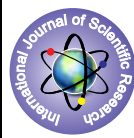


India: An Education Hub



Zoology

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ABSTRACT

Education is a process of a major change. Through innovations in technology and teaching methodology, academic institutions are working for the benefit of the student. Education is the instrument in bringing all round development of mankind. The objective of education is not only to develop the basic skill of reading and writing but to in calculate the mental and spiritual development. Every individual is endowed with some latent talents. The purpose of education is to explore these talents in a person. For a culture that traditionally values education, it is only natural that India should become an education hub. An average middle-class household in India spends 15 to 20 per cent of its income on education/ careers of children. In fact, education takes the second position after food in the spend hierarchy, with clothing and housing following it. Fuelled by the popular dream of a foreign degree, the Indian education market is on the verge of a boom. Pursuing a course abroad is not always possible because of the inhibiting expenses involved. Since there aren't as many scholarships as aspirants, foreign education, often an entry point into the West, remains a dream. Realizing the huge market potential, foreign institutes are entering into partnerships with Indian institutes or companies

Introduction:

Globalization of education sector is on one hand a challenge for us at the same time it provides tremendous opportunity for our education sector. As per the W.T.O. arrangements all the member countries are bound by the provisions of opening up of the markets for services including education. This has opened up enumerable possibilities of innovative trans locational and transnational forms of education. The knowledge has become the product with global market and educational institutions have transformed into the producers. This has revolutionized education system all over the world. Corporatization, Multi campus institutions, MOUs, strategic partnerships, franchising, opening up of learning centers etc., are the tools through which the ultra modern transnational educational institutions operate. The above-mentioned institutions operate on commercial principles wherein operational costs, revenue, profits i.e. return on investments are the key components. These institutions compete globally to enhance their market share and try to establish themselves as “brands” in the international markets. This has opened up the possibility for India to become an “Educational Hub”. India has already established itself as software development hub and it is on the way to become automobile manufacturing hub.

Our Strengths:-

India has number of advantages to become hub of educational activities in this global village. Some of them are briefly listed below.

- 1) India has been a land of liberals wherein knowledge has been given place of prominence. It is not for first time that India would be catering to the educational needs of the world. We did it in the past as well. (Nalanda & Takshashila Universities.)
- 2) As far as modern education system is concerned India is the 2nd largest system in the world with more than 300 universities out of which 19 are central, 203 state and 95 deemed universities. In addition to that there are nearly 17000 colleges. Higher education network of India also includes premier business schools, IITs, Law schools, Medical colleges etc., In short Indian education system is not only large but well diversified one.
- 3) The well-developed democracy, political stability and socio-cultural diversity can also be considered as our strength.
- 4) India commands a respectable place in the group of Asian countries and among developing countries of the world. This can work to our advantage as far as marketing of educational programs are concerned.
- 5) The stock of educated and trained man power, which includes millions of engineers, doctors, researchers is also our advantage. The data published by US shows that in US 38% of doctors, 12% of scientists, 34% Microsoft em-

ployees and 28% of NASA scientists are Indian. This clearly gives testimony of Indian higher education.

- 6) The costs of operation in India are low as compared to European nations or US.
- 7) India is a country where English language, which is considered as window to the world, is taught right from the schools, is also our advantage.

NAAC, as an authority created awareness among the Universities and Higher Education Institutes. It has formulated a system of assessment and accreditation and the same has been implemented in most of the Indian States. NAAC developed a graded system based on the positive as well as negative aspects of colleges and Universities. Though the reports of the Council were confidential, it's quite visible from the efforts taken by different colleges/institutes of the affiliated Universities that it revealed the shortcomings of each of them. The grades given to the every higher education institute have been taken positively and in proper spirit for the betterment and for the purpose of marketing. On the other hand it is assumed that these organizations will also work on the shortcomings to develop themselves in a healthy way. A visionary approach is expected in this regard. However, because of various macro and micro-economic as well as social shortcomings, efforts, implementation and outcomes are hindered. Higher Education Institutes must quickly remove the obstacles in this context to embark upon this task, otherwise the rate of organizational development will remain low and consequently the whole Indian higher education sector may not be truly able to sustain the challenges of Globalization. Therefore, it is essential to work on the shortcomings. For this purpose development means like developing curriculum, award of greater autonomy, development of faculty and infrastructure, industry and society education interface, trimming in size of the organization, innovative pedagogy and courses is required to be done. For this more creative and visionary action is needed. India can be an educational hub if we find out answers to the issues raised by NAAC.

Higher Education:

Higher education is the education beyond 10+2 stage. It is a powerful tool in an information – based society. In the five decades since Independence, India's Higher Education system has undergone remarkable transformation from an elite system, having deep colonial roots, to an egalitarian system striving to meet the aspirations of a vibrant democracy.

The growth of the Indian Higher Education system is a result of the nations' policy adopted after Independence to promote education among the masses. The National Policy on Education (1986) visualizes education to be for development and for equality. Hence in the Higher Education scenario, provision of access and promotion of equity are important considerations.

It has become necessary to balance these against the demand for quality.

Some of the major shortcomings that can be identified in the Indian Higher Education system are:

- 1) Inadequate access to higher education – the worst sufferers are persons from the weaker sections of the society
- 2) Variable quality of higher education in different institutions. There co-exists internationally recognized institutions and institutions which are substandard and sub- viable.
- 3) The system of affiliation of colleges followed by most Universities, with centralised decisions, which discourages accountability.
- 4) Inflexibility in academic structure that inhibits innovation and promotes mediocrity.
- 5) Inadequate and diminishing financial support for higher education from the government.

Educational Institution as a System:

A systems framework is often explained through input- process – output model set within an environment. An educational institution is a system – it has inputs like students, infrastructure, financial resources, instructional resources etc. The processes are admission, instruction; evaluation etc. and the output are the graduates- their behavioural, academic and physical qualities. Unlike the industrial system where the input, process and output are clear cut and measurable, these are not so in educational institutions. The debate often is in defining what is the input and what is the output in an educational institution, since in many cases output at one stage becomes an input in another stage. For eg: management and administration as a process produces teachers' satisfaction on the job (output). Satisfaction on the job acts as an input for improved instructional systems and students performance (output).

Another major complexity in applying the concept in education is the quantifiability and measurability of the input and the output. Nevertheless, accepting the limitations, input implies such elements that are invested in an institution like students, employers, universities, parents, community and government as the customers and stake holders of education. Key inputs are curriculum, students, teachers, administrators, classrooms and government policies. Key processes are curriculum development, accreditation, teaching, enrolment, financing or funding, administration, management, students support services and community services. Similarly key outputs are educated and trained graduates, research findings and community services.

In an industry, the raw material, which is the input, is processed to produce finished goods. Applying this analogy to education, it would imply that the raw material in the form of students qualities and other attributes are processed through instruction, co-curricular activities, student assessment and other activities to develop an all round personality of a student. Just as raw materials require machines, equipment, workshop as well as humans to be processed into a finished product, institutes also require teachers and principals as well as text-books, laboratories, audiovisual aids, classrooms, sports facilities etc to process the raw material, qualitative attributes of students to make them educated and cultured humans.

From this analogy, the output of the education system is the quality of the students. This not only implies their academic achievement and excellence, but also their performance in other areas like physical, mental, emotional, intellectual and moral qualities. Though these are difficult to measure, it is not impossible to be processed.

There are other components as well. Development of the staff, their career growth, and job satisfaction can also be seen as the output of the institutional system. The inputs are the management systems, facilities, career promotion opportunities, recognition and rewards etc. The processes are inter- personal relationship, recognition, motivation building etc. Many such

outputs are recycled as inputs to the institution. It is important to identify inputs and outputs with their quantitative and qualitative attributes and also identify such elements which are recycled where an output is fed back as an input.

Similarly, the processes in educational institutions comprise instruction in class rooms, laboratories, library and field situations, examinations, evaluation, co- curricular activities, management and administration, etc. There are wide divergences in the nature, intensity and quality of these processes. Within the same institution, there may be an effective mechanism of emphasizing and managing co- curricular activities, but the instructional processes may not be so well designed and implemented. There may be institutions with strong tradition of social service with average performance in academic activities. Just as in case of input and output, it is necessary to identify various processes in the institutions with their qualitative attributes.

Quality in Education:

Education is goal oriented. One possible reference point for looking at quality in education can be the goals. There are individual goals and social goals. The individual goals and social goals may have zones of overlaps. What is the kind of product we need from education? If we define them as engineers or clerks, we are defining only one, though significant, domain of the product quality- the technical and economic skills. Same individual will grow to be a father or a mother, a husband or a wife, a brother or a sister, a neighbor, a member of the social and political systems. The quality of education has hence to take into consideration the individual goals in the larger context of social goals.

Quality improvement and management in education can be achieved by more than one way. It can be capital intensive- infrastructure intensive, technology intensive and / or human intensive. Many believe that quality can be achieved only with high quality infrastructure and high quality technology. But, both infrastructure and technology are instruments at the hands of humans in the system. Hence both technology intensive and infrastructure intensive approaches to quality management depend upon the human quality and the human intensive approach. In real terms, human efforts in quality improvement and management can be meaningfully catalyzed by infrastructure and technology. The reverse does not work. Within the given infrastructure and technology, human efforts are capable of achieving major break- through. Without timely support of infrastructure and technology, its performance may be stunted. Nevertheless, there is no better alternative to human intensive approach to quality management in education.

For many years, quality in higher education was taken for granted. Higher education was producer- oriented, specialist, elite and directed towards the interests of its staff rather than those of the students, employees and governments. It was nevertheless a high status activity whose academic staff could feel confident that they were respected and accepted on equal terms with the most privileged sections of community. Quality went without saying.

Conclusion:

Privatization and globalization will not be helpful for masses in India. Education in foreign universities in India is for rich class people. Masses will be away from this because of high expenses, and it will be social injustice. To remove this type of social injustice the government must have control over these foreign and private universities in India. Banks should provide education loan to economically backward students with less interest rate. Admissions should be given according to merit. It will help to create the dream India of hon. dr. Abdul Kalam in 2020, i.e. India a developed country

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