

GLOBALIZATION AND HIGHER EDUCATION IN INDIA: OPPORTUNITIES AND THREATS

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Abstract

Globalization' is a feature of changing world. globalization is changing the way in which governments perceive their role in the society. India as a developing nation is recognized as one of the fastest growing nation. Higher education is considered essential for any nation culture. Social and economic development Economic reforms led the country into the road of Liberalization, Privatization, Globalization (LPG). India is also following the global phenomenon.

Globalization is expected to have a positive influence on the volume, quality and spread to knowledge through increased interaction among the various states, Globalization is a Qualitatively new phenomenon of multidimensional nature posing a variety of complex fabrics of all societies. As it is known globalization, no doubt promises dramatic and rewarding change to the higher education systems of the developed countries where as for the developing and underdeveloped countries, where the system is facing the scarcity of resources, it threatens the stability needed to build the well performing system.

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Education is the process by which people not only acquire knowledge and information skill, but also values and ability to live and interact within and with social groups, as well as participate in culture life and productive activities which may not always be economic. Higher education is considered essential for any nation's culture, social and economic development. Education prepares the individual to connect and live in harmony with the environment around him. Since the service sector is based on imparting skills or training to the students and youth, the education sector is the most sought after. It has also advocated privatization of higher education without realizing the danger of making the system a commercial enterprise.

Globalization and Higher Education

Globalization has widely been defined and studied as an economic phenomenon. Rather globalization covers social and strategic activities like culture, family institutions, corporate management, information, knowledge and innovation.

If knowledge is fundamental to globalization, globalization should also have a profound impact on the transmission of knowledge indicating a robust relationship between globalization and education. Globalization has a multidimensional impact on the system of education. It promotes new tools and techniques in this area like E-learning, Flexible Learning, Distance Education Programmes and Overseas training. Globalization will mean many different things for education.

Since "life long jobs have been converted into yearly contracts there is still possibility of even short duration jobs." Our education system should deliver such education and training so that professionals can adjust themselves as per market expectations.

Economic reforms led the country into the road of Liberalization, Privatization, Globalization (LPG). India is also following the global phenomenon. As a part of globalization, the economic reform packages were introduced in India in the beginning of 1991 to improve the working economy. The objective was clear to move the economy into a market friendly economy. Economic measures such as liberalizing trade and investment policy, deregulation stringent legal framework, privatizing weaken state owned enterprises, which spread over a number of years, made the country a global economy. A global economy brings changes particularly in economic growth, inflow and outflow of trade and investment.

Privatization of higher education has emerged in several forms and types in the recent decade in India. One, privatization within government higher education institutions take place in the form of introducing self-financing courses. Within government institutions; two, converting government-aided private institutions into private self-financing institutions; three, allowing to expand self-financing private

institutions with recognitions and also without recognition.

Globalization has played an important role in the generation of employment in India. Since the economic liberalization policies in the 1990s, the employment scenario in the country has significantly improved. The wake of globalization was felt in India in the early 1990s when the then Finance Minister Manmohan Singh initiated the open market policies. This led to a significant improvement in the gross domestic product of the country and the exports increased considerably.

Due to globalization and the growth of the consumer market, a number of significant rise in the rate of demand and supply. In the recent years, a number of industry segments such as information technology, agro products, personal and beauty care, health care and other sectors have come into the market. India's growth in recent years has been led by the services sector. The most noticeable aspect has been the recent big boom in the BPO/KPO sector.

To keep a pace with favourable effects of globalization, the government has taken a number of initiatives. A number of employment situation in the rural areas. The Minimum wages scheme has also been successfully implemented. In order to improve the quality of the workforce, efforts are also being given to impart education to various sectors of the rural areas. Under these schemes, new schools are being opened up and attention is also being given to the welfare of the students. Like wise in the urban sector too, more and more employment opportunities are being opened up for the youth in a number of government sectors, banks and so on.

Globalization and its Opportunities

Globalization has broken open the old rule of government in higher education centered on bounded nation-states. The growth of cross border communications and activities in which institutions dealt directly with parties outside the nation.

Globalization is expected to be a process through which an increasingly free flow of ideas, people, goods, services and capital would lead to the integration of Economics and Societies. It is characterised by an accelerated flow of trade, capital and information as well as mobility of individuals across geographical borders. It is the construction of times space compression that has given rise to popular notion of "One-world", "Global Village" etc.

India is witnessing new era in the field of Management Education. Many corporate groups like Reliance, Nirma, Tata, Sterlite etc, have promoted Management Institutes. Some reputed foreign universities are also coming to India. But Government should issue guidelines so that fees structure remains within certain limit and those who are from economically poor background have some opportunity.

Globalization is a Qualitatively new phenomenon of multidimensional nature posing a variety of complex trends in the economic, social and cultural fabrics of all societies.

Ours is the age of a techno-scientific revolution, the pace of change taking place in the work place requires people to re-equip themselves, as new knowledge and new skills are needed to compete, survive and prosper.

It is happyt augury that the Govt. of India is aware of the emerging trends. The presentation of the Country Paper by Union Minister of Human Resource Development, at the UNESCO Conference (1998) evidences such awareness.

In India, the minister has underscored that great emphasis will fall upon lifelong education and the realization of a learning society in the country. We learn that UNESCO is also greatly inspired by the paradigm of Lifelong Education (LLE), which holds “the key tht allows us to cross the threshold of the Twenty-first Century”.

Education System has increased fourteen fold in terms of the number of universities and thirty three fold in terms of the number of colleges, in comparison to the number at the time of independence. At the beginning of the academic years 2004, the total number of students enrolled in the former system of education in universities and colleges was 99.53 Lakh - 12.97 Lakh (13.3 per cent) in University departments and 86.57 Lakh. (86.97 per cent) in affiliated colleges and 4.37 Lakhs teaching faculty employed making India’s system of higher education the second largest in the would.

To protect the constitutional provisions with regard to access, equity and equality, suitable policies have been formulated in the education sector

The reservation policy of reserving particular quota of seats for SC/ST backward class and physically challenged students in colleges and universities. Reservation in employment, both in teaching as well as in administrative posts, is also one of the major components of this policy.

Scholarship and Freeships, Books Banks and Book Loan Facility etc. Boarding and Lodging Facilities, Hostel for SC/ST etc. Relaxation in admission criteria i.e. such as lowering of minimum marks and increasing of maximum age; and exemption in respect of duration of course papers marks etc.

For improving performance of these groups in colleges and at competitive exminations, institutions of higher education also make provision for remedial teaching, pre-examination coaching facilities, preparation for copetitive examination, counseling facility and finally to monitor the implementation of various programmes and initiate action, there is provision for setting up Human Righ Cell, SC/ST Cell,

Women Cell in the universities and colleges. For removing disparities and regional imbalance, the UGC has relaxed norms for giving development grants to colleges located in educationally backward, rural or border areas and to colleges catering to SC/ST student and women.

THREATS

As it is known globalization, no doubt, promises dramatic and rewarding change to the higher education systems of the developed countries where as for the developing and the underdeveloped countries, where the system is facing the scarcity of resources, it threatens the stability needed to build the well performing system. Developing countries often have to adjust willingly or unwillingly both to the quickening pulse of international change and accordingly, reform on several fronts simultaneously, which may not be possible under the given resource status of higher education.

The fear that the process of Globalization Policy may apparently shape the perspectives of educational reforms in favour of those who have already benefited from the system as they are in the position to influence the policy is haunting those who are not in a position to influence the policy.

Yet in the recent past, there have been apprehensions expressed in terms of its impact, especially on the people who still live below the poverty line. In other words, the concerns expressed are with regard to:

- (i) Benefits of globalization to the different sections of the society it is believed to be 'far uneven'.
- (ii) Its role is creating greater social stratification and inequality widening the gaps between the 'haves' and "have Not's".
- (iii) Its role in destabilizing and distorting the indigenous culture, tradition and values.
- (iv) Its role in alienating the youth from its even place by uprooting and at the same time not sure of providing a landing space, and
- (v) More than these, its role of in facilitating the rich countries to grow riches by drawing the resources from the poor.

John Smyth argues the globalization of world capitalism has had significant impact on higher education policy and produced changes in the sector. In particular, globalization has caused a major restructuring of the economy and government has reacted within a corporatist and technocratic framework to create new technology based industries. This has created moves to reform higher education in order to produce the necessary technocrats. This strategy will not succeed and when it fails, higher education will be the scapegoat.

Globalization, as some argue, redistributes exclusion across countries, and within the country. In their view, “society splits into two types of people those at the social core and those who hang on with their finger nails to the ‘social periphery’ even in the world’s richest economics. A recent estimate suggests that education will be at the core of the rising knowledge economy. The remainder will be a ‘Subordinate social layer’. This is not a recipe for social cohesion.” “Societies on the fringe of the global exclusion even more devastating than their present difficulties.”

As above mentioned, India’s system of higher education if the Govt. of India has consistently increased its share in the total expenditure on higher education—from 49.1 per cent in 1950-51 to more than 90 per cent today. It is significant that despite these impressive statistics the system caters to hardly 6 per cent of the relevant age group, as compared to more than 80 per cent in the developed countries.” This is partly because the expansion has been offset by the growth of the population in the relevant age group. Nevertheless, the fact illustrates how difficult it is for developing countries to bridge gaps and to keep pace with the developed world. Massification of higher education has rather been responsible for this expansion. Resource constraints are severe, and the equality of education available to most Indian students is questionable in terms of its ability to face the challenges posed by further education as well as employment market. The situation is further complicated by the rigidities of the higher education system, the political pressures from regional, religious and caste-based groups and related problems.

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