

## **Mysore city a Destination for quality Higher Education - A Perception of Foreign Students in city of Palaces**

**Sandhya M. Rao**

Lecturer in Economics, SBRR Mahajana First Grade College, Jayalakshmi Puram, Mysore-12, India

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### **Abstract**

Education is one of the social Infrastructures which contribute more significantly and effectively for economic development of a country. The Constitution of India guarantees Primary Education as “Fundamental Right” (86<sup>th</sup> Amendment, Article 21-A). Central Government enacted ‘Right to Education Act’ in 2009 to support the same.

Education plays a major role in shaping man’s destiny. In fact qualified and skilled human resource is an asset to any country. Educational pattern or system is also very much important in creating qualified human asset. In this context the higher education in India is maintaining the standard and quality. It is attracting the knowledge aspirants across the world.

Mysore is one among such place which is fulfilling higher educational needs and expectations of not only Indian but also foreign students from different parts of the world. It is providing quality higher education to the foreign student which is resulting in increase in their percentage in recent years.

This paper is making an attempt to analyze that Mysore city is one of the destination for quality higher education. The proposed hypothesis is that ‘the quality standard of Higher education is more in Mysore city’ which is analyzed using questionnaire survey, circulated among the foreign students in Mysore city.

**KEYWORDS:** Higher Education, quality standards, foreign students

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### **INTRODUCTION**

Education, a tool of social transformation, a foundation stone for individual development and key driver for individual success. It is an engine of economic growth. As one of the important social infrastructure education occupies a prominent place in the economy. It is both social as well as economic investment which enhances the economy for take off stage. ‘Knowledge is an ocean; human attempts are just like taking a spoon of water out of it. As individual attains higher and higher standards in education his knowledge level expands.

Higher education in this regard imparts in depth knowledge, expands student’s intellectual Power and gives a wider perspective of world around. It helps in producing quality human resource by inculcating leadership qualities and courage to face the challenges in his future endeavors. ‘Quality’ and ‘excellence’ are the new buzzwords in today’s higher educational field. Today’s knowledge based world expects quality human

resource who can meet global challenges with their knowledge and skills. Now it has become a challenging task before colleges and universities to offer globally attractive programmes for knowledge aspirants.

India is known for quality in higher education since time immemorial. Thanks to British people for streamlining the educational system in the country. With good number colleges and universities throughout the length and breadth of the country, attractive and effective subjects, qualified lecturers and professors India is attracting a good number of aspirants of Higher education at the global level. Mysore City is one among such places where the students from different parts of the world are pouring to pursue their higher education from the same. University of Mysore stands as a star for Mysore city. As one among top twenty universities with A+ Grade by NAAC: it is considered for outstanding contribution in the field of Higher education, research and extension. Not only this, the affiliated colleges to Mysore University has proved its excellence in the field of Higher education.

### **OBJECTIVES OF THE STUDY**

The main objectives of the study are as follows

1. To Show that education as social infrastructure has a better future in Mysore city
2. Higher Education is maintaining its quality standards in Mysore City
3. Higher Education is fulfilling the quality expectations of foreign students

### **LITERATURE REVIEW**

Education should also be autonomous and freeform politics. The modernization of the curriculum and skilled personnel in the profession would help India to achieve the set goals. Better qualified people should come to the noble profession of teaching to develop innovative mechanisms in Indian education system.” (*Montek Singh Ahulwalia, Deputy Chairman, Indian Planning Commission*)

The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country’s educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute’s admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, viz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates. This view of determining Quality in higher education, popularly termed as the “value-addition” approach, does not measure the competencies students develop through the courses offered. The competencies are recall, understanding, and problem solving. “Recall” amounts to a competency of gaining knowledge by way of reading, viewing, listening, assimilating, and demonstrating it when required. “Understanding” is comprehension, which requires explanations and vocabulary development, and demonstrating it by giving ideas, predict, and evaluate cause and effect. The competency of “problem solving” can be developed by solving text-book type of problems and the expertise so developed can be used in handling real-life situations. The students should

understand and accept these concepts, and the level of competency they are expected to attain should also be defined in consultation with them.

It is rather difficult to define the Quality in educational institutions. Although, the Quality management concepts in business and in education remain same, there are certain limitations in adopting the corporate methods of Quality management because educational institutes cannot be considered as industry and the products are not their students, but it is the education imparted to the students. Students, their parents, and their future employers are the customers of this product (education). In Quality management, the customer is defined as the next person in line. In an educational institute, students directly receive the teaching services and hence are the customers of the teacher, whereas the faculty and the Institute's administrators are the suppliers of the services. Even the supplier customer concept of Quality management cannot be applied in education because the customers do not understand what is to be acquired, or what is of good Quality. The student's definition of a Quality experience has to be found through discussions and observations of what gives them joy of learning, not just enjoyment without learning. If the teaching and learning process conforms to their ideas about what is Quality education, students enjoy learning. Teachers need to discuss such questions with the students as: Why are you here? What are you trying to do? What does it mean to you to do it well? How the teacher can help you in doing it well? A teacher has to build up a consensus in a class regarding what constitutes a Quality experience. Once a mutually agreed purpose is established, the Quality management concepts ensure that curriculum coherence increases, education is improved, productivity of teachers is enhanced, and teachers and students find greater joy in their work and are able to make positive contributions to the society. It is, therefore necessary that the institutes of higher education accept the mantra of 'Quality' and provide for a standardized assessment of what exactly the students are able to do (that they were not able to do before) as a result of their education.

***The writer is Professor and Dean-Academics, Lal Bahadur Shastri Institute of Management, R K Puram, New Delhi)***

India is entering the global employment marketplace with a self-imposed handicap of which

we are just beginning to become conscious — an acute shortage of Quality institutions of higher education For far too long, we have been complacent about the fact that we had produced, since the 1960s, the world's second largest pool of trained scientists and engineers.” ***Shashi Tharoor, Author and Former UN Diplomat***

How good is the education being provided by an academic Institution? While there can be sophisticated ways of assessing the quality (e.g. by having people who understand education and its goals assess the quality by looking at the faculty, courses, method of teaching, etc.) often quality of the overall education is assessed by how well their graduates do in their careers. And an indicator of this is how good a start the graduates get, i.e. the placement record of Institute.

Most good institutions have good placement records. While good institutions have good placement/careers statistics, there has been a perpetual debate/doubt whether this outcome is due to the fact that these institutes, being highly selective, take in the brightest of the students (if you take the top 5% of the students, of course they will do well – the argument goes), or whether it is due to the value of education they provide. All of us academics in top institutions believe that while high quality of intake has a role to play, the quality of education provided at these institutions is the key determining factor in the success of these students. Unfortunately, this point cannot be supported by data as it is not possible to get the desired data (e.g. average students taken in the top institutions and provided good education and then seeing how they do.)

At IIT Delhi, as an Institute which has now evolved into a sought-after, high quality institution, we have a limited data from the first batch to shed some light to this debate. In 2008 the Institute was started – I was appointed the Director (employee #001) in Aug, and we had to start the new session in Sept. As all the admissions were over, the “best” students were already gone – even if they were not, why will they join an Institute that just started and had no faculty or facilities? In any case, we did an entrance test with an eligibility criteria being 60% in class XII. About 350 students applied, finally around 250 or so appeared, of which we selected 60 – and many of those who were offered did not accept it. Effectively, almost one in every three students who wanted was admitted. (Now that we have established ourselves as a top Institution, of those who apply – and only those above 80% in class XII can apply – about 6% are selected.)

So, clearly the first batch was hardly selective by Indian standards. More so, given the fact that admissions in almost all major Institutions were over when we started our process (our exam was held in Aug!).

After admission, this batch was taught in their first by guest faculty in borrowed facilities, but using our program and curriculum. In second year, many of the courses were taught by our faculty. It is only by third year when almost all the Computing courses were being taught by our faculty. In other words, whatever is our quality of education now, the first batch did not get it fully.

Fast forward to 2012, when this batch graduated. The Institute had no track record and no placement history – making it extremely hard to convince companies to visit for campus placement, particularly since we wanted to focus on technology companies as we felt that our students were far too well trained for the “regular” software jobs (by this I mean the entry level jobs offered by the large software houses in the country and where perhaps 90% of the CS graduates in the country get their employment. These jobs, it is well known, have a starting package of about Rs 3 to 3.5 Lac). With effort, we were able to convince some of the companies to come.

Almost every company that visited, despite their initial doubts, recruited some students. Here we are talking about tech companies that generally have a rigorous selection process – test, multiple rounds of interviews, etc. Some companies were so happy by the quality of graduating students that they recruited far more than what their

best case scenario was (as we were told.) One company, which came for recruiting for their research lab, then called in their other product divisions to recruit. Some highly selective companies which visit few campuses in the country told us that they felt that the graduates are as good as other places they visit.

The final outcome in numbers: The average salary offer is about Rs 7 Lac (twice that of a regular software job), with majority getting offers of more than Rs 6 Lac, and about 10% getting offers of more than Rs 10 Lac.

Personally also I have interacted with many (and have taught them some courses) and I can see that the capability of these students, their confidence, and their aspirations are so much higher than the CS graduates we often see in IITs for MTech admission – which are arguably the best from the engineering colleges. In fact, when the batch was in final year, some of my colleagues would sometimes say that the quality of these students is comparable or better than the later batches.

I believe this unique data point, which even we cannot now replicate, provides a limited argument for the intrinsic value of education. For the first batch, which was not very selective in admission, purely by providing good quality education, we have changed lives of many of them. It can be easily argued that these students, if they had not joined IIITD, would have ended up in some engineering college (I have collected this data – most of the students would have otherwise joined a college in Delhi or NCR) from where they would have graduated and most likely landed the “regular software job”. Our education has transformed them and has changed their career trajectories substantially by giving most of them a good start for building strong and successful careers.

So, while high quality of student’s intake is desirable and all Institutes vie for the best students, it is the quality of education provided by Institutes that makes the graduates what they are capable of. Quality of education matters and matters hugely!

*Pankaj Jalote Director, IIIT-Delhi ([www.iiitd.ac.in](http://www.iiitd.ac.in)) Professor, CSE, IIT Delhi*

## **PARAMETERS**

1. Education Infrastructure
2. Curriculum or syllabus
3. Method of Teaching
4. Pattern of Examination
5. Pattern of Assessment
6. Faculty Support
7. Overall Education in Mysore City
8. Degrees of Home Country
9. Degrees of Indian Universities

## RESEARCH DESIGN

- The study is conducted with Sample Size of 100 foreign students from different countries.
- Various parameters are given with the ratings from the students by using likert's scale where 1 is excellent and 5 least.
- The given parameters are analysed with the help of bar graph charts,
- The two parameters i.e., comparison of education with Home country and Mysore City are analysed by using Unpaired t test.

## DATA ANALYSIS AND INTERPRETATION

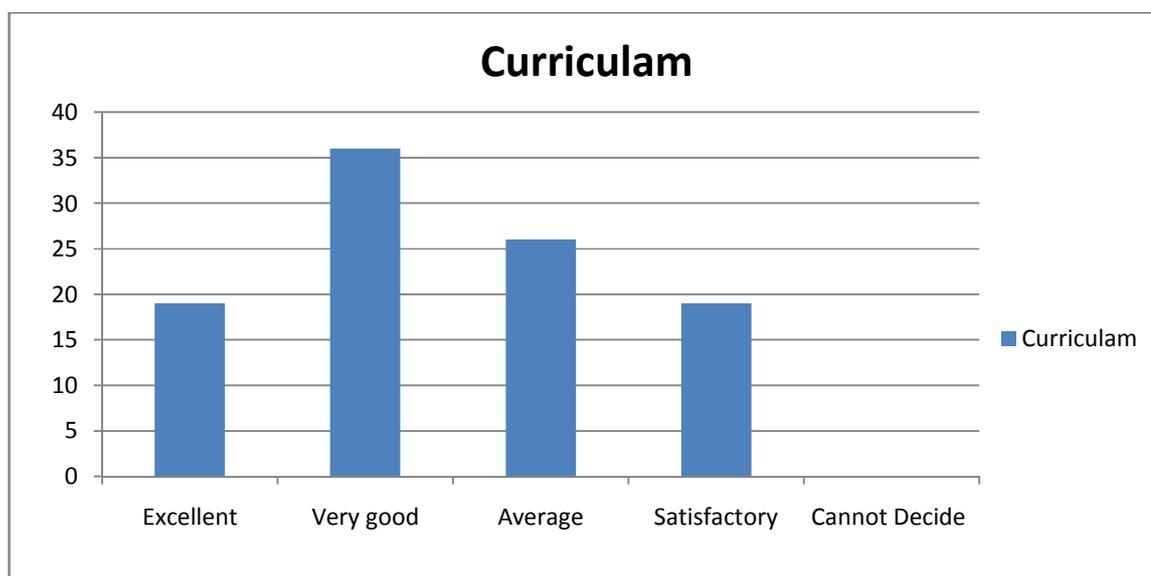
### 1. Infrastructural facilities colleges of Mysore City



### Interpretation

The following chart proves that foreign students give average ratings about the infrastructures in the colleges/ university of Mysore City.

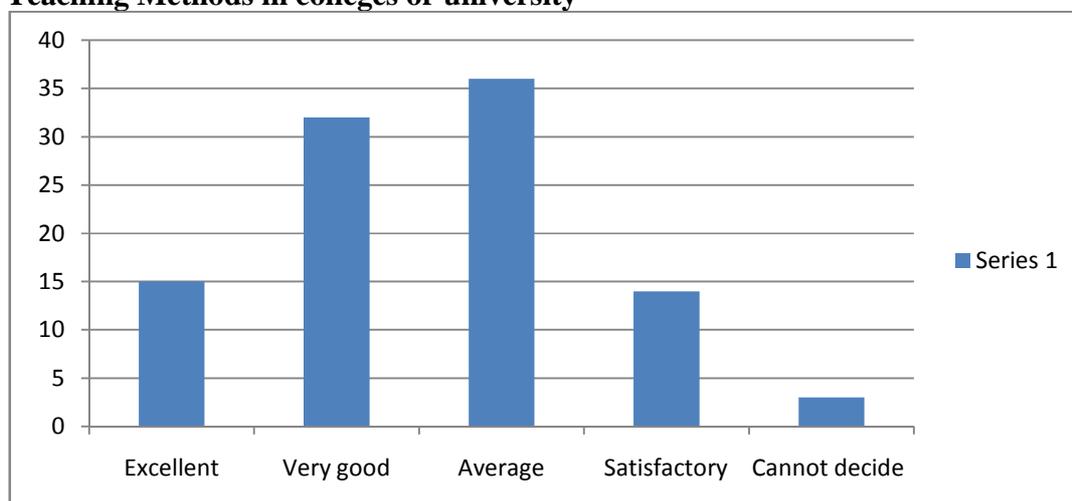
## 2. Curriculum or Syllabus



### Interpretation

The following chart proving that majority of foreign students like Curriculum or Syllabus of Colleges/University of Mysore

## 3. Teaching Methods in colleges or university



### Interpretation

Foreign students in mysore give an average ratings to teaching methods of university

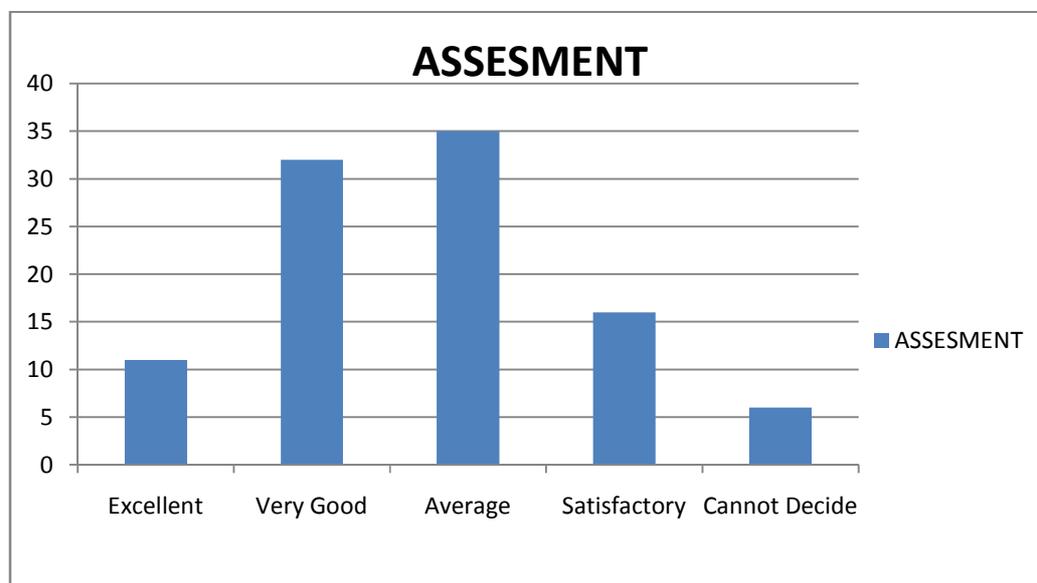
#### 4. Pattern of examination in Mysore city



#### Interpretation

Majority of Students gives good ratings to the pattern of examination of Mysore University or the colleges

#### 5. Pattern of Assessment



#### Interpretation

Foreign Students do not like the method of Assessment in Universities or the Colleges of Mysore city.

## 6. Faculty Support in the college



### Interpretation

Foreign Students have given average ratings to faculty support in Mysore University or Colleges.

## 7. Ratings for the Degrees from Indian Universities



### Interpretation

Foreign students have given good rating to the Indian University Degree.

## STATISTICAL TOOLS AND TECHNIQUES

A well structured questionnaire was circulated for the students who are in Mysore city and their comparative ratings for the Education in their Home countries and Mysore was analysed by using unpaired t test.

The results of t test is as follows

Group	Education In Mysore	Education in Home Country
Mean	20.00	24.75
SD	14.73	8.58
SEM	6.59	4.29
N	5	4

### P value and statistical significance:

The two-tailed P value equals 0.5879 by conventional criteria; this difference is considered to be not statistically significant.

### Confidence interval:

The mean of Education in Mysore City minus Education in Home Country equals -4.75  
95% confidence interval of this difference: From -24.53 to 15.03

### Intermediate values used in calculations:

$t = 0.5678$

$df = 7$

standard error of difference = 8.366

Ho= No significant difference in the perceptions of foreign students in relation to education in Mysore city and their home city.

### Interpretation

Null Hypothesis not accepted.

### CONCLUSION

1. Foreign Students does not give high grading to education in Mysore City
2. They like syllabus or the curriculum of Mysore University or Colleges in Mysore City
3. They give average ratings for examination, method of Assessment of Mysore city Education

Overall perception of foreign students is like this, they come to India because majority of them like education environment, places where they study, to economize the monetary expenses. The education in Mysore city is not up to their expectations.

### SUGGESTIONS/RECOMMENDATIONS

1. Making Higher education in Mysore with more technically equipped
2. Giving special attention to infrastructure and examination and assessment patterns
3. Flexible rules should be there for the foreign students because majority of foreign students come to India on deputation to pursue their higher degrees.

### ACKNOWLEDGE

1. All the foreign students of Mysore city
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