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Higher Educational Institutions Role in making India as World's fastest growing Economy in future

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Abstract:

The already existing challenges for Indian higher education are access, equity, quality and relevance and it will only be greatly exacerbated unless we significantly transform our higher education model. Higher Educational Institutions role in India is most important to articulate an ambitious vision for higher education reform and lay out a roadmap to achieving it. India's higher education system needs to move beyond the limitations of the present and work towards the realizing very real potential for transformation that holds the future. India has emerged to be the world's third largest economy. It has created widespread access to low-cost high-quality university education for students of all levels. Further, with the effective use of technology, India has to resolve the longstanding tension between excellence and equity, in this direction India has to undertake large-scale reforms to have better faculty-student ratios. So, in this connection educational institutions must strive very hard to impart the required skills and training through education. The new insight has been evaluated that the most important part is country's economies to introduce the change, innovation and productivity growth rather than producing high-tech goods. Hence, the present study more focus on the parameter of developing skills and providing training in order to produce goods and services in a large scale to meet global rank in the coming days.

Key Words: Global Economy, High Quality Higher Education, Education Reforms, Innovation and Equity and Equality.

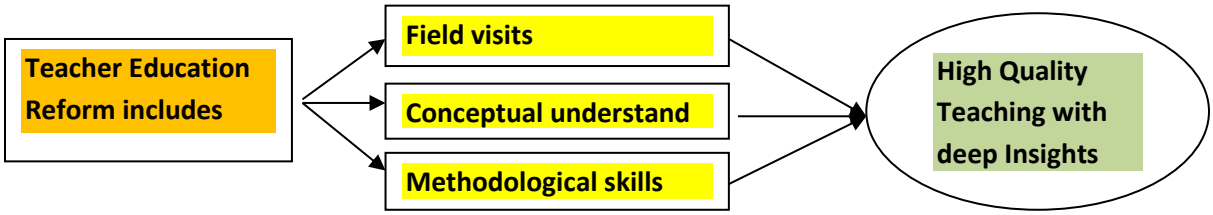
Introduction

The knowledge-driven economy demands a larger proportion of the workforce with a university education and with access to lifelong learning opportunities has had a major impact on participation rates in tertiary education. Whatever the merits of the economic case for expanding higher education, there has been major growth in all. But what the studies reveal is that this expansion has not been limited to the developed economies. Within a decade there has been a 'great doubling' of university enrolments around the world, reached around 63 million. This is leading to a massive increase in the global supply of highly educated workers, able to compete on price as well as knowledge. Hence, higher education plays an essential role in society by creating new knowledge, transmitting it to students and fostering innovation. Further, the policy implications are to be more supportive for the innovation by producing 'more highly skilled workers' through education and training policy focused on life-long learning in order to sustain a shift towards more high value-added activities.

(Source: Author)

The aim of this paper is to develop a thorough understanding of teacher education reform and its relation to the development process. To identify whether teachers are equipped with the conceptual understanding and methodological skills, field visits are carried out to some higher education institutions. The content of this paper is organized around a number of issues that concern pedagogical approaches used in teacher education and the contributions of research in developing high quality teaching. It discusses the background of higher education reform to provide a deep insight into the various approaches in teacher education in particular.

Conceptual Framework



(Source: Author)

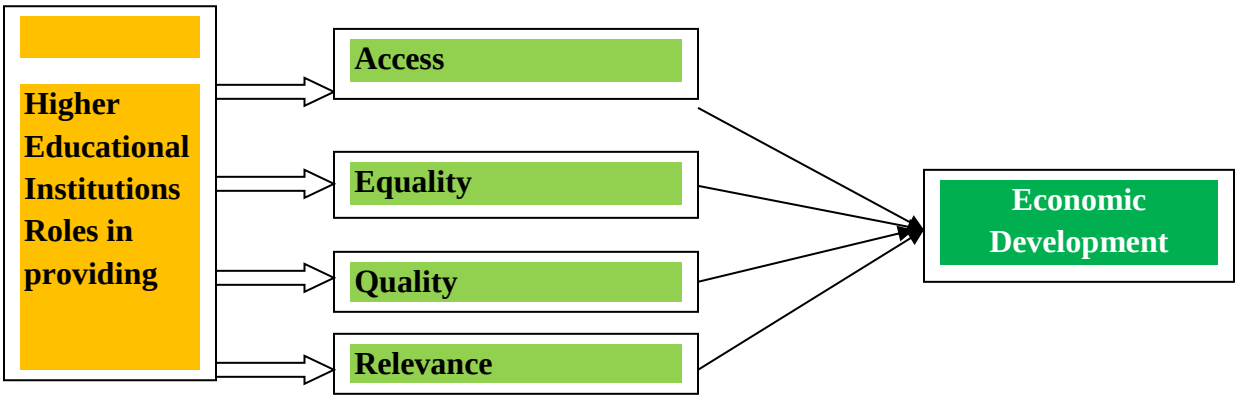
Competition based on Quality and Cost

Higher Educational Institutions are consistently trying to improve quality while reducing their costs. But these attempts have been limited by the problems of delivering high-quality goods and services in lower-cost emerging economies. While these issues remain, companies reported a rapid narrowing of this quality and productivity gap, which in turn is transforming the way they think about the global supply of talent. The new competition is based on quality and cost, challenging certain assumptions of western countries about the inherent competitive advantage of the developed economies for high skilled and high value economic activity.

(Source: Author)

The quality standards are improving around the world, making it more difficult for highly qualified workers in developed economies to shelter from the global competition for jobs. But as the performance gap narrows rapidly, differences in labour costs between developed and developing economies are narrowing far more slowly apart except in a few hot spots in India. Even here there is still a long way to go before the price advantage is seriously eroded. Consequently, companies have greater scope to extract value from international webs of people, processes and suppliers, based on quality maintained while labour costs go down. Higher education plays an important role in providing people with skills for innovation but a number of important questions remain as to what kind of higher education teaching can be conducive to the strengthening of skills for innovation. The few studies reveals that higher education should create a platform for certain aspects they are access, equality, quality and relevance to the present situation to fill up the gap between available and actual requirements by market at a global level

in the knowledge economy. Hence, Educational institutions should work very hard to fulfill this gap in order to have economic development.



(Source: Author)

Forecasting of Future Growth

Future economic growth and social progress in knowledge societies rely increasingly on innovation. Innovators and entrepreneurs require skill sets for innovation such as technical skills, thinking and creativity skills, as well as social and behavioural skills. Higher education plays an important role in providing people with skills for innovation, but a number of important questions remain as to what kind of higher education teaching can be conducive to the strengthening of skills for innovation. Problem based learning typically requires students to work in small groups to solve real-world problems. The report explores the extent to which problem-based learning can be an effective way to develop different discipline-specific and transferable skills for innovation.

Enhancing the effectiveness of direct forms of higher education teaching is a key challenge for many institutions, especially since problem-based learning is not feasible in all circumstances. A number of teaching attributes such as organisation, expressiveness, enthusiasm and rapport/interaction have been found to have a positive relationship with indicators of student learning and student persistence. Linking problem-based learning and effective teaching in higher education to certain aspects of skills for innovation, more work is needed in this area. In reality there is no dichotomy between problem-based learning and "traditional" teaching and

learning approaches – policymakers and practitioners would benefit from a better understanding about which specific practices are effective for fostering different skill sets. There is also scope to examine the impact of problem-based learning on a broader range of indicators of skills for innovation, and for the impact of contextual factors to be tested. There is therefore strong potential for further research to provide additional important insights into the development of skills for innovation.

Innovation for Productivity

Innovation calls for a large number of – often highly educated – people equipped with diverse skills sets. It is increasingly acknowledged that future innovators and entrepreneurs will require a large range of skills to be able to meet the demands of the changing economy (OECD, 2010). A larger stock of people with strong innovation skills seems more likely to promote innovation than the converse. A broad range of skills in the workplace are in demand due to a structural shift towards services and knowledge-intensive jobs (Cedefop, 2010; European Commission, 2010). In addition to strong subject-based know-how, skills such as critical thinking, creativity, problem solving and ability to look at things from broad perspectives will be needed. People will need to work in teams, communicate their messages effectively and adapt to changing circumstances interact with their environment instead of working in isolation. Both discipline a specific and more generic, transferable skills are crucial for today's students to be prepared for tomorrow's workplace (Barrett and Moore, 2011; Savery, 2006) and may be learnt in tandem. Indeed, the role of an "innovator" is not necessarily identical with the role of an "inventor" unless the invention of an idea and its application in practice come together (Fagerberg, 2005).

While higher education plays an important role in providing people with skills for innovation (European Commission, 2011), a challenge is to develop a variety of innovation skills simultaneously. Learning experiences focused on the demands of life and work in the 21st century are needed as "we are currently preparing students for jobs that do not yet exist, to use technologies that have not yet been invented, and to solve problems that we don't even know are problems yet" (Darling-Hammond, 2008, pp. 1-2). Yet, the theory-practice gap may exist in many disciplines such as management with graduates capabilities not necessarily meeting the needs of the professional life (e.g. Armstrong and Fukami, 2009; Bennis and O'Tool, 2005).

These high-level trends create a range of challenges for teaching in higher education. Partly in response, higher education institutions and the research community worldwide have put increased focus on more student centered forms of learning such as problem-based learning (PBL). Research on how people learn has laid the groundwork for new insights into learning and led to new approaches to curriculum, teaching and assessment. PBL, for example, is designed to develop transferable skills along with the appropriate discipline specific knowledge5 that is learned in the same context in which it is used later on (Barrows, 1985; Bransford, Brown and Cocking, 2000; Donovan and Bransford, 2005).

Knowledge provides the foundational infrastructure for tasks that we perform throughout our lives. Here the suggestions are (1) knowledge acquisition need not be the singular focus of a college education, and (2) the mere accumulation of knowledge without the ability to apply that knowledge limits the benefits to the individual and to society's substantial investment. The acquisition of skills should not be lucky happenstance. In 22nd century model of higher education, skills-based competencies should be the central focus of higher education. Knowledge provides the fuel that powers the skills-based engine and without fuel we get nowhere. However, fuel without the proper vehicle would be a waste of an opportunity. With the help of cross-disciplinary research in the "scholarship of teaching and learning," we need an enhanced emphasis on pedagogical practices to help students acquire skills. We need to devote expertise and resources to develop multiple measures of skill competency to assess and document both student achievement and institutional performance. Furthermore, institutions need to value these efforts and acknowledge such advances within promotion and tenure dossiers, as well as develop grant programs to help faculty devote research time to developing skills measures. The course releases often signal important aspects of our academic culture and thus if skills assessment is ever to be taken seriously by faculty, institutions must value assessment expertise as they value teaching and research.

After disciplines, programs and departments identify and articulate the desired skills for their students, the looming challenge is the meaningful measurement of those skills and abilities. Some may posit that the ephemeral aspects of a college education cannot be measured or that the

act of measurement changes the experience. Can we measure a student's skills and abilities for such nebulous concepts as critical thinking, ethical reasoning, socio cultural awareness and so on. After disciplines and departments settle on demonstrable learning outcomes, then the goal is to develop multiple methods of assessing the desired skills and abilities.

Focus on higher education teaching and learning is growing around the world, along with the recognition that future innovation, growth and social progress require skilled people at the international level. The higher education community in several countries, together with private foundations and enterprises has also launched several initiatives focused on improving teaching and learning. In the United States, the Council for Aid to Education launched the Collegiate Learning Assessment (CLA) in 2000. By directly measuring student learning outcomes, the CLA provide a continuous improvement model for higher education teaching and learning with focus on skills such as critical thinking and problem-solving. Several higher education institutions around the world are experimenting with innovative approaches to teaching and learning in order to train future generations with skills for innovation.

Data Collection

The required data have been gathered on the basis of secondary source.

Conclusion

Further, with the effective use of technology, India has to resolve the longstanding tension between excellence and equity, in this direction India has to undertake large-scale reforms to have better faculty-student ratios. So, in this connection educational institutions must strive very hard to impart the required skills and training through education. The new insight has been evaluated that the most important part is country's economies to introduce the change, innovation and productivity growth rather than producing high-tech goods. Hence, the present study more focus on the parameter of developing skills and providing training in order to produce goods and services in a large scale to meet global rank in the coming days.

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