GLOBAL MARKETISATION, COMPETITION AND MANAGEMENT: IT'S IMPACT ON PRESENT HIGHER EDUCATION SYSTEM

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***Abstract*— Higher education is extremely important for a county as it creates different types of specialised persons in different fields. As India gears towards becoming a knowledge society, higher education would be one of the main propellers of this transformation. Higher education is a critical input of human development since it has a direct correlation with infrastructure and GDP. In an increasingly knowledge-centric society, institutions of higher education need to constantly adapt, evolve and innovate. Even larger changes are happening on the cultural side. Economic and cultural globalisation has ushered in a new era in higher education. Three pillars of higher education are Access, Quality and Relevance need to be perfectly worked out and the objectives of reform and change in our higher education system must be expansion, excellence and inclusion. However, sincere efforts should be made at all levels to bring excellence in Indian higher education system. This paper has tried to outline how global phenomena in higher education focuses on global marketisation, competition and management in higher education.**

***Keywords*— Higher education, globalization, competition, global marketisation.**

I. INTRODUCTION

HIGHER EDUCATION IS SWEPT UP IN GLOBAL MARKETISATION. IT TRAINS THE EXECUTIVES AND TECHNICIANS OF GLOBAL BUSINESSES; THE MAIN STUDENT GROWTH IS IN GLOBALLY MOBILE DEGREES IN BUSINESS STUDIES AND COMPUTING; THE SECTOR IS SHAPED BY ECONOMIC POLICIES UNDERGOING PARTIAL GLOBAL CONVERGENCE, AND THE FIRST GLOBAL UNIVERSITY MARKET HAS EMERGED. EVEN LARGER CHANGES ARE HAPPENING ON THE CULTURAL SIDE. HIGHER EDUCATION IS EXTREMELY IMPORTANT FOR A COUNTY AS IT CREATES DIFFERENT TYPES OF SPECIALISED PERSONS IN DIFFERENT FIELDS. AS INDIA GEARS TOWARDS BECOMING A KNOWLEDGE SOCIETY, HIGHER EDUCATION WOULD BE ONE OF THE MAIN PROPELLERS OF THIS TRANSFORMATION. HIGHER EDUCATION IS A CRITICAL INPUT OF HUMAN DEVELOPMENT SINCE IT HAS A DIRECT CORRELATION WITH INFRASTRUCTURE AND GDP. IT IS SURPRISING TO NOTE HOW MUCH THE DEBATE ON GLOBAL PHENOMENA IN HIGHER EDUCATION SUDDENLY FOCUSES ON MARKETISATION, COMPETITION AND MANAGEMENT IN HIGHER EDUCATION.

II. FACTORS RESPONSIBLE FOR HINDRANCE OF QUALITY IMPROVEMENT IN HIGHER EDUCATION IN INDIA KEEPING IN PACE WITH GLOBALIZATION:

- Corruption, favouritism and political involvement etc. are major hurdles in quality improvement of higher education.
- Corruption in education occurs at the political, administrative (central & local) and classroom level. Corruption in procurement affects the acquisition of educational material (curriculum development, text books, library stock, uniforms, etc.).
- Favouritism is seen in every nook and corner. This is obviously a product of indifferent administration which denies ordinarily qualified people access to fair jobs, income and power.
- Political involvement is observed more in higher education. There are few powerful political people who run many educational institutions in all states of India. They do not want to be changed, because they desire to be autonomous controllers which they achieve power, position and money by using the tool of bureaucracy and corruption.

III. DIFFERENT WAYS HOW GLOBALIZATION CREATES AN IMPACT ON CURRICULUM OF HIGHER EDUCATION:

1. *Global Perspectives:*

Global perspectives for higher education curriculum have much to do with the technological and scientific advancements. 'Disciplines and fields vary in terms of how globally homogenous they have become. Such fields as business studies, information technology and biotechnology are almost entirely dominated by the major academic centers. Other fields— such as history, language studies, and many areas in the humanities— are largely nationally based, although foreign influences are felt in methodology and approach to research and interpretation' (Altbach, 2003:227).

2. *Market Orientation:*

Two dimensions of market orientation to higher education curriculum are: First, offering courses that are useful and have exchange value at the market and second, the use of market rationale in the planning of higher education curriculum. The first part could be measured quantitatively by the growth of the number of market/job oriented courses and career potential courses. The second part must be analyzed rather qualitatively to understand the market rationale in higher education curriculum planning, such as the dynamics and the underlying factors for such development. The tension between preparing intellectuals (traditional) for nation-states or technocrats (modern) for the labour market has become a growing concern. The utilitarian goal is stronger than the universal pursuit of knowledge. The concept of market orientation and the neo-managerial attitude in higher education could also be understood as market-like elements, such as freedom, efficiency, innovative capability, competition, performance, and productivity. Success is measured both by what is marketable and by what can be put together economically (Goedegebuure, Kaiser, Maassenand Weert, 1994).

3. *Credit-Based Programmes:*

It allows flexible timing for the completion of the degree and the introduction of fluid programmes that permits students to select courses from different disciplines in order to make a degree, reflect the corporate and market characteristics (Bhattacharya and Banerjee, 2003).

4. Modularization:

Modularization can be defined as a strategy for efficient planning and production of complex products and processes. In addition, it aims to support the management of product variety and process variability by decomposing complex products and processes into smaller and simple parts. The simplified parts are called modules and can be combined to extend a variety of products and services. (Piran, Lacerda, Viero et. al.) Learning content can be structured with the help of modularization.

5. Outcome-based curriculum:

Outcome-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted. Students will understand what is expected of them and teachers will know what they need to teach during the course. OBE does not specify a specific method of instruction, leaving instructors free to teach their students using any method. Instructors will also be able to recognize diversity among students by using various teaching and assessment techniques during their class. Students are expected to do their own learning, so that they gain a full understanding of the material. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through this individual learning. (https://en.wikipedia.org/wiki/Outcome-based_education)

6. *Research Led Teaching and Learning:*

'Research-led teaching reflects and makes use of the teacher's disciplinary research to benefit student learning and outcomes.' (Trowler, P. & Wareham, T. 2008).

IV. Strategies for Enhancing Quality and Academic Reforms in Higher Education:

Quality is a continuous journey. Quality means doing the right things rightly. Doing things right is efficiency and doing right things is effectiveness. The word quality refers to customer's satisfaction. Quality in higher education means the education system that ensures students to achieve their goals and thereby satisfy the needs of society and helps in national development. It has been observed that over the period of time, quality assurance organisations contributed substantially in improving the overall capability of the education systems in India and helped in sustaining the competitive advantage. Quality higher education is the key of development for any nation. Focus should be given on the following aspects for the improvement of quality in higher education.

Academic reforms are necessary for imparting best quality of education that is oriented towards creativity, employability and innovation. Conversion of outputs of higher education into skilled workforce or human resource is possible by making higher education more socially relevant and need based. The four core factors that are crucial to any institution of higher learning and which should form inescapable elements in reviewing the performance of any institution are:

- Quality of teaching
- Quality of courses
- Quality of examination process
- Quality of staff development for increased teaching effectiveness

The quality of education also depends on its content. It should be such that it fulfils the standards of excellence and proves relevant to the concerned society. In view of rapid developments taking place in various fields, change in academic aspects of higher education is highly essential.

V. Introduction of Interdisciplinary Courses in Curriculum:

The conventional courses which are being adopted by universities, colleges and institutes should be reformed and upgraded according to the present needs. There should also be emphasis on practical knowledge along with theoretical

knowledge in these courses. New job oriented courses should also be introduced in accordance with the present market scenario.

This is compulsory for all the universities that their curriculum should be revised in every two years. New and innovative courses should be launched and curriculum can be developed in collaboration with industries, research institutions in order to produce competent, capable and confident young employees. Members of curriculum development committee should also consist of academicians from other countries too.

VI. Focus on Research and Innovation:

The quality of research and innovation in higher education is crucial indicator of overall quality of various components of higher education system. The purpose of higher education is to pave the way for students to move from known to unknown by application of knowledge, through innovative and creative practices. For ensuring better quality research and innovation in accordance with the national and international expectations, it is necessary to establish new research centres (in form of Research University, Research Parks, R & D laboratories, Specialization Oriented Inter- University Centres(IUCs), Intellectual Property Rights (IPR) Cells, Data Bank, Centres of Excellence, University innovation Clusters etc.). Universities should be well equipped with advanced technology, suitable infrastructure and committed staff, specific allocation for research, foreign collaboration through liberal policies to receive the grants for research, research incentives for students and teachers in form of scholarships and performance based competitive remuneration. Academia industry interaction and partnership must be encouraged in order to ensure social relevance of research works and social responsibility of industrial sector.

VII. Infrastructural upgradation along with establishment of Management Information System and Use of ICT:

Infrastructural upgradation is a step towards creation of enabling environment in higher education system to make the system more useful, progressive, attractive, responsive and friendly. Infrastructural up gradation will enable Indian higher education to deal with global trends in higher education and knowledge development on one hand and to improve teaching learning on the other hand.

An Integrated Management Information system linked with all higher education system need to be established. Integrated Management Information System (supported with internet connectivity) will consolidate interdisciplinary and inter institutional approach of sharing and learning. This will facilitate flow of information on line. The contemporary higher education systems are aiming for acquisition of technology skills as a part of core education system. The application of ICT in university education system could play an effective role and help India to achieve the status of developed nation. The four Es, of higher education viz, Excellence, Expansion, Equity and Employability increases the prospects of digital inclusion in the universities. ICT can be integrated into teaching and learning strategies and used to support relative learning theories; and ICT (Computers, Internet and Intranet) can be used to create new types of interactive learning media for improved quality, equity and access in higher education. Inclusion of digital technologies enhances teaching and learning. ICTs can assist in three ways;

(i) supporting tasks that involve complex decision making, communication and decision implementation.

(ii) automating tedious tasks done by human being

(iii) supporting new tasks and processes which did not exist earlier.

VIII. Conclusion:

The faculty forms the backbone of any educational institution and faculty satisfaction is essential for the success of institution. Thus, red-tapism in appointment and recruitment process of faculty need to be removed. Following points should be taken into account for adequate faculty support for higher education.

- Filling up vacant faculty positions,
- Remuneration of all faculty members according to UGC regulations and prescribed latest pay scales,
- Transparency and objectivity in the selection of faculty and faculty positions to be open on all India basis,
- Providing academic freedom coupled with accountability to faculty members,
- Seeking participation of faculty in policy decisions,
- Acknowledging and recognising personal intellectual contributions of faculty,
- Training for faculty to update them and to develop leadership skills in them.

The purpose of higher education is to pave the way for students to move from known to unknown by application of knowledge, through innovative and creative practices. Higher Education is considered necessary are both order and progress. On the one hand, higher education is expected to maintain hallowed traditions: respect for authority obedience to the law, patriotism and the like. On the other hand, higher education is expected to promote political, economic and social development in the changing globalized scenario. Economic and cultural globalisation has ushered in a new era in higher education. Future developments in the globalisation of higher education are difficult to predict. There are many variables, meta-policy questions and issues. The variables include the potential for pluralisation of power in global higher education; the future mobility of people, information and ideas; language of use and the extent of cultural plurality in global exchange. The issue that needs to be addressed is what kind of education is appropriate for what kind of development or "under what conditions" and "for what purpose" are the education and development strategies to be implemented.

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