

# Periodic Research

## Globalization Challenges and Human Values in Education

### Abstract

Globalization is a flow of technology, economy, knowledge, values and ideas across borders and affects each country in a different way due to nation's individual history, traditions, culture and priorities. India has rightfully developed an enviable worldwide reputation for churning out significant numbers of engineering and business graduates that are highly sought after in the global knowledge economy. Globalization has popularized the consumer culture. Consumerism has given birth to materialism where people are more interested in what they have rather than the essential aspect of humanity. The moral and ethical values are decreasing day by day. In this increasingly globalized scenario, how we educate our children will decide the future of our country and the quality of our citizens. Value based education can empower a nation to become an intellectual capital of the world. Value orientation must become an integral part of the entire education system by weaving values into the wrap and woof of the curricular and co-curricular programmes. Inculcation of values will create into the young rationalism and right responses in personal and social situations. We must own Gandhian approach to meet the challenges of globalization. He very clearly wrote long back, "I do not want my house to be walled on all sides and my windows to be stuffed. I want the cultures of all lands to be blown around my house as freely as possible. But I refuse to be blown off my feet by any." This is what our ancestors have been calling 'Vasudhaiva Kutumbakam'.

### Mridula Rawal

Retd. Associate Prof.  
Dept. of Education,  
Juhari Devi Girls P.G.  
College, Kanpur, India

### Renu Pandey

Lecturer -B.Ed. Dept.  
Maharaja Harish Chandra  
Mahavidyalaya, Farrukhabad,  
India

### S. Ghosh

Sr. Lecturer - Physical  
Education,  
Juhari Devi Girls P.G.  
College, Kanpur, India

### Introduction

The concept globalization, based on the economic concept of new neo-classical economics, often implies the growing interdependence of countries as well as among industrial units worldwide through free international capital flows, more rapid and widespread diffusion of knowledge and technology, and increasing volume and variety of cross border transaction in goods and services. It is also widely recognized that globalization has economic, political, cultural and technological aspects that are closely intertwined. Since these aspects are central to an individual's quality of life, the socio-economic, cultural and environmental consequences flowing from globalization have generated a strong debate in the world.

Globalization has affected the world in several ways. Foreign Direct Investment (FDI) has helped to reduce poverty by creating jobs and improving income. The expansion of trade and foreign investment has accelerated social mobility and strengthened the middle class. New communication and information technology have helped disseminate knowledge in many fields of study and disciplines. Communication has become cheaper and easier. Costs of telephone calls as well as travel have fallen. This made communities, although heterogeneous, easier to understand each other. It made possible to have compassion for each other when calamities, natural or man-made happens. Issues such as human rights and public accountability are brought to the fore. The rights of women are highlighted and problems faced by women in the past are now redressed.

However, the opportunities created by globalization should not make us loose sight of its negative aspect. We find that whatever good has come out of it, is actually a by-product. The very motive, maximizing profit is responsible for its negative sides. Many developing countries have been occupied with facilitating foreign investment in industries that are discarding the most fundamental needs of the people. Although poverty has been reduced to a certain extent, new economic disparities have been created. Globalization aids the removal of national control over cross border financial flows. Dramatic out flows of capital from one country to another have caused havoc in some currencies, particularly in India, Pakistan and

Bangladesh, Advances in technology aggravated by the outflow of capital to low cost production sites in the developing countries have caused growing unemployment in the developed countries, which is a cause offence to human dignity. Multinational corporations are responsible for environmental degradation as they allow unrestrained activities to multiply profits. It has popularized the consumer culture. Consumerism has given birth to materialism where people are more interested in profit making rather than the essential aspect of humanity.

India is now recognized as the third largest country in the world in terms of science and technology manpower. Urbanization is taking place at the fast rate. Life expectancy has risen. The road network and transportation system has expanded. Progress in the field of ICT has been quite impressive and foreign exchange reserves have gone up steadily. But it should not be viewed uncritically. The so called globalization is eliminating our culture which is based on quality. It creates a culture of filthy lure and lust for money all the way that submerges our culture of spirituality. A technology driven society tends to become dehumanized. It insulates and isolates; while it seems to bring us together, it does so only by creating new way of separating us from one another. Some of the outcomes are broken homes, break down of relationship and unrestrained individualism.

In this increasingly globalised scenario, how we educate our children will decide the future of our country and the quality of citizens. What can empower a nation in recent times, has earned the credibility of becoming an intellectual capital of the world? It is education that is value-based. Education that imparts roots and also gives wings.

Man-value-education is a sacred triangle where education is a vital medium to imbibe, foster and perpetuate values in men. While teaching of facts (Science) makes man wise, the teaching of values makes him truly human. It activates the latent capacities of the individual enabling him to recognize 'truth', 'beauty', and 'goodness'. Education, by the training of mind and soul, gives the young intellectual wisdom and practical power, develops fearlessness of mind, strength of conscience and integrity of purpose. They will get meaningfully involved in the life of the society and will not side step the questions of morality, integrity, justice, equality, and fair play. In them should be fostered the polygon of truth, freedom, non-violence, democracy, sarv-dharm-sambhav, equality, self-realization, purity of ends and means, self-discipline and Shuddhi brought into sharper focus by Father of the Nation-Gandhiji. For this purpose value consideration should influence the entire gamut of educational process, viz, aims, curriculum, teaching methods, institutional climate etc.

The educational aims should be rooted in values universally aspired by an individual and society. सा विद्या या विमुक्तये, सत्यं, शिवं, सुन्दरम् etc., must reflect in the aims of education. It should aim to inculcate in the student the leadership qualities in terms of 09 cs:

1. Creativeness- (to bring innovative changes for dynamic growth).
2. Confidence- (Self-confidence).

3. Courage- (To take challenges and to speak the truth).
4. Commitment- (to work for achieving the desired goal).
5. Character- (with focus on moral and ethical values).
6. Communication- (with focus on clarity for connectivity).
7. Co-operation- (to build a team spirit where the word TEAM implies Together, Everyone, Achieve and More).
8. Community spirit- (working together for efficiency).
9. Compassion- (humanitarian approach for the deprived sections and the poor).

Curriculum should be formulated in a way that these aims and values are realized. We have undergirded the curriculum with the theory of knowledge, let us now undergird it with the theory of values. Education of the mind (intellect) and education of the heart (Moral studies) should be taught in conjunction with each other. Blend of science and spirituality, is not contradicting.

In consonance with the restructured curriculum, a new slant to teaching methods is imperative. Today the teaching of science have highlighted the facts and ignored the values. The scientific interpretation of physical facts remains limited to mathematical analysis in terms of space and time dimension. Our education must reflect the unity of facts and values. While teaching blood transfusion in biology we must highlight immense good the blood donation can do, by serving the sick and suffering humanity. The social science must circumvent the paramount role of values in man's evolutions.

Teachers should be specially trained to plan activities related to human values in all the teaching subjects and co-curricular programmes. All our text books be revised to present to the students a total picture of the inter-relationship and inter-play of facts and values in all the teaching subjects, may they be physical science or social science.

Efforts of value education will prove abortive unless there is an opportunity for the students to practice what they are preached. We can not teach the budding generation to be good simply by teaching them to be good. They must have plenty of opportunity to habituate themselves in moral ideals.

India showed the way to the world by its Gurukul style of value-based education, but has now succumbed to the system of knowledge based learning which is certainly not the need of tomorrow's Global Citizens. We need to built emotional intelligence, the capacity to understand and manage one's own emotions, to motivate oneself, and to empathize with and understand others. In ancient India everything was mentioned in terms of symbols. Saraswati the Goddess of Vidya (knowledge) has five attributes- the Book, the Swan, the Veena, the Rosary and the Lotus. The books is the symbol of knowledge, data base, information etc. The swan is the symbol of an agent who can distinguish right from the wrong as well as pure from impure. This is also ethical accountability of knowledge. Veena is the symbol of harmony. Rosary is a symbol of

E: ISSN No. 2349-9435

# Periodic Research

transcendence and Lotus is a symbol of completeness and a distance from evils. Knowledge, ethical accountability, harmony, transcendence and completeness are attributes of education. Educational planners should be aware of all these pros and cons of education. We should have a priority for a value-based education and a power structure accountable to ethical norms. There is a need for drastic change in approach, and unless we bring in a complete paradigm shift very soon, we may find ourselves falling behind in this twenty first century of unlimited opportunities.

## References

1. Prof. Binayak Rath (2010) *Prospects and opportunities for the management professionals in the globalizing world of 21<sup>st</sup> century. The address delivered in the convocation for the graduating students of PGDM at the National Institute of Science Technology, Behrampur, Ganjam, August 9.*
2. Lulla BP and Murthy (1971). *Essential Problems of Indian Education*, Laxmi Narain Agrawal Publishers, Agra.
3. Ruhela, S.P. (1986) *Human values and Education*, Indian Education, Sterling Publishers Private Limited, New, Delhi.
4. Kochhor, S.K. (1981) *Pivotal Issues in Indian Education*, Sterling Publishers Private Limited, New, Delhi.
5. Blogger, 1 (2010) *Globalization- causes and consequences*, <http://en.wikipedia.org/wiki/globalization>.
6. Mahboobeh Roohi (2002). *The effect of globalization on developing countries*. *Asian Journal of Development matters*, 2, Vol-4.
7. Singhvi, J.M. (2003). *Inaugural Speech in International Conference on Globalization and Challenges for Education-focus on Equity and Equality*, Feb 29, 31, New Delhi.
8. Nigam, R.S. (2008) *Globalization: Gandhian Approach, Gandhian Perspective on Global Interdependence, Peace and Role of Professional Work* by Prof. K.D. Gamgrade, Authors press, New Delhi- 110092
9. Gabino Garica Tapia (2009). *Importance of Human values in Education in Presence of Globalization challenges*. *International Conference on Multimedia and ICT in Education*. Lisbon, Portugal, [www.formatex.org/micte2009](http://www.formatex.org/micte2009).
10. John MC Clure, Dr. Ali Khwaja, Prof. Malathi Somiah, Dr. Sankarshan Basu, Dr. Chris Elott, Dr. Dakshayini Kanna and Dr. Usha Mohandas (2010). *Developing Tomorrow's: Global Citizens. Is India moving fast Enough. Panel discussion*. Day and Boarding International School in Bangalore.
11. Mishra, J.K., Abidi, N, Sharma R (2008). *Indian Higher Education. Global Challenges and Local Issues*. J.B.S. Working paper series, W.P. No. J 11 TU/JBS/2008/01,
12. *Inculcation of ethics through education and globalization effects on ethics*. <http://www.google.com>.