ГЛОБАЛІЗАЦІЯ І СОЦІАЛЬНІ ПРОБЛЕМИ В СВІТІ

K. Ch. Mandal, Ph. D.
Ghatal School, Ghatal, India

GLOBALIZATION AND ITS MINACIOUS EFFECTS ON INDIAN EDUCATION SYSTEM: A CRITICAL ANALYSIS

Indian education system, the second largest system in the world, is at the crossroad now. Since the pre-Independence period the system has been facing various challenges, which has not finished yet. After six decades of freedom India could not free its education from narrow political interference. Though it has progressed a lot, still a lot of problems are standing on the way of universalization of primary education. Higher education is also under the control of political bosses, many of whom have not crossed the boundary of college. This has aggravated the quality of education. Globalization has engulfed the students astoundingly. Easily available mobile phones, internet, computer and western music, fashion etc. have created immeasurable losses to millions of students. Mass-copying in examination halls, movements in the campuses, slapping and abusing the teachers, confining the principals and vice-chancellors for more than fifty hours, manhandling them in their offices and campuses, ransacking college and university properties, processions and shouting slogans in the campuses have become common phenomena. Watching video clips, chatting on phones during and off periods have become fashion. Smoking, drinking and enjoying the campus life through other means have been a trend in most of the Indian universities. Discipline and mutual respected have been vanished from the campuses. This prompted this researcher to find out the nature and extent of problems and finding the ways out for making India one of the best and developed countries in the world.

The study is mainly historical and partly empirical. It is based on the secondary source of data as well as primary. It has been found that globalization and political interference and party-influenced student politics are the main causes of deterioration of the Indian education system. But the challenges posed by globalization and narrow politics could be aptly and efficiently handled by only morally sound, spiritually upright, highly educated, honest and truly good political and academic decision makers.

Keywords: globalization, education, Americanization, Westernization, fashion, universities

Introduction

There is no denying of the fact that education plays the most vital role in facilitating socio-cultural and economic progress of a country. Considering the undeniability of the fact, India, after gaining Independence in 1947, undertook a few initiatives to make education universal through the Directive Principles of State Policy (Part IV of the Constitution). But this constitutional provision failed to ensure qualitative education to all children aged between 6 and 14. This prompted the Union government to form various commissions and committees to redress the issue. But their recommendations and prescriptions were either overlooked or neglected by the governments. Thus the level and quality of education in India are still low and not up to the mark. However, only after the declaration of the Millennium Development Goals (Goal No. 2) India, being a signatory of the Document, took some positive and sincere steps toward the fulfillment of universal education through the enactment of Right to Education (2009).

Poverty and illiteracy are like twin sisters. Poor and uneducated people feel one kind of powerlessness. This powerless and inferior attitude creates a sense of intimidation. They began to depend more and more on fortune, luck or destiny and above all God. Hence, comprehending the urgency of 'Education for All" the then President of India, Dr. A.P.J. Abdul Kalam "Stressed on the importance of eradication of poverty and empowering the human being through education in order to preserve human dignity" [Jayanti, 2003: p. 15].

Education is considered as a dynamic process that starts from birth. Some sociologists, however, say that it even starts from mother's womb. A child surrounded by parents and other siblings experiences her surroundings and responds [Biswas, 2011]. Actually "Education is the mirror to the society and is the seed as well as flower of the socio-economic development. It transforms human beings from ignorance to enlightenment, from shades of social backwardness to light of social amelioration and a nation from underdevelopment to faster social and economic development" [Pramanik, and Singh, 2011: p. 16]. Nobel Laureate Economist Prof. Amartya Sen also holds that the solution of all problems be they related to the economy, development or population lies in education.

Statement of Problem

Since the first quarter of the 19th century Indian education system has been an issue of debate and was at crossroad. In the colonial Indian, the East India Company at first decided in 1813 to issue Rs. 1 lakh for the spread of education in India. But till 1835 the allotted money could not be spent as there was a debate regarding what should be the medium public instruction. A great debate was held between Adam and Macaulay regarding the medium of instruction. "Macaulay had spoken in parliament in England about how imperative it was to educate the Indians in English ways. He arrived in India right in the middle of the fierce debate in the committee for public instruction about whether education in Sanskrit and Arabic can still be supported and subsidized or whether it should be replaced with the teaching of English. William Bentinck himself was inclined towards the teaching of English, and the support that came from Macaulays' Minute gave him the encouragement to enact the law by which English was installed" [Tharoor, 2014: p. 8]. On the other hand, "Adam's Report, which was completely contrary to what Macaulay actually says in the minute, stated that education should be conducted in the native tongues…" [Tharoor, 2014: p. 8].

Therefore, Lord Bentinck formulated a law which empowered the government to spend money for the spread of western education in India. Further, in 1854 Wood's Despatch came. Grant-in-aid, which is still continuing in India, was announced in the Despatch. But a condition was imposed: the Government fund would be allocated only on the basis of performance and result of the concerned institutions. Considering its drawbacks, in 1882 the Hunter Commission was established which recommended for the development and enhancement of primary and secondary education.

However, India attained freedom in 1947. In Free India, the first Education Commission was set up under the chairmanship of Dr. Sarvapalli Radhakrishnan in 1948–49. This was established with a view to prescribing for the development of higher education (college and university) only. The Commission found out that due to poor level of secondary education, higher education is mainly suffering. Hence, for the development of higher education, the Committee recommended that Secondary education should be improved first. Besides, the Radhakrishnan

Commission, for the first time, recommended for setting up rural colleges and universities. It emphasized on village-based vocational, agricultural and technical education in those colleges and universities.

In 1952-53 another Commission was constituted under Dr. Laxmanswami Mudaliar. Primary aim of this commission was to recommend for improvement of Secondary education. As Dr. Radhakrishnan Commission pointed out some defects in secondary education, it recommended for up-gradation of Secondary education i.e. for Classes IX, X and XI. In these three Classes saptaprabaha (Seven Stream) was introduced so that every student can choose one stream out of seven mentioned in the scheme. Again in 1964 another Commission under the chairmanship of Dr. D.S. Kothari was set up. This commission at first studied the entire education system for two years and ultimately in 1966 it submitted its report to the Government for the improvement of the same. From primary to university level a completely new education system was recommended by Dr. Kothari. But the recommendations of the Kothari Commission were not implemented.

This prompted the Union Government to formulate another National Policy on Education in 1968. But the Report of 1968 also could not produce the desired result. However, in 1986 Rajiv Gandhi, the then Prime Minister of India formulated a national policy on education (NPE). The Education Policy (1986) introduced 10+2+3 year education system in India.

The 1986 policy was reviewed by a committee constituted in 1990 under the chairmanship of Acharya Ramamurti. On the basis of the recommendations of this committee, certain provisions of the 1986 policy were modified in 1992. Thus, in all, the three comprehensive national policy statements exist on Education viz. National Policy on Education, 1968, National Policy on Education, 1986 and National Policy on Education, as revised in 1992.

Thus it was a great challenge before the policy makers to spread the light of education among all its citizens. Ultimately, the Right to Education Act (2009) was formulated to universalize the primary education in the country through the 86th amendment to the Constitution of India. The Right to Education Act guaranteed free promotion up to elementary level without detention and abolished any physical and mental punishment, causing total indiscipline and anarchy in educational institutions. Secondly, the invasion of Globalization in the form of mobile phone, computer, internet, fashion, music and instruments of communication and entertainment has brought about a cyclonic effect in the all kinds of educational institutions. Attack of globalized fashion and technology have largely polluted the academic environment as well as degraded the overall quality of majority of the students. Besides, it is found that institutions are nearly compromising with quality of education, discipline and morality in educational institutions. Both the higher and secondary educational institutions have further been deteriorated by the controlling and directing to the teachers and professors by a section of biased, parochial minded and semi-literate (mostly) political leaders.

Objective of the study

The present investigation intends to focus on the following aspects of globalization and its impact on Indian social, educational and cultural system in the era of globalization.

i) To find out the problems of present education scenario in India from primary to university.

ii) To trace the origin of existing problems in Indian education system and the problems faced by the students.

iii) Role of students' Unions, teachers' organizations, civil society, Government and Non-Government agencies in solving of the problems.

iv) Providing a policy prescription for solution of the problems.

Hypothesis

Pursuant to the objectives of the study, the following hypotheses are formulated which the researcher seeks to examine in due course of the work:

i) The more globalization the more crises in educational institutions, society, and culture in India.

ii) Where the political leaders and heads of education and social leaders are moral and spiritual, there the problem is lesser.

iii) The more the repression the more the agitation and crisis.

Methodology

The study is mainly historical and partly empirical. It is based on the secondary source of data as well as primary. The secondary sources comprise books, journals, evaluative studies and periodicals. The primary sources include the Government records, Acts, Manuals, Statues and HDR. Besides, materials from social media were also utilized in this study. To supplement the theoretical knowledge, empirical study has also been undertaken partially. First, primary data have been collected from the people particularly the teachers, students, guardians and others related with education. The interview schedule was framed in Bengali so that the respondents feel free to respond conveniently.

Due to lack of time and scope, it was not possible for the researcher to frame a structured questionnaire and follow the method of multi-stage random sampling. However, the respondents were selected randomly from within and outside of academic field to have a cross section views on the current problems prevailing in Indian education field. The respondents were asked to prescribe policies for overall improvement of the situation. The present study was conducted by the researcher himself and the target population was interviewed personally.

Education Scenario in India

India has the distinction of having one of the largest elementary education systems in the world. With more than 15 crore children enrolled and more than 30 lakh teachers, the elementary education is expanding in the country. But the growth is not rapid and expected, it is rather slow in pace, and lower in quality. However, the following table (Table 1) shows the literacy scenario in India

From the above table (Table 1) it is evident that the education rate has been increased substantially since independence. The gap between male and female is, however, is wide. Total education rate in 1951 was 18.3 per cent with a male-female difference of 18.3 per cent. After a gap of 40 years the education rate increased to 43.6 per cent with a larger gap of 26.6 per cent between the two genders. The latest census highlights the development that has taken place in the field of educational attainment. It shows that 74.0 per cent people are educated with 82.1 per cent males and 65.5 per cent females. Still there remains a gap of 16.7 per cent between the two genders.

From the above Table (Table 2) it is evident that literacy rate has been increased including female education, but it is much lower than the desired level. Besides, the number of schools and colleges has also increased tremendously, but the quality education is not being imparted in all these higher educational institutions.

It is generally believed that, "In a world in which competition is global and change is constant, no factor is more critical to the success of a country than the quality for its higher education" [Agarwal, 2009: p.11]. But "Unfortunately, universities are not particularly innovative institutions; they are

not well suited to quickly pulling together whatever resources are needed to respond to a new problem or challenge. This problem is more serious in India due to the structural rigidities of the system, near absence of competition between institutions, and mindset problems" [Agarwal, 2009: p.13]. Besides, "The poor position we occupy in research manpower is something that should alarm all of us – against China's 708 researchers per million India has only 119; Japan tops with over 5000 and the United States of America follows with 4600 [Balakrishnan, 2009: p. 52]. A renowned educationist and former chairman of University Grants Commission said that "Mushrooming engineering and management colleges, with some notable exceptions, have largely become, mere business entities dispensing very poor quality education" [Pal, 2009: p.10].

Table 1

Literacy Rate among men and women in India, 1951-2011

Census year	% of Literacy in 7+ population		Male-Female gap
	Males	Females	Differences between 2. and 3.
1.	2.	3.	4.
1951	27.2	8.9	18.3
1961	40.4	15.4	35.0
1971	46.0	22.0	24.0
1981	56.4	29.8	26.6
1991	64.1	39.3	24.8
2001	75.3	53.7	21.6
2011	82.1	65.5	16.7

Source: Census Report of 2011

Table 2

Growth of Indian Education

Sl. No.	Item	Figure in 1950-51	Figure in 2005-06 (Unless otherwise stated)
1	Literacy Rate	18.3%	74.0% (2011)*
2	Female Literacy Rate	8.9%	53.7%
3	Schools	0.23 million	1.28 million
4	General Colleges	370	11698
5	Professional Colleges	208	7797
6	Universities	27	350
7	Gross Enrolment Ratio in Elementary Education	32.1%	94.85%
8	Gender Parity Index at Elementary level	0.38	0.92
9	Public Expenditure on Education as % of GDP	1.5	3.46%

*Source: Yojana, September, 2009, p. 27. * changed the figure with 2011 census data*

Extent of Problems

There are so many crucial problems lying under the apparently looking brightly packed system. The problem starts with primary education. "In January, 2013 it was found that 13 students in Hariharpara who we took admission in Class V at Choa B.B. Pal High School could not read or write English and Bengali alphabet" [The Telegraph, 2013]. Such is merely an example of the problems India suffers in the primary education sector. A lot of other problems are standing in the way of Primary and Secondary education.

Problems in Primary and Secondary Education

The issue of quality education and access to schools remain areas of concern particularly in the sphere of rural education in India. Children of rural areas continue to be deprived of quality education owing to factors like: (a) lack of competent and committed teachers, (b) lack of textbooks or teaching-learning materials, (c) a large number of teachers refuse to teach in rural and backward areas and those who do, are usually under-qualified, (d) due to faulty policy of Government, qualified and competent teachers could not be recruited for long in primary section and so on.

The much publicized Mid-day meal scheme meant to reduce drop-out rates in schools, and supplement nutritional value to the poor children might have reduced dropout rates and increased nutritional value, but it has worsened the education atmosphere in Indian schools. Besides, teachers' absenteeism is another problem. Teacher-absenteeism tends to be high mainly in rural areas. It has been observed and proved by many research studies that a substantial number of teachers are engaged in political and other personal activities during school hours. Some attend in political meetings and processions during the office/duty hours. Besides, the No Detention Policy under the Right to Education Act (2009) has badly affected the teaching-learning process in India. Abolishment of any kind of punishment in schools prompted the students to be arrogant, undisciplined and unmindful in and off the classrooms.

Discrimination is an all-encompassing ailment of primary education system in India which largely occurs against scheduled castes, scheduled tribes, and those of Muslim origin. There is no arrangement for 'moral education,' 'peace education' and 'discipline teaching' in primary and secondary schools. Mass-copying and indiscipline have recently become common in most of the examination centers. Many teachers even chew betel leaves, guthkas, and khainis during school hours and even in the class rooms. Many teachers smoke cigarettes and bidis in the educational compounds. Talking over mobile phone inside and outside of class rooms, listening to music, watching video clips are common phenomenon in the staff room and school premises in the institutions.

Problems in Higher Education

The existing structure of higher education is not only outdated but is also inherently weak and unequal to the task. Many universities do not have infrastructure and sufficient teachers. Even some universities like the new ones do not have libraries worth the name. The latest books are not available in the libraries and they are not digital. Moreover, most of the universities have a faculty strength varying from 100 to 200 while Massachusetts Institute of Technology has 3,000 faculty members and 30,000 students and the number of faculty with doctoral qualification is pitiably low or nil in many cases. Numbers of universities are less in India in comparison with the other countries.

More unhappy and peculiar situation is found when some colleges are teaching at post-graduate levels (66 per cent) that have no research facilities whatsoever. Only nine per cent of research scholars are coming out from the

affiliated colleges. At present in the Universities lesser number of basic researches is being conducted. The research papers are mostly poor in quality.

Most of the higher educational institutions are controlled by unqualified political leaders who serve as the heads, or members, hence they make a mess. In West Bengal, an ex-MLA in the capacity of the President of the Governing Body hits a lady teacher with a water jug. Sometimes they abuse the teachers and misbehave with them due to their low quality and lack of sense of mannerism.

Instead of merit, political allegiance is given importance in almost all recruitments in colleges and universities. Copying or Mass-copying by some students takes place in the examination halls. The higher educational institutions have become the centers of politics. They are fighting against each other in the campus; campaigning, canvassing, postering, shouting slogans, boycotting classes, gheraoing the Principals/Vice Chancellors – in a word polluting the campus of higher educational institutions.

The level of knowledge of some teachers in higher educational institutions is not up to the mark; even many teachers do not come to teach with preparation. Hence, they fail to attract the attention of the students in the class rooms with their way of teaching. Most of the college teachers are not doing research oriented works. The salary of college teachers is now good attractive. In spite of that a substantial number of teachers are now engaged in private tuition. Some of them are associated with some academic institutions from where they earn extra money.

Origin of Problems Globalization: The Mother of All Noxious Impacts

Though globalization has brought about economic growth and development, it has caused terrific and tremendous change in the life style of people living in Medium Developed countries like India. The wave of globalization touched, hit and hurt the Indian economy, education, industry, society and culture. Globalization has provided benefit only to a creamy layer of the society, while the greater chunk of unprivileged poor and backward people have been deprived of any such positive taste of globalization.

Joseph Stiglitz has said that international institutions like the World Bank and the IMF have made it harder for poorer nations to get richer. "He further realized that globalization without governance often leads to devastating results, especially on Less Developed Countries (LDCs)" [Kinsells, 2004: pp. 89-98]. Jean Baudrillard believes that "globalization hurts local cultures and is the cause of most terrorism" [Baudrillard, 2002: pp. 63-83].

Young students of schools, colleges and universities are using these gadgets randomly. It is easy to procure and maintain. With making communication system faster, cheaper and easier for business and academic activities, the mobile handsets, computers, internet, I-Pods have made a lot of young students addicted to these instruments. Most of the students are using these as sources of entertainment.

In India average frequency of social networking access using mobile internet is seven days a week. Facebook is the leading website accessed by 97 per cent of all social media users in India. Indians spend an average of approximately 30 minutes every day on social media. Of these numbers the maximum users are young men (84 per cent) and college students (82 per cent)" [Ghose, and Guha Thakurta, 2013: p.18]. "As a result of this phenomenon of over communication with people online and on networking sites, we are slowly drifting away from "real" interactions with people and becoming isolated within us and are perpetually living in a virtual world" [Tajprial and Kanwar, 2013: p. 39]. This aspect gives rise to voyeurism,

make us moody, and it promotes anonymity, albeit unintentionally. An American author Nicholas Carr, a naysayer, in his book, The Shallows: What the Internet is Doing to Our Brains? argues that, "….while Internet improves our cognitive ability to skim and scan, it diminishes our intellectual capacity to concentrate and contemplate" [Carr, 2013: p. 43]. Many parents and teachers believe that, "Just like television and video games, social media has only added to the pile of distractions that compete for learners' attention today" [Carr, 2013: p. 43]. It adds wrong influences, undesirable peer pressure, bullying and simple time wasting. "In fact, social media is fast emerging as a powerful and unparalleled tool to share information, shape opinions, connect people across domains and cultures, bring participation, and above all to communicate as never before" [Pitroda, 2013: p. 5]. Now far about 66 million Indians are on social media and this number is fast growing, with 150,000 new users joining social media platforms every month.

Globalization has opened the door of cross-cultural contacts. Globalization has expanded recreational opportunities by spreading pop culture, particularly via the Internet and satellite television. It is claimed that globalization was predominantly driven by the outward flow of culture and economic activity from the West and particularly the United States and is better understood as Americanization, or Westernization. Music and pop culture is western and it has recently created deplorable situation in academic sphere. Many school and college students complaint that, "Throughout the year there are different festivals and pujas (worships of Gods and Goddesses) in our locality. On those occasions mikes and DJ boxes are played in very high sound. So, on the puja-days I cannot read at home. Other than that, in the evening my mother, grandmother and aunts watch television serials. The sound of television also affects my studies and breaks my attention" [Mandal, 2014: p. 407]. This view is corroborated by a student of Class XII, Ghanshyam Ghoroi [Mandal, 2014: p. 418] and others including Sachinandan Sau, professor of Economics, Vidyasagar University [Mandal, 2014: p. 421]. These are all ill-effects of globalization.

Unethical Politics: It's Impact on Education in India

Political interference in the day to day administration is a common phenomenon in India. Political leaders poke their noses in academic administration, many of whom even without college degrees. Too much interference of the ruling political party leaders has led some office-bearers to leave their jobs. As Mr. S.S. Bairagya, the officiating registrar of the University of Gour Banga, resigned at the executive council meeting recently. Mr. Bairagya said, "With all the limitation in manpower and infrastructure we are doing our best to run the university but the political pressure becomes unbearable. I have urged the university council to relieve me from my dut" [The Statesman, 2012]. Earlier, the Vice-Chancellor Prof. Gopa Dutta of the same University had resigned. Now Mr. Bairagya has cited political pressure is too much. He has expressed "It has almost become unbearable to handle the pressure from political corners on every issue. In the name of student's agitation the political parties exert unnecessary pressure on academic issues. I don't have any vested interest. I agreed to handle additional charge of registrar at the request of the V.C."

A burning example of teacher abuse is worth mentioning here. On 24th April, 2012 Mrs. Debjani Dey, a teacher of Bhangar Mahavidyalay who had been allegedly hit by a mineral water bottle by former Trinamool Congress MLA and the chairman of the college (who never attended a college). Besides, the students' unions often stage demonstrations,

raise loud slogans, use mikes and loud speakers, and hold meetings in and around college and university campus and make the educational environment polluted.

Recently in many educational institutions including higher educational institutions, problems relating to election of students unions are in the news headlines. Beating teachers, obstructing students of opposition party to file nominations, fighting between/among parties; bloodshed and hospitalization are common happenings now-a-days in India.

Another incident of slapping by political leader to a working Head Master can be cited for example. On 17th December, 2011 relating to admission in class V, Tapan Dasgupta, TMC Councilor, slapped the Head Master of Jadavpur Vidyapith. Again on January 5, 2012 the Trinamool Congress supporters bet the Principal of Raigunj University College. Some teachers were wounded while trying to save the Principal. Then there was ransack in the office of the college. Further, on January 6 (2012) the students of Trinamool Chhatra Prishad locked from outside the teachers including the Principal in the Gangaram College and on 7th instant in Majdia College, the Principal was abused and manhandled by the students of Students Federation of India. Dr. Sarojendar Nath Roy, the principal, had to be hospitalized.

Besides, recruitment of teaching posts in College and Universities is influenced by political parties. Mr. Kapil Sibal, the former Union Human Resources Development Minister said that people with vested interest are filling up posts. Mr. Kapil Sibal, Union Minister for Human Resources Development, regretted the status of higher education in India.

Role of Civil Society, Media and Other Non-Government Organizations

"An integrated society relies on effective social institutions that enable people to act collectively, enhancing trust and solidarity between groups. These institutions include formal nongovernmental organizations, informal associations and cooperatives, as well as norms and rules of behavior. They influence individual human development outcomes, social cohesion and social stability" [HDR – 2013: p. 35]. In India civil society seems to be politically biased. Same can be said regarding the media, both electronic and print. But these institutions including Non Government Organizations can play a great role, if works unbiasedly, to cater public consciousness and reduce corruption at government as well as political level. The Teachers' Organizations are not impartial. Always the opposite party organizations oppose the move of the heads, while the pro-government try to impose. Their tussle causes the suffering of the students and vitiates the campus politics. The neutral Organizations only can check the students' movements and create a peaceful atmosphere in higher academic institutions.

Test of Hypothesis

Since the mid 1980s and especially from the beginning of the nineties of the previous century the term 'Globalization' has become a new buzzword and now it is dominating with its mighty powers the world economy as well education, society, and culture. Globalization refers to not only free movement of goods, services and money but also data, ideas, fashion, music and people across the world in a seamless and integrated manner. "The process of globalization not only includes opening up world trade, development of advanced means of communication, internationalization of financial markets, growing importance of MNC's, population migrations and more generally increased mobility of persons, goods, capital, data and ideas but also infections, diseases and pollution," is considered by Guy Brainband [http://www.managementstudyguide.com/what-is-globalization.htm retrieved 5.6.2013].

In simple terms it can be said that, "Globalization is the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture" [Martin and King (eds.), 1990: p. 8]. Sociologists Martin Albrow and Elizabeth King define the term globalization as "…all those process by which the peoples of the world are incorporated into a single world society." [Martin and King (eds.), 1990: p. 8]. In The Consequences of Modernity, Antony Giddens delineates that, "Globalization can thus be defined 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" [Giddens, 1991: p. 64]. Similarly, Swedish journalist Thomas Larson, in his book The Race to the Top: The Real Story of Globalization, highlights that globalization is "the process of world shrinkage, of distances getting shorter, things moving closer. It pertains to the increasing ease with which somebody on one side of the world can interact, to mutual benefit, with somebody on the other side of the world" [Larsson, 2001: p. 9].

Thus the opening up of world trade has increased the potential of job opportunities on the one hand, and on the other side, it has made millions of people jobless, mentally stressed and even bankrupt which has reflected in their behavior in social activities including office and family. Globalization has brought not only free goods, data, ideas; it has also brought infectious disease and pollution like HIV/AIDS. No doubt, social relations has improved, but the original family bondage has been turned upside down and students and people as a whole are being selfish, home-bound, arrogant, intolerant and addicted to internet, mobile phones and computers.

A class XII student Palash Satik said that, "Mobile phones also disturb my studies. When I read, often my friends call me over phone or send messages and tell me to go out and meet them in the club or in the field. If I do not go, they taunt me and do not help me by giving notes and suggestions of their teachers. Therefore, I compel to go and in this way I loss valuable time" [Mandal, 2014: p. 406].

This view has been corroborated by Tanmoy Bera, a student of Ghatal R.N. Tagore College. He held that, "Most of the young students are now using mobile phones. They engage in chatting, listening to music, and downloading music, pictures and adult stuff. When there are load-shedding or off-period in schools and colleges, or travel in buses, trains, buses, or trekkers, or take tea in canteens or even walk on the streets they use mobile phones. Listening to music for the college and university students have become a fashion. Not only that even the school boys and girls also are adopting the same methods. They mostly chat in mobiles or browse face book pages." If mobile phone and internet is the product of globalization, the first hypothesis that 'the more globalization the more crises in educational institutions, society, and culture in India' is proved to be truth.

Secondly, Pravas Kumar Roy, as Assistant Teacher of a Higher Secondary School feels that, "Political interference is one of the causes of present problems going on in college and universities. The leaders think that from colleges and universities they could build the base by recruiting young students who would hold their parties' flags in future" [Roy, 2014]. Another senior student Mohammad Sarif of Mandaria village Ghatal told that, "Presently the political dons are only enjoying supreme powers. It seems to me that they spread a kind of trap. It is easy to enter, but the doors of coming out are so narrow and short that rarely you can come out of this trap. Many students are falling in this trap in schools and colleges and making their lives sorrowful. Students go to colleges for earning degrees and scores good marks, but instead of that

many become politician and cannot pass in the examinations. After a few years most of them fall in great depression and frustration. Apart from that, many meritorious students cannot appear in the examinations during political strives and chaos. The opponent political party leaders and cadres do not allow the students to join in classes. The narrow political leaders are spoiling the lives of many thousand students in our country and particularly in our state" [Mandal, 2014: p. 410]. Thus the second hypothesis 'where the political leaders and heads of education and social leaders are moral and spiritual, there the problem is lesser,' has also been proved to be valid.

Conclusions

Globalization has both positive and negative impact and the negative impact is much more and pervasive than the positive one. The world as a whole is in crisis now. And the challenges the government and society face are entirely new and unforeseen and odd too. Since the 1990s when globalization kicked into high gear, consumerism and global lifestyle have spread with easy availability of money and easy access to whatever goods and services one seeks. Too much competition and consumerism are the result of globalization. Policy makers and social scientists are grappling to provide concrete solution to tide over the existing challenges.

However, it is evident from the above discussions that the challenges posed by globalization could not be aptly and efficiently handled by some semi literate, unwise and morally corrupt political administrators. The strikes, corruption in recruitment, student agitations, ransacking of public properties and lack of discipline are seen only in those academic institutions which are managed and controlled by unethical and corrupt political leaders, and not in institutions controlled and managed by spiritual leaders-led institutions like the Ramkrishna Mission. Swami Vivekananda said, "What we want is this sraddha (respect or reverence). Unfortunately, it has nearly vanished from India, and this is why we are in our present state. What makes the difference between man and man is the difference in this sraddha and nothing else" [Vivekananda, 2013: p.60]. Further he said, "We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet" [Vivekananda, 2013: p.61].

Now we are lacking in mutual respect. And it is the root of all evils. Besides, most of the educational institutions are controlled by non-academic persons, which further aggravate the academic environment. Therefore, to tackle the rising tensions in academic institutions only morally sound, spiritually upright, highly educated, honest and truly good people are necessary in academic management who can transform the negative impact of globalization with their sagacity and wisdom.

References
1. Jayanti, C., 2003, Role of Education and Social Change, Yojana, Ministry of Information and Broadcasting, New Delhi, March, p. 15.
2. Biswas, Anil Kumar, 2011, Universalization of Education, Kurukshetra, Ministry of Rural Development, New Delhi, May.
3. Pramanik, B. K. and Singh, Madan Mohan, 2011, Sarva Shikhya Abhiyan and Inclusion Education, Kurukshetra, Ministry of Rural Development, New Delhi, p. 16.
4. Tharoor, Tilottama, 2014, Macaulays' Vision in Present Context, The Telegraph, Calcutta, Monday, 22 September. p. 8.
5. Ibid. p. 8.
6. Agarwal, Pawan, 2009, Alighing Higher Education with the Labor Market, Yojana, published by Ministry of Information and Broadcasting, New Delhi, September, p.11.
7. Ibid. p.13.
8. Balakrishnan, Uday, 2009, in reviewing the book - Higher Education - Understanding the Issue, written by Pawan Agarwal in Yojana, published by Ministry of Information and Broadcasting, New Delhi, September, p.52.
9. Pal, Yash, 2009, Management of Universities, Yojana, published by Ministry of Information and Broadcasting, New Delhi, September, p.10.
10. The Telegraph, 2013, Calcutta, Monday, 18 February.
11. Kinsells, N. Stephen, 2004, reviewed the book - Globalization and its Discontents in the Journal of Libertarian Studies, Ludwig on Mises Institute, Vol. 18, No. 1, pp. 89-98.
12. Baudrillard, Jean, 2002, "The Violence of the Global", Power Inferno, Galilee, pp. 63-83.
13. Ghose, Patrick S.L., Guha Thakurta, Paranjoy, 2013, "Explosion in Digital Space: Opportunities and Challenges for India," Yojana, a Development Monthly, Ministry of Information and Broadcasting, New Delhi, May, p.18.
14. Tajprial, Varinder and Kanwar, Priya, 2013, 'Social Media - A Double-edged Sword,' Yojana, a Development Monthly, Ministry of Information and Broadcasting, New Delhi, May, p. 39.
15. Carr, Nicholas, was quoted by Atul Pant, 2013, in "Social Media in Education - Help or Hindrance?" Yojana, a Development Monthly, Ministry of Information and Broadcasting, New Delhi, May, p. 43.
16. Ibid. p. 43.
17. Pitroda, Sam, 2013, "Democratization of Information," Yojana, Ministry of Information and Broadcasting, New Delhi, May, p. 5.
18. Mandal, Keshab Chandra, 2014, The Thoughts of an Unknown Indian, Scholars' Press, Germany, p. 407.
19. Ibid. p. 418.
20. Ibid. p. 421.
21. The Statesman, 2014, Kolkata, Wednesday, 28 March. HDR - 2013, p. 35.
22. http://www.managementstudyguide.com/what-is-globalization.htm retrieved 5.6.2013.
23. Albrow, Martin and King, Elizabeth King (eds.), 1990, Globalization, Knowledge and Society, Sage. London, p. 8.
24. Albrow, Martin and Elizabeth King (eds.), 1990, Globalization, Knowledge and Society, Sage. London, p. 8.
25. Giddens, Anthony, 1991, The Consequences of Modernity, Cambridge, Polity Press, p. 64.
26. Larsson, Thomas, 2001, The Race to the Top: The Real Story of Globalization, Cato Institute, Washington, D.C, p. 9.
27. Mandal, Keshab Chandra, 2014, The Thoughts of an Unknown Indian, Scholars' Press, Germany, p. 406.
28. Personal interview to Mr. Pravas Kumar Roy, an Asst. Teacher, Ghatal Y.S.S. Vidyapith (H.S.) on 24.9.2014.
29. Manal, Keshab Chandral, 2014, The Thoughts of an Unknown Indian, Scholars' Press, Germany, p. 410.
30. Vivekananda, Swami, 2013, Vivekananda: His Call to the Nation, Advaita Ashram, Kolkata, p.60.
31. Ibid. p.61.

К. Мандал, Ph. D.
Державна школа Гаталу, Гатал, Індія

ГЛОБАЛІЗАЦІЯ ТА ЇЇ ЗАГРОЗЛИВИЙ ВПЛИВ НА ІНДІЙСЬКУ СИСТЕМУ ОСВІТИ: КРИТИЧНИЙ АНАЛІЗ

Індійська освітня система, друга найбільша у світі, наразі знаходиться на перехресті. З періоду до-незалежності система зустрічалась з різними викликами, які мають місце й дотепер. Після шести десятиліть незалежності Індія все ще неспроможна звільнити свою освітню систему від звужуючої політичної інтерференції. Хоча й є значний прогрес, дотепер залишається багато проблем на шляху універсалізації базової освіти. Вища освіта також під контролем політичного керівництва, багато представників якого не переступали порогу коледжу. Це негативно позначилося на якості освіти. Глобалізація дивно вплинула на студентство. Легкодоступні мобільні телефони, інтернет, комп'ютери та західна музика, мода тощо спричинили незмірювані втрати для мільйонів студентів. Масове копіювання в екзаменаційних аудиторіях, рухи у кампусах, обман та ігнорування вчителів, обмеження наставництва та віце-радництва до 50 годин, рукоприкладство щодо них у їхніх офісах та кампусах, грабування майна коледжів та університетів, розповсюдження та скандування слоганів у кампусах стало загальним феноменом. Повсякчасні перегляд відео кліпів та балаканина по телефонах стали модою. Паління, пияцтво та насолода життям у кампусах у інші способи стали трендом у багатьох індійських університетах. Дисципліна та взаємна повага вимиваються з кампусів. Це змушує дослідника з'ясувати природу та межі проблеми та виявити шляхи того, які зроблять Індію однією з найбільш розвинутих країн у світі.

Дослідження є переважно історичним та частково емпіричним. Воно базується на вторинних джерелах даних, так само як і н первинних. З'ясовується, що глобалізація та політична інтерференція, так само як і партійно-впливова студентська політика є ключовими причинами погіршення освітньої системи Індії. Але виклики, поставлені глобалізацією та вузькою політикою можуть бути чітко та ефективно подолані тільки високоморальними, одухотвореними, високоосвіченими, чесними та принциповими особами, відповідальними за академічне та політичне прийняття рішень.

Ключові слова: глобалізація, освіта, американізація, вестернізація, мода, університети.