Answer the following questions in about 500 words each:

1. Discuss the role of higher education in the global context.

   **Ans:** The impact of the various trends and challenges related to globalisation on higher education institutions and policies is profound, but also diverse, depending on the specific location in the global arena. There is a danger of generalisation and oversimplification when dealing with globalisation; diversity has to be recognised but also to a certain extent promoted. Nevertheless, an attempt can be made to define some general tendencies in higher education that in one way or another relate to globalisation:

   Globalisation and the transition to a knowledge society seem to create new and tremendously important demands and exigencies towards universities as knowledge-centres. Scientific research and development of technologies are crucial activities in a knowledge and information driven society and will become even more important in the future. Not only in the core countries of the developed world, but increasingly also in other parts of the globe will research and development activities become the motor of economic growth and social development. Because there is a move away from the traditional scientific research paradigm and towards more 'Mode 2' (Gibbons) oriented research, and because of the fact that also outside the fields of natural sciences research becomes strategically important for corporations and governments, the role and importance of science and technology will continue to grow. Since long, scientific research is intrinsically internationally oriented, but the internationalisation of research has accelerated strongly during the last years. International communication (publishing, conferences, electronic networking) within the scientific community and quality norms for scientific personnel benchmarked to international standards have to be developed by universities that aspire the quality label of research universities. As a side effect of the globalisation of research and development, the academic profession itself becomes more mobile and an highly competitive international market of researchers is emerging, with organised migration of researchers and brain drain as one of the consequences. The new role of universities as ‘knowledge centres’ stretches out to other functions than science and research however. Universities are called upon to take up responsibilities in society and culture at large, to act as mediators in conflicts, to deepen democracy, to dynamise cultures, to function as centres for critical debate and ethical conscience. The high demands placed upon universities worldwide create tensions in institutions, and at the same time stimulate other organisations to engage also in those kinds of activities, sometimes with the idea in mind that traditional universities will not be able to meet those new demands.

   Many observers expect an increase in the demand for higher education worldwide. In the developed world the knowledge society will ask for even more highly qualified knowledge workers. Economic development, modernisation and demographic pressure will fuel the demand for higher education also in other parts of the world, only limited by the inability of the poor to finance the cost of higher learning. Local institutions nor governments will have enough resources to deal with this massification of demand in many countries, leaving an unmet demand in the upper and middle classes of many countries in the ex-Soviet Union and the southern hemisphere to international and virtual providers. The demand for higher education will not only grow quantitatively but will also become more diverse. Despite some decline in their value as credentials on the labour market in the developed world, traditional qualifications (degrees and diplomas) will remain the most important product of higher education institutions, but they will be supplemented by specialised programmes, vocational and competency-oriented training and modular courses adapted to a new lifelong learning demand, even if higher education institutions are not the main providers in these fields in many countries. In other parts of the world however, credentialism still is on the rise, sometimes leading to a kind of ‘paper chase’, fuelled by the (sometimes overrated) expectation that degrees and diplomas are the gateway to economic prosperity and social security by promising a job in the public sector. New communication technologies and the Internet provide new opportunities for a more flexible delivery of higher education, thereby creating a new demand in some countries and meeting demand in others where traditional institutions are incapable to do so. Altogether, these developments underpin the assertion that higher education will become one of the booming markets in the years to come. This expansion and massification will not be matched by a proportional rise in public expenditure, leading to an increase in private and commercial provision and creating huge problems of access and equity.

   Internationalisation and globalisation lead to an erosion of the national regulatory and policy frameworks in which universities are embedded. Most modern higher education institutions are product of national developments and policies and are fully integrated in national educational systems. In an increasingly international environment – marked by a globalised and liberalised marketplace, globalising professions, mobility of skilled labour, an international arena of scientific research and academic personnel, and international competition between universities and between universities and other institutions and companies –, the national character of policy frameworks creates more and more tensions. Institutions already acknowledge this and are developing partnerships, consortia and networks to strengthen their position in the global arena.

2. Explain how balance scorecard can be used as a strategy for managing higher education institutions.

   **Ans:** In Higher education, as in corporate world, there are time honored traditions relative to the measurement of excellence. Instead of emphasizing primarily on financial measures, higher education has historically depends on academic measures which fail to present a comprehensive image of the current status of a higher institution (HEI). Neither do they reflect some of the key success factors of a HEI, nor are they capable of capturing many of the dimensions of a HEI’s mission, vision, or strategic directions. Balanced scorecard (BSC) as information based strategic management tool is capable of removing the limitation associated with the traditional measures for evaluating the current status of a HEI. The present Paper tries to examine the applicability of BSC as a performance measurement-cum-management system in academic institutions imparting higher education.

   The BSC enables business to transform its overall organizational strategy into effective management. The BSC is a performance measurement system, a strategic management system, and a communication tool. Apart from financial Measurement, which is the essence of the BSC, it also emphasises: The role of the customer; Internal processes; and innovation and learning. It thus provides a complete range of PMIs to measure the achievement of strategic targets. The BSC has four measurement perspectives:

   1) Financial perspective. This is a strategy for growth, profitability, and risk from the perspective of the shareholder.
   2) Customer perspective. This is a strategy for creating value and differentiation from the perspective of the customer.
   3) Internal process perspective. The strategic priorities for various business processes create customer and shareholder satisfaction.