



Challenges of Higher Education and Globalization in India

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Abstract

In the current study, an effort has been made to examine the potential effects of globalization in light of Indian higher education demand and contemporary issues. As a result, an analysis of these issues has been included, and progress in any country has been made in the presence of such issues. There are significant obstacles to overcome. This scenario is crucial in the context of India as well, thus research on this topic would be highly helpful for decision-makers in government, academia, and the field in question. In addition, this paper examines how globalization has had a twofold impact on almost all of the countries in the world.

Keywords: Globalization, *Vedas* Education, University Grants Commission, Higher Education System.

Introduction

Higher education provides a sense of education or subject relating to a particular subject, going beyond the goals of general education. Every human being has the right to an education because only an educated populace has been associated with a civilised society. Because mental reliance grows in the illiterate. Since ancient times, education and human rights have been promoted in Indian culture; the clearest instances of this may be found in the Vedas, Vedangs, and Upanishads, which were written during the time. Indian education has undergone continual change, as seen by the Vedic, Post-Vedic, Buddhist, Mughal, British, pre-independence, and current educational systems. Is. We can identify the characteristics of the educational system in place now because of the contemporary challenges that the Acharyas, Gurus, educators, and teachers of the time confronted at each stage of the history of education described above. In actuality, a live social structure is created by the transmission of education and educational traits from generation to generation. However, some of its problems, even now, make it difficult for the disadvantaged and backward parts of society to profit from it and grow as a result. However, the idea of a global village has expanded the possibilities for postsecondary education. Although the idea of globalization is not new, its fast expansion in the global economy since World War II has opened up previously unthinkable possibilities.

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Study Objectives:

By shedding light on the historical timeline of the Indian educational system, which has retained higher education—which is thought to be crucial for nation-building—at its core, the study's major goal is to assess such issues in relation to a modern perspective. In addition, awareness of the national problems that arise before the possibilities of the global village must be created in order for India to be recognized as a global leader on par with the industrialized countries of the globe.

Study Method/Materials:

The knowledge gathered from secondary data has served as the foundation for the analytical procedure that has been employed to achieve the goals of the current study. The study conducted in the past, the discussions published in well-known books, and publications have served as the foundation for the secondary data.

Background of the study:

As old, significant, and illustrious as the rise of human civilization on Earth is the history of education in India. The works of the Vedas, Upanishads, Smritis, and Richa show the effective outcomes of moral education and spiritual education due to the early alterations in the nature of Vedic education in Indian historical records. However, with the advent of the later Vedic period, religious ostentation and Brahmanism's dominance in Vedic education gave rise to a new ideology in a downtrodden segment of the population, as a result of which Buddhism formed and Buddhist education was established. The Buddhist educational system has proven to be appropriate for Shudras, women, and all other social groups.

The existence of Mughal education in Indian history is then evident. Boys and girls received primary education under the "Maktab" system in the educational system of the time. During the Mughal era, Agra, Fatehpur Sikri, Delhi, Gujarat, Lahore, and Sialkot, among others, were primarily known as important centres of learning. Mughal emperors like Humayun and Akbar built libraries like "Sher Mandal" and wrote works like "Aain

Akbari." British control in India attempted to totally alter the nature of education once the Mughalian Sultanate fell.

English was used as the primary language of instruction, which systematically eroded Indian cultural values. However, via the founding of universities, which was done in 1858, efforts were made to systematise higher education in India. The Indian higher education system experiences considerable expansion following independence up until 1980. Understanding the following figures is crucial to comprehending which. Up until 1980, India had 132 universities and 4738 colleges. However, following that point, very quick efforts in this direction led to a growth in the number of universities to 348 and an increase in the number of colleges to 17625. After China and America, India currently has the third-largest educational system worldwide.

Indian Higher Education's Challenges:

1. Inadequate Resources

India is sometimes perceived as a society afflicted by scarcity. In this order, state-level institutions or affiliated colleges handle the selection process for higher education. However, state-level universities generally receive less funding. The Central Universities receive about 65% of the University Grants Commission's (UGC) allotted budget in grants, and the State Universities get the remaining 35%.

2. Professional openings

In India, there are 16,699, 4,731, and 9,585 posts for professors, associate professors, and assistant professors, respectively, according to data from the University Grants Commission, but only 35% of those positions, 46% of those for associate professors, and about 26 for assistant professors are open right now. Posts are vacant to a certain percentage. Young students "do not find the teaching profession attractive," and the selection process to fill these positions is excessively drawn-out or difficult, are the main reasons why these positions remain unfilled. Numerous procedural formalities might use improved.

Universities/Colleges/Inst.	Approved Posts	Empty Posts
Central Universities	16,699	6,542
Indian Institute of Management	618	111
Indian Institute of Technology	5,092	1,611
Indian Institute of Information Technology	224	103
National Institute of Technology	4,291	1,497

As more students enroll each year, this issue is getting more significant in universities across the majority of India's states. It made the teacher shortage a concern apparent.

3. Poor Examination System

The values of education and human life do not appear to be connected in any way with the current educational

system. The current educational system's goal has been to produce suicides in the form of exam scores, a growth in the number of pupils quitting school, and aimless, biased youth. The sole passing score for the exams was 33%, therefore the candidates' use of rote memorization is fast becoming their most mentally fragile trait.

"Today's schooling makes the pupils cognitively impoverished, hardhearted, and physically midget,"

claims *Dr. Radhakrishnanji*. As a result, the emphasis on general personality development is not present in the examination. These academic institutions are increasingly used as a way to raise money. In colleges, passing the exam and earning a degree are only goals after being present for 30 days in a year.

4. Privatization and Commercialization of Education

Through India, education is increasingly being bought and sold in mandis as a kind of marketing. Education has become more expensive and difficult for the economically underprivileged classes due to private colleges and coaching facilities. Or evidence of the impact of wealth and influence on the right to education exists. The children of the poor, the exploited, the farmers, and the families that depend on salaries suffer directly as a result of privatization.

Is., which the information below can help you, understand. In India, 80% of students, compared to municipal or government institutions by just 20% of students attend private schools. The cost of tuition and other costs in these schools is so high that economically disadvantaged children are ultimately denied an education.

Evaluation of the problems of globalization:

Vasudhaiva Kutumbakam, which promotes universal brotherhood, has been compared to the philosophy of globalization because both have supported the expression and interchange of knowledge and ideas on a worldwide scale. Every country in the world has embraced this broad idea, which is in and of itself. All national concerns have been impacted by globalization. In the context of education, globalization is focused on enhancing labour productivity to better prepare workers for global competitiveness. In addition, globalization has secured the universalization of education.

Globalization is helpful in resolving issues between various countries. Due to the fact that every free nation must rely on other nations for some necessities or resources, the idea of globalization also helps countries flourish economically.

It is possible to create a plan for a globalization system that will allow for the concurrent development of all societal segments.

1. The goals of globalization set a premium on quality production; if there is a lack of quality in the production, it cannot be made competitive.
2. In such a situation, resource-poor or underdeveloped states cannot be included in the category of developed nations; rather, this problem widens the gap between developed and developing nations.
3. This scenario gets extremely dangerous for India if it joins the World Trade Organization. We risk experiencing more damage than gain if the national economy is adopted quickly without properly informing the populace.

4. When looking at products, equipment, and items from India on a worldwide scale, it is obvious where India stands in relation to other nations in terms of productivity, quality, and affordable costs, among other factors. On the Asian continent, countries like China, Japan, and Korea are starting to confront us.
5. The effects of globalization, such as decreased employment prospects and income inequality, have been incredibly detrimental to economic and social welfare. The outcome is that the wealthy get richer and the poor get poorer.
6. Price competitiveness is another challenging issue for emerging countries. Any nation that can create items at low prices for the global market will succeed. In this approach, it is nearly hard for developing or underdeveloped nations to compete with the United States, Europe, and China. The world is becoming increasingly divided into rich and poor countries as a result.
7. Prior to globalization, terrorism also became a very significant problem. Terrorist groups are using globalization as a springboard for a variety of terrorist attacks and to deceive young people. A strategy used by an organized group or party to use violence repeatedly to further its goals is terrorism. An excerpt from "Terrorism incurable tragedy," written by Sharad Avinash, must be included here.
In order to clearly understand the major difficulties posed by globalization, an excerpt from Sharad Avinash's piece "Terrorism incurable tragedy," which appeared in the daily Indian Express on July 28, 2005, must be included here."
These terrorist organizations were formed and established in part due to the mutual animosity and misguided attempts to overthrow each other by the countries of the bipolar globe. These countries have worked to fortify their positions. These organizations succeeded in their goal by offering not only weapons but also training, financial support, and other resources; yet, their identical policies later dragged America and Russia into the raging fire of terrorism. Similar to this, Pakistan has employed terrorism to sabotage the unity and integrity of neighboring nations like India, which is a very frightening development. Examples of which include the terrorist strikes on American soil on 9/11 and the 26/11 in India.

Conclusion:

Because of examining the aforementioned study, it can be concluded that there is room for improvement in the area of higher education by asking, "Why were the educational development or planning efforts in India ineffective?" This study also emphasizes how crucial it is to talk about the fundamentals that will allow higher education in developing nations like India or even more underdeveloped nations than ours to flourish and completely grow.

Along with the difficulties facing higher education, urgent action must be done to achieve the goals of creating talent competitive with the world economies.

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