CHAPTER- 8
CONCLUSIONS and SUGGESTIONS

The interpretation of Data indicates that administrators, faculty and students feel that foreign universities will set up their campus in India. They are of the opinion that the Indian government and the society have created favourable environment for the entry of these institutions. They also predict that these institutions will prefer higher education sector to other levels of the education pyramid. The government will continue its investment in the education sector in order to fulfill mass interests. There is a need for innovation in the teaching learning process that should conform to the international standards. Higher education institutions should update the syllabus, facilities and also the faculty should keep themselves updated with new avenues in their respective subjects. All these should enable an aspiring graduate student to handle complex jobs. The management and staff should put forth a joint effort to impart quality education to the learner. There is need for performance evaluation of faculty which is to be evaluated by all stakeholders. The Indian education system requires massive restructuring to adapt itself to the internationalization of education. The regulatory bodies of this sector should attempt to change the outlook as they still believe in the British education system. They should learn from countries like USA and Australia where reforms have been made to adopt internationalization of education sector. These countries have made laws like, to protect the rights of the international students, award of certificates by recognized institutions and so on. India is currently importing education services as many Indian students are going abroad for their graduation or post graduation courses. It has failed even to attract students from developing countries. The need of the hour is to make a major structural change in the education sector.

The era of competition has arrived in educational institutions. This is at least true with the case of colleges in Greater Mumbai areas. The researcher has noticed that every academic year the number of colleges is increasing. The density of colleges is more within a square mile. The HRD Ministry has also added fuel to the existing situation. It had shown sign
of permitting foreign direct investment from 2010. Like any other sector, there may be regulation for the entry of foreign universities in India. The guidelines for FDIs in education sector are yet to be drafted.

The HRD Ministry is stressing on competency and quality assurance in the educational institutions. It is also making sweeping changes in various reforms. A number of technical and management institutions have been established in the current academic year. Lot many reforms are taking place in evaluation system of students especially for the entry level of technical courses.

The current scenario of Greater Mumbai colleges is that the students’ enrolment for B Sc, and BA courses are declining steeply. Many of the departments are on the verge of closure. For the past two years this phenomenon is taking place in B Com classes as well.

There were days where the researcher’s college could not accommodate its own students at first year of graduation in Arts, Science and Commerce. The students, who were left out due to lack of availability of seats, were forced to enroll themselves to Distance Education. The college had to admit students from other colleges and boards due to the availability of seats from the Academic Year 2010-11. This is due to the commencement of number of new colleges and introduction of number of courses. The challenges of authority were immense. They had to plan strategically to maintain the student strengths as it affects the employment of teaching and non teaching staff. This is the case of aided courses. Once a division is scrapped for want of students, it will be permanently closed or can be started on grounds of non grant basis. The major challenge will be accommodation of surplus teaching staff, especially if they were appointed on permanent basis.

Colleges that have started with many new courses find it difficult to get the ‘right’ faculty to teach the students. Many subjects are technical in nature and require visiting faculty from Industry. It is very difficult to make them accountable. It is more felt when it comes to conducting examination and assessment of answer papers. As a member of selection committee, the researcher found that the lesser known colleges fail to attract faculty as
against a renowned colleges. Thus reputation of college is required for not only attracting ‘quality’ students but also the right type of faculty.

The researcher therefore felt that there is an utmost need for making an educational institution competitive and to build a strategy to meet the competition from the Indian Origin institutions, and from the potential foreign universities. The objective of entire research was to suggest ways and means to sensitizing the need of the hour. An attempt is made to give suggestions to strengthen the existing system of the institutions. Every college in Greater Mumbai will get students, but attracting ‘quality’ students will be a herculean task.

Following are some of the suggestions that can be adopted by a proactive institution-

**8.1. Lessons from Star Performer**

The healthy practice of any sector is to learn from the star performer and to inculcate such ‘best practices’ for one’s own growth and reputation. There is a need for committed leader as the head of the institution who should create a healthy organisational climate. The leader should also inculcate culture and values unique to the organisation. Environmental scanning is inevitable as it enables one to understand the status of organisation in the globalised era. In order to exploit the environment in the right direction one needs to undertake strategic planning. There will be a resource crunch. But a service leader should know how to motivate and build team amongst the staff working in the organisation. In order to update the knowledge of faculty, the leader should encourage them to indulge in research work. The teaching learning process should deliver value to the student as he/ she will be equipped to meet the challenge of globalisation. The student should be prepared as a ‘good citizen’ of the society. There should be industry-academia exchange programme to enhance the teaching learning process. It is very difficult to build a brand name. This service therefore needs the support of alumni in all senses of building a strong educational institution.
8.2. Marketing Mix

A proactive institution should continuously make an attempt to modify its marketing mix. There are a lot of restrictions in changing courses, and charging fees. A service leader should take all these factors as challenge and introduce new courses that enable the students to face the onslaught of globalisation. The curriculum has to be internationalized through the introduction of additional international content to courses, comparative and cross-cultural approaches, courses using visiting academics from overseas. Right type of educational techniques to be used with the combination of various methods of learning; the learner should be involved more in acquiring knowledge. The fee structure advocated by the University and the HRD ministry can be used scientifically to meet the requirements of the institution. The differentiated pricing/ fee structure can be used to overcome the challenges of revenue management. The right vehicle of promotion is word of mouth. This can be developed by delighting various stakeholders. There is need for augmenting the class room teaching with virtual learning centre. This involves the extensive use of Information and Communication Technique for delivering the right type of teaching learning process. The faculty and supporting staff should be prepared and empowered to meet the challenges of internationalization of education. The ‘service factory’, which comprise of people, equipment and facilities should instill the ‘quality of services’ the students going to get from the institution.

8.3. Imparting Values and Ethics

In the present ‘knowledge era’ internationalization of higher education is an accepted fact of life. Internationalisation needs to be encouraged for it promotes values and culture, generates goodwill, enhances the quality of education, encourages competitiveness and helps generate resources. Higher education institutions have to enable their graduates to operate anywhere an in any sphere as professionals, consistent with best international practice, and in ways that embody the highest ethical standards.  

37 Powar, K. B. International Providers of Higher Education in India, Internationalisation of Indian Higher Education, Association of Indian Universities 2001., New Delhi 110002, pp74-75
Values are described as the society defined desires and goals that are internalized the process of conditioning, learning and socialization. Values are goals set for achievements and they motivate and define all our activities -cognitive, affective and contrive. Good citizens are the only hope for the progress and prosperity of the country. Inspiring values, ideals, proper moral conduct, life based upon good principles is an essential requisite.  

The Statement of Purpose of the Australian University System defines internationalization as “the process which integrates an international or intercultural dimension into each of its three core activities, viz., teaching and learning, research and community services”.  

Indian culture is rooted deeply inhered spiritual values and unless these values find their way into the life of students, education will lose its significance and will not fulfill its function of endowing the students with a vision to live by and ideals to work.

Education is becoming day by day more or less materialistic and the value, traditions are being slowly given up. The degeneration in the present day life, the demoralization of public and private life, the utter disregard for values etc., are all traceable to the fact that moral, religious and spiritual education is being deliberately neglected in our education system. The present Indian education system is reflecting more or less borrowed ideologies and the national values are relegated to the back ground. 

The internationalization of faculty is essential if international best practice in teaching and academic management is to be maintained. The position of the teacher is now to be looked at not merely as an information provider but more as a guide to acquisition of knowledge, and a “philosopher” who can command respect of the students for being able to give them something more fundamental in human values than merely bits of information and statistics.

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38 Ibid pp 4
40 Ibid pp1-9
Education is expected to play a major role in promoting national development in all its ramifications. It should bring about harmonious development of all the facilities towards adequate preparation for life.

The problem with value education appears to be that while everybody is convinced of its importance, it is not clear as to what it precisely means and what it involves.

The curriculum for any under graduate or post graduate programme should inculcate a sense of unity and equality through cooperation, solidarity, and try to remove religious, cultural barriers. The students should know the essence of non violence and patriotism. The curriculum also should develop proper respect for public and private property. Value education should prepare individuals for participation in social life and acceptance of social rules.

The National Council for Education Research and Training (NCERT) in its publication Documents and Social, Moral and Spiritual Values in Education has drawn up 84 values to be inculcated through education.  

At present in Mumbai University students at under graduate level are required to study Foundation Course which includes spiritual and cultural heritage of India and modern challenges, relevance of the teachings of great saints of India to modern times, human rights and so on. There are applied components like Comparative Religion taught at BA classes that imparts the knowledge on self development, self control, religious tolerance, respect to other species in the universe and control on mind. There are Co-Curricular activities like National Service Scheme, Rotract clubs, association with NGOs at college levels inculcate social, cultural sensitivity.

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Towards the prime objective of improving the quality of education and imparting Indian culture, heritage and values, the following strategies are suggested.\(^{42}\)

1. The teacher educators and teachers should be clearly oriented to the national values and ideas, ideals and ideologies that they have to inculcate in the students. This will equip them to pass these values on to the students.

2. The curriculum should reflect the human values and value system. An example of this has been the introduction of Indian Management Thoughts and Practices in the Bachelor of Management Studies Course of the Mumbai University.

3. The Education Commission of (1964-66) says that “a serious defect in the school curriculum is that absence of provision for education in social, moral and spiritual values. In the life of the majority of Indians, religion is a great motivating force and is intimately bound up with the formation of character and the inculcation of ethical values. A national system of education that is related to the life, needs and aspirations of the people cannot afford to ignore this fact.” While the researcher agrees to this sentiment, it is found that the use of the word religion creates sub divisions and hence the word spirituality would give a more inclusive scope to the strategy.

4. Ethics, Social Responsibility and Sustainable Business Practices must be made a mandatory course for management students both at the under graduate as well as post graduate level. This should be enforced on all Indian institutions by the HRD Ministry.

5. Concerted efforts and continued dependence on good books and institutions will impart students inspiring qualities of concentration, infinite love, justice, honesty, selflessness, wisdom, faithfulness, humility, forgiveness, mercy, trustworthiness, respect, obedience, sincerity and a host of other virtues which required for

\(^{42}\) Ibid pp 3
building the equipment of life. This should be the central theme of value education.

6. Successful philanthropic businessmen should be invited to conduct guest lecturers etc to inspire students and to sensitize them to the benefits of philanthropy.

7. An excellent example of highly successful strategic approach is that of IIM Kolkata which a full-fledged school of value education has initiated by Mr. Chakraborty. This is a great step in the right direction, and a good example to follow.

8. Another strategy is that of integrated education- the educational reconstruction should aim at an integrated growth of personality, which is not possible without the growth of values.

9. Value education cannot be carried out simply by making pupils’ behaviour conform by imposing even the best regulations through punishment and reward. Nor is it achieved neither by their simply being told what to do, nor again by their having teachers as suitable role models for behaviour. All care should be taken to see that at the one end the school must provide firm external control and at the same time it should give autonomy to pupils so that they can reasonably and effectively enter into discussions and take decisions that actually matter. External authority must therefore be indirect and flexible.

8.4. Scope for further Research

There is lot of scope to conduct further research on building a strong educational institution by applying services marketing management principles and practices. A research can be conducted on how to formulate an effective and appropriate marketing mix for an institution to work under a regulated system. Each Mix has ample scope to study. Even the sub mix can be studied in detail. A researcher can take research on following areas
1) Product or courses
2) Curriculum development
3) Brand building
4) Positioning strategy
5) Market segmentation
6) Physical environment
7) Quality enhancement
8) Issues related to productivity enhancement
9) Promotion mix
10) Human resource management in education sector
11) E-learning
12) Innovativeness in services delivery
13) Building industry-education sector partnership
14) Public private partnership in education sector
15) Relationship management and
16) Alumni contribution.

The sector has various avenues for growth, and every member of this fraternity should guard against an Education System that has stopped learning.