Demand and Changing Scenario of Higher Education

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Abstract

The system of higher education was formed before many of the technological developments that now permit global and continual connectivity. Changed information cycles, new opportunities for social cohesion unrestrained by geography, and distributed research labs offer a prospect for a new era of education. New approaches to research, teaching and learning, are possible. The affordances of technology outpace the existing system of education. A well managed and progressive education system rests on the work of able researchers and their vision.

Introduction:

A well managed and progressive education system rests on the work of able researchers and their vision. Unfortunately, Indian education system lacks good researchers and opportunities. Bright scholars and researchers require motivation and right attitude to carry on their work. Low job opportunities post research plays nemesis to their motivation and thus, hinders new breed of researchers to join the research field. In my view few polices by authorities such as UGC can help enhance research scenario. Promotion being dependent on a compulsory research work is one such policy

Diversified Challenges:

Indian education system considered as one of the largest of its kind in the world also faces/encounters enormous challenges in the new millennium. These challenges are diversified and manifold stretching from contemporary curriculum development, quality assurance and accreditation and ethical value propositions to policy planning and governance. In a technology driven society knowledge rewrites the fate of a nation and so does higher education. One of the major reasons for India's performance for being not that encouraging was due to suboptimal investment on higher education in the recent past. With unprecedented growth of knowledge typically in the area of information and communication followed by globalization shrinking the world into a global village, competitiveness has become a decisive force of growth. This necessitates massive investment on higher education so that availability of internationally acceptable highly skilled manpower can be ensured. But, this drive for internationalization of higher education is a highly funny.

Why to change the scenario of Higher Education?

Improve the thrust of Higher Education on English Language

Scholars working in the field of English studies have noted that in England many people thought that English education would break down class systems and allow an encompassing humanity. Parallel to this was the thought when in India English education came up with the idea that it would act as an instrument to secure consent to British rule and that in the process of imparting an English education it would open the natives' minds to the moral and humane values of English literature. The ultimate question is- Whether the English education was politically motivated?

It may have been at the time of colonization but if one makes a concerted effort to review the English departments in many universities today, one would notice that it is the English departments that have stood up for reducing class differences, and for encompassing a humane outlook. It is unfortunate that a liberated India still lives with a colonial hang-up and deals with the idea that English teachers are a breed apart and continuously talk about how English knowledge is separated from Indian realities. A quick look at Indian university syllabi will reveal that although English departments do have a major component of English literature,

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there are also equally new courses designed around imparting language skills, media studies, translation studies, theory studies, new literatures and so on. With these arguments, the problem at least as I envisage is not with the use of English and the nurturance of English studies but with the imparting of knowledge and the methodology involved in imparting knowledge.

Base for good Job Opportunity

University structures comprehending the subversive ensconced in learning have repeatedly tried to favour practicality, obedience, and a blinkered attitude. This has led to an institutionalized hegemony where continually bodies of power such as the administration in the form of vice-chancellors, registrars, administrative section heads, deans and heads have played a part in this act of regulation. Various pressures imposed by the administrators have academically harassed time and again, faculty, who have tried to make a change. This is the prime reason for our good faculties taking up jobs abroad where they feel that merit is recognized and rewarded. The change emphasized in the echelons of higher education, namely paying attention to quality, to open learning, to democratic thinking and to inspiring minds cannot take place, unless the faculty on their own imbibe a spirit of passion towards their subjects, actively decide to take pride in their jobs, continuously have a positive attitude and attempt to kindle a spark in their students. They need to resist the power structures that regulate and dominate them. Similarly, it is the duty of the officials to lessen bureaucracy and hierarchies in educational institutions. It is not that our faculty are hopeless it is just that they do not have freedom to try bold and new methods of teaching and communicating.

Development of Universities and Role in Society

Looking into the future of universities often requires a look to the past in order to reflect on the pursuit and dissemination of knowledge and how institutions served this purpose throughout history. While such functions are seen as the purview of the contemporary academy, such activities were undertaken long before the establishment of the first European university. Changes in higher education reflected the economic, political, social, and cultural changes of the mid to late 20th century. The postwar economic growth provided more funding to education, not only in terms of direct funding to institutions, but also support for participants from those populations normally excluded from higher education. Human rights and integrations were at the forefront of this decade, translating into access to higher education. In the US, Afro-American participation grew and Tribal Colleges were established. In Canada, Teacher Education Programs (TEPS) to train Aboriginal teachers were established; programs that are now found across Canadian institutions. In the UK, the Open University was born, starting a trend of open accessible education from which mega universities emerged throughout the developing world. In addition to access, new areas of study emerged, e.g., Aboriginal studies, gender studies, and Hispanic studies. Higher education again reflected the changing society surrounding it, with the exploration of knowledge in new areas, recognizing multiple voices, and the inclusion of voices often absent in the Eurocentric academy.

Educational Futures

Institutions should aim to better understand what future scenarios of education may look like in order to help them create appropriate organizational structures and manage innovation. Educational institutions will need to become borderless in a more radical way than by providing a layered offering to different markets and audiences – by connecting with their communities. In the on-going conference debate, the question 'Will there be a role for the physical institution produced a near consensus and there were some interesting observations on the social aspects of learning and the value of the physical institution as a site of shared experience, and 'there are great opportunities for accessing learning in new ways and for creating flexibility in the way we receive education and interact, but that physical spaces where people get together and share ideas and experiences will remain very important.

New Pattern of Curriculum

As part of anticipating educational futures, it is important that curriculum design, delivery and assessment adapt to meet the needs of society. Already we are seeing demographic changes in those undertaking further and higher education, with widening participation and a shift towards work-based and distance learning. All this is requiring institutions to become more mature in terms of partnership working between themselves and with employers and to develop more business-like ways of working. Progression will become of increasing importance and this is reflected by Scotland's creation of **"articulation"** (or progression) hubs that are strongly focused on facilitating seamless progression paths for learners e.g. from vocational to academic study.

Need of present changing time

The current era is one of "the transforming universities". Multiple stakeholders are involved in the credibility and success of e-learning: learners, employers, instructors, higher education institution, accreditation bodies, and so on .The growth and value of e-learning is directly related to the ability of institutions to attend to the needs of each stakeholder member.

Influence of New Trends

Global change pressures are large-scale phenomenon, such as global warming, globalization, economics, changing "power centers", impacting all aspects of a society. Higher education has limited influence over these trends, but must be aware of these developments to ensure long-term survival. For example, universities in developed countries are responding to reduced enrolment by seeking international students The hegemony of higher education in western countries is being challenged raising the need for increased university partnerships between established and emerging economies.

Online Technology

Since its inception, the Internet has experienced tremendous growth. The participative web, mobile phones, social networking services, and net books have given individuals greater control over information creation and sharing. Information services like Google Search, Google Scholar, GPS-enabled devices, and e-books, provide learners with improved access and communication opportunities. Technological innovations in bandwidth, storage, processing speed, and software directly impact education creating new opportunities for learner-learner/educator and learner-information interactions.

Necessary Change in Emerging field of Education

Educational change pressures are those specific to higher education. Global, social, and technological change factors impact higher education, but research specific to teaching and learning provides greater direction into how the process of learning should best be facilitated. In particular, the development of learning sciences as a field offers promise in assisting administrators, educators, and designers in creating effective learning environments. However, as with new and emerging fields, the emphasis on sciences creates some unease among educators. Some researchers have turned to complexity theory to advance education, suggesting that emphasis be placed on the whole system rather than reductionist views often found in **"mainstream science".** Increased collaboration in a model of "interlocking partnerships among researchers, among universities, and across international border promises a new model of not only what it means to be an academic, but also what it means to be an academic institution. Enrolment in online learning is growing at a significantly faster pace than traditional higher education and the impact of Europe's Bologna Process.

Provides the three Pillars

Universities provide three key value points for learners and society content creation and navigation, interactions between learners and faculty, and accreditation. Initiatives, such as MIT's Open Course ware, Yale's Open Learn, and Open University's Open Learn, advance a

view that content is no longer strategic value point for higher education. Instead, universities assert that the real point of value in education is the interaction that occurs between students and faculty. In recent large-scale open courses, most of philosophers suggest that conversations and connections can also be handled in open formats, potentially reducing it.

Key value Claim for Universities

Evaluation and accreditation remains a key stronghold for universities, but, if teaching and evaluating (accreditation) were separated as is evident in software certification where training on software and assessment of competence are often handled by separate organizations—a new value point would be required for higher education. The view that **"faculty members must examine their own students"** is being questioned, resulting in calls for a "new division of labor in higher education".

Future of Higher Education

Universities are integrated into the core of society. Fundamental systemic change in higher education has been slow to develop, particularly with regards to the key mandates of research, teaching and learning, and accreditation. Many activities that occur under these three mandates are potentially transformed due to new modes of information interaction and communication opportunities. Part of the answer may be found in designing intelligent and innovative buildings to take advantage of new technologies. This view, however, fails to account for systemic change possible due to open educational resources, emerging technologies, and participatory pedagogies.

It is highly unlikely that one exclusive model of universities will emerge. Instead, as suggested by Centre for Educational Research and Innovation various scenarios may unfold, including global university networks, universities that emphasize service to their local community, new public responsibilities and governance, and increased corporatization of higher education.

Contemporary higher education also reflects both open/distance and traditional systems with students moving between the two systems either within one institution or between institutions to between or among institutions. As more institutions have moved to multiple delivery modes, a convergence of these two systems is apparent

Conclusion

Higher education has, in the past, reflected society both temporally and geographically, including how information and knowledge is examined and disseminated. Higher education became accessible to individuals from groups often excluded from higher education, transition programs, mature learner support, and student services grew to ensure that these individuals had adequate support during their studies. Access to and completions of the credential are keys for these groups of students. Where alternative delivery methods were employed these were primarily correspondence and community-based learning.

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