

IMPACT OF GLOBALIZATION ON YOUTHS WITH SPECIAL REFERENCE TO HASSAN DISTRICT, KARNATAKA (INDIA)

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ABSTRACT

Globalization, driven by economic liberalization, technological innovation, and cultural exchange, has reshaped societies worldwide. This study explores how globalization influences the youth of Hassan District, Karnataka — a region at the crossroads of tradition and modernity. By examining educational aspirations, employment patterns, cultural attitudes, and social behaviors, the research highlights both opportunities and challenges brought by global forces. Findings suggest that while globalization has expanded dreams, digital access, and career options for youths, it has also led to cultural shifts, materialistic tendencies, and identity dilemmas. The paper emphasizes the need for balanced development that preserves local heritage while embracing global opportunities.

Key words; Globalization, education, cultural, youth

INTRODUCTION

Globalization refers to the increasing integration of economies, societies, and cultures across the world through trade, technology, communication, migration, and the exchange of ideas. In India, globalization accelerated after the economic liberalization policies of 1991, bringing rapid changes in economic structures, educational systems, employment opportunities, and cultural practices. Among all sections of society, youth have been the most dynamic and responsive group to these transformations.

Youth, typically defined as individuals between 18 and 22 years of age, represent a crucial segment of India's population. They are highly influenced by global trends due to greater exposure to digital technology, social media, international education systems, and global job markets. Globalization has expanded their access to information, modern lifestyles, and career prospects, while simultaneously challenging traditional value systems and local cultural identities.

Hassan District in Karnataka presents an interesting context for examining these changes. Traditionally known for agriculture, cultural heritage, and semi-urban development patterns, the district is gradually experiencing the effects of urbanization, improved connectivity, and digital expansion. Educational institutions, internet penetration, migration to cities like Bengaluru, and exposure to global media have significantly influenced the aspirations and behavior of young people in the region.

The youth of Hassan district today stand at the intersection of tradition and modernity. While they continue to inherit strong cultural roots and community-based values, they are increasingly attracted to global lifestyles, professional careers, and technological advancement. This dual influence creates both opportunities and challenges — ranging from enhanced educational and employment prospects to cultural shifts and identity dilemmas.

Therefore, this study aims to examine the multifaceted impact of globalization on youths in Hassan District, analyzing how global economic, technological, and cultural forces shape their aspirations, values, and social experiences.

REVIEW OF LITERATURE

The literature on globalization and youth reveals mixed impacts:

- **Economic Opportunities:** Globalization expands job markets, skill requirements, and professional mobility. Youths increasingly aspire toward careers beyond local vocations (Sahoo, 2015).
- **Cultural Impact:** Exposure to transnational media influences lifestyle, language, and identity (Bhattacharya, 2017).
- **Education and Technology:** Global networks improve access to information, digital skills, and educational resources (Rao & Kumar, 2019).
- **Social Challenges:** Global standards of success can intensify competition and stress among youths (Singh, 2020).

However, studies in the Indian context emphasize the need to understand local nuances, especially in semi-urban and rural regions where traditional values coexist with global influences.

Objectives of the Study

The study aims to:

1. Assess the level of awareness and perception of globalization among youths in Hassan District.
2. Examine the influence of globalization on education and career choices.

Methodology: For this study we have selected random sampling method by interviewing 30 youths in Hassan dist. Primary data collected from the degree students through direct interview and phone interview method. Secondary data was also collected through books, journals, periodicals, newsletters, Government and Non-Government Reports, internet etc.. Our study have own limit like, only two government degree colleges were selected in to Hassan taluk in Karnataka state.

Topographical features of the study area: Hassan District is one of the 30 districts of Karnataka state located in the southwestern part of Karnataka in India. The geographic area of the district of Hassan is 6845 Square Kilometers. District has 8 Taluks, 38 Hoblies & 2369 Villages. Alur Taluk (432 Sq Km), Holenarasipura (602 Sq Km), Arakalagud Taluk (675 Sq Km), Belur Taluk (845 Sq Km), Hassan Taluk (942 Sq Km) Sakaleshapura Taluk (1034 Sq Km), Channarayapatna Taluk (1044 Sq Km) and Arasikere Taluk (1271 Sq Km). The population of the district is 17, 76,421 according to 2011 Census Data, and the average rainfall is about 1031 mms annually. Coffee, Black Pepper, Potato, Paddy and Sugarcane are the major agricultural crops of the District.

Findings and Analysis

1. Awareness and Perception of Globalization

Awareness of Globalization

Awareness refers to the knowledge or understanding that youths have about globalization, its processes, and its effects. Studies and secondary data indicate the following patterns among youths in semi-urban and rural districts like Hassan:

- **Digital Media Exposure:** Most youths are aware of globalization primarily through the internet, smart phones, social media platforms (Instagram, YouTube, WhatsApp), and global entertainment content.
- **Educational Exposure:** Higher education curricula, online courses, and vocational training programs introduce students to global economic systems, international cultures, and global career opportunities.
- **Family and Peer Influence:** Youths in families with access to urban networks or overseas connections often have greater awareness of global trends.

Perception of Globalization

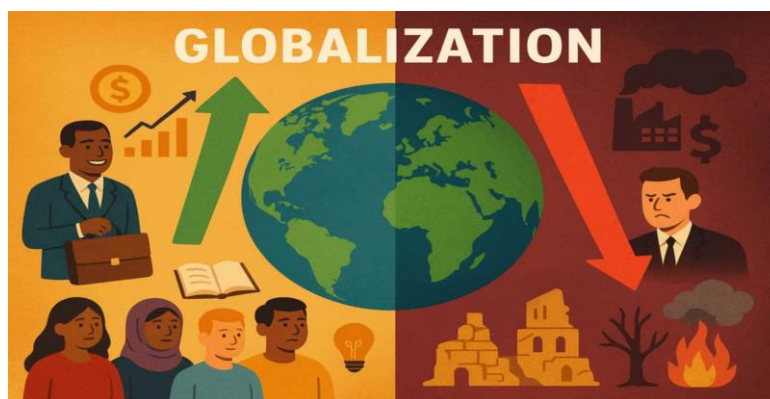
Perception refers to how youth interpret and evaluate globalization—whether as an opportunity, a challenge, or a threat. In Hassan District, perceptions can be summarized as follows:

1. Positive Perceptions:

- **Opportunities in Education and Employment:** Youths view globalization as a pathway to higher education, professional training, and better jobs, both locally and abroad.
- **Technological Empowerment:** Access to smartphones, internet, and online learning platforms is seen as a benefit that connects them with global knowledge.
- **Cultural Awareness:** Exposure to diverse cultures broadens worldviews and enhances openness and tolerance.

2. Negative Perceptions:

- **Cultural Erosion:** Many youths express concern over declining traditional practices, local language usage, and indigenous art forms.
- **Materialism and Consumer Pressure:** Global brands and media create desires that may be difficult to fulfill, leading to social comparison and stress.
- **Identity Conflicts:** Balancing global influences with family expectations and cultural roots can create internal tension.



2. Education and Career Aspirations

Education Aspirations

Youths in Hassan District increasingly value education as a gateway to global opportunities:

- **Preference for Professional and Technical Courses:**
There is a growing inclination toward fields such as engineering, information technology, management, medical sciences, and computer applications, as these are perceived to offer higher income potential and global mobility.
- **Influence of Digital Learning:**
Online learning platforms, e-resources, and MOOCs (Massive Open Online Courses) expose youth to international curricula and competitive skills, enhancing academic ambitions.
- **Higher Education Aspirations:**
Students increasingly aim for undergraduate and postgraduate degrees in reputed Indian and foreign institutions, reflecting the influence of global educational standards.
- **Shift from Traditional Education:**
Vocational and local skill-based education (agriculture, artisanal trades) is gradually losing appeal among youth who associate global careers with modern success.

Career Aspirations

Globalization has also transformed employment expectations and professional ambitions:

- **Urban and Global Employment:**
Many youths express a desire to work in urban centers like Bengaluru or abroad, attracted by higher salaries, professional exposure, and career growth.
- **Entrepreneurship and Start-ups:**
Exposure to global business models and entrepreneurial success stories motivates some youths to consider self-employment or tech-driven ventures.
- **Decline in Traditional Occupations:**
Agriculture and small-scale local trades, historically dominant in Hassan District, are less appealing due to lower financial returns and limited perceived social status.
- **Skill-Oriented Career Choices:**
Technical skills, digital literacy, and language proficiency (especially English) are emphasized as essential for competitive career opportunities.



DISCUSSION

Globalization has transformed the socio-economic outlook of youths in Hassan District. Education and digital connectivity serve as gateways to global employment and modern careers. However, the

influence of global media and consumer culture has also contributed to shifts in identity and value systems.

While globalization expands horizons, it also creates tensions between traditional expectations and contemporary aspirations. Families and educational institutions play critical roles in mediating these influences — guiding youths to synthesize global opportunities with cultural grounding.

CONCLUSION

Globalization has a multifaceted impact on the youth of Hassan District:

- **Positive Outcomes:** Better educational access, exposure to technology, global career ambitions, and cultural openness.
- **Challenges:** Weakening of traditional practices, consumerism, identity stress, and urban migration pressures.

Balancing globalization's benefits with preservation of local heritage and community values is essential for sustainable youth development. Initiatives that integrate global skills with local opportunities can empower youths while respecting cultural continuity.

Recommendations

1. **Skill Development Programs:** Promote vocational training that blends modern skills with local economic needs.
2. **Cultural Awareness Initiatives:** Encourage youth participation in regional arts, language clubs, and heritage education.
3. **Career Counseling:** Provide guidance that links global opportunities with realistic local prospects.
4. **Responsible Media Use:** Teach digital literacy and ethical consumption of online media.

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