

## Globalisation and Higher Education of women in India

Dr. Manjula Devappa  
Dept/ women's studies  
KSAWU VIJAYAPURA

At the time of independence India was poised of 19 universities and 591 colleges and with 0.2 million enrolment. Significantly the number has distorted now post 70 years of independence India has grow to be second in the world in terms of higher education with many government universities functioning independently under the sunshade of union government named as Central Universities and state universities respectively by the side of these from time to time government have permitted institutes which are impart quality education from lengthy time have been accorded with status of private universities and deemed to be universities. Access to universities and schools were limited for the period of the British rule but on the other hand the university system of education is hereditary from the Britishers. The government has accorded reservation to weaker sections and marginalized sector so that education system can be developed and every Indian should be free to gain knowledge and education and also helps in boost in the GER of the country. The formal education in India is poised of three stage Graduates, Post Graduates, Research Programmes which include master of philosophies and Doctorate in Philosophies and at present one new flag has included. post doctoral fellows diagonally universities in India and abroad. The government is thinking to some level on globalizing the education system in the come round of private institutions blooming and growing momentum on the public universities to present in the way how the private players are seriously performing and producing good talent. The government institutions facing tough time in age group of employment for its contribution and supply where as private to some level is in front in providing employment through organization and conduction of campus enrolment.

Higher Education and Globalization Higher education is concerned in all these change. Education and research are basic keys in the formation of the global environment, being initial to knowledge, the take-up of technologies, cross-border association and sustaining complex communities, though higher education institutions frequently see themselves as objects of globalization they are too its agent (Scott, 1998). Research universities are deeply correlated inside and among the global city that comprise the main nodes of a networked world

(Castells, 2001; McCarney, 2005). Typically global cities have a high concentration of participation in higher education; there is a strong positive association between the higher education enrolment ratio of a nation or a region, and its global competitive performance (Bloom, 2005, pp. 23-24). respectively, nations and regions that are comparatively dissociated from the globally networked economy are typify by a low density of higher education.

Challenges of Higher Education in India: Higher education as fund. Expansion of higher education. Quality higher education to change India into developed nation. Involvement of education for national development & economy. expenses on Higher education. Science & technology as a foundation for higher education. centralise on qualitative research. Privatization of higher education is frequently a developing however welcome trend; Higher education needs maintaining creativeness, latest, adaptability and Quality. Few high admired institutions like IIM's, IIT's, IISc's & central universities cannot alone contribute to uplift the standards of higher education in India. Emergence of globalization & foreign universities like Harvard, Cambridge can profit higher education. however it is not going to profit to tertiary education system of India & rural part of India will get a setback. Globalizing education system is positive thinking as struggle level existing universities are checked but whereas rural India will be deprived of utilizing of global resources. Globalization can convey exchange programmes for both student as well as teaching community. So the government of India & Ministry of HRD should sincerely think of globalizing education system & improves in education. The most important one will be that it will be tough competition for government universities as globalization may carry Cimmerian change in educational system all the way through advanced technology, methodology of study, basic needs and recruiting quality staff to manage higher education in institute/universities.

## **POLICY LIAISON**

Policy creator in India might have to be liaison with growing adult contribution in continuing education and training, particularly in relation to improved employability. Globalization, as a procedure no doubt has highlighted the idea of decentralized educational governance and control. The centre has sighted decentralization as a way to raise effectiveness by giving extra responsibility to local level functionaries, which in turn is normal to increase stimulus and accountability. Additional it is trying to involve the local community in the extremely planning and resolution-making procedure of education and doing

them responsible for “the state of the art”. Internet with its contingent global reach performs its role successfully as an interactive medium. It has the ability to bring knowledge and wealth to far-away and marginalized persons and nations. But limited access to the Internet, the “digital divide,” or the lack of correspondence creates injustice that make worse other inequities. No developing country has benefit more from the digital rebellion than India, and in no country is the digital separate wider or deeper. On the other side of the digital divide are the 45 percent of the population who cannot read or write (57 percent of the female population), the 44 percent who survive on less than Rs. 50 per day, and those who live in the 370,000 villages where there is no telephone relatives.

economic manacles in India have resulted in the emphasis over the cost-efficiency concern. This in actuality needs the constant presentation estimate and quality watch at all level of education which in turn can pave way for private players in this field but this phenomenon actually is affecting the parity issue. therefore, the main anxiety of globalization has been to fulfil the national objective of equality. Education has also become a paid subject where the access is subject to the payment of appropriate prices after privatisation. Thus it has become a mode of revenue for the Government and so the government is hopeful the establishment of even larger number of private institution and universities since then.

Other than along with this observable fact, there is an on-going anxiety for the class with unaffords ability issue. The process and effects of economic and cultural globalization are becoming obvious in our educational Programmes and are expressed by teachers and students with particular reference to the ways in which the global media (such as television media and internet) are install in the construction of knowledge. The threat is possibility of abrasion of national values by imbibe the alien culture. The changes that are taking place in the country, even at the lower level of the country: a drastic change can be assess in terms of the power relations and consciousness at various level of the civil divide.

As a result of the accession of the foreign capital vast macro level modify in technology and media have also made their places and influence ahead the Indian society but the accumulation result of such drastic and unanticipated changes in culture by the Indian appetite in facing the new capitalist command are so far to be realised. This can pose a threat to the national cultural ethics. In

India, during this period of globalization, much of the modern thought has left Addicted to the issues of programmed learning, multimedia teaching, macro-micro-teaching, distance learning and other problems related to core curriculum. No subject has been so much deserted as has been complete to the development of humanistic values, creativeness, cultural, ethical and spiritual dimensions in the teaching-learning process. - The danger is for the corrosion of rich and old culture of human value According to (Edward, 1994), the philosophies of the states and of international agencies bring the technological rebellion. The process has been additional promoted by the transport system, communication network, and it has increased the Economic activity, but Globalization does not of necessity result in homogenizations; on the divergent, it is leading to the strengthening of the ethnic identity both at local & regional levels - The threat is to the Nations honesty.

The current stadium is going to be tough for Indian higher education system as government is thoughts to globalize the higher education system for transformation and principles in the education system. This will pretence a serious question on the existing standards that how well the Indian universities and institutes are meeting the global challenge in the area. Few feel that globalizing education would lead to quality education and research at big which will facilitate to imprison the current and prospect challenges and explore the opportunities to excel in getting employment. Globalizing education system can lead to appearance of foreign university on the Indian soil and also survival of private universities. It is need of the hour as current education system is fluctuating in producing quality education and research due to infrastructure or shortage of teaching staff in the universities/institutes. Today we are produce graduates at high rate but still lot of them are unemployed so it's time to make over, adapt change to impart high quality education. Globalizing serve as both challenge as well as an opportunity for development of higher education system in India.

## **Reference**

1. Challenges of higher education in India: Sameer Prahlad Narkhede.
2. Draft #2b, 12 September 2006, prepared for OECD.
3. International Human Resource Management: P. Subba Rao
4. UGC Annual Report, 2000-2001. 6. WTO-Committee on Trade and Development, 77th Session, 21 and 25 November, 994.

5. John Smyth, Globalization and Higher Education: What's Happening to Academic Works.
6. UGC Annual Report, 2000-2001
7. Evans, T. (1995) Globalisation, post-Fordism and open and distance education.
8. Edwards, R (1994) From a distance: globalisation, space-time compression, and distance education.
9. Dr. Mithilesh Kumar Singh: Challenges of Globalization on Indian Higher Education
10. John Smyth, "Globalization and Higher Education: What's Happening to Academic Work?" in Ninth World Congress on Comparative Education: Tradition, Modernity, and Post modernity (Sydney) Proceedings, 1996) and John Smyth, ed., Academic Work: The Changing Labour Process in Higher Education (Buckingham: Society for Research into Higher Education and Open University Press, 1995).