

**Strategic Development of Higher Education in Pre And Post Colonial Era
in Asia And Emergence of Global Universities****Sarala Rajan Menon,**

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Introduction

The word university is derived from the Latin:

universitas magistrorum et scholarium, roughly meaning "community of teachers and scholars". The term was coined by the Italian University of Bologna, which, with a traditional founding date of 1088, is considered the first university. The origin of many medieval universities can be traced to the Christian cathedral schools or monastic schools which appear as early as the 6th century and were run for hundreds of years as such before their formal establishment as university in the high medieval period. All over the Europe universities are formed to satisfy thirst for knowledge, and betterment of the society. The rediscovery of Aristotle's works triggered the spirit of inquiry in the 12th century..

Nalanda University in India dates back to 427, founded for Buddhist studies, was the first residential International University in the world. Puphagiri ranks as one of the primary institutions of higher learning in ancient India, along with Nalanda, Vikramshila and Takshila universities. The famous Chinese traveler Xuanzang (Huiyen Tsang) visited Puphagiri in 639 CE, mentioning it as Puphagiri Mahavihara, along with Nalanda, Vikramshila and Taxashila. Puphagiri also was recorded in medieval Tibetan texts. The history of education in the Indian subcontinent began with teaching of traditional elements such as Indian religions, Indian mathematics, and Indian logic. Islamic education became ingrained with the establishment of the Islamic empires in the Indian subcontinent in the middle Ages while the coming of the Europeans later brought western education to colonial India. A series of measures continuing

throughout the early half of the 20th century ultimately laid the foundation of education in the Republic of India, education in Pakistan and much of South Asia.

Indian Perspectives

On the bases of archaeological and textual evidence, Joseph E. Schwartzberg (2008)—a University of Minnesota professor emeritus of geography—traces the origins of Indian cartography to the Indus valley, forming the basis of later Chalcolithic cultures. (c. 2500–1900 BCE). The knowledge of science and technology in the Indian Subcontinent begins with prehistoric human activity at Mehrgarh, (in present-day Pakistan,) and continues through the Indus Valley Civilization to early states and empires. The British colonial rule introduced some elements of western education in India. Following independence science and technology in the Republic of India has included automobile engineering, information technology, communications as well as space, polar, and nuclear sciences.

The Egyptian Papyrus of Kahun (1900 BCE) and literature of the Vedic period in India offer early records of science education. During the 5th century BCE, the scholar Pānini had made several discoveries in the fields of phonetics, phonology, and morphology. The mining of diamonds and its early use as gemstones was originated in India. The origins of the spinning wheel are unclear but India is one of the probable places of its origin. The device certainly reached Europe from India by the 14th century CE. Chinese documents confirm at least two missions to India, initiated in 647, for obtaining technology for sugar-refining. Each mission returned with different results on refining sugar (300-200 BCE). A description of binary numbers is also found in the works of Pingala. The Indians also developed

the use of the law of signs in multiplication. By the 9th century CE, the Hindu–Arabic numeral system was transmitted from India through the Middle East and to the rest of the world. The concept of '0' as a number and not merely a symbol for separation was attributed to India. The trigonometric functions of sine and versine, from which it was trivial to derive the cosine, were used by the mathematician, Aryabhata, in the late 5th century. The calculus theorem now known as "Rolle's theorem" was stated by mathematician, Bhāskara II, in the 12th century. (Gurudev May 9, 2013 Ancient Universities of India apart from Takshashila and Nalanda)

Islamic contribution: With the advent of Islam in India the traditional methods of education increasingly came under Islamic influence. Pre-Mughal rulers such as Qutb-ud-din Aybak and other Muslim rulers initiated institutions which imparted religious knowledge. Students from Bukhara and Afghanistan visited India to study humanities and science. Islamic institution of education in India included traditional madrasss and makhtabs which taught grammar, philosophy, mathematics, and law influenced by the Greek traditions inherited by Persia and the Middle East before Islam spread from these regions into India. A feature of this traditional Islamic education was its emphasis on the connection between science and humanities. Among the centres of education in India was 18th century Delhi was the Madrasa Rahimiya under the supervision of Shah Waliullah, an educator who favored an approach balancing the Islamic scriptures and science. Another centre of prominence arose in Lucknow under Mulla Nizamuddin Sahlawi, The education system under the rule of Akbar adopted an inclusive approach with the monarch favoring additional courses: medicine, agriculture, geography, and even from texts from other languages and religions, such as Patanjali's work in Sanskrit. The traditional science in this period was influenced by the ideas of Aristotle, Bhāskara II, Charaka and Ibn Sina. This inclusive approach was not uncommon in Mughal India. The more conservative monarch Aurangzeb also favored teaching of subjects which could be applied to administration. The Mughals, in fact, adopted a liberal approach to sciences and

as contact with Persia increased the more intolerant Ottoman school of maqul education came to be gradually substituted by the more relaxed maqul school. Other institutions of higher learning, like those of ancient Greece, ancient Persia, ancient Rome, Byzantium, ancient China, ancient India and the Muslim world, the medieval European university from which the modern university was formed.

Colonial Era: The education for Indians divided in two schools, the orientalist, believed in Sanskrit or Persian but Macaulay insisted in English and native elite demanded modern education. There is also an issue of funding and equity in Colonial period. Liberalization, Privatization and globalization policies brought the world to one fist and the countries competing with each other to provide quality education to its citizens. Postcolonial universities reformed the higher education sector from a unified, centralized and closed system to diversification, that decentralization and semi-privatization has led to inequity in educational opportunity. .

The colonial era saw huge differences of opinion among the colonialists themselves about education for Indians. This was divided into two schools viz., the orientalist, who believed that education should happen in Indian languages (of which they favored classical or court languages like Sanskrit or Persian or utilitarians) like Thomas Babington Macaulay, who strongly believed that India had nothing to teach its own subjects and the best education for them should happen in English. Thomas Babington Macaulay introduced English education in India, especially through his famous minute of February 1835. He called an educational system that would create a class of anglicised Indians who would serve as cultural intermediaries between the British and the Indians. Macaulay succeeded in implementing ideas previously put forward by Lord William Bentinck, the governor general since 1829. . The University of Madras, founded in 1857, became the single most important recruiting ground for generations of ever more highly trained officials. This exclusive and select leadership was almost entirely "clean-caste" and mainly Brahman. It held sway in both the imperial administration and within princely governments to

the south. The position of this mandarin class was never seriously challenged until well into the twentieth century.[

India established a dense educational network (very largely for males) with a Western curriculum based on instruction in English. To further advance their careers many ambitious upper class men with money, including Gandhi, Nehru and Muhammad Ali Jinnah went to England, especially to obtain a legal education at the Inns of Court. By 1890, some 60,000 Indians had matriculated, chiefly in the liberal arts or law. About a third entered public administration, and another third became lawyers. The result was a very well educated professional state bureaucracy. By 1887 of 21,000 mid-level civil service appointments, 45% were held by Hindus, 7% by Muslims, 19% by Eurasians (European father and Indian mother), and 29% by Europeans. Of the 1000 top -level positions, almost all were held by Britons, typically with an Oxbridge degree.

Britishers often working with local philanthropists opened 186 colleges and universities. Starting with 600 students scattered across 4 universities and 67 colleges in 1882, the system expanded rapidly. More exactly, there never was a "system" under the Raj, as each state acted independently and funded schools for Indians from mostly private sources. By 1901 there were 5 universities and 145 colleges, with 18,000 students (almost all male). The curriculum was Western. By 1922 most schools were under the control of elected provincial authorities, with little role for the national government. In 1922 there were 14 universities and 167 colleges, with 46,000 students. In 1947, 21 universities and 496 colleges were in operation. Universities at first did no teaching or research; they only conducted examinations and gave out degrees.[31][32]

The Madras Medical College opened in 1835, and admitted women so that they could treat the female population who traditionally shied away from medical treatments under qualified male professionals.[33] The concept of educated women among medical professionals gained popularity during the late 19th century and by 1894, the Women's Christian Medical College, an exclusive

medical school for women, was established in Ludhiana in Punjab.[33]

The British established the Government College University in Lahore, of present day Pakistan in 1864. The institution was initially affiliated with the University of Calcutta for examination. The prestigious University of the Punjab, also in Lahore, was the fourth university established by the colonials in South Asia, in the year 1882.

Mohammedan Anglo-Oriental College (MAO College), founded in 1875, was the first modern institution of higher education for Muslims in India. By 1920 it became The Aligarh Muslim University and was the leading intellectual center of Muslim political activity.[34] The original goals were to train Muslims for British service and prepare an elite, that would attend universities in Britain.

The East India Company in 1806 set up Haileybury College in England to train administrators. In India, there were four colleges of civil engineering; the first was Thomason College (Now IIT Roorkee), founded in 1847. Growing awareness for the need of technical education in India gave rise to establishment of institutions such as the Indian Institute of Science, established by philanthropist Jamshetji Tata in 1909.

The Preset Scenario

There were 20 universities in 1947 reached to about 557 in 2011, indicating a thirteen-fold increase. The number of colleges increased from 500 in 1947 to 17,625 in 2011, indicating twenty-six-fold increase, 700 teachers in 1950 to 60 lakhs in 2005, 2003/4 the enrolment in graduate and above (degree) level is 200 lakhs and 161.1 lakhs, 182.3 lakhs, Of the total of 14000 colleges which falls under the purview of UGC, only 40% and 38% have been brought under 2(f) (about 5589) & 12(b) (about 5273) status, which satisfy some minimum educational standard. This means that about 61% or equivalent to about 8500 colleges are without proper assessment for quality, Out of this, about 5589 are included under Section 2(f), 5273 have recognized under Section 12(B) of the University Grants Commission (UGC) Act, eligible for UGC assistance, 14000 colleges about 40% are

recognized under 2(f), 38% under 12(b), In 2003/4 about 59 % of those who completed higher secondary, one percent in early 1950's to about 13% in the 2003. The 13 percent is little more than average for Developing countries, which is 11%, compared to 23% of world average, 54.6% for Developed countries. half of the higher education in the state India continues to lead the world in the number of students studying abroad boost to Affordability higher Education aspirants in the lower income groups collages –aided as well as unaided. 70 per cent of the graduates coming out of these institutions are unemployable, big question mark on the whole quality

Chinese Scenario:

China was never under a colonial rule. Substantially it was not affected by any foreign invasion. Purity in culture, independent thinking, self rule, and critical reflections for internal betterment made the country for self sufficing nature triggered by socialistic approach helped the nation to awaken their countrymen for hard working and nationality. Education was the prominent factor of national interest from historic in China's many eminent scholars and educationists have been sent to various parts of world to acquire knowledge.

Guozhijian was the national central institute of learning in China's traditional educational system in the past thousands of years. Peking University is the first formally established modern national university of China. It was founded as Imperial Capital University in 1898 in Beijing. 1895, Peiyang Western Study School was founded by Sheng Xuanhuai and American educator Charles Daniel Tenney and later developed to Peiyang University Jiao Tong University (also known as Chiao Tung University). In the 1930s, the university often referred itself as "MIT in the East"[4][5][6] due to its reputation of nurturing top engineers and scientists.

Meanwhile, Wuhan University also claimed that its predecessor Ziqiang Institute was the first modern higher education institution in China. To set up an institution designed for training students specializing in foreign languages, mathematics, science and business. After Ziqiang was founded in Wuchang, not only courses in

foreign languages was taught, courses in science (chemical and mining courses starting from 1896) and business (business course starting from the very beginning) were also developed at the school.[7] Later, although the school officially changed its name to Foreign Languages Institute in 1902, the school still offered courses in science and business.[7]

The overall level of educational development in China is still comparatively backward, as China is a country with a large population and there are large regional disparities in economic and cultural development. The transition rates of graduates of primary, junior secondary and general senior secondary schools to the next higher level educational institutions are important indicators of educational development in China. According to the statistics of 1995. However, only about 4% of the college age cohort can expect to have a place in the regular Hel's. According to the data from the sampling investigation in 1995, on one percent of the total population, among every 100,000 people, 2,065 persons received higher education, 8,282 persons senior secondary education and 27,283 junior secondary education. There is still a long way to go for China to have her educational undertakings to fully meet the needs of economic and social development and the aspirations of her youth to receive education at the upper secondary and tertiary levels.

As science and technology in present day develops rapidly, the worldwide competition in economy, science and technology is becoming increasingly intense and poses a stern challenge to education. Those who can gain an upper hand in education of the 21st century will occupy a favorable position in international competition then. From a strategic point of view, the Chinese government gives a high Priority to the development of education. In 1993, the Chinese government promulgated the Guidelines for the Reform and Development of Education in China, which sets important goals for all sectors of education. By the year 2000, nine-year compulsory education will be basically universalized across the country, and there will be practically no illiterates among young and middle-aged adults. Efforts will

be made to promote the development of about 100 leading universities and certain selected disciplines and specialties (211 Project). Vocational and technical education and adult education will all be given due attention and expand considerably in the years to come in the grand plan for educational development.

To attain the goal set is a Herculean task, and great efforts have to be exerted in increasing financial input, in improving the physical facilities of educational institutions, in upgrading the qualifications of teachers, and in enhancing the management of education. There are ample reasons to expect that the basic framework of a socialist educational system suited to China's specific conditions and geared to the 21st century will gradually take shape.

Education in Taiwan:

The first university in Taiwan is Taihoku Imperial University (now National Taiwan University) founded in 1928. After Chinese Civil War, part of the famous universities in mainland China was transferred to Taiwan, such as National Central University and National Tsing Hua University. As a result, some universities on both sides of the Taiwan Strait share the same names.

Education in Korea:

Some form of higher education has existed continuously in South Korea since the 4th century. The development of higher education was influenced since ancient times. During the era of King So-Su-Rim in the kingdom of Gogurye Tae-Hak the National University, taught the study of Confucianism, literature and martial arts. In 551, Silla which was one of three kingdoms including Goguryeo founded Guk-Hak and taught cheirospasm. It also founded vocational education that taught astronomy and medicine. Goryeo continued Silla's program of study. Seong-gyun-gwan in the Chosun Dynasty period was a higher education institute of Confucianism and for government officials.

Today, there are colleges and universities whose courses of study extend from 4 to 6 years. In addition, there are vocational colleges, industrial universities, open universities and universities of technology. There are day and evening classes, classes during vacation and remote education

classes.[15] The number of institutes of higher education varied consistently from 419 in 2005, to 405 in 2008, to 411 in 2010.

Private universities account for 87.3% of total higher educational institutions. Industrial universities account for 63.6% and vocational universities account for 93.8%. These are much higher than the percentage of public institutes.[16]

In the late 1980s, over one-third of college-age men and women (35.2 percent in 1989) succeeded in entering and attending institutions of higher education; those who failed faced dramatically reduced prospects for social and economic advancement. The number of students in higher education had risen from 100,000 in 1960 to 1.3 million in 1987, and the proportion of college-age students in higher-education institutions was second only to the United States.

In Korea, English is taught as a required subject from the third year of elementary school up to high school, as well as in most universities, with the goal of performing well on the TEPS, TOEIC and TOEFL, which are tests of reading, listening and grammar-based English. For students who achieve high scores, there is also a speaking evaluation.

There are more than 100,000 Korean students in the U.S. The increase of 10 percent every year helped Korea remain the top student-sending country in the U.S. for a second year, ahead of India and China. Korean students at Harvard University are the third most after Canadian and Chinese.

English as a subject discipline, that is, the study of linguistics, literature, composition / rhetoric, or pedagogy is uncommon except in top-tier or graduate programs in Korea. As a result, despite efforts to recruit foreign faculty in Korean universities, opportunities for tenure are fewer and professorial privileges and salaries are lower than for foreigners contracted to teach major disciplinary courses in English.

Education: in Nepal

The Kingdom of Nepal is a landlocked Asian country in the Himalayas, bounded on the north by Tibet and on the other three sides, by India. Population is about 26 million people, of which approximately 54 percent are literate. The

literacy rate among women is 42 percent. Followers of Hinduism constitute a large majority (about 81 percent).

The higher education system in Nepal is less than 90 years old. Tri-Chandra College, the first higher education institution, was established in 1918. Before establishment of this college, higher education in Nepal was nonexistent. Students were sent to universities in India, such as Patna University and Banaras Hindu University, for a higher academic or technical education. Before the 1950–1951 revolution, Nepal had only two colleges, one school for teacher education and one special technical school. At the higher education level, there was only one doctoral degree-granting institution, Tribhuvan University (TU) at Kathmandu, which was chartered in 1959 (Wagley and Lamichhane, 2006). In the early 1960s, TU registered a few thousand students. While most students were at proficiency certificate level, a small number undertook bachelor level studies in a few disciplines of social and natural sciences. However, TU was not able to offer bachelor level programs in technical subjects, excluding agriculture, until 1975. TU has now grown into a complex school of higher education institutions and offers a wide range of undergraduate and postgraduate programs in many professional and technical areas, the social sciences, and business management (Lohani, 2001). This university enrolls more than 90 percent of the students who go on to higher learning in the country. The total number of colleges and universities in Nepal increased significantly, from 8 in 1958 to 132 in 1988. In terms of subjects, these colleges covered a wide range of disciplines, such as natural science, social science, humanities, and commerce. Students enrolled in higher education institutions numbered around 83,000 in 1987.

In the early 1980s, the government developed the concept of a multi-university system for the country. The most important characteristic behind this concept was that each new university should have a distinctive nature, content, and function of its own. The first new university established under the multi-university system was Mahendra Sanskrit University. Soon it was followed by Kathmandu University, which is in the

private sector. At present, Nepal has six universities: Tribhuvan, Kathmandu, Pokhara, Purwanchal Mahendra Sanskrit, and Siddhartha universities. Students enrolled at bachelor degree level and above number between 60,000 and 70,000. With the current multi-university system policy, expectations are to minimize TU's burden in the coming years. Mahendra Sanskrit University, established in 1986, offers academic programs in the Sanskrit language literature and in Vedic sciences. Kathmandu University, set up in 1991, is the first private university with focus on technical subjects. Purwanchal University and Pokhara University were chartered recently. The latter two regional universities were primarily intended to oversee the existing higher education campuses in the region and to develop their own programs in an environment of competitiveness within the system. (C. P. S. Chauhan)

Present policies are aimed at facilitating private-sector participation in higher education to help meet the increasing demand and relieve pressure on the government exchequer for financing public education. There is, however, a public discontent about commercialization and the higher cost of private education. The need for standardization of higher education led to the recent launching of the Higher Education Project with assistance from the World Bank. The components of the project are (1) revamping undergraduate and postgraduate courses, (2) development of physical and teaching-learning facilities, (3) staff development, and (4) phase out of the proficiency certificate from the university. While phase out of the proficiency certificate remains largely unsettled, some progress has been made in the other areas.

Education In Bangladesh:

Republic of Bangladesh has a population of over 150 million, of which about 43 percent are literate (Manorama Yearbook, 2008, p 307). The literacy rate for women is 36 percent. About 83 percent of the people are Muslims and 16 percent are Hindus. It is the second-largest Muslim country of the world.

Until the early 1990s, university education was provided only by public universities, including the highly specialized medical colleges,

engineering universities, and polytechnic institutes and colleges. Private universities were first allowed under the Private University Act of 1992. The Private University Act requires that at least 5 percent of the student body receive full tuition waivers (Encyclopedia of Modern Asia, 2002). This is intended to help poor students take advantage of these institutions. Additionally, it is believed that students from rich families who attend private universities create vacancies in public universities for other students. Private universities have a strong similarity to those in the higher education system in the United States in their curricula, books, and faculty training. There were 31 universities in 1997, of which 20 were private. The number of universities went up to 52, of which 31 were private, in 2003. Student enrollment in private universities has also increased rapidly, from 6,200 to 44,600 during the same period, compared to the corresponding figures of 74,000 to 104,700 for public universities. Although the number of students enrolled in public universities is higher, enrollment in private universities has accelerated. At present there are 75 universities, including 54 in the private sector, and 12 other equivalent medical and technical institutions, all granting diplomas in specific fields as well as bachelor and professional degrees (Kitamura, 2006). Specialized universities are Bangladesh University of Engineering and Technology (BUET), Bangladesh Agricultural University, and Bangabandhu Shaikh Mujib Medical University.

Bangladesh has two main, separate types of higher educational institutions: the highly competitive universities and a large number of degree-granting colleges affiliated with universities. To make higher education accessible to all, an Open University has also been set up in the country. In addition, a National University has been established to serve as an affiliating school for colleges across the country. 36 C. P. S. Chauhan). For most individuals in this developing nation, access to a university education has been limited, especially for girls. At degree and master's level, women account for about 36 and 26 percent, respectively, of total enrollment. Public higher education in Bangladesh is nearly free. Public

expenditure on education has been low; only 2.4 percent of GNP. The distribution of the overall public-sector budget among the various educational schools has remained stable in recent years. For want of proper linkages between public university programs (with the exception of a few departments like business administration and pharmacology) and the job market, higher education is not too relevant to the needs of the economy. Many graduates, produced at considerable cost to society, remain unemployed for long periods and sometimes have to work in areas outside their fields of study. Private universities do try to respond to market demands, providing a few professional courses having short-term relevance and neglecting long-term interests of the national economy. Quality is a serious concern in universities, and it is said that UGC has miserably failed in its role as a guardian of public universities and as a promoter of quality. It has also failed to institute a self-regulatory accreditation system for private universities (Andaleeb, 2003).

According to one estimate, in 1993 over 80,000 Bangladeshi students were sent by their parents to study in Indian colleges. This resulted in a huge loss of foreign exchange, and at the same time, there was a fear of indoctrination by a foreign culture. These were important concerns both for the people and the government. Access to private universities in Bangladesh is restricted to those who can pay extremely high tuition fees. Only children from affluent families can get admission to such universities. Gender inequity in access to higher education was revealed by data from the country's fifth Five-Year Plan; the system educated more than two males to every one female (69:31). An increasingly larger segment of the student population in the best public universities is coming from a small group of urban preparatory schools to which only the richest families can afford to send their children. It was believed that expansion of private education would provide healthy competition for public-sector institutions, satisfy the increasing demand by the middle class for quality higher education, and relieve the government of some financial burden. However, the main interest of most private universities is to

earn a profit, leading them to narrow the scope of their educational programs and degrade quality.

In Global university ranking exercises Irrespective of the assessment method followed, North American, British and Australian universities dominate the list and occupy top positions. However, recent trends suggest that this may change in the distant future. Although not as spectacular as East Asia's economic ascendancy, Eastern universities are gradually making their mark. According to the Academic Ranking of World Universities (ARWU) 2013 ranking published last month, a good number of universities from Japan, Singapore, Hong Kong and Taiwan have broken into the global top 500 list in recent years. Since 2003, the Shanghai based. .

ARWU list of top 500 also includes universities from India, Malaysia, and many from China. However, none of Bangladesh's 34 public and 70 private universities is present on the list. At a time when Bangladeshi entrepreneurs are making inroads into foreign markets by exporting quality readymade garments and our world class NGOs are offering development solutions to countries in Africa and Asia, our universities are nowhere near their Asian neighbors. Bangladesh even failed to make it to the 2013 QS list of top 200 Asian universities.

Bangladeshi universities do not attain international standard given our low income and lack of resources. After all, most Asian countries breaking into top 100 Asian universities in ARWU and top 500 in QS and THE lists are upper middle or high income countries. However, analysis of QS ranking for 2013, which also separately lists the top 300 Asian universities, reveals two additional patterns. First, despite low income, both India and Pakistan have a strong presence in Asia's finest 200. India has as many as 11 and Pakistan has 7 in the top 200. The top 100 also includes 21 from China. Second, some of these universities have been developed by private entrepreneurs. One case in point is Lahore University of Management and Science (LUMS) of Pakistan. A quality university system will give the economy the much needed productivity boost by expanding the supply of highly skilled entrepreneurs, medical professionals, engineers and researchers. Without one, the

prospect of Bangladesh achieving middle income country status may remain a distant dream. (C. P. S. Chauhan)

Education In Bhutan:

Its population is about 2.28 million, and the literacy rate is about 47 percent. The government, from the very beginning, has been in the hands of people of Tibetan origin, the people studying in the monasteries and spending most of their lives as monks. The Buddhist religious class has a major say in all matters, including education. The United Nations has listed Bhutan as one of the least developed countries. Traditionally, monastic education in the indigenous Dzongkha language was available primarily for boys. Some prominent families sent their children to Christian schools in northern India to prepare them for secondary-school education abroad. In the 1980s the government realized that a modernized and improved system of education was needed, from a universal primary education to decreasing dependency on other countries. Still, a sizable portion of teachers at secondary and higher levels are from neighboring countries, especially India. In the new system, the medium of instruction at all stages is English as it is considered preparatory for secondary and higher education abroad. The national policy on education published in 1984 stated that secondary and higher education will be selective. A two-year precollege course is offered at one academic college, but there are plans to expand the system (Anonymous, Manorama Yearbook, 2007).

Higher education in Bhutan in its early years was provided by Royal Bhutan Polytechnic and Kharbandi Technical School in school, established in the 1970s with assistance from the United Nations Development Program (UNDP) and the International Labor Organization (ILO), Bhutan's only junior college; Sherubtse College was established in 1983 as a three-year degree-granting college affiliated with the University of Delhi.

Education programs were given a boost in 1990 when the Asian Development Bank granted a loan for staff training and development, specialist and expert services, equipment and furniture purchases, salaries and other recurrent costs, and

facility rehabilitation and construction at Royal Bhutan Polytechnic. Bhutan also has only one university, Royal University of Bhutan, which is a much newer institution and is conducting a more cautious appraisal of the role (C. P. S. Chauhan) of technology to support their form of distributed learning within the university network. Most Bhutanese students being educated abroad receive technical training in India, Singapore, Japan, Australia, New Zealand, Britain, Germany, and the United States. English-speaking countries attract the majority of Bhutanese students. The vast majority, however, return to their homeland. The use of open and distance learning in education is almost nonexistent because of limited technology and a strong tradition of face-to-face teaching, usually with long tutor-student contact hours of technology to support their form of distributed learning within the university network.

Education In Sri Lanka:

Sri Lanka is an island in the Indian Ocean located 80 kilometers east of the southern tip of India. Its population is over 20 million. The literacy rate of women is 90 percent. Education is free at all levels, from primary on up, and is funded and administered by the government.

Entry into a university is highly selective, which accommodates only the brightest students. Consequently, most students who do not get admission into a publicly funded institution either go abroad or into a private institution which also awards degrees. Those going abroad prefer universities in the United Kingdom, Australia, Malaysia, the United States, and Singapore. Some of them continue their studies as external students in conventional universities or in Sri Lankan Open University. Approximately 4,200,000 students are enrolled in educational institutions at all levels. That is why there is a strong need for establishment of private universities, so that many students do not have to go abroad for higher education and can study in their own country at a lower cost.

Some universities have postgraduate studies and confer graduate degrees, for example, Post Graduate Institute of Medicine attached to the University of Colombo. In addition to this system, many private schools are coming into being. Currently 15 major state-funded universities are in

Sri Lanka, the most prominent being the University of Colombo, the University of Kelaniya, the University of Sri Jayawardhenapura, the University of Moratuwa, the University of Peradeniya, the University of Jaffna, the University of Ruhuna, and the Eastern University of Sri Lanka (Department of Census and Statistics, 2007). Several other schools and institutes are affiliated with these 15 universities. Some vocational and technical colleges that specialize in mechanical and electronic subjects also exist. In recent years some institutes, like Sri Lanka Institute of Information Technology, have been permitted to award degrees. In addition, the system of higher education includes 1 Open University, 1 medical college, 10 higher education institutes running undergraduate and postgraduate programs, and 10 colleges affiliated with universities offering degrees. There is a strong system of teacher education also with colleges of education for academic degrees and colleges of teacher education for pre-service and in-service teacher education courses. The National Institute of Education grants academic distinctions and professional degrees in the field of education. The Open University of Sri Lanka (OUSL), established in the early 1980s, meets the lifelong and continuing education requirements of the working population, who can study only part-time.

An apex body, the University Grants Commission (UGC) established in 1978, allocates funds to universities, coordinates teaching and research programs, and supervises implementation of national policies in matters related to admission and medium of instruction. Approximately 3 percent of GNP is allocated to education. University education is free. This is noteworthy because Sri Lanka is considered a third-world country. (C. P. S. Chauhan)

Education In Maldives:

The Republic of Maldives is situated on the equator in the Indian Ocean southwest of Sri Lanka. It consists of more than 1,200 small coral islands of which only about 200 are inhabited and another 88 have been adapted as exclusive resort islands. The sea forms over 99 percent of the Maldives. Most of the islands can be walked across in 10 minutes; only a few are longer than two kilometers. The total population in the country is

about 369,000 (Manorama Yearbook, 2008), of which over 98 percent are literate. This literacy rate is the highest of all countries in South Asia and the Indian Ocean. Most of the inhabitants are Sunni Muslims.

The Maldives had no university or any other institution providing higher education as late as 1998. As is common in developing nations, students seeking higher education had to travel abroad (Huda, 1999). About 1,000 to 1,500 Maldivian students pursued degree, diploma, and certificate courses abroad at any given time, many of them funding their own education, which is significant in view of the size of the total population of the country (Mohamed, 2005). The most popular study destinations abroad were Malaysia, India, Sri Lanka, the United Kingdom, Australia, and Egypt.

In its continuing efforts to upgrade educational standards, the Maldives government maintains education as a priority. Until recently, only primary and secondary education, neither of which was compulsory, was offered in Maldives. International organizations enabled the creation of the Science Education Center in 1979 and an Arabic Islamic Education Center opened in 1989. Japanese aid enabled the founding of the Maldives Center for Social Education in 1991. In the latter half of 1993 work began on the Maldives Institute of Technical Education, a school to help eliminate the shortage of skilled labor. In the 1990s the government began making large investments in secondary, vocational, and postsecondary education. Currently the Science Education Center in Malé provides pre-university courses, and it may evolve eventually into a university. With the number of students leaving school increasing and the number of oversea scholarships decreasing, there was an urgent need to provide higher education in the country as well as provide an increase in the provision of training at all levels.

Subsequently, in 1999, Maldives College of Higher Education (MCHE) was established under the aegis of the Department of Higher Education and Training by renaming the existing Faculty of Health Sciences. At present, in addition to MCHE, higher education is provided by College of Islamic Studies (CIS), Center for Continuing

Education (CCE), and a number of private institutions (Mohamed, 2005). But the MCHE is the only public degree-awarding institution in the country offering a range of degrees, diplomas, and certificates in the fields of engineering, health science, education, tourism, and business management. It has five campuses spread over the whole country. The other institutions mentioned above conduct diploma and certificate-level courses. Private-sector participation in higher and continuing education is growing, with 86 private institutions registered with the government. Most of these private institutions offer diploma and certificate courses in computer studies, information technology, and management and business studies and each enrolls approximately 3,000 students at a given time. In 2005 MCHE enrolled 4,000 students in long-term courses and about 2,000 students in short-term courses (MCHE, 2007). MCHE was to be raised to the level of a university by 2007, but no such development seems to have happened so far. However, as a degree-awarding institution, it is discharging the functions of a university. (C. P. S. Chauhan)

Higher Education In Afghanistan:

It has a population of about 32 million people. A large majority of the people (about 99 percent) practice Islam. The literacy rate in this land is very low; only about 36 percent. At 21 percent, the literacy rate for women is still lower (UNESCO, 1999). This country has two different systems of education. By the end of Taliban rule in December 2001, over 80 percent of the country's schools were either destroyed or severely damaged. Higher education had been forbidden for girls in the Taliban-controlled areas. It was not until February 2002, with the assistance of UNESCO, that more than 1,000 female students took the university entrance examination for the first time after Taliban rule. Children's numbers in school increased almost fourfold from 2002 to 2004. From 2001 to 2003 girls' numbers in school increased from around 3 percent to around 30 percent (UNICEF, 2005).

Higher education is provided by mainly six universities in Afghanistan, namely Kabul University, the American University of Afghanistan, the University of Islamic Studies,

Balk University, an agricultural institute and polytechnic, and a state medical institute—and two teacher training institutes. The present government has made some attempts to renew the higher education system in the state and the Ministry of Higher Education has placed emphasis on establishing more colleges and universities.

Currently, Afghanistan has less than 0.15 percent of its population pursuing higher education, which is among the lowest rates in the world. Of about 36,000 undergraduate students, 17 percent are women. It is estimated that within five years over 100,000 students will pass their secondary school examination and will have to be given opportunity for higher education. Accommodating this influx of students is the biggest challenge for the country's higher education system over the next decade. Issues to be resolved include method of instruction, curriculum renewal, and quality of education. For this purpose, increased funding to support institutions must be procured. The faculty must be reoriented and enabled to respond to the demands of students, as well as those of the society at large. No university offers a master's or doctoral degree. The system is not well positioned to deal with rapid expansion.

In addition to the physical devastation suffered by many campuses, after the fall of the Taliban in December 2001 hundreds of thousands of books were destroyed. No university presently has what might be considered a minimally acceptable number of books for a postsecondary library. Buildings remain in serious need of repair. No institution has more than 100 computers.

Before the civil war the respected Kabul University (founded in 1932) was a major place of learning and offered free tuition. Nine other colleges were established within it from 1938 through 1967, each with assistance from such countries as France, Germany, the United States, Egypt, and the USSR. Before 1961, only men could receive a higher education; that year all schools were made coeducational. In 1962, University of Nangarhar in Jalalabad was established to teach medicine and other disciplines.

Access to education is inadequate and there are also gender and rural-urban imbalances, both in the availability and quality of education.

Education remains inequitably distributed among the various regions and income groups in the country. Literacy and participation rates are lower than those of other countries with similar levels of economic development. The target of at least a minimal essential requirement for a quality education has not yet been achieved. There are shortages of trained and qualified teachers, especially female teachers. Educational institutions also lack proper physical infrastructure, and some are underutilized. Teachers lack training, dedication, motivation, and interest in their profession. Curricula too, are mostly not relevant to present-day requirements. (C. P. S. Chauhan)

Conclusion:

U.S., European and Australian universities play a significant role by partnering with Asian universities, can stop recruiting students for study in their countries, increasing the number of students and exporting as official foreign campuses or extensions. Partnering offers a mutual economic benefit; most students who go abroad are among the best and brightest from their home country. Thus, if they choose to stay, can avoid brain drain. Our university system is, in a state of disrepair, higher education enrollments are abysmally low, and almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters due to politicized favoritism and corruption. Global University brings out a system of transparency in the field of education.

In the light of the above discussion, India must act in its self-interest. She must manage to send a proposal and commit to areas where there are strategic opportunities to be exploited through trade. The World Bank-WTO-GATS dictated policy on higher education, prescribed in the consultation paper, must be reversed. The C.N.R. Rao Committee had cautioned against a hasty approach on the issue. As citizens of India, we have to ensure that the government takes care of public interests and act to protect public services like education from the predatory elements that preach the ideology of the marketplace as the solution to every issue. In May 2006, a report submitted by the National Institute of Educational Planning and Administration warned against a "commodification" that could lead to "lopsided

development of higher education". The approach of the government is focusing on short-term market concerns. The immediate need is to plug the gap between opportunities in industry and the availability of matching skills. The future of higher education services will also be shaped by domestic factors, including the domestic regulatory framework and the state of the domestic education system in terms of quantity, quality, costs, infrastructure and finances. What's required is adequate infrastructure and more effective registration and certification systems, which prevent unapproved institutions from partnering, which protect and inform consumers, enable good quality foreign institutions to enter the Indian market, and which create a level playing field between domestic and foreign institutions so that the former can compete effectively in a liberalized environment. Once such a regulatory framework is in place, India needn't fear scheduling education services under GATS.

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