



IMPACT OF GLOBALIZATION ON HIGHER EDUCATION

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Introduction:

This research paper examines different impact of globalization which can usefully be viewed as challenges to higher education in India. Also specially 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 in India

Today knowledge is the key to development and has become universal. Educational globalization means wider educational opportunities for citizens. One of the most visible aspects of globalization is student mobility. Around 2.5 million students, many researchers, colleges and universities are estimated to be moving freely around the world in 2000 and this number is expected to increase to 7 million students by 2020. Globalization has given importance to decentralized educational administration and control. It has contributed to increase in standard of living, improvement in health and education and advancement in technology, especially in the field of information technology. Higher education is a global phenomenon. Higher education system

plays an important role for the overall development of the country including industrial, social, economic, political etc. The Indian higher education system is the second largest in the world after the USA. Privatization of higher education was initiated in 1991 with the launch of Liberalization, Privatization and Globalization policy. Privatization of higher education in India brought new policies and programs to increase employment, output and income opportunities and achieve economic development at regional, state-wise, national and international levels. It has rapidly changed the educational scenario in India. Privatization encourages individuals and communities to establish schools, colleges and private institutions.

Keyword: Education, Impact, Problems.

Research Methodology:

The information for this paper has been primarily collected from secondary sources i.e., Books, Journal, Government reports and Internet

Research Assumptions:

- 1) Explain The Concept of Globalization
- 2) State The impact of Globalization in Higher Education
- 3) State The major problems before Higher education

Concept of Globalization:

Globalization is a process that encompasses the causes, courses, and consequences of transnational and Tran's cultural integration of human and non-human activities. India had the distinction of being the world's largest economy at the beginning of the Christian era, as it accounted for about 32.9% share of world GDP and about 17% of the world population. The goods produced in India had long been exported to far off destinations across the world; the concept of globalization is hardly new to India.

Impact of Globalization on Higher Education:

- 1) Cross border higher education has become an important vehicle for globalization of higher education. Two forms of education-international providers and students studying abroad-taken together can be called cross-border education that contributes to the growing internationalization of education.
- 2) Unequal access to education also leads to increasing wage inequality and distorts income distribution. Uneducated and unskilled people in industrialized countries face a serious disadvantage in an

increasingly competitive global market.

- 3) Globalization stresses professionals in the global era to deal with large-scale fundamental changes, which require a new and international administrative context. These changes are imposing new demands on our education system, which prepare professionals for the future. It is imperative that professionals regularly acquire and update their digital literacy to meet the needs of students. Knowledge about technology is of constant importance to professionals.
- 4) As private and foreign agencies are very innovative and experimental in their attitude and practices, the standard of education has been raised to a great extent.
- 5) Globalization has also made distance education available in the country. The immediate effect of this is that students who are hard working and meritorious but do not have the resources to go abroad and take advantage of the latest educational models, will find this facility in India.
- 6) Another negative effect of globalization is that it has become beyond the reach of poor students. As the level of education has been raised by these agencies, the financial requirements for admission and study have also increased.
- 7) Multimedia tech due to globalization. is in vogue which is

gaining popularity due to its multi-dimensional approach and uses. Being a technical concept, it brings together text, sound, music, pictures, images, video and animation in a single composite CD-ROM. This has also led to efficiency and benefit in higher education.

- 8) Another side of globalization is that it can destroy our traditional values and ethics.
- 9) Globalization increases the demand for education, especially university education, and this puts pressure on the entire system for high quality schooling, creating adverse educational outcomes, especially from an equity perspective.
- 10) technology into the classroom is changing the nature of delivering education to students is gradually giving way to a new form of electronic literacy, more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form. Video projection screens, books with storage device servers and CD rooms as well as the emergence of on-line digital libraries are now replacing blackboards. Even exams and grades are gradually becoming available through electronic means and notebooks are starting to give way to laptops.

- 11) Distance education and virtual Institutions, regarded to be an industrialized form of education, is now taking place in India, which is proving to be more cost effective. With one global world, the aspiring students who are left out and failed to secure their seats in India's premiere institutions can now go abroad to fulfill their aspirations.

The Major Problems before Higher Education:

The issues and problems discussed so far in this chapter concern elementary and secondary schools in view of their critical importance for tens of millions of children and for the nation's social and economic well-being

1) Commoditization of Education:

Higher education is becoming a marketing commodity because it is a multi-billion dollar business. Out of countries universities are trying to have a share of Indian educational markets, this shift from education as a social good to marketable commodity is against the Indian culture, and sufferers in these changes will be poor and disadvantaged people of India.

2. Global Competitiveness:

The competition will essentially be for offering quality education recognized at the International level and relevant to the local needs. The major issue is how to raise the quality and standards of Indian education and make it globally competitive, locally relevant and enable it to offer marketing for developing societies.

3. Weak linkage of education with developmental:

Processes are creating frustration amongst graduates when they find that education is not so useful in employment and in work situations. A challenge is to transform the system from its present model of education to developmental education linking education to developments in society, industry and services sectors

4. Concerns of weaker institutions:

High disparities in educational quality of education offered by Indian universities, colleges and local educational institutions are of great concern to all. National and global competition may create problems of survival of weaker universities and colleges.

5. Developmental disparities and unsolved Indian problems:

Many colleges and universities were started in India for removing regional imbalances and for supporting education of weaker, disadvantaged classes, particularly of women. These institutions and other developmental programs for weaker classes are still facing resource constraints, which are further aggravated by ignorance, poverty and disadvantages of the people they serve. This is resulting in widening divides and in keeping many educated from weaker and disadvantages sections outside the job and employment markets. The challenge of these marginalized and deprived to the system of education is enormous.

6. Financing:

The inability of the state to fund the expanding higher education system has

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resulted in the rapid growth of private higher education.^[68] In addition, diminished governmental financial support adversely affects small and rural educational institutions.^[29] A growing number of public institutions are forced to resort to self-financing courses and high tuition costs.^[68] The private sector's primary modes of financing include donations, capitation fees and exorbitant fee rates. This in turn limits general accessibility to higher education, by catering to only an elite few.

7. Enrolment:

As of 2007, only around 11% of the 18 – 23 year old population of India is enrolled in higher education. On the whole, India has an enrolment rate of 9% which is similar to that of other lower middle income countries. The population that is enrolled in higher education consists largely of urban metropolitan dwellers. Rural enrolment in higher education is very low. Moreover, a majority of the recorded enrolment is at the undergraduate level. Over the last 4 years, Indian higher education has maintained a steady female enrolment rate of around 45%.

8. Accreditation:

Driven by market opportunities and entrepreneurial zeal, many institutions are taking advantage of the lax regulatory environment to offer 'degrees' not approved by Indian authorities, and many institutions are functioning as pseudo non-profit organizations, developing sophisticated financial methods to siphon off the 'profits'. Regulatory authorities like [UGC](#) and [AICTE](#) have been trying to

extirpate private universities that run courses with no affiliation or recognition. Students from rural and semi-urban background often fall prey to these institutes and colleges.

9. Quality:

The quality of programs structure-wise and quality-wise is substandard and lack objectives that can meet the basic industrial requirement of "skilled-professionals." However, the assessment methods employed are taxing and the pacing of the courses is made forcefully quickly under the assumption that these are the essential indicators of 'show' These unscientific strategies and promotion of survival mentality instead of growth mentality leads to unsuccessful learning among students. Streamlining of bachelor's program was brought in the Indian system by following other countries by educators who proved they could give the same quality that a four year degree could provide with a three year degree. However, the vision of these resolute educators is lost in time and substandardization and political objectives took over the program structure. For example, when a 21st century three year Indian bachelors program is compared with a four year International bachelor's programs it would be in quality only worth of a two year college program because usually the first year of these programs are heavily focused on general and arts subjects. When core courses included in these programs that cover the same topic

are compared with international ones, Indian courses lack both leading building blocks of learning content, and the depth and fluidity of international courses.

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