

## Factors Affecting Teaching and Research and Strategy to Improve Quality in Higher Education: An Analysis Based On Impact of Globalization

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Dr Anita Konwar<sup>1</sup>

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*Higher Education has profoundly changed in the past, two decades, and those involved in the academic enterprise have yet to grapple with the implication of these changes. Academic institution and systems have faced pressures of increasing numbers of students and demographics changes, demand for accountability, reconsideration of the social and economic role of higher education, implication of the end of the Cold war, and the impact of new technologies, among others.*

*Globalization has a multi-dimensional impact on the system of higher education. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology, giving productivity dimension on the education & emphasis on its research & development activities.*

*Globalization has caused a paradigm shift in the very concept of education. Education which was considered a service has now become a business. The universally accepted values of truth, non-violence, righteousness have been relegated to the background & the market driven society is perceptibly becoming more & more aggressive giving an explanation that the so called values are relative & contextual & are constantly emerging.*

*Universities established with the aim of creation of cultural wealth are presently aiming mainly at the creation of economic wealth. This has been painted out by Ms. Alison Richard, Vice chancellor of the University of Cambridge in her exclusive interview to "The Hindu" when she visited India in January 2007.*

*In the light of globalization, the "quality issue" has become more sensitive. We have already accepted the truth that quantitative growth is necessary for widening of access. But quality control if not done properly, the quantitative expansion will be fruitless. The ultimate target to get "quality man power" as the desired end product of education system will be impossible. If this happens, India as a whole will fall back in the competition. Hence the cry for quality was raised in the educational atmosphere of India.*

*Thus, now it has become relevant to think seriously over the*

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<sup>1</sup> Assistant Professor, Deptt. of English, Sonari College, Sivasagar, Assam

*challenges facing higher education & their replacements with really creative vision. According to Zukar our reality is four dimensional & the fourth dimension is time. In the following research paper I will discuss in detail the effect of globalization with due respect to time.*

With the invention of the pendulum clock in 1657, everyday activities in the west have been governed by quantifiable unit of time. Similarly, in India changes to undergo. **Marx** has denoted time as binding the worker in discipline It is argued that globalization seeks to "obliterate" (**Hongladarom, 2002**)<sup>1</sup>, further "commodity" (**Appadurai, 1996**)<sup>2</sup> & radically "transform" (**Castells, 2000**)<sup>3</sup> time.

In a world of massive, continuing and unpredictable social and technological changes, education has taken on a particular significance as a means both of understanding and of coping with such complexity. Higher living standards, better health, increased productivity, improved well-being for women and their families and a good government, all depend on widespread education.

Teaching profession is assuming new roles and it is when the educational institutions are fast becoming business house of education. In addition to teaching, teachers are required to perform other roles such as a inclusive of values, undertake continuous and comprehensive evaluation, interact with the community, deal with the pupils of diverse abilities and different settings. Through teachers' education, a message has to be passed on to the society that to maintain the Quality, it certainly requires commitment, acceptance reverence and eloquence. What is important is how to acquire the ability to analyze and organize that knowledge and to put it to use for the betterment of the society. This requires a shift in the role of the teacher.

While researches in higher education have sought to understand how globalization impacts upon an academia, they tend to focus less on the temporal ramifications of global capitalism. Instead, the focus has generally been on how the changing demands of the knowledge economy affect the character & purpose of higher educational institutions. According to **slaughter & Leslie, 1997**<sup>4</sup>; **slaughter & Rhoades 2004**<sup>5</sup>, 2006<sup>6</sup> Academic capitalism is an influential theory that seeks to

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<sup>1</sup> Hongladarom, S. (2002) The web of Time & the dilemma of globalization. Information Society, 18 (4), 241-249

<sup>2</sup> Appadurai, A. (1996) Modernity at large: Cultural dimension of globalization. Minneapolis, MM: University of Minnesota Press.

<sup>3</sup> Castells, M (2000) The rise of the network society (2<sup>nd</sup> ed.) Malden, MA: Black publishers.

<sup>4</sup> laughter, S & Leslie, L.L, 1997 Academic Capitalism: Politics, Polishes & the entrepreneurial university

<sup>5</sup> Slaughter & rhoades 2004 Academic Capitalism & the new economy: Market, state & higher education. Baltimore; Johns Hopkins University Press.

<sup>6</sup> Slaughter & Rhoades 2006 Academic Capitalism & the new economy

describe such changes that are occurring in higher education due to neo-liberal capitalism & globalization. This theory examines the exogenous & endogenous corporatization that is taking place in universities & concludes that academia is becoming more & more like a capitalist enterprise.

The major issues and challenges in Higher Education are as follow:

- Universal accessibility.
- Promotion of Indian Cultures, languages and value system.
- Development of individual's ability.
- Interdisciplinary approach.
- Focus on Job Oriented Courses.
- Concentration on nation building.
- Inadequate resources.

Accordingly, **Marx**<sup>1</sup> globalization is an extension & indeed triumphs of capitalism. In some senses, it also represents an extension as well as break from modernity & the industrial age. Examining globalization as such, leads us to see that while there is something different about how we think about time compared to even 50 years, ago, there are elements that remain from modernist understanding of time present at the start of the industrial revolution.

To understand how capitalism & time currently operate in universities it is first necessary to explore the linkage between capitalism, modernity & time. Both modern & post modern conception of time differs from the way in which time was understood in pre-modernity. In the modern age there was a distinct break from pre-modern & medieval understanding of time; specifically, time became divorced from space & nature. (**Giddens, 1991**)<sup>2</sup>.

In the protestant Ethic, **Max Weber**<sup>3</sup> (1958) explored & compellingly described the inextricable link between clock-time, capitalism & morality:

*Remember, that time is money. He that can earn ten shillings a day by his labour and goes abroad or sits idle, one half of that day reckon that the only expense, he has really spent, or rather thrown away five*

Privatization as shifting the target of public subsidy in higher education. In R.A. Rhoades & C.A. Torres (Eds.), The university, State & market. The Political economy of globalization in the Americans (pp. 103-140) Palo Alto, CA: Stanford university press.

<sup>1</sup> Marx, k (1967): Capital, Volume 1: A critique of political economy (Das Kaptial) New York : International publishers.

<sup>2</sup> Giddens, A (1991) Modernity & self-identify: self & society in the late modern age. Cambridge. UK. Polity Press.

<sup>3</sup> Weber, M (1958) The Protestant Ethics & the spirit of Capitalism, New York: C. Scribner.

*shillings beside* (P.40).

Weber's main thesis, however was that under capitalism, we think of time in terms of morality, specifically linked to Protestantism & Puritanism. This thesis is also central to understanding academic capitalism. Capitalism requires our internalization of the importance of managing time in a morally justifiable manner so, perhaps to reap rewards in the afterlife. As Weber, explained:

*Waste of time is thus the first and in principle the deadliest of sins. The span of human life is infinitely short & precious to make sure of one's own election. Loss of time through sociability, idle talk, luxury, even more sleep than is necessary for health, six to almost eight hours, is worthy of absolute moral condemnation* (P.158)

According to **Zukar**<sup>1</sup> time is a social construct: "sooner", "later" and "simultaneous" are local terms. They have no meaning in the universe at large unless they are tied down to a specific frame of reference. What is "sooner" in one frame of reference may be "later" in another frame of reference and "simultaneous" in a third ..... there is no single time which flows equally for all observers. There is no absolute time..... Our reality is four dimensional, and the fourth dimensional is time. We live, breath & exist in a four dimensional space-time continuum.

Education as a service industry is part of globalization process under the umbrella of General Agreement on trade in services (GATS). There is however, a distinct possibility that this might "Force countries with quite different academic needs & resources to conform to structures inevitably designed to service the interest of the most powerful academic system & corporate educational providers and there by breeding in equality & dependence" (Altbach, 2002). Further "Globalization.....can lead to unregulated & poor quality of higher education, with the worldwide marketing of fraudulent degrees & other so- called higher education credentials ....."(World Bank's Task force, 2000).

Beyond their roles as centres of knowledge universities & colleges become increasingly important participant in the global market place, bearing responsibility for responding to the increasing demands of an ever accelerating knowledge economy & ever-expanding capitalist system. These market- like behaviours displayed by higher educational institutions are fundamental ways in which academia has changed under globalization.

Slaughter & Rhoades (2004) describe academic capitalism as the process by which universities are being integrated in to the new economy. According to them the reason behind it is due to pressures from outside the university from the business world, organizations and government

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<sup>1</sup> Zukar, G (2001) *The dancing Wu Li masters : An overview of the new physics.* new York : : Perennial classics.

and from within due to ideological preference and a perceived need for streamlining & commercializing the university.

Universities as institutions are also focusing more on making money, seeking support from outside institutions, people & businesses; these in turn bring their mission, as well as constraints to the university. The result is universities & colleges engaging with the market & displaying market-like behaviours.

The morality of modernity, old capitalism & liberalism has thus continued into new global capitalism and neo-liberalism and has become intensified in the process. With greater tools for productivity come greater expectations. In the academy we must constantly justify our use of time and ourselves and others.

One way in which higher educational institutions are evolving & transforming is through the emergency of global or transnational universities, online or distance learning and increased collaboration and communication between institutions. All of this can often occur within the context of corporatization & commercialism (Denman, 2002)<sup>1</sup>.

Education system in India currently represents a paradox. When we feel proud with or IIMs & IITs that rank among the world class institutes, at the same time we express our inability to provide minimum basic infrastructure for smooth running of a number of other educational institutes. Though, we have crossed 60 years. Border of post independence period, we are still far-away from universal literacy. During the last phase of 20<sup>th</sup> century educationists & policy makers shifted their focus for educational planning from routine traditional framework to a more dynamic multidimensional pattern to fulfill the needs of 21<sup>st</sup> century. Three international conferences namely, **International conference on secondary education at New Delhi in 1993, WTO conference at Uruguay in 1994 and International conference on higher education at Paris in 1998** served as platforms where directives & guidelines for educational planning relevant for 21<sup>st</sup> century were chalked out. Cry for quality education and its percolation at all levels was raised for obvious reasons.

The Declaration of the conference was that the society is increasingly knowledge based and therefore higher education and researches now act as essential components of cultural, socio-economic and environmentally sustainable developments of individuals, communities and resolved that "beyond its traditional functions of teaching, training, research and study, all of which remain fundamental.

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<sup>1</sup> Denman, B (2002) Globalization & its impact on international university cooperation. In T. McGettigen (Ed.), Globalization & its Challenges (Vol.2,no.1) International consortium for Alternative Academic.

The higher education must promote development of the whole persons and train responsible informed citizens committed to working for a better society in near future."

Higher knowledge is an effective tool of creation of valuable human capital. This human capital is with perfect knowledge & skill. Different sectors of the economy should utilize this human capital for fulfilling their objectives.

"Today, more than ever before in human history the wealth or poverty of a nation depends on the equality of higher education. Those with a larger repertoire of skills and greater capacity for learning can look forward to lifetimes of unprecedented economic fulfilments. But in the coming decades the poorly educated face little better than dreary prospects of live of quiet desperation."

Quoted in Higher Education in Developing Countries: Peril & Promise, The World Bank 2000. To achieve the objective of quality in higher education there are few suggestion listed below:

1. Joint syllabus designing committee (JSDC). The syllabus of all subjects of all universities in a state of UG level be same & if possible there should be uniform syllabus at national level for UG classes.
2. Teachers Training Institute (TTI) for colleges and university teachers there are orientation and refresher courses run by Academic staff colleges. These courses are not serving any purpose expect a mandatory requirement for higher grades. There should be an institute in each university which provide very serious training to a teacher before he/she join teaching profession in a college or university.

UNESCO in 2003 emphasized that higher education should internationalized but should not be commercialized. It was stressed that "Education in a globalize society should assure equity of access & respect cultural diversity as well as national sovereignty."

In the knowledge era of twenty-first century when everybody is running after new knowledge the teachers who are the Kingpins of any education system should guide the students to acquire such knowledge that will help coordination of educational reconstruction at the desired level.

To upgrade global education and training what is needed is a consistent interaction among the institutions set up across the globe. Teachers must be able to continually learn the problems they encounter and the unpredictable learning needs of their students. With regard to bringing Quality and Standardization to Higher Education we need long-term planning and vision in the field of Education keeping in mind the need to create Employment Opportunities as the human resources pose unique challenges to a country like India.