CHAPTER-10

SUMMARY OF FINDINGS AND RECOMMENDATIONS
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Since independence the government has followed a pragmatic policy related to higher education. Firstly the policy for creating top quality manpower in the country, and secondly the policy of social welfare to provide access to large number of students for higher education. Because of the first, all the top quality teaching and research institutions were established outside the university system. When resources were inadequate, the government adopted a policy of privatization and liberalization and concentrated its resources on creation of a few quality institutions leaving the institutions created for public to languish. The public institutions were left alone to face all pressures of polity, society and student numbers. Since last decade or so higher education is being provided in private institutions. The processes of privatization and social empowerment are not apparently compatible, and often clash in goals, approaches and interests. The major challenge before the Indian higher education is now to create new strategies, policies and programmes of revolutionary nature that would align pulls in the same direction, the direction of qualitative improvement, equality, inculcation of values and commitment of all people in the progress of development.

With entry of foreign institutions the challenges will obviously multiply for government to achieve these objectives and competition will increase for domestic universities. The entry of private and foreign education providers will impact the national system of education in two ways. On the positive side it will lift the public institutions out of competitiveness. Negatively the domestic institutions and universities will lose out in the competition because of low fees charged and consequent poor infrastructure and resources.

The Indian higher education structure, with all its weaknesses and enormity, is still well knit, well spread and is a sound system. In the wake of emergence of knowledge based global economy, it is imperative to develop higher education and research institutions to gain competitive advantage in international trade, however it will require huge expansion if quality higher education is to reach larger population.

In the wake of need to provide higher education to larger population and scarcity of resources faced by government, participation of private institutions has
become imperative. Further liberalization through complete compliance of GATS in higher education service will expose higher education sector to opportunities and threats of international trade as well.

In these changed scenario it is necessary that our planners and educational administrators must expedite the process of reforms and encourage innovation. It is necessary to gear ourselves to face the challenge head on. It would only be wise to turn the threats into opportunities and prepare a long term plan to enhance competitiveness of education in the domestic arena and attract students from across the national borders. This competitive policy should also establish certain benchmark standards for public providers of education because this public provision of education will be mainstay of future of Indian higher education system. There is no denying this, but besides catering to equity objectives its programme need to be made relevant to the world of work thereby ensuring competitiveness both at home and abroad.

Thus this study focuses on likely impact GATS will have on Indian higher education in general and universities of Gujarat in particular. The question therefore is how Indian universities are going to tackle GATS issue. Whether GATS will be an opportunity or threat to Indian universities and what is the preparedness of universities of Gujarat for facing these challenges in GATS era. Thus in this chapter in the end based on conclusions, recommendations are made which can be rightly utilized by the administrators of universities and government to progress in GATS era. This includes findings from both closed ended as well as common findings from open ended questions.

10.1 Summary of findings

10.1.1 Objective: To study the key provisions of WTO/GATS with regard to higher education sector (Awareness).

1. Less than 50% of teachers are knowing about GATS.
2. Among teachers, the mean awareness score of professors is highest in all the universities.
3. The mean awareness score of lecturers is less than 0.5 in all the universities.
4. The number of teachers who possess specific knowledge about GATS are still less than who know about GATS.
5. The mean awareness score increases from lecturers to readers and from readers to professors except SGU and NGU, where readers have slightly less mean awareness score than lecturers.

6. Higher proportion of teachers are of the opinion of opening Indian higher education to global international universities.

7. Internationalization, Globalization and privatization are not the same thing. But still 36% of teachers believed it to be the same thing.

8. Higher proportion of both teachers gave the opinion that GATS will not have any impact on the phenomena of brain drain, i.e it will not stop this phenomena.

**Recommendations for opening up higher education sector**

1. It will make educational sector competitive and thereby improvement in education is expected.

2. Many of the respondents do not have detailed knowledge regarding GATS and hence have not offered any recommendations/suggestions.

3. Opening much larger vistas in education.

4. More job opportunities.

5. Resulting in better social and civic environment.

6. Before opening up it is necessary to update the universities with modern facilities and create basic infrastructure.

7. It will improve efficiency.

8. Higher education will be brought in mainstream.

9. Should be opened up keeping our countries objectives in mind.

10. Quality improvement in terms of intellectual capital and infrastructure is must before opening up.

10.1.2 Objective: To study the performance of Indian universities in last 50 years as centers of human resource development for the nation.

1. The main function /role of university as per the first rank provided to the various function in decreasing order (Most important to least important) are as follows. (i) To impart education. (ii) Socio economic development. (iii)
Human resource development for the nation. (iv) Economic development of the nation.

2. Universities have partially succeeded in carrying out their role.
   (i) Higher proportion of respondents gave the response that universities have partially succeeded in carrying out their role.

3. The major reason for unemployment/underemployment is overpopulation and low economic growth rate not the unsuccessful role or unplanned expansion of universities.

4. The main reason for poor quality of service by universities as per the first rank provided to the various reasons in decreasing order (Most important to least important) are as follows.(i) Resource crunch (ii) Lack of autonomy, (iii) Unnecessary government intervention. (iv) Lack of motivation of faculty. (None of the teachers gave this reason first or second rank).

Common findings from open ended questions

1. Specific role of Agricultural university is human resource development for the agricultural sciences field.

2. To provide professional training of the manpower.

3. To impart the education regarding agricultural know how and prepare graduates and post graduates to shoulder the economy of the nation.

4. Development of backward areas of Gujarat by imparting education in rural areas.

5. Dissemination of information (lab to land).

6. Create scientific temperament/environment.

7. Some of the respondents say that universities has miserably failed in performing its role. It is an utter failure like parliamentary democracy in India i.e The structure has remained intact, spirit has been long dead.

8. Initially universities have carried out their role in a good manner, thereafter deterioration has taken place due to many reasons.

10.1.3 Objective: To study specifically the impact of globalization on working of universities of Gujarat.

Common findings from open ended questions
FACULTY
1. There is fear of job security among faculty. Instability state will be generated in mind. Stress, pressure, depression will be created.
2. There will be chance for competent faculty to go abroad.
3. Competent teachers will be rewarded in all possible ways.
4. Shall inject more attempt to update and upgrade in the specific and general field.
5. More opportunities.

STUDENTS
1. Students will have to pay higher fees.
2. Will have wider exposure.
3. More and more information will be available.
4. Inclination of students towards job oriented courses will result into lack of scientists, artists, engineers and basic workers and there may be overcrowding of managers and computer people.
5. Will get global exposure.
6. Will understand the real value of education. The sense of global competition will keep them on toes.

UNIVERSITY
1. Due to competition, traditional universities will have to improve.
2. To maintain excellence, faculty and college facilities will have to improve.
3. The entry of foreign universities will provide a new impetus and vigor.
4. Shall be more responsible in imparting knowledge towards goal.
5. Good student and good faculty will create very good environment for education at all levels.
6. If sufficient funds, resource persons(faculty), infrastructure and library facilities are made available, the performance due to competition will improve.

SOCIETY
1. Shall not remain dependent upon government based monotonous structure of education in relation to time, course and place.
2. May take time to accept wider changes and may come in the form of cultural shock.
3. Will get better employee with current knowledge.
4. Economic imbalance and insecurity in the same society leading to the economic dependence.
5. Improvement in quality of life due to better services.
6. Established system, traditional values and ethics are already deteriorated. These will reach to the base by increase in money minded thinkers/people.
7. Very difficult to sustain self identity due to attack on culture and heritage.

10.1.4 Objective: To study the constraints faced by the universities.
1. The major constraints faced by the employees to discharge their duty according to the rank provided by them are as follows (i) Higher work load. (ii) Freedom of work. (iii) Opportunity for growth and promotion. (iv) Salary and other perks.(None of the teachers gave this function either first or second rank).
2. The best way to increase resources for the universities as per the rank provided by the respondents are as follows, (i) To increase student fees. (ii) To increase student strength. (iii) To reduce staff strength. (None of the respondents in both the categories gave this reason either first or second rank).

10.1.5 Objective: To Assess training needs of human resources of universities at various levels in the wake of globalization
1. Very less number of respondents (3.5 % of teachers) have attended any training programme on GATS in last two years.
2. All of the respondents said that there is no facility to judge the effectiveness of training.
3. All of the respondents said that there is need to provide specialized training on GATS.

Common findings from open ended questions.
1. The most helpful contribution that universities have made for the faculty is to give permission to attend training programmes, seminars, workshops etc.
2. To improve training, wherever required training in foreign institutions is also required.
3. It is necessary to arrange training programmes in collaboration with industry.
4. There is faculty improvement scheme under which inservice further study at masters and doctoral level is permitted.
5. Regular field and industrial visits, visit to other educational institute, workshops, training programmes, courses on latest developments are required at least once a year for minimum one week time.
6. Implications of GATS need to be discussed with experts so that everybody is mentally and physically prepared to take its impact and make necessary modifications well in time.
7. Specialized training programmes are to be arranged to handle specific jobs.
8. Arranging and allowing the staff to attend refresher and orientation courses.

10.1.6 Objective: To carry out SWOT analysis of Indian universities with special reference to Gujarat.
Following strengths, weaknesses, opportunities and threats for the universities are specified by respondents.

1. **Strengths:** Learned faculty, Internet facility with good infrastructure, Trained scientists. Good reputation of department.
2. **Weaknesses:** Poor facilities, Poor administrative processes, Poor infrastructure, Lack of motivation, Corruption, Lack of coordination among administrators and other staff, Lack of sufficient faculty members. Excessive workload for present staff. Poor relationship of teaching and non teaching staff as well as student and non teaching staff. Poor support staff. Poor library facility. Redtepe. Lack of proper extension network. Gujarati medium as medium of instruction.
3. **Opportunities:** To provide training to others. Collaboration with some other reputed foreign institute.
4. **Threats:** Other similar institutes which will be more professional and aggressive.

10.1.7 Objective: To identify the competencies required by the universities to cope with changing environment.
The best way to make university competitive in GATS era as per the rank provided by the respondents are as follows (i) Give it full functional autonomy (ii)
Provide enough financial resources (iii) Make its assessment mandatory by bodies like NAAC.

Common findings from open ended questions
To identify the competencies required by the universities to cope with changing environment.

1. Administration: Should be transparent and fast. Remove the political interference. Very strong administration is required. Employees should be trained to do their job independently. They should be motivated to do the work assigned to them rather than finding excuses for not doing work. Some general procedures should be streamlined and cut short. Redtape should be reduced. Positive attitude of administrator should be developed. Speedy process through computerization. Attitudinal change by training. Competent people on merit should be recruited.

2. Academic: Should be sound and effective, Active and professional, Professional courses should be introduced for short term upgradation. Require more research-academic-industry interaction. More time for student teacher interaction rather than traditional lecture system of teaching. Research to be encouraged. Provision of good library facilities. Provide more opportunities of practical training to faculty.

3. Planning: Should be perfect and timely. At least two years academic planning should be projected in association with all the colleges so that smooth functioning is achieved.

4. Organization: Should be systematic. There should be freedom of working. Should be flexible.

5. Staffing: Should be full

6. Financial matters: Should be easy and quick, Sufficient to work smoothly. Wherever possible resources should be generated. proper distribution of funds.

7. Teaching and related aspects: There should be good teaching aids, facilities, classrooms, labs etc. It is necessary to adopt new developments. Monitoring and mentoring during the teaching should be required.

8. Quality of course/curriculums: It should be of international level. It should continuously change to meet new requirements. It should be as per the need and interest of the students.

9. Research: It should meet the present day demand. It should be need based and as per priority of the needs. It should be part of duty. Encouragement for research, development and extension should be there. Students should be involved. Few teachers should be devoted only for research.

10.2 Conclusions

GATS is a reality and is going to affect all the participating member countries. India will also be tremendously affected by it. Till now the higher education sector was government controlled to large extent. At this juncture it is very much necessary to know about awareness about GATS from the faculty. The study revealed that in all the universities except North Gujarat University and south Gujarat University, the awareness of professors is higher than Readers and that of Readers is higher than Lecturers. In case of North Gujarat University and South Gujarat University, awareness of Lecturers is higher than Readers. But the most important finding is that awareness level is very low. This finding in itself gives a view that very serious efforts are required to be done at the earliest to make all the faculty as well as other non teaching staff members aware about the various provisions of GATS. This can be done by arranging seminars and disseminating information associated with the GATS in all the universities.

Except North Gujarat University, according to teachers of all the universities, the main function of university is to impart education. The teachers of North Gujarat University gave higher preference to the role of socio economic development for the nation. Teachers of all the universities have given last preference to the function of economic development of the nation. Moreover although universities are considered as centers of human resource development, it is not their main role. The main role being that of imparting education. Further based upon the study it can be concluded that respondents have given opinion that universities have partially succeeded in carrying out their role successfully. It clearly indicates that teachers are unclear of the contribution of education
in human resource development and economic development of the country. Moreover it was also tried to study the relation between performance of universities and unemployment/underemployment situation in the country. For this based upon the study it can be concluded that in view of teachers there is no direct relation of performance of universities in terms of its unsuccessful role or unplanned expansion for the cause of unemployment/underemployment. However it is known that universities need to be flexible to produce skilled manpower to suit needs of industry and economy.

It is clear from the study of respondents that various stakeholders are likely to have a mixed impact of GATS implementation. On the one hand efficiency related benefits will be reaped but competition will be bed as well for some and it can get expensive as well for the society. It was revealed that GATS will have both positive and negative impact on all the stakeholders of higher education. GATS is a reality and opting out of globalization is not a viable option. Present day universities need to stay and win. They are required to evolve an appropriate framework to reap maximum benefits out of GATS agreement benefiting all the stakeholders. This requires action on two fronts. Firstly, reforming the trade system in such a way that developing countries can get the full benefits of international trade. Secondly, Universities must take such actions as are necessary domestically to realize full potential of globalization.

The constraints faced by the universities as higher education institutions and by teachers were studied. The results reveal that, resource crunch is the main constraint faced by universities in Gujarat. Thus it is the reason for poor quality of service by university. The main constraint to the expansion of higher education facilities is the shortage of public resources. Priority within the available resources naturally goes to primary and secondary education since primary education is rightly considered as the basic minimum education necessary for every person in the society. As resource crunch is the main reason for poor quality of service, the government should at the earliest provide sufficient resources so as to upgrade the existing facilities so as to meet the international standards. Looking to poor financial condition of governments, it is necessary that strong collaboration of industry-university should be forged. Moreover well known foreign education providers should be allowed to open branches in India. It will apart from creating much needed capacity, entry of a reputed foreign education providers will bring in quality and may have indirect impact on the quality of indigenous providers also. As regards the employees 'Freedom of work' and 'Higher work load' are the major constraints faced by them to discharge their duty properly.
A vast majority of teachers in universities in Gujarat are not satisfied with existing training arrangements and requirements. A conscious action to correct this situation is urgently called for in universities of Gujarat. The study clearly reveals that existing training methodology and practices are not appropriate to respond effectively to face foreign competitors in GATS era. Quality faculty development is imperative for all institutions. There is an urgent need for improving quality of teaching in all traditional universities and hence greater resources be allocated for this purpose. A new faculty development cum training scheme should be enforced at the earliest in all the universities. It should lay emphasis on improvement in faculty teaching skills, subject knowledge, industry and other real life exposures benefiting the class room teaching and quality of research undertaken in universities of Gujarat.

In view of teachers of all selected universities, increasing financial resources and providing functional autonomy are imperative for universities to become more competitive. For augmenting resources of university, raising students fees was considered the best choice by teachers across universities of Gujarat. Based upon the study, it can be concluded that for Goal of teaching and for deciding module of syllabus, more emphasis should be on the role of teacher as expert rather than giving more emphasis to students as learners. Although the manner in which education is imparted is changing drastically, based upon the study it can be inferred that teacher still performs the role of expert rather than facilitator or partner in participative learning. In India, generally in universities lecture method of teaching is adopted. But the study emphasis that team group teaching instead of individual mode should be adopted in GATS era. In universities, at present interfaculty student mobility with credit transfer is not permitted. The findings of the study favours this mobility. It was also tried to decide about the discipline of the study, i.e whether it should be intra or inter disciplinary. But there was a mixed opinion for this. There was no higher majority for any one option. Finally the study emphasized to keep concept focused syllabus rather than research and application focused. For research function, the type of discipline and focus to be kept was tried to decide upon. The study reveled that research should be multidisciplinary rather than unidisciplinary. For focus of research, findings of the study gives idea that it should be solution oriented rather than problem oriented, qualitative rather than quantitative, application oriented rather than
proof oriented. Further for the option, whether it should be methodology or product oriented and whether it should be volume or density oriented, the study gave mixed opinion. In the end, SWOT analysis reveals ample opportunities available to universities, however they will have to overcome various threats and challenges galore.

10.3 Recommendations

Based on conclusions, recommendations are made which can be rightly utilized by the administrators of universality and government to progress in the GATS era.

1. There is very little awareness about WTO and GATS and its implications among university teachers. It is recommended to make them aware about the same at the earliest by arranging seminars and workshops etc.

2. It is necessary to have both quantitative as well as qualitative expansion of the universities so as to enroll all those who need to have higher education. Thus, it is necessary to improve performance of universities on both quantity and quality aspect. It is necessary to start employment oriented courses.

3. It is necessary to visualize GATS as an opportunity rather than threat and take maximum benefits from the opportunities.

4. Resource constraint is a major obstacle. Government should not consider higher education as only a private good. It is a public good and those who benefit from it also indirectly help the society/ country and hence government should provide necessary funds. Collaborative industrial research and programs should be undertaken so as to decrease the financial burden.

5. All the vacant posts in the universities should be filled at regularly. This will help to reduce the existing higher work load of faculty.

6. Existing training policy is to be revamped. Regular training programmes should be arranged so as to help the faculty update their knowledge.

7. Universities also should raise the funds by providing consultancy, and increasing the students fees at regular intervals and keeping it such so as to balance the cost of imparting higher education.
8. Government, statutory bodies and the university Grants commission should grant greater autonomy and flexibility to universities so as to compete with foreign universities.

9. In order to compete with foreign universities, present day universities need to have a good infrastructure in the form of lecture halls, well equipped laboratories, adequate library resources, facilities for sports, recreation facilities, and above all special living facilities in the form of international houses/hostels.

10. Universities should offer special short term courses on a regular basis to generate resources and meet changing requirement of economy.

11. The academic institutions must evaluate their strengths in different disciplines of education, and identify areas that would attract international students at different levels. These areas could be developed further in accordance with the requirements of the foreign students.

12. Indian universities can compete well with foreign universities if the academic structure of the university is strengthened. Academic restructuring is necessary and this could mean a gamut of reforms including permitting the student to choose freely the courses to be studied (cafetaria type approach), introduction of semester system (with continuous internal evaluation and credit system), allowing transfer of credits etc. The highest priority needs to be given by academic institutions to the updating and internationalization of the curriculum. This implies not only the incorporation of the latest in terms of knowledge but also the diversification of contents to give an international dimension to the programme on offer.

13. University teachers and staff should be trained in Information Technology tools and online courses be started.

14. Universities should aggressively market their services abroad, through all four modes of higher education.

Thus, above recommendation if implemented are likely to strengthen universities and prepare them better to face challenges in future.
10.4 Suggestions for future research

GATS is a reality and is bound to affect the services including education offered in member countries. In liberalized era, Indian government have already allowed private participation in education sector but is limited to Indian entrepreneurs. There are now many deemed universities operating in the country. It would be worthwhile to do a similar study focusing only on deemed universities.

The study concentrated only on universities of Gujarat. Such study can also be undertaken in other parts of the country.

This study focused collectively in all different types of colleges. A separate study on similar lines can be done concentrating only on a particular class of colleges viz only medical colleges, only engineering colleges, only agricultural colleges etc.
References:


6. “GATS and its implication on Higher Education”- A position paper prepared by Association of Indian Universities, University News 43(5) : 01-06.


