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Development Project and Education: Role of Education in the Era of Globalisation

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Abstract:

In the post second world war period, USA has invented the agenda of development as their immediate aim thereby creating a big portion of under-developed world. The development project coined by then president of the USA, Truman opens up the scope for neo-colonialism followed by Americanism which is more neutrally described as Globalisation. The capitalist agenda of development has got momentum after the cold war which is facilitated by the globalization. The basic aim of education for the socialisation has changed its face in this context whereby it became a tool of transmitting the capitalist agenda, which now conforms to the ideology of the America nationalist project. Although, the total development of the child appears to be the basic aim of the education, but the need is felt to have a critical analysis of the meaning of development itself. Does the imparting the western value of 'rationality' signifies the basic aim of education? Whose aim does this education fulfill? What is the role of education in the globalised world? These are the basic questions that have tried to deal, in this paper.

Key words: Globalisation, Hegemony, Education

1. Introduction

Globalisation is one of the important levers bringing change in every aspect of life. The various theories of development studies have been focusing on the different aspects of change in society. The initial emphasis of the development theorists on the modernization has seemed to change the focus to globalization as its agent. While the various modernization theorists have put emphasis on the need of specific example which a particular country can emulate to modernize itself, the process of Globalisation has provided a specific impetus to the process by working as a lever to the same. But the process of globalization is no more taken as innocent as it appears to be. The hegemonising face of the globalization, which is now thought to be another face of the Americanism. The neo-colonialism started with the globalization has now taken development as its recourse to fulfill its inherent aim. The process of globalization has helped America to fulfill its neo-imperialist agenda through capitalism. In this context, education is used as a means by which capitalist values can be inculcated in the younger generation. The whole development project is focused on the basic aim of the capitalism, and education is the means to achieve the end.

2. Theorizing Globalization

In simple terms, globalization involves the flows of commodities, capital, technology, ideas, forms of culture, and people across the national boundaries via a global network society. (Kellner; 2002) Here scientific and technological revolutions along with restructured capital are taken as a key matrix of globalization. But many theorists have seemed to neglect the economic dimension of the globalization by taking a technology deterministic approach. The economic determinism which sees globalization as the continuation of the market capitalism fails to see the emergent forms of the capitalism based on the novel developments in science and technology. Thus, the total deterministic approach has totally failed to explain the globalization process. (ibid0
On the other side of this deterministic approach, this is a value question which tries to question the inherent motive of globalization thinking it as American neo-colonial agenda to dominate the rest of the world. Globalization is now regarded as the other name of the Americanism. In this context, the issue of the development and education came.

3. Globalization and Post Colonialism

The global process in the education is needed to analyse historically so as to have a proper understanding of the post colonial political scenario. Although, globalization is itself a highly debatable concept, but the basic tenets are unquestionable. The recent transformation in the education along with globalization needs special attention. The power dimension that comes into play in the process of education can be seen in the field of education also. The education policy adopted by each country, including the USA is to meet their needs in the global context. In this context, the hegemonic nature of the idea of the global context became prominent. It is seen that, through the diffusion of the western ideas, thinking about education has almost become universal, dominated by a set of imperial assumptions concerning the economic progress, with the notion of human capital and development becoming a part of the broader discourse of capitalist triumphalism. (Samoff, 1999; Rizvi, 2007) The global convergence of the education policies is a result of a specific education policies under which it is developed and that these conditions are anchored in a global economy that shapes the policy options that the nation states have. The broader effect of the same is that it has an overall impact on the education policies. Even the education is now working as a medium through which one part of the world able to produce affects at a distant place. The new education policy uprooted the non-western of their local historical context so as to meet the need of America hegemonising tendency. The positionality of the local culture is lost in the globalised world.

In order to study the relationship between globalization and education, there is a need to avoid the universalistic impulse. We know that most of the education occurs at the local level, but localities have never been more connected to the outside forces, a fact sometimes captured by the phrase “deterritorialisation of culture and politics.” There is need to understand them historically as being linked to the imperialist origins of globalization. Through this complicated understanding, it is possible for us to see new modes of imperial power through education.

4. Colonial and Neo-Colonial Discourse Theories

Colonial and neo-colonial discourse theories are relevant to our study for showing that, when western journalist describe third world people, they do so mainly in relation to the west and therefore as being different than first world people. For example, Sara Mills (1997) describes ways in which west creates a positive, superior and civilised image of itself by creating a negative image of the third world people. Here, Mills shows three practices that constitute ‘Othering’ - objectification, generalization and negativity. Objectification refers to the process by which colonized people are reduced to the objects of knowledge rather than as individual human beings who coexist with the colonizer on their own terms. Generalization refers to the colonized people being described and treated as a homogeneous mass. Sweeping generalization about the particular cultures have resulted less in the communities of individuals than in an undifferentiated mass about which knowledge can be gathered and stereotyped (Mills, 1997, p 109) The writing of many colonial writers, politicians and military officials presupposes few differences among colonized people and reduced them to a single specimen. Negativity refers to the characterization of the colonized people in the negative terms of the subordination by what is absent rather than by what is present in their cultures. This characteristic amplifies a body of derogatory knowledge about colonized people. This process of ‘othering’ provided the scope for the USA to start the neo-colonial agenda through the development.

5. Invention of the Underdevelopment

At the end of the World War II, the United States was a formidable and incessant productive machine, unprecedented in history. But the Americans wanted something more. They needed to make entirely explicit their new position in the world. And they wanted to consolidate their hegemony and make it permanent. For these purposes, they conceived a political campaign on a global scale that clearly bore their seal. They even conceived an appropriate emblem to identify the campaign. And they carefully choose the opportunity to launch the both – January 20, 1949. That very day, the day on which President Truman took office, a new era opened for the world- era of development. (Sachs, 1997)

We must embark [president Truman said] on a bold new program for making the benefit of our scientific advantages and industrial progress available for the improvement and the growth of the underdeveloped areas.

The old imperialism – exploitation for the foreign profit- has no place in our plans. What we envisage is a program of development based on the concept of the democratic fair dealing. (Truman, 1967)

By using for the first time in such a context the word, ‘Underdeveloped’, Truman changed the meaning of the development and created the emblem, a euphemism, used ever since to allude either discreetly or inadvertently to the era of American hegemony. (Ibid, 1997)

But the process of creation of an ‘other’ is a continuity of a long term process which generated inert advocacy for the hegemonic domination. There was the aim of the America to dominate in each and every field. For the same, they developed the ‘development’ of the ‘underdeveloped’ area a means to fulfill their goal. They adopted various means to dominate the other part. Education was the basic tool by which the ideology and the culture of the USA can be easily spread to the other parts of the world. This process got momentum with globalisation when the large scale development in the communication technology facilitated the student from the other parts of the globe to come to America. But the knowledge they spread in the name of education is nothing more than to fulfill the capitalist dream of the USA. It is one way of fulfilling their dream of neocolonialism.

6. Globalization, Privatization and Education

Negative impacts of globalization on the education are immense. Democratic self determination, state sovereignty and governability are threatened by the globalization and it has an impact on the public administration of the education and training around the world, especially in the developing nations. The international organizations such as IMF, the World Bank, etc. are now dictating the education policies. The policies adopted in the education sectors now reflecting the objectives of the corporate elites rather than the common population.

This also opens the scope for aggressive process of the Americanization of the world and the globalization of the American values by means of coercion.

Privatization of the educational institutions got momentum with globalization along with increasing private- public partnerships thereby increasing the area of influence of the corporate sectors. This also led to inculcating the spirit of the global market.

There is a psychological feeling of the supremacy of the market sectors as against the public sector, thereby giving away authority to the capitalism. This is most destructive to public management of the education. It reaches a stage where the public management education is being restructured to emulate the business school's curricula and the program of the study. Now, the public management is now transformed into an agency of the globalizing capitalist 'elites' whose main interest is the accumulation of the surplus profits.

Privatization as well as globalization poses serious challenges to the accountability in the public education. With the privatization, opportunities for conflicts of interest, corruption, access to sensitive information in the government, bribery and the breach of the accountability increases significantly.

Thus, globalization along with privatization has posed a major threat to the public accountability of the education system thereby fulfilling the needs of the corporate elites.

7. Conclusion

Thus globalization can be termed as Americanisation in which the goal of America is to dominate the whole world. The new face of imperialism has changed its course in which they have taken the name of development through technological advancement to control the whole globe. In the process, they find education as best medium to fulfill their goal. Thus, there is a need to have a critical analysis to look into the present education system. The capitalist face of the education in the era of globalization will only fulfill the dream of America thereby discriminating a huge population; the 'local' but 'other'.

8. References

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