



A STUDY OF THE IMPACT OF GLOBALIZATION ON THE WOMEN IN THE HIGHER EDUCATION

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ABSTRACT

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According to the findings of the study, factors such as household wealth and women's educational status have a significant bearing on the number of female farmers who are employed. This is reinforced by the fact that there is a negative connection between socioeconomic qualities and the respondents' engagement in crop production. The respondents' involvement in crop production decreases as socioeconomic features increase. The percentage of women who work in dairy farming ranges from 45 to 70 percent. In rural regions, women are responsible for practically all of the duties associated to the dairy industry. There is no denying the contribution that Indian women have made to their nation's development; nonetheless, the level of their involvement varies considerably throughout time and space. The considerable role that women play in agriculture, jobs closely connected to it, and domestic responsibilities has been largely ignored. The ever-increasing

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demand for milk and other dairy products has turned dairy farming into a lucrative industry for women. The Indian government reports that 85 percent of rural women are involved in the cattle industry. The phrase "globalization" has become synonymous with this decade. It is a phrase that has become so ubiquitous that it may be found in every aspect of society. It is not simple to determine (Burbules et al. 2000) what is at stake in the globalization question, the functions that the word truly performs, and its repercussions for modern theory, policy, and critical pedagogy.

Keywords: Globalization, Women, Higher Education

INTRODUCTION

Women are key facilitators for growth. They play a catalytic role in the process of realising transformational economic, environmental, and social changes, all of which are necessary for sustainable development. However, among the many challenges they face, limited access to financing, healthcare, and educational opportunities are among the most common. The challenges faced by agriculture and the economy on a global scale, in addition to those posed by climate change, have contributed to the gravity of the situation. Given the significant proportion of women who work in agriculture around the world, women's empowerment is essential not only for the well-being of individuals, families, and rural communities, but also for the overall economic productivity of the world's agricultural workforce. This is because women make up such a significant proportion of the labour force in agriculture (unwomen.org). Many of the world's poorest people are people of the female gender. Eliminate poverty is one of the primary concerns of women living in rural areas. According to recent estimates provided by the World Bank, the proportion of people surviving on less than \$1.25 a day fell from 47% in 1990 to 22% in 2010. This is a significant reduction in global poverty. Yet, 1.2 billion people remain poverty (unwomen.org). Rural women have an essential role in guaranteeing the safety of food and nutrition, generating income, and improving the quality of life and overall well-being in rural areas. Every day, women and girls are subjected to institutional limitations that violate their human rights and thwart their attempts to improve their own lives as well as the

lives of others. In this respect, they constitute a target group for the MDGs. (Misra, Kunwar, & Kanojia, 2005) found that job opportunities for women in fields other than agriculture were extremely uncommon. However, during the off-season, a number of rural women worked for salaries in industries other than agriculture. According to the findings of the study, factors such as household wealth and women's educational status have a significant bearing on the number of female farmers who are employed. This is reinforced by the fact that there is a negative connection between socioeconomic qualities and the respondents' engagement in crop production. The respondents' involvement in crop production decreases as socioeconomic features increase. The percentage of women who work in dairy farming ranges from 45 to 70 percent. In rural regions, women are responsible for practically all of the duties associated to the dairy industry. There is no denying the contribution that Indian women have made to their nation's development; nonetheless, the level of their involvement varies considerably throughout time and space. The considerable role that women play in agriculture, jobs closely connected to it, and domestic responsibilities has been largely ignored. The ever-increasing demand for milk and other dairy products has turned dairy farming into a lucrative industry for women (Mohapatra, Behera, & Sah, 2012). The Indian government reports that 85 percent of rural women are involved in the cattle industry (Viswanathan, 1989). Cutting fodder, watering animals, caring for animals, and cleaning out sheds are all tasks that women perform more frequently than males (Arshad, Muhammad, & Ashraf, 2013). SHGs are a major instrument for the socioeconomic development of low-income women, since they accelerate changes in women's incomes, occupations, levels of social participation and expenditures, levels of confidence, and ability to make decisions (Bansode, Ankush, Mande, & Suradkar, 2013).

The phenomenon of globalisation is a fact of life that cannot be evaded and must be accepted. It is anticipated to be a substantial contributor to the expansion of the economy. According to Dasgupta (2003), the cornerstones of the new economic policy are privatisation, globalisation, modernisation, boosting productivity, and raising the pace of growth; (Sanchez-Apellaniz, Nunez-Torrado, & Charlo, 2012). It is generally accepted that the idea of globalisation originated in the business schools of the United States. Because of this, the only companies that will be successful are the ones who are proactive and have no concerns about their plans. Because of this, the only businesses that stand a chance of surviving are those who become global players and grow their activities on a worldwide scale rather than restricting themselves to the preservation of local assets exclusively. The term "globalisation" refers to a phenomenon that incorporates not only the economic dimension, but also the dimensions of information and

communication technology, ecology, work organization, culture, and civil society (LU Report, 2020); (Sanchez-Apellaniz, Nunez-Torrado, & Charlo, 2012). The term "globalization" refers to "a complex economic, political, cultural, and geographical process in which the mobility of capital and organizations, ideas, discourses, and people has taken on a global or transactional form." This definition describes globalization as "a process in which the mobility of capital and organizations, ideas, discourses, and people has taken on a global or transactional form." The pursuit of profits is driving multinational firms to locate their factories in developing nations in the hope of finding "cheap" female labor. It is the process of a company's activities (including goods, services, and technology) growing, developing, and spreading around the world. Those who are in favor of globalization have the belief that this will lead to increased rates of economic growth as well as an overall rise in the standard of life for the general population. Globalization is accelerating dramatically, offering new opportunities in particular for developing countries, which are increasingly able to attract global investors and foreign capital to their economies. In addition, globalization is making it easier for developing countries to attract global investors. The present wave of globalization has had a tremendous influence on the lives of people all around the world, but most notably on the lives of those living in poor nations. On the other hand, women continue to face discrimination in a variety of spheres of life, including as the workplace, the provision of medical treatment, and the protection of civil rights. In many parts of the world, particularly in underdeveloped nations, women who are pregnant still do not have access to medical treatment that is sufficient. The World Health Organization reports that around 529 000 women pass away each year as a result of complications arising from pregnancy or delivery (Gender statistics 2010); (LU Report, 2020).

WHAT IS GLOBALIZATION?

Globalization in a Complex Context

The phrase "globalization" has become synonymous with this decade. It is a phrase that has become so ubiquitous that it may be found in every aspect of society. It is not simple to determine (Burbules et al. 2000) what is at stake in the globalization question, the functions that the word truly performs, and its repercussions for modern theory, policy, and critical pedagogy. [Citation needed] [Burbules et al. McBurnie stated (Uvali'c-Trumbi'c, 2002) that globalization brings up new problems and sheds new light on some old problems, both of which indicate the necessity for changes in how the higher education community thinks of itself in the global context and in how it shares problems and collaborates in the search for solutions. Mc. Burnie also stated that globalization brings up new problems and throws a new light on some

old problems. Blackmore et al. provide a more in-depth explanation of this notion (2007). They suggested that globalization has become an ideological discourse that drives change, and that there is a perception of urgency in the need to respond to a new world order in which the old forms are not dead, but the new forms are not yet fully fledged. This is because the new forms have not yet reached their full potential. In this regard, Held (1995) described a new 'Global Middle Ages' in his article titled 'Democracy and Global Order.' This period reflects that while nation-states still have some vitality, they cannot control their borders and are therefore subject to a variety of different types of internal and external pressures. McBurnie indicated (Uvali'c - Trumbi'c, 2002) that two of the key goals identified by the September 2001 meeting of experts under the auspices of UNESCO were "to promote education as a public good," and "to promote quality assurance beyond national borders." This is relevant in light of the fact that the pressures of globalization in education are evolving, and Uvali'c -Trumbi'c's report was published in 2002. Kellner (1995) defined globalization as a multivalent phrase, which means that it may be described in either a good or negative light. It needs to be understood as a complicated and multifaceted phenomenon that involves various levels, flows, tensions, and conflicts, and it needs to be described in terms of the extremely complicated and multidimensional processes that occur in the economy, government policy, culture, education, and everyday life. This idea was expanded by Held and McGrow (2003), who proposed that the term "globalization" can also refer to the spatio-temporal processes of change that underpin a transformation to an organization or to day-to-day life by linking and expanding human activities across regions and continents. In other words, globalization can refer to the transformation of an organization or of day-to-day life. In this sense, the term "globalization" refers to the establishment of links across borders that are not sporadic or unplanned but, rather, are on a more consistent basis. Suzuki (2003) recognized that it is impossible to describe globalization in a definitive word; nonetheless, he suggested that it may diverge significantly from the numerous techniques that have been used in the past to organize the economy. In order to provide greater elaboration on his position, he made use of Leslie Sklair's insightful typologies. According to Sklair (1998), the concept and picture of globalization may be understood or approached in a variety of different ways. The world-system approach, the global culture approach, the global society approach, and the global capitalism approach are some examples of these.

WOMEN & GLOBALISATION

The most recent wave of globalization has brought about significant improvements to the lives of women all around the world, most notably the lives of women living in countries that are still in the process of building their economies. Despite this, women continue to face discrimination in a variety of spheres of life, including education, work, health care, and civil rights. There are still significant gaps in healthcare provision around the globe, particularly for pregnant women and new mothers. An estimated 529,000 women lose their lives each year between the ages of pregnancy and delivery (Gender statistics 2010). The countries of Chad (1100), Somalia (1000), and Sierra Leone (890) have the highest maternal mortality rates, while Estonia (2), Singapore (3), and Greece (3) have the lowest maternal mortality rates (deaths per 100000 live births) (CIA world fact book). The United Nations' Millennium Development Goals place a high priority on achieving gender equality and empowering women as a means of contributing to the elimination of global gender inequalities. Politicians and academics alike are pointing to the prospects presented by an international division of labor as a means of boosting the economic well-being of both states and individuals (Lafontaine 1997). However, do men and women have equal access to the possibilities that are available? The process of globalization has a different effect on women than it does on men in the nations that have industrialized their economies. Despite this, people are not impacted in a uniform manner; rather, their class and ethnicity determine the specific ways in which they are impacted. The contingent workforce is comprised of more women than males. Women make up a disproportionately large portion of those who give up looking for paid work. Already in the seventies, the international division of labor was sped up by moving labor-intensive processes of production from the industrial nations of the north to the industrial nations of the south in the textile and electronic sectors. As a consequence of this, the cost of salaries and other pay expenses were gradually decreased in the highly industrialized countries. This has already occurred at the price of jobs for women, as the majority of labor-intensive production has historically been undertaken by women and continues to be conducted by women today. This type of job is sometimes referred to as "remaining work" since it is not yet possible for machines to perform it as efficiently or cost effectively as women do. Women in "low pay nations" get a lower wage than males, as the name implies already; as a result, local businesses are driven by the low salaries in these countries. Additionally, they are interested in reducing additional wage expenditures as well as tax liabilities. And in "poor pay nations," where there are fewer opportunities for women to join labour unions, they are more likely to work voluntarily. Women

are viewed as more "docile" employees who are more likely to comply with production expectations regardless of the cost, which is one reason why corporations prefer to hire women over males to work for them. In countries that are still developing, certain sorts of employment, such as garment assembly, are regarded as an extension of the tasks that women play in the family. Therefore, the cultural factors that exist in emerging nations have an effect on the stratification of employment. A speedier transformation of the social structure of societies in emerging countries can be brought about by increasing the number of job possibilities available to women in those nations. The "feminization of poverty" is a factor that contributes to the persistence of the glass barrier, despite the fact that the desire for female work creates a variety of options and a sense of independence for women (Moghadam 1999).

POSITIVE IMPACT OF GLOBALIZATION ON WOMEN

Because of globalization, more nations are now exporting goods, which has caused salaries in export-related industries to be significantly higher than in other industries. Furthermore, in many situations, women earn more money than males do in formal industrial sectors. Therefore, the average incomes of women have increased as a result of globalization, and women also receive a larger percentage of total pay. As a result of globalization, women today have more options to find work, and they are also more likely to contribute financially to their families, both of which contribute to the generation of new resources and to a rise in the overall level of family income. With the assistance of globalization, women now have more social options available to them in tandem with the rise in the average income of families. Paid work has increased women's social choices and life choices, in addition to giving them self-confidence and increasing their morale. This is in addition to the fact that women do a lot of work for their families without receiving any compensation. At the same time, the work that women do everywhere in the world is not valued or is undervalued. The increased participation of nations in the global economy, particularly in the form of exports, results in the generation of new job openings. A significant number of nations, particularly those with low incomes, have expanded their level of engagement in international commerce. This tendency has extremely significant repercussions for gender equality if agricultural labor continues to be performed using conventional techniques. On smaller farms where crops are farmed in the traditional manner, there is a very high demand for women's labor, but the pay that they receive is quite little. Increases in the profitability of cash crops on international markets lead to an increase in the degree to which women can function independently. As a result of globalization, there are

structural shifts occurring in the production of agricultural goods. Many nations began the process of manufacturing agricultural products in order to raise the value of their exports. This was especially beneficial for the women of these nations because the wages they could earn from these activities were significantly higher than the wages they could earn working on their families' farms. Working in factories or offices rather than in agricultural settings is beneficial to the health of women. Women who worked on family farms were paid either nothing or very little, but when they worked for enterprises, particularly in export-related sectors, they received greater earnings. When discussing the effects that globalization has had on women, we cannot disregard the effects that the service industry has had. At the moment, the most significant part of the economy is the service sector. It is not an incorrect statement to suggest that the importance of the service sector is comparable to that of the industrial sector. Some service industries, such as communication and information technology, have caught up to the level of development seen in the manufacturing sector. This economic sector is regarded to be the greatest sector of all economic sectors in terms of output, as well as the job possibilities that it gives, which are provided in a number of different nations. Working in the informal sector, particularly in small businesses, is regarded as the most important source of income for economically disadvantaged women (Dr. Hooda Sobhy). The need for female employees is developing in a number of service industries, including the data processing industry, the industrial export sector, airlines, trains, banks, and insurance businesses. These are some of the service sectors that are growing the quickest. Women in industrialized nations have greater access to high-quality employment opportunities as a result of the rise of the service industry. Because they operate in a competitive market, multinational firms do not discriminate against men and women when it comes to employment opportunities. Instead, they hire the best people available regardless of their gender. It encourages a greater number of women to apply for employment.

The advent of globalization has provided both men and women in India with several new opportunities. Because of India's highly controlled economy before to 1991. Following the implementation of policies such as "liberalization," "globalization," and "privatization," several chances for women in the form of new occupations have become available. Women are earning more money as a result of globalization, which contributes to an increase in their level of independence and self-confidence. The spread of globalization has the potential to upend long-held beliefs about how women should be treated, paving the way for women to assume their rightful place as full participants in society. Because India is primarily an agricultural nation,

there are several chances for women in the agriculture industry to raise their earning levels. The participation of women in agricultural labour is significantly higher than that of males. Women are not only gaining benefits in the industrial sector and the service sector; they are also gaining benefits in the farm sector. The general population, and women in particular, have seen an improvement in their standard of life as a direct result of globalization's advent.

COMPONENTS OF EXPENDITURE IN INDIA

Plan spending, also known as developmental expenditure, and non-plan expenditure, also known as committed expenditure, make up the two main categories that make up the educational budget in India. Plan expenditure is that portion of total budget expenditure that is intended for financing the schemes and programmes that are especially framed under the current five-year plan or the unfinished tasks of the previous plans. This portion of the total budget expenditure is referred to as "plan expenditure." Therefore, the direction of developments in the education industry may be inferred from the plan spending. The majority of the money spent on the plan goes toward development projects, such as the construction of new schools or the implementation of new curriculum in existing schools (Varghese & Tilak, 2014). While expenditures not included in the plan are used for the operation and upkeep of the system. It refers to the money spent on running and maintaining the education infrastructure that is already in place. Therefore, when a five-year plan comes to an end, the recurring components of plan spending on various programmes or schemes become part of non-plan expenditure. This, in turn, increases the amount of the education budget that is allocated to non-plan expenditure. It is anticipated that there would be a gradual rise in expenditures that are not planned for. The amount of money set aside for education through formal plans is comparatively insignificant in comparison to the amount of money spent on education through informal plans. Despite the fact that both planned and unplanned expenditures are essential to the expansion of the education sector.

The difference between expenditures on the revenue account and expenditures on the capital account is another distinction. The expenditures that were incurred for things like administration, direction, and inspection; salaries of teaching and non-teaching staff; scholarships and students aid programmes; maintenance of buildings, apparatus, equipment, and furniture; laboratory consumables; games and sports; and teaching and learning material, among other things, are included in the Revenue Account. This category of expenses needs to be paid for on an annual basis in order to keep the system operational, which is why they are also referred to as recurring expenditures. The expenditures that were spent on the construction

of buildings, libraries, and labs as well as the acquisition of equipment and furnishings, among other things, are included in the Capital Account. It is also known as one-time spending or one-time expenses. In point of fact, it exemplifies the education system's contribution to the building of physical capital. It is important to keep in mind that out of the total public expenditure on higher education in the country by all of the states and union territories, the proportion of expenditure incurred under capital account was very minuscule. For instance, just 1.82 percent of the total public expenditure was spent on capital account during the 2013–2014 school year (MHRD, 2013-14). Because the majority of money spent on education in India goes toward the revenue account and only a small amount is spent on the capital account, those expenses did not get factored into the study. The reason for this is that the capital account only accounts for a very small percentage of the total.

PUBLIC EXPENDITURE ON EDUCATION IN INDIA

Education is viewed as an investment in human beings, which, according to Schultz (1941), the Education Commission (GOI, 1944), and the National Policy on Education (1948), results in high yielding individual and social returns in the areas of economics, society, culture, and politics. Some returns are measurable, while others are considered to be externalities. Both types of returns need high importance, and one activity on which we need to spend more and more money is education; yet, education should not be viewed as a burden on the public exchequer. It is generally agreed upon that education is the most essential factor in an individual's ability to improve their position in society, both occupationally and economically. As a result, education is a significant component of an equitable society. In addition, education is viewed as an essential part of human growth as well as a basic right. Education is valued for both its intrinsic and its instrumental contributions to society. As a result, educational public policy is widely recognized as one of the most essential components of contemporary development plans, and the allocation of public funds to educational institutions ranks among the most important features of such a strategy. When it comes to ensuring that education is both equitable and of high quality, as well as promoting it as both a public benefit and a human right at the same time, public spending on education takes on an even larger relevance, particularly in emerging nations like India. The education system in India is facing a serious lack of resources and is mired in a severe financial crisis, despite the fact that it plays an essential role in the country's economy. Inadequate resources have been allocated toward education; a relatively low budgetary priority has been given to education; and incorrect resources have been

allocated within the education sector between different levels of education. These factors have contributed to the current financial crisis (Tilak, 2019).

CONCLUSION

The economics of education, which introduces the idea of human capital, has become a significant academic topic as a result of this revolution in economic thought. Over a lengthy period of time, the role of human capital and investments in education have received less attention than they deserve. It wasn't until Theodore W. Schultz demonstrated the role of human capital and investment in education twice that it was finally acknowledged. The first time he did this was in 1940 during his Presidential Address to the American Economic Association, and the second time was in 1979 during his Noble Lecture. The term "human capital" refers to investments that are made in people through a variety of channels, including education, health care, and other similar areas. These types of investments boost an individual's level of productivity and earnings, which, in turn, contribute to a nation's overall level of economic expansion and advancement. No nation can accomplish significant economic growth without first making consistent investments in its population's human capital. Investing in a person's education is one of the most effective ways to build their human capital. In point of fact, it is possible to consider it a subcategory of human capital, the contribution of which to the expansion and development of the economy is extremely substantial.

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