
A STUDY OF PRESENT STATUS OF HIGHER EDUCATION AND HUMAN VALUES

Dr. P. K. Sanse

Professor

B. L. P. Govt. P. G. College

ABSTRACT

India is well known for its large pool of technical manpower, a fair proportion of which finds employment in developed countries, especially in the West. As a happy sequel to the story, India has recently witnessed a big boom in the BPO/KPO sector. In order to sustain this trend, and to ensure that India does not throw away this key advantage, it is imperative that we continue to produce a critical mass of highly skilled manpower at an accelerated pace. An enabling academic and economic setting is a key factor determining the fate of our nation in the wake of the knowledge sector boom. This paper reviews the prevailing policy environment in this context to evaluate its efficacy in ensuring that India remains ahead of the curve in the knowledge sector which has been growing exponentially in recent years. While much of the literature focuses on the significance of gaining a higher education qualification for progression in the labour market and for the resultant effects on lifestyle and aspirations, there is also a significant body of literature which provides evidence of significant differences between higher education graduates and other members of society on a range of other dimensions. The most frequently cited ones appear to be citizenship, civic engagement, crime, health and general well-being. We consider each of them in turn below.

INTRODUCTION

The research paper on 'A STUDY OF PRESENT STATUS OF HIGHER EDUCATION AND HUMAN VALUES' briefly describes the higher education that affects human and their values. This paper discusses human life's values and higher education.

International experiences in managing the money that is engaged in funding higher education have been studied to derive lessons for India as a major constraint to private sector provisioning of higher education is the availability of adequate funds. The concluding section explores the likely challenges ahead for India in deriving full advantage from the ongoing boom and the globalization of the knowledge sector. As public funding has its limits, the role of private sector as key to meet this challenge has been highlighted. The paper concludes with the issues likely to be encountered and offers a set of recommendations.

The impact of higher education on citizenship is documented in a fairly extensive way in the relevant literature published after 2003. The link between higher education and citizenship is usually expressed in terms of attitudes towards voting. Closely related to – and often treated

together with – the issue of citizenship is that of civic engagement. The latter takes more the form of attitudes and values and as such will be treated in closer detail in the future of human life. Health is an area where there has been a significant body of research literature on the wider impact of higher education in recent years. Miyamoto and Chevalier (2010) find a general positive correlation between education and health across OECD countries. In their work, it was found that 25 year-olds with tertiary education are expected to live longer than those without.

What the literature on student experience of higher education demonstrates is its multifaceted nature and its multi-faceted impact. The literature on the impact of higher education is a rich one, especially in respect of the impact upon students. And for several decades now, the student impact literature has been the subject of periodic major reviews by eminent scholars, most recently in 2005 (Pascarella and Terenzini, 2005). The authors reviewed nearly 2,500 studies published in the previous decade of the impact of higher education on students, covering the cognitive, psychosocial, attitudinal, moral, employment and quality of life dimensions.

As well as covering a wide range of impact measures, the authors explore differences according to subjects studied, institutions attended, racial and gender composition of students and academic environments and they also distinguish between short-term and long-term impacts. It is not possible to do justice to the richness of data and analysis presented in this work but it is worth recording some general conclusions. The holistic and interconnected nature of the impacts of higher education means that there is an interactive effect of different variables. For example, the domestic and working lives of some students may affect ‘what is learned’ from their studies in academic, attitudinal and career terms. This is just one example of the importance of recognizing the increasing diversity of higher education, both in its student body and its institutional forms. Pascarella and Terenzini call for greater research into the effects of these diversities, pointing out.

Within mass systems of higher education, it is inevitable that diversities of students and institutions are accompanied by diversities of outcomes. Differences may be both positive and negative, but there is currently only limited evidence about them. The benefits from higher education are not limited to people who are or have been students. While this proposition is generally accepted in relation to the economy, it has been much less examined in terms of broader social and cultural impacts. Some of these impacts derive from the influences of graduates themselves, but they also derive from the other functions of universities and from the total institutional impact and image. Below we briefly consider the social and cultural impacts of higher education on society in respect of the main functions of higher education and human values. It would be generally accepted that a local student population impacts upon consumption patterns in a town or sub-region.

This has recently been studied as part of an ESRC project on the regional impact of universities⁸. Thus, services and products become available to all within an area as part of the process of meeting the demands from students – whether for theatre and music, food and drink, or sport and recreation. This can mean more choices for local residents, or fewer in cases where students ‘take over’ local facilities and services (as instanced by excess demand for accommodation in some university towns). Students can also change the population mix of an area, often bringing greater diversity and multiculturalism. There may also be citizenship effects, whether through graduates acting as school governors or student protests in the streets! As with other areas of local impact, these may be welcomed by some local people and resented by others. Another effect can come from the image of having a university in a town. It can make it seem a more attractive place for people to come to live in or for business to invest in. It can also have an effect on young people in the area by providing a possible model for their own aspirations and futures which would be otherwise invisible to young people from some backgrounds. (Cochrane and Williams, 2010, Brennan et al, 2013 forthcoming).

The research paper shows clearly that the higher education is most important for every human beings. While providing open access to scholarly research results has the huge advantage of cutting research costs and improving research in developing countries, it has been subject to intense pushback in some regions, including within the India and the UK too. The primary argument against open access is the removal of peer review from the publishing process, with the attendant risk of reducing future research quality, but with research funders supporting open access as a means of disseminating the research they fund and support, new quality assurance processes are being put in place.

CONCLUSION

Higher education makes a difference, both to those who participate in it and to those who don’t. Higher education produces and transmits knowledge and that knowledge is acted upon in all spheres of both public and private life. Higher education makes and gives and create a best human values . But higher education also transmits status and confidence to those who receive it. And those who receive it differ from those who don’t on many dimensions. Thus, in viewing the literature on the differences between graduates and non-graduates, the classic problem of distinguishing input factors from process factors remains. The same is true of the literature on the broader effects of higher education.

REFERENCES

1. Acemoglu, Daron. 2002. “Technical Change, Inequality, and the Labor Market” Journal of Economic Literature, 40(1), 7-72.
2. Arrow, Kenneth J. 1973. “Higher Education as a Filter” Journal of Public Economics, 2(3), 193-216.
3. Banta, Trudy W. and Associates. 2002. Building a Scholarship of Assessment.