuing cut-throat competition and narrow nationalism should not be allowed to rule our educational endeavor. Divisive and narrow religious or cultural nationalism will choke and kill the soul of India. We need to "fight against the education which teaches that a country is greater than the ideals of humanity" as emphasised by Gurudev Rabindranath Tagore.

Although the government of States and Central Government have introduced various plans and programmes to eradicate illiteracy by the year 2000, they are not being implemented effectively. In these days of rapid change and progress, it is seen that although the student population is increasing, there is no corresponding increase in the standards of education.

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Higher education in India is failing. Colleges function like extensions of high school. The present system, most users seem to agree, has become dysfunctional. We need to focus, if we are to review the system we can look at options and we can look at objectives of globalisation.

The novel 'trend' of globalisation demands a change in the state's policy towards education and also calls for a paradigm shift in higher education from the classical, traditional method of education to value based performance oriented education.

The problems of higher education in our country today are more non-educational than educational in character. Attempts have been repeatedly made to solve these problems in educational terms but all these attempts have failed primarily because it was assumed wrongly that the problem were educational whereas in actual fact these are fundamentally non-educational. For example, when some body cannot enter the institution of learning because of his inability to bear the cost of education, poverty is a matter of capability deprivation.

It is sometimes argued that since education is a state subject, the Union government has no responsibility or authority in this regard. The argument holds no water because even though education is a state subject, formulation of National Planning and policy is certainly a central responsibility. And, therefore, education being a vital agent of national development, it cannot be treated in isolation, outside the ambit of national planning. The absence of coordination has given rise to a variety of problems which constitute a serious drag on the process of nation-building. Take, for example, the problem of numbers. The student population has already crossed the six million mark and most people will agree that the country is finding it extremely difficult to educate such large numbers properly and successfully.

After the U.S and China, ours is the third largest educational system in the world. If the number keeps on increasing at the present rate, in the near future we would have perhaps the largest educational system in the world.

Let us look at the dynamics of globalisation in the context of higher education. The central focus of the liberalisation argument is that economic management should be left to the market. Government subsidy to higher education has to be curtailed. Privatisation of higher education would improve efficiency of the system and bring in much needed funds.

Whether we like it or not, the process of globalisation has already started. Material culture and technology have a significant role in influencing the processes of change. The dominant political will and media hype about the magical power of globalisation also have a strong bearing in moulding public opinion.

Education is an important agent to bring about desirable changes in the people's life. However, in the age of globalisation what education is and does is not determined by the educator but by others - individuals and groups - with their different perception. The power of decision-making may shift to powerful economic institutions. One of the major fall-outs from globalisation is the widening of gap between rural and urban as well as the elite and masses in terms of development differences. Prof. Arnartya Sen observed that the existing inequality in the Indian educational policies and achievements translates into inequalities in making use of new economic opportunities.

Education is considered to be an important mechanism for development in India, especially for the scheduled castes and scheduled tribes. Since these sections of our society were traditionally and historically deprived of their basic rights, education was far away from their reach.

After completing 50 years of independence and having experimented with special welfare programmes for their sections. Although education has served as a positive contributor to the process of planned change, one finds that changes have been restricted to urban areas, to particular regions, and to particular castes and individuals among the scheduled caste. There have been regional, rural urban, male-female and caste to caste variations across the country. For example, states like Kerala, Maharashtra, Punjab, West Bengal among others have showed a better response in education. However, within the state, there are major regional and internal imbalances among the scheduled castes. Several studies have established the phenomenon of particular caste in each state and region dominating the educational opportunities. Mahars of Maharashtra, Jatavas of Uttar Pradesh, adharmis of Punjab, malas and madigas of Andhra Pradesh, Pulayas of Kerala, etc., are some examples. However, this phenomenon of the dominance of particular castes has been thoroughly empirical probe as to what factors are responsible for such a situation.

So when education goes global the financial requirement for quality education works to the advantages of the elites. Further elitisation of education means deprivation of a large section of society from the fruits of advanced learning. This deprivation may find expression in the rising incidence of violence in public life which may in turn affect both state and civil society. Particularly in the Indian context where glaring disparity exists in terms of development, unless access to education and decent livelihood is take care of, tensions within civil society may further increase.

Globalization of Higher Education – Future perspective

Abstract

Globalization refers to the growing economic interdependence of countries world wide, through the increasing volume and variety of cross-border transaction in goods and services and international capital flows and the rapid and widespread diffusion of technology. Globalization, it must be emphasised, means not only economic globalization, it is also the internationalization of human cultural exchange and the circulation of ideas. People around the world faced with enormous problems like recent global political, socioeconomic, environmental issues, including global warming etc. On the other hand the society is invaded with advanced development in science and technology, industrialization and information technology.

Besides internet referred to as the information super highway is growing at a very fast rate where it has crossed all borders making the world's society reduced to a Global Village. In such a scenario higher education system cannot remain a silent spectator. It must adopt and change with the winds of change taking place around the world. In this context higher education must equip and prepare the present generation to face the challenges of life ahead. Hence the need for globalization of higher education in India too faces a gigantic task.

The significant growth in higher education in India has contributed to the building up of a large reservoir of scientific and technical professional manpower in the world, which helped the nation in achieving a reasonably high and sustainable rate of growth and in the realization of the national goal of self-reliance in various sectors. Though from a national point of view, it is associated with brain drain and loss of scarce resources, financial and human, from a global point of view, India supplies highly skilled scientific and technical manpower produced at a relatively low cost. Future higher education in India should incorporate globalization or else its future manpower resource may not match with development and advancement taking place today. The world is witnessing an increasing international trend so far as higher education is concerned. The paper will focus on the theme mentioned above.

Globalisation and Intra Sectors in Education

Dr. M. Syamala*

Abstract

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This Paper deals with the Equity and Equality, the empowerment of women among Asian Countries. Removing inequality and motivating them to participate in variety of Socio-Political, Cultural, Economic in organized in organized Sectors, educated uneducated women their empowerment.

Theme

An overall picture of women's education and their role in National Development in Asian Countries. Women and their education comprehensive development plans for the education of girls for jobs and women in its areas. Women are the very incarnation of service, but at present they minister on to their own families why should they not extend the field of ministry so as to embrace the whole of India man and women are equal participants for national development. Education is the pre emanate promoting universal human values. The equality of human resources and respect for in their cultural diversity.

The main objective of study:

- Urban poverty programmes.
- Ceadaw
- Women and Health
- Gender based violence
- Employment opportunities
- Human Rights and Women
- Education and Democracy

These are the main concepts in this paper. The ideas of Educationalists:

1. S. Radhakrishnan
2. Dr. B. R. Ambedkar
3. Tagore

The ideas in this paper on Globalization and challenges in educations are main of this paper.

Conclusion:

For India to became a 'developed' country, all parts of India and all segments of our society must developed fully. The development of cost and quality conscious a globally competitive industry and our interaction with the international communities.

Impact of Globalisation on Indian Higher Education

Dr. A. Mohamed Jaffar *

Abstract

Higher Education improves the dignity of human capital and it provides manpower to society for planning, management, production, scientific development and technological inventions for the improvement of the national economy.

India adopted the new economic policy since 1991, to cope up with GATT. The U.S.A., U.K., Australia and Newzealand have been in India with heavy competition to attract Indian students to market their education. The U.S.A. tops the list of leading exporters of educational services and India happens to be its fourth largest market.

More than 30,000 Indian students were getting education in 1995-96 in the U.S.A. alone. But foreign students come to India for study is around 5,455 students from neighbouring countries. Getting students from developed countries would be very difficult to India as its quality and infrastructure in higher education are poor. To meet the challenges of globalisation the Indian higher education system should be raised to the level of international standard.

The ministry of Human Resource Development announced the year 2002 as the “year of quality in Higher Education”. Thus, in the globalised era, India has to improve more in the field of higher education. Following are some areas need improvement for the upliftment of quality and standard in higher education.

1. Curriculam Development
2. Infra Structure
3. Information Technology
4. Research and Development
5. Management and Technological Study
6. National Bodies
7. Placement
8. Global link and International Exchange Programme.

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Globalization and Impact on Human Development with a Focus on Education

Prof. S.N. Hegde*

Abstract

Globalization was both inevitable and imminent. Inherent in the concept of globalization is the philosophy of collaboration and co-operation for the welfare and upliftment of humanity in a spirit of universal brotherhood. However, good partnership among the 'haves' and 'have nots', the 'developed' and the 'developing' and between the 'more-privileged' and the 'less privileged' is possible only in an environment of reformation, rejuvenation and resurgence. Regardless of the geographical boundaries, political systems and barriers of caste, creed and religion, the human capital has to be harnessed to the fullest and best advantage for economic prosperity of mankind. Although sustainable development of physical and biological resources are important, the overriding significance of the human resource development cannot be ignored. Hence training of the 'intellect' and also of the 'hands' the twin hallmarks of good education- are of paramount importance in terms of enriching the human capital and its empowerment. The following salient features of the topic are of relevance.

- Higher Education of late has emerged as an International Enterprise and is no more a mere local or regional issue. It is estimated that the total investment in higher education system the world over exceeds U.S.\$ 120 Billion. India is one of the signatories to GATS, wherein education is placed in the 'service sector' and higher education in particular has been rendered a marketable and exportable commodity. In fact, in the last few years, several Educational Expos were organized in Canada, Nigeria, Spain and other countries as international forums for prospective partnership.
- Outsourcing, self-reliance and self-governance, academic audit and accreditation and competence/performance of students (the so-called 'saleability' factor) are the emerging bench marking parameters of quality and excellence.
- In the years to follow, higher education including professional education, is likely to be capital-intensive warranting high-tech facilities to ensure skill development and greater degrees of professionalism. These imply that quality education is going to be expensive. Hence, we need to identify sources of funding especially to those students who

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are poor but talented and find it difficult to have access to higher education.

- The current ethos is that education should empower people and be productive and responsive to the demands of changing civilization. Good knowledge should generate wealth as a creative force. In other words, education can no more be simply ornamental or decorative but should be defined well in terms of inputs as well as outputs.
- Market driven forces are going to be the decisive factors in continuation or termination of courses offered by Colleges and Universities.
- Globalization is a challenge and also a great opportunity to those who believe in competitive cooperation, sustenance of quality and excellence and confidence-competence-performance indices of students.
- It appears that at present the competitive world is looking for competent people; opportunities exist to those who can seize them; challenges are there to meet but not avoid.
- In future, it is likely that starting from Kinder Garten level, there will be phenomenal improvement in the quality of education in view of greater inputs through competent faculty and high-tech infrastructure.
- Shortly, we may have to usher in a system to provide good education to all, best education to many and highly specialized training to a few. This means that both the formal and the non-formal mode of teaching and training will have to be expanded with quality assurance and massive investment.
- The need of the hour is to ensure that our education systems manifest flexibility, creativity, innovation and responsiveness to absorb the demands of rapid social and economic reforms.

With rigorous training on a new paradigm, it is possible to produce professionals and competent people in about two to three years time. This means that our B.As., B.Sc.s., B.Corns., etc., (or their counterparts at P.G. level) could be made more employable and productive. It is a pity that in spite of a large network of scientific and technical manpower, we have remained a developing country after 55 years of independence. This indicates that our knowledge generated in labs and classrooms has not been as productive as it ought to be.

Notwithstanding the conventional barriers, the knowledgeable and competent people across the world should actively collaborate to reduce, if not eliminate, the socio-economic disparities, regional imbalances and

deficiencies. It is unequivocal that good education should be the driving force for economic prosperity.

In an environment of abundant mobilities, trans-national opportunities and information and communication revolution, scope of training and acquisition of skills will have to be made comparable, if not identical. In a new era of globalization, those who can out-reach and out-source to provide meaningful and productive education will have better survival value than others. Globalization encourages meritocracy and discourages mediocracy; it facilitates competition to set in quality. The message is very clear in that unfettered liberty to provide quality education, be it by regionalization or through globalization, is expected to refine the most precious commodity of any country - the human resource.

Humanising Green Education in India Through Participatory Management : Local to Global Perspectives

Parul Rishi*

Abstract

Forests have a very important role to play in the development process of a nation. Forests are not only essential for a better quality of life but they are must for the very survival of the nation. Present paper speaks about the history of Forestry Education, largely under the colonial influence and how the need for participatory management of forests was felt which came into practice through National Forest Policy (1988).

The professional forester of today is charged not only with protecting the forest against illicit feelings and encroachments, catering to the needs of the community for fuel, fodder and small timber and managing the forests for production on a sustained basis but also generating confidence in the rural people in community forestry programme based on National Forest Policy (1988). In this changed context, the need for humanising forestry education was felt. The paper also speaks about current status of forestry education/forestry institutions and their role in humanising and globalising forestry education through participatory teaching and training.

Thus, humanised forestry education incorporating participatory concepts is an answer to emerging changes in forest policies and global environmental scenario. The synchronisation of broader mandate of Ministry of Environment & Forests, Govt. of India with state forest departments and forest officers' training is also required in this regard.

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Globalisation and Challenges in Commerce Education (with special reference to Education)

Dr. Hitesh J. Shukla*

Abstract

India, the second largest country in population in the world, is a developing nation. 152 languages, 190 religions, 26 states, and 3742 castes makes India. The Indian economy is under phases of liberalization, globalization, privatisation with flowing foreign investment. The gateway of India has been opened for the multinationals to join hands with Indian companies and expand and grow the business. The entire industrial and marketing scenario is changing and will drastically change in coming time. New communication media makes people living in the most interior part of the country aware of the latest developments in economy. The market for consumer products grow because of explosion in population. Agriculture gets the status of an industry. Many industries comes up in the service sector. The lease finance is also growing up and there is a change in patterns of financial industry and is becoming up and is becoming more and more important. The development in tourism industry will require more hotels and infrastructure like transport and travelling facilities. The pattern of business and industry determines the scope of accounting.

All these changes will necessitate change in accounting, procedure and practices, with more emphasis on computerized accounting, more transparency in accounting is now being pleaded. Now let us peep into the accounting education at the school and college level in India.

Today, accounting faculty is functioning under the faculty of Commerce and the teachers are appointed under Commerce faculty. The structure is not able to cater to the needs of emerging requirements. There must be separate department for accountancy and administration i.e., appointing Lecturers, Readers, Professors in accounting, sub specialisation may be indicated as per requirement.

Some Universities are much ahead of the universities in general in the matter of development of specialised faculty for accounting. The U.G.C. should find some effective way how to make all Universities follows this setup for the healthy development of accounting education, because 21st century will require separate institutes of accounting with separate departments for Finance, Auditing, Taxation, Cost and Management accounting including computerised accounting.

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Today, teaching has become only examination oriented so the students get higher marks in accounting topics but are not clear in the basic concepts. After graduation, they fail miserably to give justice to their jobs. This distressing scenario must be changed and science of accounting must be allowed to occupy a rightful place in teaching and examination. The role of teachers fixed by UNESCO, a teacher should always remember "to know is good, to do is better, to be that is perfect".

In conclusion let us hope that the professional institutes and various universities of Indian will join hands to devise a single system in development of our nation. Let us also hope that considering the need of global accounting of the 21st century, theoretical and practical knowledge of accounting will be given to the students equally. This will open the golden gates of the new century, providing the right man as per the planned requirements of the world of business.

Globalising Education Through Collaboration

Darshana P. Sharma^{*}

Abstract

Because of explosion of population, explosion of knowledge and explosion of aspirations of the masses, the welfare states all over the world are thinking of alternative modes to provide higher education to the masses. The most current and effective strategy for achieving diversification, massification and democratization of education in most developed and developing countries of the world is the adoption of distance education process. Distance education is not restricted within regional or national boundaries. Because of the extreme use of technical media like print, audio, video, computer, internet, satellite communication to instruct a large number of students at the same time wherever they live, the distance education has become borderless in access and it has crossed national borders. Truly information technologies have made the world to shrink into a global village bringing different cultures into contact and collision with each other. Information technology has set the trend towards consortia of universities providing distance education programmes off campus around the world.

Collaboration in distance education could become a sine-qua-non to achieve wider accessibility, equity and globalization of education beyond the national territorial boundaries. Distance education is well established in South Asia, especially in India, Pakistan, Bangladesh and Sri Lanka. Plan to expand distance education operation in Nepal, Bhutan and Maldives, all serve to highlight the growing importance and influence of this mode of education in the South Asian community. Cultural and socio economic similarities as well as economic constrains that exist in

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the member states of SAARC make it opportune to inquire into the possibility of sharing resources that are presently available in these countries. Distance education has certain features that allow resource sharing to take place. Of these, two are especially important: it demands provision of packaged materials in a transportable form and that students are released from the constraints of time and place of learning. The paper makes an attempt to explore the areas wherein 'sharing' can take place in distance education in South Asian region. The possible areas of 'sharing' are:

- Learning resources – course materials (print, audio, video and electronic), laboratory and libraries
- Programmes
- Intellectual resources (academic experts)
- Non teaching expertise
- Staff development (training in critical areas)
- Research (globalized research projects)

The paper will also try to address some of the issues which must be addressed by the prospective distance education collaborators while contemplating resource sharing in the South Asian region.

Globalization and its Impact on Education of the Vulnerable

Dr. R. Siva Prasadh*

Abstract

Globalization concept is not a new one to Indian People. The sages of ancient India had conceived the ideas several thousand years ago. They had dreamed of the realization of universal family, which means that the whole world is one family. Globalization is inter dependence of one society on the other or one country on the other country. All are independent and at the same time dependent on one another. We are not just observers of the other men's tragedies and wars but participants in the words of Marshal Mc Luhan and we are all neighbours in all interests and also risk of total destruction in the words of Barbara ward. Education is essential for an individual to realize the nature inherent in him. Education is necessary for all in general and particularly education is more needed to India because, India has huge population with diversified. Majority of people in India are poor and illiterates. The main aim of education is to provide equality of opportunities with an emphasis on the deprived groups such as SC's, ST's, BC's Minorities, women and so on. Globalization facilitates for liberalization, in turn the liberalization leads to privatization. The studies on GLP are proving that the number is tremendously

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increasing in private organisation. The data available for this paper indicating that the Government is gradually withdrawing the welfare measures and allowing privatization and commercialization by adopting cost recovery methods through user charges. This direction of globalization, which ensures education only to rich people, poor cannot get even minimum education also. Policy makers must realize the exchanging of science & Technology, book, syllabus, Plans and programmes, human and physical resources with other countries should not be hamper to the development of all other people it should not lead to any further division, exploitation with in the country are from the other country.

Global Perspective of Higher Education

Dr. Mujibul Hasan Siddiqui*

Abstract

Higher Education has profoundly changed in the past two decades and those involved in the academic enterprise have yet to grapple with implications of these changes. Academic institutions and systems have faced pressures of increasing numbers of students and demographic changes demands for accountability, reconsideration of the social and economic role of higher education and the impact of new technologies. While academic systems function in a national environment, the challenges play themselves out on a global scale. We can learn much from both national experiences and international trends (Altbach & Davis 1998). In Medieval period most of the higher educational institution provide a common framework of education. In this period there were similar objectives, curriculum, management, administration and examination system throughout the world. In most of the educational institutions, Latin was a common language of instruction. But the end of the 20th century, English plays a significant role as the most important international language of science and technology. It also plays a significant role on the system of Internet at the national and international level.

Globalization, Equity in Education, Priorities and Thrust

Areas

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Abstract

Globalization in its true sense is a way of life necessitated, facilitated and nourished by the transnationalisation of world economy and developed by global corporate strategies. Globalization is an attitude of mind; it is a mindset that views the entire world as a single market so that the corporate strategy is based on the dynamics of global business environment. The organizations, institutions and business, which have adopted global outlook, stop thinking of themselves as national marketers. They are involved in the planning of worldwide facilities, policies, flows and systems.

Extension in Higher Education

J.P. Dubey*

Abstract

Globalisation means different things to different people and are conditioned with the context. Developments in international trade were accelerated during the last two decades due to favourable political and ideological environment which paved the way for a rapid absorption of technological innovations (from science to the people to science for the changes in mode and volume of production). Jacques Hallack (1998) views 'globalisation' is a "state of much freer trade in goods and services combined with free capital movements made at the places even unknown to its users." These changes led to the transition of international trade to global economy and with global economy becoming supra-national, it entails varied changes. From these economic expansionist goals of some nations/ states/ corporations, there arose a phenomenon of globalisation. The developmental pattern of from 'individual to universal' began to be replaced by 'universal to individual.'

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