

Enrichment of Quality of Higher Education in the Global Era – An Over view

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Abstract of the Paper

Globalization is described as 'the flow of technology, economy, knowledge, people, values, ideas and affects each country in a different way due to each nation's individual history, traditions, cultures, resources and priorities as multifaceted process with economic, social, political and cultural implications for higher education. It poses new challenges at a time when nation-states are no longer the sole providers of higher education and the academic community no longer holds the monopoly on decision-making in education. Such challenges not only address issues of access, equity, funding and quality but also those of national sovereignty, cultural diversity, poverty and sustainable development. In recent years India's rapid growth has fuelled a massive increase in the demand for higher education. This demand has been mainly for professional education and is being met principally by a burgeoning private sector. However, the overall system is beset by poor quality, in large part the result of a pervasive and invasive rent-seeking regulatory system. Yet, this seems to have had little effect on conventional indicators of growth. Knowledge is the driving force in the rapidly changing globalised economy and society. Quantity and quality of highly specialized human resources determine their competence in the global market.

Keywords: *Quality Education, Global Era, Regulatory Bodies, Human Resources, Growth of Indicators Global Market.*

Introduction

Almost everybody sees education as essential to development, but until recently very few of those responsible for formulating education policy for the developing world have acknowledged the value of higher education. This is one of several contradictions that characterize higher education and higher education policy in developing countries. Globalization is described as 'the flow of technology, economy, knowledge, people, values, ideas and affects each country in a different way due to each nation's individual history, traditions, cultures, resources and priorities as multifaceted process with economic, social, political and cultural implications for higher education. It poses new challenges at a time when nation-states are no longer the sole providers of higher education and the academic community no longer holds the monopoly on decision-making in education. Such challenges not only address issues of access, equity, funding and quality but also those of national sovereignty, cultural diversity, poverty and sustainable development. A further and even more fundamental concern is that the emergence of cross border higher education provision and trade in education

services bring education within the realm of the market. Declining policy capacity of the state could affect weaker and poorer nations and benefit the more prosperous Ones Globalization includes a broad range of elements such as curriculum, teaching/ learning, research, institutional agreements, student/ faculty mobility, development cooperation and many more. The four key elements of globalization relevant to this discussion are development of new trade agreements. knowledge society/economy, innovations related to ICEs and emphasis on the role of the market and the market economy

These developments have important implications for higher education in terms of quality, access, diversity and funding. International trade agreements in administered by the World Trade Organisation and such as the General Agreements on Tariffs and Trade. Within GATS, education is one of the twelve primary services and higher education is one of the five sub-sectors of education. The agreement identifies specific rules and conditions to liberalize and regulate trade, and it is these regulations which are at the heart of the debate about GATS. The inclusion of trade in higher education services within the framework of GATS is a reality and will not change. Each country can determine the extent to which it will permit foreign education service providers to access the domestic market. However, the growing concerns of the education community worldwide stem from the fact that WTO, an organization that aims to promote trade for purposes of economic efficiency, with no competence in education, may negatively affect sustainable developments of education.

Impact of Globalization in Indian Era

In recent years India's rapid growth has fuelled a massive increase in the demand for higher education. This demand has been mainly for professional education and is being met principally by a burgeoning private sector. However, the overall system is beset by poor quality, in large part the result of a pervasive and invasive rent-seeking regulatory system. Yet, this seems to have had little effect on conventional indicators of growth. Knowledge is the driving force in the rapidly changing globalised economy and society. Quantity and quality of highly specialized human resources determine their competence in the global market. The potential impact of globalization on higher education provides both opportunities and challenges, depending on the priorities, policies, resources, strengths and weaknesses of countries. The potential opportunities are many and diverse. A multitude of interconnected problems that India faces in its higher education system; in a summary and particularly incisive diagnostic, one of the more thorough recent analyses of the situation describes both the scope and the seriousness of the challenge. Higher education in India suffers from several systemic deficiencies. As a result, it continues to provide graduates that are unemployable despite emerging shortages of skilled manpower in an increasing number of sectors. The standards of academic research are low and declining. Some of the problems of the Indian higher education, such as - the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well known. Many other concerns relating to the dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well, and the unjust public funding policies are not were recognized.

Enrichment of Quality Education:

The poor quality of Indian higher education is evident in the results of the Indian administrative service exams. The Applicants to Posts Ratio (APR), an index of the number of candidates aspiring for Civil Service posts through various examinations is an astounding 755 candidates for every post filled. Even then suitable candidates are not found and positions are left unfilled. More than 5000 candidates applied for just 30 positions for the Indian Economic Service/ Indian Statistical Service through Civil Services Examination. Even then barely 23 made the grade. It should be noted that this is a different problem from the disincentives to join the public sector because of (relatively) poor pay or working conditions, which might result in fewer applications and lead the best to leave after a few years. There are clearly a very large number of students of one percent conform to certain standards. The result is that the Indian Statistical Service, a cadre of the federal government that over the decades has produced one of the best government statistics among developing countries, is being starved of talent with adverse consequences for the quality of government statistics. Indian newspaper editors when queried about the main constraint facing them, say it is the lack of availability of young people who can write even two pages of correct English prose. Universities became politicized, researchers fled the university system and migrated to public institutions under the umbrella of the Council of Scientific and Industrial Research (CSIR), the Department of Atomic Energy, the Indian Space Research Organization and Indian Council of Social Science Research (ICSSR). The bifurcation of research from teaching and the inbreeding of faculty, gradually led to an entrenchment of mediocrity. The most acute weakness plaguing India's higher education system is a crisis of governance. Indeed the Indian Prime Minister, a former professor at Delhi University, himself has commented, "I am concerned that in many states university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations, there are complaints of favouritism and corruption." The core of the governance problem lies in the nature of highly centralized state regulation of higher education that seeks to micro-manage who can teach what to whom at what cost.

These independent regulatory frameworks for any sector would shield it from the political interference. In the Indian case they are simply another mechanism for political influence and rent-seeking. And when they do exercise regulatory independence they are quickly overridden by the Ministries even flouting the courts. To take one example: in 2003, the Supreme Court of India ruled that the MCI (Medical Council of India) was the only authority that could recommend an increase of student strength or renewal of permission for medical colleges. That order had directed the Central government "not to grant any further permission without following the procedure prescribed under the Indian Medical Council Act." In 2008 the MCI denied permission to two medical colleges to take new students based on a report by a government appointed lawyer that their facilities were "inadequate". The very same day the Health Ministry permitted the very two private medical colleges to take in more students!

Poor Academic Governance

The lack of institutional autonomy has made it increasingly difficult for higher education to attract talent, especially since (unlike the past) that talent has alternatives. In many cases, talent out has been driven out and as individuals at the upper end of human capital distribution leave, the remaining pool is of poorer quality. This not only prompts the more talented to also consider leaving, but also discourages those who left earlier from returning, ensuring that mediocrity becomes entrenched in these institutions. Faculty Should the ambitious plans of both the public and the private sector for the massive development of higher education in India have a chance to succeed, one of the key prerequisites is a large and highly capable pool of Scholars who can provide academic leadership in teaching and research. Many of these scholars already exist or are moving into the ranks of the professoriate at the better Indian (and foreign) universities; many more will be needed to satisfy the growing demand and to take the place of the large numbers of college and university faculty who are not up to the standards of an internationally competitive system of higher education. To judge from the existing analyses of the situation, the achievement of this goal appears to require a combination of several different stages, including.

- A change in the criteria for academic recruitment and promotion.
- Significant improvements in the economic condition of the academic teaching profession.
- A very ambitious program for the identification, training, support and placement of young scholars, and
- A major effort at repatriating successful Indian scholars from abroad

Buying Higher Education at Abroad

The contention of a former cabinet minister responsible for higher education, that "inclusion and access' with equity are the core issues that confront us today in higher education," is noteworthy in that the absence of excellence or the abysmal quality of governance that has made the pursuit of excellence so difficult are simply not deemed as core issues. While higher education is a prime casualty of the populism and fragmentation of the Indian polity, the underlying reason is that it has become a key battleground of distributional conflicts (and not just in India). The main reason is rising skill premia. While this is a global phenomenon - the last two decades have seen a significant increase in the skill premium in both industrialized and developing countries - it is more puzzling in developing countries. Higher education and learning has always had a strong international flavor. Where political constraints make any change unfeasible and the supply of higher education institutions with any signaling effect is severely limited, there is an increasing tendency to purchase higher education overseas. Since the late 1990s, the number of students crossing borders to receive education has increased by more than 50 percent. It is estimated that the number of students from developing countries studying abroad is likely to double before 2015 and double again by 2025. While China has emerged as the largest country of origin for international students, there has been a surge of students from India as well. International student outflows from India have been growing rapidly. In contrast to past decades when these outflows were more the result of low payoffs to skill rather than underinvestment in higher education capacity, with the rapid rise in skill premiums and the difficulties of access to quality institutions within the country, the latter has become

more important. Data from the Indian government indicate that more than quarter million India students were studying abroad.

Conclusions

There has been a substantial Development in higher education in India, whether measured by the number of students or expenditures (especially private), serious governance issues have hobbled the Indian university system. As a result, it continues to provide graduates that are unemployable despite emerging shortages of skilled manpower in an increasing number of sectors. The standards of academic research are low and declining. Some of the problems of the Indian higher education, such as - the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well known. Many other concerns relating to the dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well, and the unjust public funding policies are not well recognized. Considering both the multitude and the magnitude of the difficulties that Indian higher education faces, it would be easy to be overwhelmed by the problems and to despair of finding solutions. At the same time, given the tremendous potential of India's booming industry and technology and the considerable progress made in higher education and research in recent decades, it would also be easy to reach a state of exuberance and expect that, somehow, India will surmount these difficulties.

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