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## Globalization and higher Education: An Indian perspective after 21<sup>st</sup> Century

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### Abstract

Globalization is an inevitable phenomenon in present era. “Globalization refers to the fact that we all live in one world, so that individuals, groups and nations become interdependent” (Giddens, Sociology, 2009). Globalisation is an umbrella term that refers to increasing in the economic, Social, technological, cultural, political, educational, and ecological spheres. India inherited globalization in twentieth century when India took massive loan of \$ 2.5 billion in 1991 and signed the bond of General Agreement on Trade in Services (GATS). India has one of the earliest and most complex higher education system in the world. After this event a massive change occurs which forced our higher Education system to shift towards privatization. The wave of globalization has led to increased demand for English and for schools and colleges and also universities. Globalization of higher education has brought remarkable changes in cross-border education. Now, Indian Universities and other institutes are open to the global market. This paper examines different aspects of globalization which affects (especially in COVID-19) Higher Education system in India.

**Keywords:** Globalization, COVID-19, Higher Education. Etc

### Introduction

The term globalization comes from English, as base of the word “globalization” which refers to the emerging of an international network, belonging to an economic and social system. India is a developing country. In this way Globalization helps India to develop every sector of Education. The terms Globalization means International Integration. Globalisation is an umbrella term that refers to increasing in the economic, Social, technological, cultural, political, educational, and ecological spheres. Globalization refers to the fact that we all live in one world. So, it is difficult to resist any single or simple definition. It has multiple meaningfulness.

Has observed in The Oxford Concise Dictionary of Politics, defined the term as follows: “Globalization is about the universal processes or set of processes which generate a multiplicity of linkages and interconnections which transcend the states and societies which make up the modern world system”.

Joseph Stiglitz Offered a more comprehensive definition by saying in this aspect “Globalization is the closer integration of the countries and the people of the world which has been brought about by the enormous reduction of cost of transportation and communication, and the breaking down of artificial barriers to the flow of goods, services, capital, knowledge and people across borders.” This question remains among our mind that why India took Globalization. The answer is rooted in the Indian economy. The decline of Indian economy and Third World countries as a whole in eighties created a serious balance of payments problem. The International Monetary Fund (IMF) loan in 1981 came as a solace to solve this problem and marked the beginning of liberalization. Adding to this, India's balance of payments crisis compelled her to seek a loan of \$2.5 billion in 1991 from the IMF. Then India signs General Agreement on Trade in Services (GATS).

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 economies and societies. It is characterized by an accelerated flow of trade, capital, and information, as well as mobility of individuals, across geographical borders.

It reflects comprehensive level of interaction than that has occurred in the past, suggesting something beyond the word “International”. It implies a diminishing importance of national borders and strengthening of Identities, that stretch beyond those rooted in a limited locale in terms of particular country or Region. It can also be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and vice versa. It is this construction of time-space compression that has given rise to popular notion of “One-World” and “Global Village”, etc.

### Review of Literature

Globalization is described as, flow of technology, economy, knowledge, people, values and ideas across borders as, it affects each country in a different way due to a nation's individual history, traditions, culture and priorities (Knight and De Wit, 1999). There are a number of factors which are closely related to this worldwide flow, which are seen as key elements of globalization. These include the knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures. These elements of globalization have significant impact on the education sector (Knight, 2004). Shahidi and Seyedi (2012) <sup>[4]</sup> conducted a study on the Impact of Globalization in Higher Education on the Universities' by taking 100 faculty members of University of Shiraz and Islamic Azad University Shiraz Branch. They find that educational quality of the universities was positive affected by globalization in higher education. They also conclude that there was no significant difference between the professors' ideas in these two universities. Examined a study on “The impact of globalization on Islamic education toward fiqh learning existence in COVID-19 pandemic period”. He found that in the midst of the pandemic, Islamic Religious Education eliminated amid the siege of modern learning but various learning models and methods help to students in schools and madrasas studied on “Online learning as a result of globalization during the pandemic COVID-19”. In their work show that the demand for making a connection between electronic distance learning and the traditional form of education with a view to ensuring the continuity of the educational process and improving the quality of the content created of electronic educational resources. They also found that the integration of electronic distance learning and its combination with traditional methods made it possible to avoid economic and educational losses in the extreme context of the COVID-19 pandemic.

### Objective of the study

1. To discuss impact of Globalisation on Higher Education in India.
2. To discuss the development of Globalisation after COVID-19 in India.

### Research Methodology

Any research work requires relevant methodology and techniques. The methodology applied in the present study is purely analytical. The study has been developed by exploring and analysing comprehensively huge qualitative data obtained from both primary and secondary sources. These sources as a whole include then Government's report, periodicals, monograph, newspapers pamphlets, records, both published and unpublished thesis, dissertations, books,

journals, educational project reports and other research studies.

### Discussions

Higher education is an educational level that start after secondary education. The primary role of higher education is transformed students by enhancing their knowledge, skills, attitudes and abilities. The higher education system in India grew rapidly after independence. By 1980, there were 132 universities and 4738 colleges in the country enrolling around five per cent of the eligible age group in higher education. Today, in terms of enrolment, India is the third largest higher education system in the world, behind China and the USA. Higher education in China having the highest enrolment in the world.

At present 150 foreign universities (50 from UK, 45 from Australia. 30 from USA and the rest from Canada and other European countries that have been operating in India. The UGC has decided to invite proposals from institutions that are keen on “exporting Indian education” to foreign learners under a “Study India Programme”. A recent study shows that one in every 10 students studying in the US was an Indian, while less than 0.6 percent of American Students were receiving educational credit for studying in India. During 2001, there were 54,664 Indian students in the United States alone, with the total number abroad exceeding 10 lakhs. In contrast, there were only 7,791 foreigner students in India, mainly from the developing countries like Bangladesh and countries of South and East Asia. Globalization and commercialization of education has thus become a reality and we have to be very much cautious about the functioning of the foreign educational institutions.

### Internet in Education

- Never before was information so readily available at the press of a button, the Internet has changed the way the world behaves, does business, and thinks. Even school children search the web for study material to support their homework. Today, academicians do not need to spend much time on library research poring over bulky tomes and taking copious notes. They have the facility of faster and surer access to a much wider range of information through the Internet, not just to read but to print or save or forward to others as might suit their purpose. Internet research has come to be recognized as an essential study tool in all higher education courses in developed countries.
- The Internet has also played a major role in streamlining administrative procedures and processes of universities worldwide. Any modern university, management school or institute today has its own website on which courses offered are listed. Students apply for admission on-line which reduces paperwork and increases administrative efficiency. They receive e notifications regarding admission, course schedules, and billing procedures, which they can pay on-line, as well as their results. Teachers prefer to receive tutorials on-line, which not only lends itself to faster transmission, but also avoids the difficulty in reading a manuscript.

Similarly, some teachers not only put up their course material on the web-site, but also their lectures, which can be heard on-line such that students who were unable to attend can also benefit from them. The faculty and students remain

connected through email on which students receive instructions, send essays/assignments, fix appointments, etc. All students are expected to have their own laptop or notebook computer.

- While a traditional Western university still has face-to-face lectures, it also offers on-line courses especially during the summer break. While such courses have the obvious disadvantage of the absence of personal interaction, they allow for discussion through setting up of chat rooms. Such on-line courses and discussions have often proved to be more rewarding than regular classroom interactions as they allow for students and teachers from different parts of the world to converge.
- On-line Universities, which do not require physical infrastructure, have facilitated greater accessibility to education than ever before. While popular perception values a degree from a regular college over one from an On-line college, the greatest advantage of an on-line university or college, that a student need not commute or live on campus tilts much of the debate in its favour. This is especially true for certain kinds of courses designed to cater to the needs of students who do not have financial backup or family support. As acquiring specialized degrees is directly related to better jobs, re-engineering e-education at tertiary level has a great advantage. As jobs become more and more insecure and mid-life career changes more frequent, the need for on-line education is increasing overtime.

### **E-Education**

- Not only are commercial business concerns interested in entering the education industry aggressively but existing universities and colleges as well. Private companies like Kaplan, BPP and Apollo Group already run successful education business ventures. Kaplan is a big education company owned by the same company that runs the Washington Post newspaper. BPP, its British rival, has entered into deals with British Universities so that students enrolled into their professional courses can earn degrees from the Boston Post Graduate University. University of Phoenix, the first University to offer a full-time on-line degree is owned by the Apollo Group.
- Insofar as India is concerned, on-line education, which is very crucial for the Indian population, is heavily dependent on reliable high-speed Internet coverage. As a pre-requisite to expansion of on-line education services, it is essential that various parts of the country be connected with high-speed Internet. As more and more cities in India are coming within the ambit of high-speed cyber-network, the concept of e-education, especially at higher levels should be viewed seriously.
- United States is now the leader in e-education. Phoenix University, the leading online University, has the largest number of on-line students enrolled. In the early 1990s it became the first university to offer degrees online, and the internet is now an integral to all its teaching.
- E-learning has clearly percolated even to the school level. India's education policy has largely missed out on taking advantage of this technological revolution in education. E-learning is not only inexpensive, but also convenient. It also does not force the student to relocate or forgo earnings from full time or part time employment that the student may be engaged in.

### **Economic**

Globalization and economic reforms in India have yielded significant changes in the role of state and restructuring of social welfares education, employment, and agriculture and health system. In higher education it was always the monopoly of middle class and elite groups of the society.

### **Privatization**

There has been an increasing trend towards privatization of higher education in India. The quality and content of the education are industry oriented due to privatization. In this day age of globalization and privatization with competition and to meet the new challenges of the 21st century higher education should be radically transformed. India is required to set up a chain of educational institutions which are accredited, globally acceptable. We should also keep in mind that quality can come only from quality teachers and quality infrastructure, under quality leadership.

### **Women education**

Women literacy rate has grown over the three decades. Women education plays a very important role in the overall development of the country and improving the quality of life at home and outside.

### **Commercialization**

Impact of globalization is commercialization of higher education due to which self-financing courses have been introduced which has deprived many from getting higher education especially in countries like India where illiteracy still prevails and education is a dream to many. The existing policy of globalization of higher education is motivated by profits rather than social justice or the policy of the government. Its goals therefore are to meet the demands of the market.

### **Teacher Education**

In the global society today the aspects of rapid change, lifelong learning, flexible routes of learning and the use of technology have a major impact on all the areas of teacher education. Major steps to be taken qualitative expansion, value based, competency based and ICT based teaching learning.

### **Education policies**

Globalization also impact the education policies on higher education in India. In the last two decades Indian government has formed various committees, commission and also different kinds of economic bodies came to existence like NAAC.

### **Communication**

The effects of globalization on education bring rapid developments in technology and communications. It changes the role of students and teachers and producing a shift in society from industrialization towards an information-based society.

### **Conclusion**

India has been among the fastest-growing economies in the world. The prime concern of this paper has been on the Globalization and Higher Education. Now, the students have easy scope to acquire higher education because a lot of

colleges and universities are opened for higher education. In COVID-19 students learn from various online platform. No doubt, it is an opportunity for those who are aware of the benefits, who has the information, who knows from where to get the information, who has the where wit-halts to get this information and has the inquisitiveness to get more and more and take benefit from that. The world of higher education in the 21st century can truly be a border-less world of knowledge and ideas which will yield reciprocal benefits for all nations. There is no single, simple path for reaching this new global future, but instead, multiple pathways that lead toward “a world in one nest”.

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