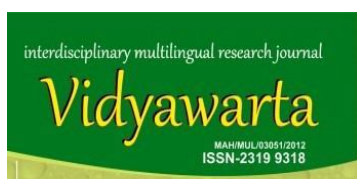


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## 24.

## A new climate of higher education industry in industrial world.

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### Abstract:

Today, in higher educational sector market-demand and maximization of revenue both are very important terms. There is a growing public consciousness for higher education and a growing demand for institutional accountability. Competitive environment has influenced the production and delivery of public and private non-profit higher education. Due to globalization, students and employees of higher education sector are facing new challenges where proper Human Resource Management policy acts as a crucial variable. This paper tries to identify the new climate of higher education industry and the positive effects of Human Resource Management policy.

### Keywords:

Higher educational sector, challenges and benefits, Human Resource Management.

### Introduction:

The higher educational sector has been served as a doorway to increase student opportunities and student numbers, with government funding tied to enrollment increases and institutional benefit. According to the concept of human resource management, students come to be seen as consumers or clients, to maintain a professional atmosphere to the academy.

Today’s higher educational organization like, colleges or universities are timing to maintain a good human relation within the organization to cope with the changing scenario. As globalization shifts the nature of the economy the labour market of universities have begun to emphasize training and skills development.

**Globalization: the effects-**

As a way to increase productivity, efficiency and flexibility, Neoliberals wants to include competitive behavior. Under the banner of competition, efficiency and productivity, Neoliberals wants to give a new shape of management and governance in universities. This sight in organization and governance has taken place at many institutions, including some of the most successful and prestigious competitive, efficient and productive is perceived to be in dependent of current intuitional resources.

Higher education sector, like university has two main sources for revenue-

- Govt. funding
- Students funding through tuition and fees.

In this context the position of students is like consumers. Student can collect their necessary knowledge and they can develop skills & productivity from a good institution in live together fees. On the others hand, student skills are among the products that universities and colleges sell to business and industry while student opportunities and achievements are used on state and national funding for higher education. So the role of students in education sector is as both consumers and commodities.

Today, in higher educational sector market-demand and maximization of revenue both are very important terms. Changes to the curriculum were also oriented to economic ends. We can vividly understand these by the following table-

**Table1: Curriculum and Economic needs:**

<b>Marketplace behaviors Oriented to students as Consumers and commodities</b>	<b>Outcome of Economizing Behavior</b>	<b>Characteristics of a business culture</b>
<b>Increases of tuition</b>	Students less able to afford higher education and thus populations become marginalized	Niche marketing maximization of revenues
<b>Changes to curriculum and to its delivery emphasize skills foreign culture, emphasize distance delivery</b>	Public services dropped and replaced with workforce training greater emphasis on distance education with in state and internationally	Adapt to market demand Maximum profits
<b>Privatization of remedial and adult education.</b>	Move remedial and adult education to noncredit and self supporting faculty hired outside of collective agreement	Social Darwinism efficiency by reduction of expenses

The new competitive environment for higher education has propelled the contemporary rise to prominence of degree-granting for profit institution. These education institutions have influenced the human Resource management policy debates over the future direction of higher education.

**The Challenges-**

Competitive environment has influenced the production and delivery of public and private nonprofit higher education. A new trend in education today is the efforts of public institutions, particularly flagships and more selective research universities seeking more independence from the state. This independence often, comes in the form of autonomy in exchange for a reduced state appropriation. In this new trend, universities face societal need. So governments of various countries give support their public institutions through special privileges such as academic freedom or state appropriations for the development of human relation.

Today, the context for higher education trusteeship is replete with challenges. There are many demands from pupil and parents for more and better service and accoutrements on campus. This consumerism is also driving higher educational organizations into the campus equivalent of an arms race with more expensive facilities being developed in an effort to court potential students. At the same time pupil are demanding more value for their tuition fees.

There is a growing public consciousness for higher education and a growing demand for institutional accountability. In this environment with eroding state support for students higher education, a turbulent economy playing havoc with colleges endowments, surges in demand may areas of the country, and waning public trust in higher education’s fiscal management, are boards so focused on “oversight and accountability “that they

simply cannot attend to “the changing and growing educational needs of society”.

**The Benefit of Public and Private Higher educational Sectors-**

Corporate values and economic goals are more important now. Publicly fended colleges and universities are now encouraged to privatize various activities, becoming for – profit entities with economic benefits and with private and economic rather than public and social goals. Social accountability has been replaced with responsiveness to the market. So in public or private sector of higher education there is a conflict between social and economic diminutions. The array of higher education benefits can be vividly under stood by the following chart-

**Table2: Higher Education: social and economic diminutions-**

		Public
<b>Econo mic</b>	<ul style="list-style-type: none"> <li>• Increa sed tax revenu es</li> <li>• Greate r produc tivity</li> <li>• Increa sed consu mption</li> <li>• Increa sed workf orce flexibi lity</li> <li>• Decrea sed relianc e on govern ment financi</li> </ul>	<ul style="list-style-type: none"> <li>• Higher salaries and benefits</li> <li>• Employme nt</li> <li>• Higher savings levels</li> <li>• Improved working conditions</li> <li>• Personal/pr ofessional mobility</li> </ul>

	al support	
<b>Social</b>	<ul style="list-style-type: none"> <li>• Reduced crime rates</li> <li>• Increased community service</li> <li>• Increased quality of civic life</li> <li>• Social cohesion/appreciation of diversity</li> <li>• Improved ability to adapt to and use technology</li> </ul>	<ul style="list-style-type: none"> <li>• Improved health/life expectancy</li> <li>• Improved quality of life for offspring</li> <li>• Better consumer decision making</li> <li>• Increased personal status</li> <li>• More hobbies, leisure activities</li> </ul>

university helps raise concerns about whether higher education was “losing its way” through its infatuation with privatization.

**Conclusion-**

Today the trend is to search a balance for public higher education between its public and private benefits with the help of proper human resource management. It is very clear that human relations and human resource management policy both are important in universities as well as in high educational arenas of entrepreneurship where nonprofit and for profit institutions compete. Human Resource Management is a tool to develop human capital and manage people at work properly so that human resource could be utilize at maximum for the achievement. So every higher educational institution should prepare a resource development plan as part of its human resource strategy. Proper human resource management acts as a comprehensive generic function for the educational progress.

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But not everyone likes these benefits or market focused approach. The late frank Newman’s search for future project at brown

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## Quality E-Learning: Myth and Reality – A Study

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The history of Distance Education (DE) begins around 170 years ago and consequently in the process, the ever expanding developments of technology associated with the industrial revolution made it possible for the first time in history to teach at a distance. Distance education recognized that teaching and learning are separate acts that can safely and effectively be carried on by means of Information Communication Technology (ICT) even though teacher and learner are separated in space and time. The development of Open Universities and modernization of other DE institutions under dual mode systems throughout the world in the 1970s and 80s brought rapid improvements in the quality and the quantity. The developments during 1985 – 2000 are of vital interest to educators and the useful developments in telecommunications of the Electronic Revolution made it possible for mankind for the first time in history to teach face-to-face at a distance in virtual classrooms. By the end of 2011, there may be found at least 30,00,0000 students mainly adults studied at a distance worldwide and the acceptance of distance university degrees was generally conceded.

This paper highlights the importance

of e-learning with a special focus on quality assurance aspects of e-learning that deviate markedly from that of the traditional education. In the process, this paper considers the role of Quality Assurance (QA) in e-learning while; reflecting on the conditions necessary for successful e-learning. It reviews some of the current international work on quality assurance in this area and goes on to consider the ways in which the quality of a process or activity can be assessed—focusing on the use of benchmarking and specification of standards. It also gives some specific suggestions as to how to implement the quality assurance system for e-learning.

Integration of technology in all forms of education has narrowed down the gap between the on- and off-campus students and has resulted in the use of the more broad-based term ‘distributed learning’. E-learning is seen as a subset of distributed learning, focusing on students who may be separated in time and space from their peers and the instructor.

E-learning occurs in a wide range of teaching activities where technology of one form or another is involved. Technology necessarily underpins the administrative functions of most universities and higher education institutions and, for many, the lines between the administration, and the conduct, of teaching can be blurred. E-learning takes many forms, and common issues in e-learning delivery and approaches include:

- Flexible learning : technology supports for learning any time, anywhere;
- Blended learning : varying mixes of technology with conventional learning usually in conventional settings; and
- Online learning : where technology provides the means for the implementation and delivery of learning programmes totally distinct