

A STUDY OF HIGHER EDUCATION AND RESEARCH IN THE CONTEMPORARY WORLD: CAUSES AND CONCERN FOR GLOBAL PROSPERITY

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ABSTRACT

The connection of higher education and research in regions of war is a complicated and diverse subject with far-reaching consequences for global wealth, peace, and progress. This project seeks to understand the issues and effects of interruptions in higher education and research caused by violence and war, as well as to investigate strategies for prevention, resilience, and recovery. Geopolitical tensions and fluctuations in global dynamics can have an impact on international education policy, student mobility, and academic collaboration. Economic sanctions, economic disputes, and political conflicts have the potential to interrupt academic exchanges and research partnerships, creating difficulties to educational internationalisation.

Keywords: Education, Geo-economics, Internal migration, Education, Youth, Exclusion, Delhi NCR.

1. INTRODUCTION

The COVID-19 epidemic has boosted the global uptake of online learning. By 2024, online and hybrid learning approaches will be more common, providing flexibility and accessibility to students globally. This movement has transformed traditional educational institutions and delivery techniques. With fast technological breakthroughs, educational institutions are incorporating emerging technologies into their curricula, including artificial intelligence, virtual reality, and augmented reality. These technologies can improve the learning experience, increase engagement, and offer personalised educational paths.

1.1 Chaing World Dimensions

Despite progress, many sections of the world still lack access to high-quality education. Economic differences, a lack of infrastructure, and social inequities can make it difficult for marginalised people to obtain an education. Addressing these difficulties would need collaborative efforts from

governments, educational institutions, and international organisations.

(a) Crimea Annexation

The annexation of Crimea by Russia refers to the series of events leading up to and following the takeover of the Crimean Peninsula by the Russian Federation in early 2014. This move came after a period of political unrest in Ukraine, including protests in Kyiv that led to the ousting of President Viktor Yanukovich in February 2014. In the wake of this political turmoil, pro-Russian sentiments surged in Crimea, a region with a significant ethnic Russian population and historical ties to Russia. On March 18, 2014, Russia formally annexed Crimea following the referendum. Russian President Vladimir Putin signed a treaty with representatives of Crimea, incorporating it into the Russian Federation as two new federal subjects: the Republic of Crimea and the federal city of Sevastopol.

(b) Raise Of Economic Nationalism

The emergence of economic nationalism, as seen by slogans such as "Make in India" and "America First," represents a tendency towards prioritising home production, protectionism, and the promotion of national economic interests above global integration. Make in India, a project launched by the Indian government in 2014, aims to develop India into a worldwide manufacturing centre. The programme aims to attract foreign investment, promote innovation, improve talent development, and construct infrastructure to strengthen India's manufacturing industry. The goal is to create jobs, raise the percentage of manufacturing in GDP, and minimise reliance on imports.

Former US President Donald Trump used the term "America First" during his 2016 presidential campaign to describe an economic nationalist agenda that prioritises American interests in trade, immigration, and foreign policy. These slogans and initiatives are intended to address perceived issues such as outsourcing and deindustrialization. However, detractors express concern about potential negative outcomes such as trade wars, diminished global collaboration, and inefficiencies caused by protectionist policies. The balance between preserving home businesses and partaking in global commerce continues to be a complicated problem for politicians throughout the world. Several researchers have raised concern about it (Jaiswal, G., 2019).

(c) American Withdrawal from Afghanistan and The Subsequent Rise of The Taliban

The American departure from Afghanistan in August 2021, and the Taliban's subsequent ascent to power, had far-reaching consequences for a variety of areas, including foreign education in Afghanistan. Following their return to power, the Taliban enforced education restrictions, mostly on women and girls. This resulted in the closure of several schools and institutions, limiting students' access to education, especially foreign educational programmes. The political shift resulted in a considerable decline in international funding to Afghanistan, which had previously funded its educational infrastructure.

Many nations and international organisations have halted or totally withdrawn their financial assistance, hurting educational quality and availability. The American withdrawal and the Taliban's return have had a profoundly negative impact on international education in Afghanistan, particularly for women and girls, resulting in a loss of international support, increased safety concerns, a brain drain, and significant challenges for the country's future development.

(d) Global Response to China Over The COVID-19

The connection between the worldwide response to China's COVID-19 outbreak and Germany's condition after World War I, particularly in respect to the Treaty of Versailles, is an intriguing but difficult analogy. While there are some conceptual parallels, such as demanding responsibility and restitution, the situations, ramifications, and outcomes are vastly different. The Treaty of Versailles was heavily criticised for its severity and for assigning whole guilt for the war to Germany and its allies. Germany was compelled to make significant territory concessions, disarm, accept responsibility for the war, and pay economically debilitating reparations.

The COVID-19 pandemic, which was initially found in Wuhan, China, in late 2019, caused global health problems, severe loss of life, economic downturns, and a shift in how society functioned. Some nations and political figures have criticised China's handling of the epidemic, notably its transparency, information sharing, and reaction time. There have been calls for China to assume responsibility for the pandemic's spread, as well as recommendations that China make reparations to other nations for their human and economic losses.

1.2 Changing Educational World

Overall, a global perspective on higher education and research highlights the interconnectedness of academic institutions, the importance of collaboration and diversity, and the need to address pressing global challenges through innovation and knowledge sharing.

International education plays a pivotal role in shaping the future of various fields, from engineering and medicine to agriculture and space science. The scope of international education and research in these areas is vast, with opportunities for innovation, collaboration, and advancement that transcend borders. Here's how international education impacts each of these domains:

(a) Engineering Education and Research

International education in engineering fosters a global perspective on solving complex problems, from infrastructure to technology innovation. It encourages the exchange of ideas, methodologies, and technologies through collaborations and partnerships between universities and industries worldwide. Students and researchers gain exposure to diverse engineering practices, standards, and sustainability approaches, enhancing their ability to contribute to global challenges such as climate change, renewable energy, and smart cities.

(b) Medical Education and Research

The global nature of health challenges, including pandemics, necessitates international cooperation in medical education and research. International programs in medicine offer students and researchers opportunities to understand various healthcare systems, medical practices, and cultures. This global perspective is crucial for the development of more effective treatments, vaccines, and public health strategies. Collaborative research projects and exchange programs enhance knowledge sharing, enabling faster and more innovative responses to global health crises.

(c) Science Education and Research

International education in the sciences promotes a broader understanding of the natural world, encouraging collaborative research that addresses global issues such as climate change, biodiversity loss, and pollution. Cross-border partnerships in scientific research bring together diverse perspectives and expertise, leading to breakthroughs that might not be possible in isolation. International academic programs and research initiatives in physics, chemistry, biology, and environmental sciences prepare students to contribute to a global knowledge base, driving scientific innovation and sustainability.

(d) Agriculture Education, Research and Food Security

Agriculture faces global challenges that require international collaboration, including climate change, food security, and sustainable farming practices. International education in agriculture enables students and researchers to share knowledge and innovations in crop production, soil management, water conservation, and agrotechnology. This exchange of ideas and practices can help develop resilient agricultural systems that are vital for feeding the growing global population while protecting the environment.

(e) Construction, Communication and Transportation

The fields of construction, communication, and transportation are increasingly international, with projects and technologies that span continents. Education and research in these areas benefit from international collaboration, which facilitates the sharing of best practices in sustainable construction, innovative communication technologies, and efficient transportation systems. Such collaborations can lead to the development of smart infrastructure, improved connectivity, and more sustainable modes of transport, essential for global economic development and integration.

(f) Defence Research

International education and collaboration in defence research are critical for addressing shared security challenges. Joint research programs and exchanges can foster innovation in defence technology and strategy, enhancing the capabilities of allied nations. By sharing knowledge and resources, countries can develop more sophisticated and interoperable defence systems, contributing to global peace and security.

(g) Space Science and Research

The exploration and study of space are inherently international, with countries pooling resources, expertise, and data to advance our understanding of the universe. International education programs in space science and research foster collaboration among the next generation of astronomers, engineers, and scientists. Joint missions, research projects, and educational programs enable the sharing of technologies, methodologies, and discoveries, accelerating progress in space exploration and our understanding of planetary systems, space weather, and the potential for life beyond Earth.

The scope of international education and research in these fields is critical for addressing the complex, interconnected challenges of the 21st century. By fostering collaboration and knowledge exchange, international education prepares a skilled workforce capable of innovation and leadership in a global context. The future of engineering, medicine, science, agriculture, infrastructure, defence, and space exploration depends on our ability to learn from each other and work together across borders.

II. LITERATURE REVIEW

The literature review is an important part of every research Mehrotra, M. S. et al (2018). Researchers have used a modified version of the GAUGE paradigm to examine the impact of violence and displacement on adolescent education, based on worldwide evidence (GAUGE Consortium, 2019; Baird et al., 2021). The GAUGE Consortium's 2019 framework highlights the relationship between adolescents' educational and learning capacities, context dynamics, and policy and programmatic reform methods. Researchers have also used Hart's (2016) capability approach to understand how aspirations impact human development, but are also influenced by structural processes and constraints that may or may not result in capability and functioning. Schofer, E., Ramirez, F. O., & Meyer, J. W. (2021) have discussed four main dynamics: (1) Higher education supports contemporary vocations and helps to the rationalisation of society and government. (2) Higher education's supranational and universalistic perspective equips elites with common global cultural frameworks and identities, which promotes globalisation. (3) As a result, higher education serves as a basis for important worldwide movements and sociopolitical change on a wide range of topics, including human rights and environmental conservation, as well as potentially divisive religious and cultural solidarity. (4) Higher education helps to reorganise the economy by producing new monetarized activities and promoting the reconceptualization of activities other than material production as economically viable. In sum, many aspects of today's world stem from the expanding armies of people who have received conventional types of higher education.

Oleksiyenko, A., Shchepetylnykova, I., & Furiv, U. (2023) conceptualised and explored the internationalisation of higher education in reasonably stable and peaceful settings. Studies on internationalisation in the context of conflict are few. Using interviews with survey answers from Ukrainian professors and administrators affected by Russia's 2014-2022 invasion, this article re-

examines the foundations of internationalisation and identifies fundamental problems confronting universities in times of existential crisis. The study indicates that crisis-driven internationalisation has the transformational capacity to reshape the ontological and axiological underpinnings of universities. University stakeholders alter their obligations to lessen human vulnerability, while worldwide solidarity aids in the mitigation of fragility in war-affected academics.

III. RESEARCH METHODOLOGY

Objective of the Research

With the discussion of the problem and related aspects the researcher has developed following objectives.

1. To study different changes in world economy
2. To study the changes in the structure of international education due to world political situations

Hypothesis

H01: There is no significant impact of world politico-economic situation on international education

IV. FINDINGS AND SUGGESTIONS

Wars and conflicts, particularly in the 21st century, have not only become more urbanized but have also increasingly affected nations with rich historical contributions to global knowledge pools. Countries such as Syria, Yemen, Ukraine, and Afghanistan, among others, have experienced profound disruptions in their higher education systems due to ongoing conflicts. These disruptions have far-reaching consequences not only for the immediate population but also for global scientific, cultural, and intellectual progress.

Concerns

Destruction of Infrastructure: Physical destruction of educational institutions directly impacts the ability to provide quality education and conduct research. Rebuilding these institutions is not only costly but also time-consuming.

Brain Drain: Conflict often leads to a significant emigration of academics and researchers seeking safety and stability, depleting the country of its intellectual capital.

Funding Diversion: Resources that could be allocated for education and research are often redirected towards defense and relief efforts, further starving these institutions of necessary funding.

Psychological Impact: Students and faculty in war zones face psychological stressors that can hinder learning, teaching, and research productivity. The trauma of war can have lasting effects on concentration, motivation, and mental health.

Disruption in Academic Progression: Conflict disrupts the academic calendar, leads to closures of institutions, and can result in a loss of academic records, all of which severely impact students' educational trajectories.

Isolation from the Global Academic Community: Sanctions, damaged infrastructure, and prioritization of immediate survival needs can isolate academics in war-torn areas from their peers globally, hindering collaboration and knowledge exchange.

Consequences for Global Prosperity

Loss of Potential Innovations: Disruption in research can delay or completely halt progress in various fields, including medicine, engineering, and environmental sciences, affecting global innovation trajectories.

Economic Downturns: The impact on education and research contributes to prolonged economic recovery periods post-conflict, affecting not only the war-torn country but also its trading partners and global markets.

Cultural Loss: The destruction of cultural heritage and the disruption of social sciences and humanities research contribute to a loss of cultural identity and history, impoverishing the global cultural landscape.

Pathways for Mitigation and Recovery

International Academic Solidarity: Establishing programs that support academics in conflict zones through scholarships, fellowships, and remote teaching positions can help mitigate brain drain and keep intellectual communities alive.

Reconstruction Funding: International aid specifically earmarked for the reconstruction of educational and research institutions is critical for swift recovery.

Digital Education and Research Platforms: Leveraging online platforms to continue education and research activities can provide an interim solution to physical infrastructure destruction.

Mental Health Support: Providing psychological support to students and faculty in conflict zones is essential for maintaining academic productivity and well-being.

International efforts to digitise and preserve academic and cultural records have the potential to avert irreversible knowledge loss.

War and violence have devastated higher education and research, posing enormous challenges to global wealth, innovation, and cultural preservation. However, with concentrated international efforts, resilient ways to education delivery, and tailored assistance for afflicted academics, there is hope not only for recovery but also for improved global knowledge exchange and cooperation. Addressing these difficulties is not just a sign of unity, but also a prerequisite for creating a stable, successful, and linked world.

A global perspective on higher education and research encompasses a broad array of trends, challenges, and opportunities that shape the landscape of academia worldwide. Here are some key aspects to consider:

Internationalization: Higher education institutions are increasingly interconnected globally. This includes student mobility through study abroad programs, international collaborations in research, and the recruitment of faculty from diverse backgrounds. Globalization has led to a greater exchange of ideas and knowledge across borders.

Emerging Markets: Countries in Asia, Latin America, and Africa are investing heavily in higher education and research to drive economic growth and innovation. This has led to the rise of new academic powerhouses and increased competition among universities worldwide.

Technology and Digitalization: Advances in technology have transformed teaching, learning, and research in higher education. Online education platforms, digital libraries, and virtual research collaborations have expanded access to education and facilitated global collaboration.

Research Collaboration and Networks: Cross-border collaboration in research is increasingly common, with scholars and scientists working together on projects that address global challenges such as climate change, public health, and sustainable development. International research networks and funding initiatives support these efforts.

Quality Assurance and Accreditation: Ensuring quality standards in higher education is a priority for governments and institutions globally. Accreditation bodies and ranking systems play a crucial role in evaluating the quality of universities and programs, both nationally and internationally.

Diversity and Inclusion: Diversity, equity, and inclusion have become central concerns in higher education, with efforts to promote access for underrepresented groups and create inclusive learning environments. Universities are increasingly prioritizing diversity in student recruitment, faculty hiring, and curriculum development.

Commercialization of Research: Universities are playing an increasingly important role in driving innovation and economic development through technology transfer and commercialization of research. Partnerships with industry, government, and non-profit organizations are common avenues for translating academic research into real-world applications.

Challenges of Funding: Many universities face challenges in securing adequate funding for research and education, particularly in the face of economic downturns and shifting government priorities. This has led to greater reliance on alternative funding sources, such as philanthropy, industry partnerships, and international grants.

Open Access and Open Science: There is growing momentum towards open access publishing and open science practices, which aim to make research findings freely available to the public and facilitate collaboration among researchers worldwide. This movement is challenging traditional publishing models and promoting greater transparency in research.

Global Challenges and Interdisciplinary Research: Higher education institutions are increasingly focusing on interdisciplinary approaches to address complex global challenges such as climate change, poverty, and public health crises. This requires collaboration across academic disciplines and sectors to develop innovative solutions.

V. CONCLUSION

Finally, this study has examined the significant and diverse effects of violence on higher education and research, emphasising not just the immediate disruptions and destructions, but also the long-term implications for global prosperity. The study emphasised the critical role that education and research play in creating resilience, creativity, and recovery in war-torn nations, while simultaneously highlighting the considerable problems these institutions confront in sustaining continuity and relevance in such tragic circumstances. We have seen that despite the bleak scenarios often painted in conflict zones, higher education and research institutions can become beacons of hope, offering pathways to rebuilding and stabilizing economies, governance structures, and social fabrics. However, this potential can only be realized through concerted efforts by the international community to support these institutions, protect their autonomy, and invest in their capacity to adapt and thrive even in the face of adversity.

The evidence presented reinforces the argument that investment in higher education and research is not a luxury but a necessity for post-conflict recovery and sustained global prosperity. Such investment should be viewed as a cornerstone of international aid and development strategies, ensuring that the intellectual capital and innovative potential of war-torn societies are not lost but rather leveraged to contribute to a more stable and prosperous world.

Moreover, the study calls for a reimagining of global solidarity mechanisms, where knowledge exchange, technological support, and academic collaboration are intensified, transcending borders and conflict lines. By fostering a global academic community that is inclusive, resilient, and adaptive, we can better ensure that higher education and research serve as catalysts for peace, development, and prosperity, even in the most challenging contexts.

In moving forward, it is imperative that policymakers, international organizations, academic institutions, and civil society work in tandem to address the immediate needs of higher education and research in conflict zones while laying the groundwork for their long-term sustainability and impact. The lessons learned from studying the intersection of conflict, higher education, and research not only illuminate the path to recovery for war-torn societies but also offer critical insights for pre-emptive measures in regions at risk of conflict.

Ultimately, this paper argues for a renewed focus on the resilience of higher education and research in the face of conflict, recognizing these domains as pivotal for nurturing the human capital and innovation necessary for overcoming the challenges of today's war-torn world and achieving enduring global prosperity.

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