

IMPACT OF GLOBALIZATION ON HIGHER EDUCATION IN THE INDIAN CONTEXT: AN ANALYSIS

KARIYAMMA G K¹ & DR. S. NAGARATHNAMMA²

¹Research Scholar & ²Professor

Department of History, Bangalore University, Bangalore.

Abstract:

This paper focused on the globalization has produced tremendous impact of higher education. It reviews how globalization may affect educational policy and planning in India. This paper not only illustrates the challenges of globalization to education sectors that it presents to multidimensional phenomena. The diversity of curricula, professional mobility, accountability and quality remain as parts of a continuing dialogue in the context of the global community. The author was inspired by the fact that globalization drives changes in education towards global perspectives. Education is the back bone of a nation. This paper examine different aspect of globalization which can usefully be viewed as challenges to higher education especially in its efforts to develop diverse ideas and demonstration of quality and systems of quality guarantee that will be useful and sustainable in this situation.

Keywords: Globalization, Accountability, Higher education, Multidimensional and challenges.

INTRODUCTION

Minister of education stated that “our survival as a race in this atomic age will depend on our ability to initiate our competence to implement hold schemes of political, economic and educational advancement”

Globalization is an umbrella term that refers to increasing global connectivity,

integration and interdependence in the economic, social, technological, cultural, political and ecological spheres. It is a unitary process, inclusive of many such sub processes, perhaps as best understood as enhanced economic interdependence, increased cultural influence, rapid advances of information

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technology and novel governance and geo political challenges. Higher education includes certain collegiate level institutions, such as vocational schools, trade schools and Career College that award degrees, diplomas and certificates other courses were introduced in this education system. The main objectives of this study is To examine the impact of globalization on higher education To examine the education inequality of social groups 3 To find the gaps of enrolment in various socio economic groups. (Shailendra Singh, 2016).

The term globalization means integration of economies and society through cross country flows of information, ideas, technology, goods, services, capital finance and people in other words “The total education system of the world enter one roof” it requires the unification of teaching curriculum, methodology and up gradation of knowledge and system to remain in the context for efficiently and effectiveness by which transformation of knowledge in justified manner to attain the goals of life, Globalization has containing both opportunity and threats for national development . The paper challenges the determination of educational policy and argues that any country will need to develop its own national approach to modernizing education in light of the global context. This paper considers the

global transformations require that people develop new skills, new experience, new knowledge and schools have an important role in this sense and teacher should know the new hightech global economy. Higher education should open and adapt to new changes and instructional methods.

HISTORICAL BACK GROUND OF HIGHER EDUCATION

Indian higher education has its roots in the ancient Gurukul system that flourished during the Vedic era, possibly as early as 1500 BCE. Thriving centers of learning, termed Viharas, comparable to the early paying, were established at Taxila in 6th century BCE Vikramssila in 5th century BCE. Students entered at the age of 16 to study the Vedas and the Eighteen Arts, which included law, medicine and military science as well as skills such as archery, hunting and elephant lore. As Buddhism flourished in India, one of the world’s first great residential universities arose at Nalanda in the 5th century. BCE. The primary focus of education at that time was on religion and philosophy, classes in virtually every field of learning were available and attracted pupils and scholars from the world.

The modern system of higher education began over 150 years ago British rule when policy guidelines established by Macaulay and wood’s Dispatch of 1854, led to the founding in

1857 of the first three Indian universities in Bombay, Calcutta and Madras. The next 90 years saw a period of slow development. Historical approaches to comparative education research can offer unique insights. The major higher education systems in all countries, regardless of ideology, economic, system or model.

Faction in various disciplines are expected both to teach post-secondary courses to groups of students and to do original research in their areas of liberalism, academic freedom, and an emphasis on research introduced in to German universities in the early 1800s by Wilhelm von Humboldt, are represented in some form in higher education institutions of China, India and the United states. Indian culture is based on a reverence for education that extends back thousands of years. But modern HEIs in India have grown out of the British colonial regime of the mid-19th Century, with its “Anglicism” orientation in which higher education was primary seen as serving the political and economic interest of the British. The language of instruction for most courses was English, and subjects in the humanities and languages were favored, rather than in sciences. Growth of higher education in the country has generally been divided in to three phases: ancient times to independence: From 1947 to 1980: and 1980 to the present.

Many studies of university teaching have examined differences in general characteristics or organization of the education system of these three countries and the considerable variation in standards and curriculum that exists among them. Other authors in this volume discuss differences in higher education policy and assessment issues. Still another distinction is that, in general

To understand meaning of term globalization continues to be exclusive due to lack of consensus among social scientists. Globalization is about the universal process or set of processes which generate a multi discipline Globalization. The phenomenon of globalization which transformed world trade communications and economic relations in the latter part of the 20th century, is having a similarly profound effect on education at the start of the 21st century student options for higher education, in particular, are no longer contributed by nation boundaries. For the first time in history, large segments of the world’s student population truly have access to a “global market place” of higher education.

In 1990, the system served about 4 million undergraduate students. By 2000, the student’s population had doubled to over 8 million: as of the 2005 -2006 academic year, it stood at almost 11 million. The University Grants

Commission established in 1956, currently administration and provides complete, finding for the 18 central universities, while 141 deemed university the prestigious. Indian institutes of technology, Indian institute of science. The expansion of the higher education system in India has been chaotic and largely unplanned. The swift rate of growth and the drive to make the system socially inclusive have resulted in a sudden and dramatic increase in numbers of institution without a proportionate increase in finding or in intellectual resources. As a consequence academic standards have suffered badly. Employer complains about the lack of preparedness of graduates and numerous imitations struggle to maintain accreditation. There are many basic problems facing the system.

1994 report of the Indian Academy of sciences, Bangalore, commenting on the state of science education in Indian colleges and universities concluded: the general view is that standards in all respects have declined rapidly and alarmingly, and unless something is done soon to remedy the situation, the country is definitely heading for disaster. Despite the development over the past two decades of a few bright spots in the university system, knowledgeable observer still finds it necessary to refer recently to the “dismal state of nearly all of the conventional

centers of higher education”. Major problem of the universities and colleges have faced the lack of funds, ungovernable, underinvestment in libraries, information technology, laboratories, and classrooms makes it very difficult to provide top quality institution or engage in cutting –edge research.

Globalization has created a complex phenomenon as well as it has a multi – dimensional impact on the society. In the field of education, the universities in India are primly concentrating its education towards development of human resources to the globalized labor market and neglecting the needs of promoting knowledge for the utilization of our resources and the development of human resources and the development of large sections of the society. In India only 11% of the total populations are able to getting higher education. Among them 75% of the population belongs to urban elites, upper middle class but the other classes of the society consist of 25% which comprises 75% of the population. This development has created socio-economic and cultural disparities in the society. The disparities are found creating a gap between caste, class and communities. This development has led to unequal distribution of socio- economic standard of the society.

IMPACT OF GLOBAL ON HIGHER EDUCATION IN INDIA ISSUES, CHALLENGES AND ALTERNATIVES

Globalization is a process, which has affected many areas of human life. One of two those being education. In the 20th century, many developing countries have experienced growth in the educational facilities available opportunity for the people of the developing countries to raise their skills and students of education. Others fear it is merely a modern version of cultural imperialism that will lead to the creation of a universal, ultimately western society, no human activity has remained an affected by globalization and education to the frontlines. In the prevailing discourse education is expected to be major tool for incorporation in the knowledge society and the technological economy.

The process of liberalization, privatization, and globalization entered India from 1990's and it is a complex phenomenon as well as it has a multi-dimensional impact on Indian society including education system. There cannot be any denial in our psyche that the recent globalization has its roots in the neo liberal philosophy. "Neo-liberal globalization constitutes the most blatant re colonization of the third world "reform should benefit the people. Department of Higher education in the union ministry as of 29 June 2017, the UGC lists 47 central universities, 367

state universities, nearly 123 deemed to be university and 282 private universities. These four types of university total 819 universities together. When we come across the education among the socio- economic group of Karnataka the situation is not much different by above disparity. The upper caste representing 7% of total populations of Karnataka 6.3% are literate and among them 60% are getting higher education.

With consequent strengthening of social satisfaction and intensification of social unrest. The development has created socio economic and cultural disparities in the society. The disparities are found creating a gap between caste, class and communities. The development has also lead to unequal distribution of socio-economic standard of the society.

FINDINGS

- The urban elite, upper class and upper middle class of the society are enjoying the privileges of higher education, employment and opportunity
- Other remaining class of the society like rural, tribal and lower class have seen almost no rewards and there is no sufficient facility to this community.
- The higher education in respect as well as cultural gap the society

- Opportunities are been seized to major section of the society due to economic disability in context higher education.

SUGGESTIONS

- To provide equal for all sections of the society by implementing new policies and programs.
- 2Creating awareness among the students in rural and tribal areas about higher education.
- Revamp and professionalize vocational courses by changing the curriculum.
- To provide basic infrastructure and facility
- To provide opportunities to merited rural and economically deprived students to pursue research by providing monitory benefits to the students.

CONCLUSION

The prime concern of this paper has been on the Globalization and higher education. Globalization is likely to have any differential impact on higher education in Indian society. Indian education system their native culture which is still admired world over. Given the inherent structural inequality in Indian society, in future inequality in future inequality is likely to increase with consequent strengthening of social satisfaction. Indian society to develop for the all-round benefits of the people

needs an alternative model of development, having consonance with our tradition and indigenous cultural milieu.

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