

# A Study of Globalization Challenges and SWOT Analysis of Education in India

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## **Abstract**

Globalization in recent years has resulted in many new challenges to the Indian education system. Till recently technologies were mostly imported and the training needed for these technologies were generally carried abroad. Globalization has also opened the possibility to global players in the education sectors too. New products and services are being introduced continuously with improved quality and customer focus. The key input to the success of this new brand of industries is a group of highly motivated and meticulously trained forces. The knowledge and technical skills of this work force have to be regularly updated. The engineer coming out of our institution should be capable of meeting the challenges of the modern industry. They should be up- to- date in their technical know-how. They must have a deep sense of quality, work ethics and motivation and be conversant with the skills, interpersonal skills, team work skills, self esteem, goal setting skills, leadership and creative thinking. This situation poses many challenges for education system. Therefore, this study not only analyse the challenges for Indian education system but also do the SWOT analysis.

## 1. Introduction

The English term education has been derived from Latin word educate to train or mould. It again means to bring up or lead up or draw out population from inward to outward. It mainly indicate development of latent faculties of the child but child does not know these possibilities. It is educator who know these and take appropriate to develop these methods. In the narrow sense education is a school instruction or instruction by formal method.

This is literacy but not education. In wider sense education is the total development of the personality. It consist of all those experiences which effect the individual from birth to death. It is a process by which a person freely develops his self-according to his nature and in an uncontrolled environment. Education has been defined by various scholars in different times.

In western words It has been described by John Dewey Roseau, William James, John Lock etc. in Indian side it has been described by Mahatma Gandhi, Rabindra nath Tagore, Swami Vivekananda. Mahatma Gandhi and Rabindra nath Tagore explains the education as a process to develop the mental spiritual and physical capabilities of the child. Education performs certain functions. The fundamental goal of the education is to develop the capabilities of the child.

Globalization has opened the economy to global players in the industry and service sectors. New products and services are being introduced continuously with improved quality and customer focus. The key input to the success of this new brand of industries and service units is a group of highly motivated and meticulously trained forces.

The knowledge and technical skills of this work force have to be regularly updated. The engineer coming out of our institution should be capable of meeting the challenges of the modern industry. They should be up- to- date in their technical know-how. They must have a deep sense of quality, work ethics and motivation and be conversant with the skills, interpersonal skills, team work skills,, self esteem, goal setting skills,, leadership and creative thinking.

## **2 Objectives and Research Methodology**

### **Objectives of Study**

- i. To examine the Globalization Scenario of Education in India.
- ii. To find Challenges for Indian Education system.
- iii. To conduct the SWOT analysis of Education System.

### **Research Methodology**

Research methods can be classified in different ways, the most common distinction is between the quantitative and the qualitative approaches (Myers, 2007<sup>1</sup>). Quantitative approaches were originally used while studying natural sciences like: laboratory experiments, survey methods and numerical methods. A qualitative study is used when the researcher wants to get a deeper understanding on a specific topic or situation. Myers (2007)<sup>2</sup> stated that the qualitative approach was developed in social sciences in order to support the researcher in studies including cultural and social phenomena. Sources included in the qualitative approach are interviews, questionnaires, observations, documents and the researcher's impression and reactions. The chosen approach is qualitative.

This study typically takes the form study of secondary data available on education system. To understand and conclude the emergence of innovative tools and techniques in online and distance learning, we have gone through a number of reports and papers. This has the advantages of providing very rich information and avoiding the influence of others on the opinion of any one individual.

## **3. Challenges for Globalization of Education in India**

The knowledge and technical skills of this work force have to be regularly updated. The engineer coming out of our institution should be capable of

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<sup>1</sup> Myers, M. D. (2007), "Qualitative Research in Information Systems", MIS Quarterly, vol. 21 No. 2, pp.241-242.

<sup>2</sup> Ibid

meeting the challenges of the modern industry. They should be up- to- date in their technical know-how. They must have a deep sense of quality, work ethics and motivation and be conversant with the skills, interpersonal skills, team work skills,, self esteem, goal setting skills,, leadership and creative thinking. Development of these skills are a part of curriculum in many foreign universities some of the challenges of the globalization are indicated below:

### **i. Government plan**

Government's plan expenditure on different sectors of education reveals that a meager allocation of 3.5% of the total GNP that there is a decline in allocation towards higher and Indian education.

A good percentage of students who do get past 12<sup>th</sup> grade cannot afford to go to institutions where professional degree programs are offered. This is because unlike most the developed world where on average expense on education do not exceed 25% capita GNP in India that figure is a staggering 400%.

### **ii. Traditional setup**

It is still our education system dominated by the traditional set up of rules, regulations and statutes that offer little scope for quick improvement in its present work-system and the required level of autonomy and flexibility.

### **iii. Curriculum**

The curriculum today is out of touch with the ground realities and of little practical import. The curriculum does not provide knowledge that can be utilized to enhance local resources through which employment could be generated in addition to improve the existing conditions.

### **iv. Industry – institute interaction**

The challenges of globalization need to be recognized by both industry and educational institutions without any further delay, otherwise India will have no foothold in the business world and its industry may become a victim of its own policies of liberalization and open market economy. For this both the

industry and educational institutions put their shoulders to wheel and work toward the creation of India incorporated with capabilities of operating as a major player in the global arena. Partnership may be developed in one or more areas like faculty development, faculty exchange, curriculum development, resources support, institution of chairs, institutional evaluation, service to industry, adoption of institution, project assignment, testing and facilities, production –cum-training centre, seminar and conferences, continuing education, guest lectures, Rand D facilities etc. Other challenges are like International collaboration, Difficult to adapt new technology.

#### **v. Infrastructure facilities**

Infrastructure facilities, Restructuring of education system, Positive attitudes towards national integration, Research activities Updating knowledge, Consultancy, More Autonomy, Strengthening of multi institutional integration. The reposition of Indian education in response to global force driving challenge in a knowledge based economy, In many developing countries, particularly in India technological change and globalization have exacerbated existing unemployment problems that have been due, in some measure, to poor economic performance.

#### **vi. Skilled labour**

Many low-to medium-technology industries have been relocated in developing countries to benefit from cheaper labour, The combination of globalization and technological developments has enabled highly skilled Indian personnel living in developing countries to provide service for industries in developed countries, Globalization affected the world population in different and unequal ways. It has resulted in rapid economic benefits for some countries while causing acute social problems for other.

#### **vii. World market**

Rapid technological change makes skills obsolete very quickly and demands higher levels of initiative and more frequent retraining. Newly emerging high technology jobs often require job seekers to have immediate 'plug-and-play'

skills, cross-disciplinary knowledge, better communication and interpersonal skills, and the ability to work in teams.

### **viii. Restructuring of Indian education**

The real challenge is how to reposition it in response to the global forces driving change in a knowledge-based economy, The era of rapid scientific and technological advancement that we live in has spawned a communications revolution that is pervading every region of the world and creating a global information society, The sudden economic contraction in the south-east Asian countries may also be a by-product of globalization.

### **ix. Entrepreneurship training**

Entrepreneurship training is considered a valuable tool for inspiring motivation, creativity and innovation. In addition, entrepreneurial skills are expected to equip Indian Education graduates with the ability to generate employment opportunities through the creation of new businesses. Expectation of further Training of Technical Education graduates at their place of work or at a public or private institution.

### **x. Counselling**

Counseling is necessary to understand and appreciate the talents of students and trainees, and to help them explore career alternatives. Guidance and counseling must define career development as a systematic process during which individuals develop their vocational awareness, employability and maturity.

## ***SWOT analysis of Indian education system***

### **Strength**

The Indian have made many contributions among those are Arybhatta, Sir, C.V. RAMANNA, H.J. BABHA, Sir, J.C. BOSE. Some of the strengths of Indian technical education system are: India has got very rich and learned education heritage. Very good primary education which provides a very

strong base. Indian education system moulds the growing minds with huge amount of information and knowledge. Indian education system gives the greater exposure to the subject knowledge. Indians are rich in theoretical knowledge. India has abundant strength of resources and man power (NASA, MAC). Cost of education is very low. Number of higher education institutions in India is more compared to developed countries. Indians are interceded in normal education and higher education.

### **Weakness**

The weakness of Indian Indian education system are: Lack of adequate up-gradation of curriculum. No benchmark and no common course content and no common exam procedure national wide. Lack of specialized courses or modular and rigid curriculum learning considered as one step process. Education is exam oriented. No fixed parameters. Lack of Industry –Institute interaction. Rigidity in curriculum. Lack of multidisciplinary courses. Role of teacher is confined to teaching alone. Lack of policy makers. Mind set of stakeholders. Lack in accepting immediate changes. Learning is job oriented

### **Opportunities**

India has rich resources of human as well as physical. In India enough number of higher education institutions. Therefore, we can produce more and highly qualified students. Fulfilling students demands by providing enhanced quality of education. Producing enough number of technically skilled outputs. By making more Autonomy Curriculum should be made more realistic, practically biased and job oriented. Students will be regarded more as a customer. To provide highly technically skilled labour to the country

### **Threats**

Similarly the threats of Indian Indian education system are :Lack of interest and interaction from the industry in developing and collaborating in the research field. Threat from within of deteriorating standards of education due to lack of benchmark in terms of quality of institutions. Loss of quality standards by Indian institutions as more and more students opt for education abroad. Lack of team work. Attitude of the people who fail to work collectively on a common platform

## **4. Conclusion**

On the basis of the study, following are the few solutions to counter measure to overcome threats are: Update and relevant curricula to meet the global standards and demands. Establishing state of art institutions. More interaction and collaboration between institutions and industry at all levels. Encouraging research programmes in virgin areas with the support of industry. Encourage and establish institutes capable of providing consultancy and specialized service for facing and assignments for students.

The Indian education authority must develop a database on all categories of education regarding the number of educational institutions, their domestic and foreign elements, faculty strength, financial resources and quality and accreditations. Further market intelligence regarding the situations in other countries is sought through diplomatic attaches in the Indian embassies abroad.

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