



---

## THE IMPACT OF GLOBALIZATION ON HIGHER EDUCATION

Naveen Kumar C\*

---

**Abstract:** *Globalization has, as we all know, entered almost every aspect of human life. It has affected the day-to-day routine trades and services of the people of various countries. Globalization can be seen widely in areas of agriculture, handicrafts, technologies, etc. In short it can be said that globalization has affected all the sectors of economy. The process of globalization, though rapidly developing in recent times, is by no means completely a modern phenomenon. In the realm of education, the institutions of higher education face new pressures and demands for accountability, access, quality, introduction of new technologies and curriculum. A number of countries have introduced reforms to meet the challenges arising out of such a situation, though the context and nature of reforms vary from one country to another. The present paper emphasizes on the meaning of higher education and globalization, impact of globalization on higher education*

**Keywords:** *Higher Education, Globalization, Impact of Globalization on Higher Education*

---

\*Research Scholar, Department of Studies in Political Science, University of Mysore, Manasagangothri, Mysore



## **INTRODUCTION:**

Globalization has, as we all know, entered almost every aspect of human life. It has affected the day-to-day routine trades and services of the people of various countries. Globalization can be seen widely in areas of agriculture, handicrafts, technologies, etc. In short it can be said that globalization has affected all the sectors of economy. The closing decade of 20th century saw major social, political and economic transformations on a global level. The developments, combined with increasingly rapid advances in the nature of and impact of information and communication technologies have had a powerful influence on all nations, societies and cultures worldwide.

## **MEANING OF HIGHER EDUCATION:**

After completing twelve years of school education (higher secondary education), students join Degree colleges or University Departments to pursue three year degree courses. On completing degree courses students can join postgraduate courses of two years duration. Well reputed colleges and University, Departments offer research courses like M.Phil, Ph.D, DLit, etc. Education pursued after the higher secondary course either in affiliated Colleges of University Departments is called “Higher Education” or “University Education”.

## **HIGHER EDUCATION:**

According to Indian Education commission (1964-66) the following are the objective of University Education.

- To seek and cultivate new knowledge.
- To engage vigorously and fearlessly in the pursuit of truth.
- To interpret old knowledge and beliefs in the light of new needs and discoveries.
- To provide the right kind of leadership in all walks of life.
- To identify gifted youth, and help them develop their potentials to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitude and moral and intellectual values.
- To provide society with competent men and women trained in Agriculture, Arts, Medicine, Science and Technology and various other professions.
- To promise equality and social justice.
- To reduce social and cultured differences through diffusion of education.
- To develop research attitude and enquiry spirit among the intellectual.



- To help to spread adult education.
- To develop values needed for good life in individuals and society.

### **MEANING OF GLOBALIZATION:**

The term 'globalization' has become a buzzword in the modern world today. It has caught the imagination of social scientists as well, particularly as it is attempting to impact on almost all walks of human life, be it social, cultural, political or economic. The process of globalization, though rapidly developing in recent times, is by no means completely a modern phenomenon. Its antecedents are seen in times immemorial. In ancient societies, it involved movements across borders for reasons of trade and for escaping in times of crisis and natural disasters. It became more frequent since 150 Century A.D. when western colonial quest began to expand across the world.

### **IMPORTANT FACTORS IN GLOBALIZATION:**

Dominance of Privatization, adoption of 'Liberalization' in the global economic policy and appreciations of 'Consumerism' are three trends emerged by the development of New Economic policy adopted by the member nations of World Trade Organization (WTO) established in 1995. The new economic policy adheres to the stipulations of General Agreement of Trade and Tariffs (GATT) facilitating the expansion of market economy across the globe. Scientific and industrial advancement enable nations to produce goods at low cost and also become surplus states in production. Tremendous advances are made in the fields of information and Telecommunication Technology.

### **IMPACT OF GLOBALIZATION ON HIGHER EDUCATION:**

The globalization of the recent part, governed primarily by a market –oriented philosophy, has a number of implications for modes of governance. In the realm of education, the institutions of higher education face new pressures and demands for accountability, access, quality, introduction of new technologies and curriculum. A number of countries have introduced reforms to meet the challenges arising out of such a situation, though the context and nature of reforms vary from one country to another. The higher levels of education are important in a society wherein the economy is becoming more knowledge based than product –based. There is closer relationship between the private sector



including multinational corporations and the state agencies concerned with product development and innovation.

Further, if knowledge is fundamental to globalization, globalization should have a profound impact on the production and transmission of knowledge. Some have argued that this has not occurred; there are casting doubts on the capacity of globalization to permeate knowledge production and transmission as per local needs. In the context of Asia, this seems more relevant in terms of the production of knowledge, it remained limited to the western world and globalization has hardly taken the leap in the region. However, there have been attempts to use modern technology in the higher education transactions. Information Technology is currently introduced into the educational systems, partly try to expand the reach and access of the education (at lower cost) through distance education and partly to deliver higher quality education (at higher cost) through computer assisted instruction and the use of internet. Further, at one level, the language used today for the knowledge transaction is electronic delivery of education, which is thought to be 'convenient', 'self paced', 'individualized and interactive', 'faster and cheaper', 'flexible as to the time and space'. Sometimes, we even find people advocating the replacement of textbooks with the motion pictures or instructional television. At another level, even when there were attempts to use modern technology in higher education, it remained limited to the use of computers. It appears that the educational practices at the classroom level have changed a little in most developing countries of Asia.

### **CONCLUSION:**

The institutions of higher education are under pressure to increase the levels of education and expertise in labour force. Thus, the concerns about attaining quality and curricular relevance in higher education with reference to international standards and demands have become prominent. This has placed increased emphasis on mathematics and science in the curriculum, and techno-scientific area of knowledge. Thus, the discourse today is about the skills 'relevant' for the employment, technically 'useful' knowledge, 'competence' and 'enterprise'. These dimensions certainly have some effect on the national planning for labour force, industries, and professions, on the one hand, and on the higher education development.



### **BIBILOGRAPHY:**

1. NIEPA (2001), *Higher Education During I@" Five Year Plan - A Proposal*.
2. Pandey V. C. (2005), " Higher Education in a Globalizing World", ISHA Books, D-43. Prithviraj Road, Adarsh Nagar, New Delhi-033
3. Ram Mohan (2004), "Universalization of Higher Education: Some Policy Implications", Sarup and Sons, 4740/23, Ansari Road, Daryaganj, New Delhi -02
4. Ramesh Chandra (2005), " Trends in Higher Education", Kalpaz Publishers, C-30, Satyawati Nagar, New Delhi-110052

### **WEBSOURCE:**

- <http://www.nuepa.org/libdoc/e-library/conference/2003yjosephine.pdf>
- <http://theglobaljournals.com/gra/file.php?val=NDcw>
- <http://www.isrj.net/UploadedData/149.pdf>
- <http://www.euroasiapub.org/IJRFM/Sep2011/3.pdf>
- [http://www2.hawaii.edu/~manicas/pdf\\_files/pub/GlobalizationandHigherEducation.pdf](http://www2.hawaii.edu/~manicas/pdf_files/pub/GlobalizationandHigherEducation.pdf)