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Higher Education and its Importance for citizen: A Comparative Analysis of UK, USA, China, India, Egypt and Turkey

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Abstract:

Each and every society can never deny the worth of higher education. Either there is democracy, autocracy or socialist form of government, but the higher education policy is almost same in all the existing states of the world. The difference is just that some countries try to follow their native leaders like U.K and USA; some have greatest civilized educational routs like Egypt and Turkey, and some are polishing in this regard due to availing economic as well as regional power status like India and China.

This article tries to discuss the concept of citizenship, relationship among modern state and citizens, standards and strategies of higher education and describes its importance in a society. There is also a comparative analysis of higher education policies in UK, USA, China, India, Egypt and Turkey that would make us able to understand the planning and goals of these countries about higher education.

1. Hypothesis

Every modern state is trying to promote and deliver civic as well as higher education to its citizens. So that, citizens as the skill human resource, would perform well for the betterment of their country. Higher educational policies of the United States, United Kingdom, Egypt, Turkey, China and India are its best examples in the 21st century.

2. Literature Review

E. Heller (2011) discusses the theme of policy making and higher education policy by highlighting its essential need in any administrative.

Edward (2012), Martinez (2009) and E.Shambaugh (2003) emphasize on the strategies for designing higher education policy. They point out the ambitions of government that's why it makes higher education policy and what it wants to deliver for society and get from society through higher education policy.

Keller (2008), Yusuf (2008), Teicher (1980) and Allen (2006) present social trends towards getting higher education. He describes psychology, benefits and strategies of people regarding getting enrollment in the universities.

Francis Fukuyama (1999) defines social capital in the meaning of collective economic and democratic benefits of the society. He also describes how social capital work in free market liberal democracy, how it measures, from where it is originated and how social capital can be enhanced. On the other hand, Lynn Marie Mertz (2006) presents the role of higher education in building strong social capital. Through experimental research, she describes the facts that how low income students and students from different races contribute in building social capital through higher education.

Shattock (2012) defines higher education policy of United Kingdom with highlighting parameters of its designing. He argued that the basic purpose of British higher education policy is to enhance the economic growth and the policy is concentrating usually upon the motivations which British government wants to induct into the students. While Pifer (2012) and G.Bowen (2008) describe higher education policy of the United States of America with illustrating research report about motivations and trends in higher education. Due to globalized competition and industrial sponsorships, this book is highlighting the students' psychology regarding getting higher education in the United States of America.

Ryan (2011) and Chalam (2011) differentiate among the higher education policies of China and India with explaining their strategies regarding attracting international students on the study scheme of technical, medical and engineering. Similarly, Hyde (2012) examines the higher education policy of Egypt by pointing out both the setups of higher education system in Egypt, which are either inspired by German, French and British education system or a system designed by Al-Azhr University. On the other hand, Karakelle (2006) elaborates the higher education policy of Turkey with describing higher education reforms of Kamal Atatürk and developments in higher education policy in the 21st century.

3. Introduction

As higher education is a key to generate, develop and manage skill human resources in any society, similarly, higher education policy is also a prerequisite for utilizing meaningful approaches in all the sectors of any nation's development. Every country gets its intellectual population through universities and professional institutes, and design higher education policy in such a manner that facilitate masses more and more regarding attracting towards getting higher education (E.Heller, 2011, P13).

4. Citizenship

Citizenship is a pattern of relationship among state and a person. Although, there are several methods to adopt citizenship of other countries rather than the homeland, but having a citizenship, means a permit of live and work in the country. Through citizenship, a person is bounded to accept the constitution and other rules of the country (Magnette, 2005, PP.03-04).

5. Modern State Citizenship and Education

Every modern state wants that their citizens become skilled human resource and work for the betterment and development of the country. For this purpose, at schools and colleges level, citizenship education is offered for the students that provide basic knowledge that how the citizens can perform well for their state. Similarly, through this education, state delivers them awareness about their rights from the state (Ravitch, 2001, PP.12-14)(Callan, 2004, PP.23-28).

Citizenship education is a subject which is taught in the schools and colleges till the A-Level or higher secondary education. After this, students have to adopt any professional field of education through which they become skilled human resource and work for the betterment of their country. Therefore, a constitution of any modern state determines its basic principles for delivering and promoting basic as well as higher education to its citizens (Ravitch, 2001, PP.12-14)(Callan, 2004, PP.23-28).

6. Standards of Higher Education

As demand in getting higher education with the changing pattern of globalized world, the question was going to be raised that what are the international standards for higher education. For this purpose, UNESCO organized a world conference with five stages regarding regional consultation in different countries. These regional consultations were held in Havana (November 1996), Dakar (April 1997), Tokyo (July 1997), Palermo (September 1997) and Beirut (March 1998). Finally, there were defined some standards for higher education that are accepted worldwide on October 09, 1998 in Paris (Brennan, 1997, P.171) (Yusuf, 2007, PP.620-622). There are as follows:

- Article 1 affirms that everyone have an equal opportunity regarding getting higher education and learning within system throughout the life. Advance knowledge with research must be provided. Cultural pluralism and diversities must be eliminated through curriculum. Training of teachers should be compulsory at all levels (Brennan, 1997, P.172) (Yusuf, 2007, PP.620).
- Article 2 says that ethical role of higher education must be nominated. Cultural and social problems should be discussed and awareness should be delivered. Analysis based study should be organized in a way that social, political and cultural trends must be discussed and analyzed (Brennan, 1997, P.172) (Yusuf, 2007, PP.620).
- Article 3 manifests equity of access for all as already defined in the Universal Declaration of Human Rights in 1949 that states that everyone has a right to get education and specially higher education with no any discrimination.
- Article 4 focuses upon enhancing women's role in higher education promotion and participation (Brennan, 1997, P.172) (Yusuf, 2007, PP.620).
- Article 5 emphasizes on delivering scientific based knowledge in all the fields of science, arts and humanities (Brennan, 1997, P.172) (Yusuf, 2007, PP.621).
- Article 6 defines long term benefits and orientations regarding serving the society after getting higher education (Brennan, 1997, P.172) (Yusuf, 2007, PP.621).
- Article 7 describes the need of co-operation with the international universities and its students regarding sharing research and modern scientific knowledge (Brennan, 1997, P.172) (Yusuf, 2007, PP.621).
- Article 8 acquaintances us about need of flexible higher education system rather than traditional degrees, short courses or part time studies just (Brennan, 1997, PP.172-173) (Yusuf, 2007, PP.621).
- Article 9 illustrates the value of critical thinking and creativity in higher education (Brennan, 1997, P.173) (Yusuf, 2007, PP.622).
- Article 10 displays major concern to the needs of students (Brennan, 1997, P.173) (Yusuf, 2007, PP.622).
- Article 11 informs that even the concept of quality is varying country by country but the higher education must be qualitative evaluative (Brennan, 1997, P.173) (Yusuf, 2007, PP.622).

7. Higher Education and Society

We usually think about university education in special expressions. Students there, spend considerable era and energy, with expenditures, regarding building their future through higher education. The viewpoint of broader opportunities and a well-look standard of living directs families to accumulate in advance, surrender contemporary dissipation, and walk off into debt regarding facilitate their children to carry on their education after higher secondary education (Keller, 2008, PP.56-57)(Tiecher, 1980, P71). The wider societal benefits of spending in higher education obtain a smaller amount of notices, but are essential regarding well-being of any nation and state. Governments spend billions of rupees per year for colleges and universities of public sector, and the federal government makes available loans, grants, tax credits and deductions, and work aid, regarding helping students financially

for higher education. It is unattainable still to assess the appropriate level of investment either in private or public sector regarding higher education without judging individual and societal benefits, with special concentration on costs (Keller, 2008, PP.56-57) (Tiecher, 1980, P71).

Usually, people have a wide-ranging sense that higher education is linked with higher earnings and university education is a prerequisite for a relaxed and comfortable middle-class living status. Logically, it follows that university graduates contribute in public sector, more than others, and also contribute in several other ways regarding social welfare. Similarly, it is not shocking that higher education decreases the chance of being reliant on society regarding support. Strengthening these common thoughts with particular information can increase our understanding about contributions of higher education to both the fairness and the good organization of our society (Keller, 2008, PP.56-57) (Tiecher, 1980, P71).

Students, who attend university for higher education, get an extensive series of special personal, economic, and other benefits regarding basic necessities of life, for example, taxpayers enjoys several benefits due to their awareness if they get higher education. Similarly, different rates in society regarding getting higher education affect public policy at federal or provincial level in different times; even it can create pressure on governments regarding making some new public policies (Keller, 2008, P.58) (Tiecher, 1980, P71).

There are some detailed public and private benefits of higher education, which are given below:

Benefits regarding individuals are;

- There is a relationship between higher education and higher income for all cultural and ethnic sets and for both men and women (Keller, 2008, P.57) (Allen, 2006, P450).
- The earning gap between college graduates and university graduates has been increased significantly with the passage of time. The earnings benefit to the average college graduate is high enough for graduates to recoup both the cost of full tuition and fees and earnings forgone during the college years in a relatively short period of time (Keller, 2008, PP.57-58) (Allen, 2006, P450).

As in the case of those individuals who take part, there are both types of benefits for the society regarding higher education, either monetary or non-monetary (Keller, 2008, P.58) (Allen, 2006, P450).

Benefits regarding society include:

- Higher education communicates to lower levels of poverty and unemployment. Therefore, it facilitates more regarding revenue generating than any other sector. Adults, who get higher education, have not huge demands on public budgets, and also less dependent on social safety programs (Keller, 2008, P.59) (Allen, 2006, P450).
- University graduates have good percentage regarding health, having a very low rate of smoking (Keller, 2008, P.59) (Allen, 2006, P450).
- University education correlates with higher levels of social and municipal participation, including voting, blood donation, and volunteer work (Keller, 2008, PP.59-60) (Allen, 2006, P450).

Given the benefits of higher education regarding society, is a matter of great significance, not only for any societal segment, but also for the country as a whole (Keller, 2008, P.60). And, this becomes a reason of enhancing productivity of social capital. Although, Francis Fukuyama (1999) Describes social capital in the meanings of collective economic and democratic benefits of any society (Fukuyama, 2000, PP.09-12), but several scholars like Jane Jacobs (1961), James S.Coleman (1988), Robert Putnam (1993) and John Field (2003) defines it in a relationship matter. They argue that interaction among any society built a social capital and education is one of the sources of building a strong capital (Field, 2003, PP.14-18). On the other hand, Lynn Marie Mertz proves it through experimental research that higher education enhances the productivity of social capital in any society (Mertz, 2006, PP.03-04).

8. Strategies for Higher Education Policy

After higher secondary education, students want to get professional education usually that facilitates them in their future career. Parents are also worried about future of their children, therefore they also demand for beneficial education that contributes in the career of their children (Edward, 2012, P.257). So strategies for making higher education policy must be for the given plans;

- Working, regarding motivate students toward getting higher education (Edward, 2012, P.258)(Martinz, 2009, P1).
- Career goals must be discussed with the students (Edward, 2012, P.258) (Martinz, 2009, P2).
- Students must be known about personal interests and benefits (Edward, 2012, P.259) (Martinz, 2009, P2).
- Meetings should be held with the old students with the new ones who got benefits after getting higher education (Edward, 2012, P.259) (Martinz, 2009, P3).
- Trips and outings should be arranged that promote desires to get higher education for the views of higher secondary students (Edward, 2012, P.259) (Martinz, 2009, P5).
- Inviting parents regarding introducing professional education programs that can be contribute for the best future of their children (Edward, 2012, P.260) (Martinz, 2009, P5).
- These are some strategies that care usually considered by all the countries regarding promoting higher education, and government considers these ambitions during designing its policy for higher education promotion.

9. Comparative Analysis of Higher Education Policy

There is a comparative analysis of some countries regarding higher education policy, in which U.K and United States of America are the most important, because modern educational system of the world is usually inherited by the U.K. Similarly Some of American universities are also top ranked in the world, but the education system in united States is more similar to the U.K. China

and India are the two major regional emerging powers of the Asia, and the several students of third world countries prefer to go China or India for higher education if they want to stay within Asia. Similarly Egypt and Turkey have great history of civilized education, and also have an attractive status within the Islamic World regarding getting religious as well as modern education under the Islamic cultural life. A comparative analysis of these countries' higher education policy is given below;

10. Comparative Analysis of Higher Education Policy among U.K and U.S.A

British higher education policy has its historical background from Royal charter, Act of Parliament, Papal Bill, and through permission of government under an Education Reform Act 1988. Universities got authority of issuing degrees through such legislations. Privy Council can also approve any institute regarding issuing degree. In 21st century, in all over the United Kingdom, "The Universities and Colleges Admissions Service" (UCAS) manage undergraduate applications of all the universities (Higher Education in the United Kingdom, 2007). Now, universities in United Kingdom have been classified into 6 types:

- Universities which were founded before 1800 are called Ancient Universities (Higher Education in the United Kingdom, 2007, P.3)(Shattock, 2012, P09).
- Universities which are situated in London and Wales, have chartered during the 19th century (Higher Education in the United Kingdom, 2007, P.4) (Shattock, 2012, P10).
- Before World War 1, universities which got charter in the starting of 20th century are called Red Brick Universities (Higher Education in the United Kingdom, 2007, P.4) (Shattock, 2012, P10).
- Universities, which got charter after 1966, are called Plate Glass Universities (Higher Education in the United Kingdom, 2007, P.4) (Shattock, 2012, P11).
- For distance learning, The Open University founded in 1968(Higher Education in the United Kingdom, 2007, P.4) (Shattock, 2012, P11).
- Universities which are established after 1992 from colleges of higher education are called New Universities (Shattock, 2012, P11).

Higher education system in the United Kingdom is highly centralized and the central coordinating body regarding controlling universities is called "Universities UK" (Higher Education in the United Kingdom, 2007, P7).

At the end of Second World War, tuition fees, including maintenance grant were paid by Local Education Authorities (LEAs). According to Education Act of 1962, British government established national mandatory award regarding students' maintenance grant, for paying through LEAs for those students who were admitted in full-time courses (Higher Education in the United Kingdom, 2007, P.7). In 1980s, when students' strength in universities became high, then this grant became specific to the efficiency and performance of the universities (Higher Education in the United Kingdom, 2007, PP.07-08). In 1990s, due to increase in number of students up to 2,000,000 forced British government to reduce funding per student by 40%. In July 1997, National Committee of Inquiry into Higher Education, which was chaired by Sir Ronald Dearing, during investigation regarding future of public universities, recommended that there should be an end of universal free higher education, and every student must pay £1,000 for its cost of tuition fee (Higher Education in the United Kingdom, 2007, P10). So, from 1999, the grant system was abolished in all over the United Kingdom (Shattock, 2012, P243).

Even grant system was abolished after Dearing report, but still U.K Government was giving subsidy on higher education, and was granting up to £1,755 to every student (£ 2,160 to those students who were studying in universities, situated in London city) (Higher Education in the United Kingdom, 2007, P.11). Government was also offering loan for students up to £ 1,685 to all, and £ 2,085 for students, who were studying in the London (Higher Education in the United Kingdom, 2007, P.12). Actually, government had replaced the grant system into loan system, introduced in 1998 (Shattock, 2012, P243).

In 1999 Scottish Parliament Elections, the abolition of tuition fees was the warm issue of that time, and coalition government from 1999 to 2003 among Labor and Liberal Democrats, was formed on the agreement regarding this issue (Higher Education in the United Kingdom, 2007, P.13) (Shattock, 2012, P243).

In 2006-07, British government introduced new tuition fees system. Now student had to pay £ 3,000 every year, but student loan facility was still available, that must be return after graduation. This system is still in working in all over the United Kingdom (Higher Education in the United Kingdom, 2007, P14) (Shattock, 2012, P244).

Usually, much of literature and higher education in Britain is related to economics, culture and civic responsibilities. Several universities are linked with industries and civic institutions. Therefore they generate professional in the relevant fields for which these are affiliated. Similarly, OECD report of 2007 identifies that Britain higher education policy is becoming a reason of eliminating cultural gaps and becoming a reason of social and community development (Shattock, 2012, P.243). Several community schools (also called county schools) are socializing people on religious bases. These institutes are delivering higher education as well and headed by famous churches. So that, they are leaving religious norms and values along with the modern education (Shattock, 2012, P.243) (Shattock, 2012, P245).

This is a wider debate that what are the impacts of higher education policy in the Britain society. There are usually three fulfilled purposes which the scholars highlight. These are as follows:

- Higher education policy is contributing in economic success (Shattock, 2012, P.247).
- Higher education is presenting modern knowledge through research (Shattock, 2012, P.247).
- Higher education is generating professionalism that is beneficial for the country (Shattock, 2012, P.248).

So, this is concluded that the Britain higher education policy is based upon economic interests of the state but it is creating huge impacts on culture, society and working of institutions that further leads towards legal and political development.

On the other hand, strong funding makes American colleges and universities regarding reaching at the top ranking higher education institutions of the world. United States of America has 45 top ranked institutions for higher education according to the Academic Ranking of World Universities Report of the Shanghai Jiao Tong University (Pifer, 2012, P.22). In 2012, United States has 4,495 degree granting institutions, in which 2,774 are granting 4-years education degrees, while 1,721 are granting 2-years education degrees. Approximately, each state of United States has 115 institutes for higher education (Pifer, 2012, P.23). According to 2010 survey, United States had 20.3 million students in different fields of higher education, which were 5.7 of total population. Full time enrolled students were 14.6 million of that (Pifer, 2012, P.23).

According to American Community Survey of 2006, which was conducted by the United States Census Bureau, it was found that 19.5 percent of population had joined college or university, but had not any degree, 7.4 percent had availed an associate degree, 17.1 percent had gotten bachelor degree, and 9.9 percent had professional degrees (Pifer, 2012, PP.32-33). Gender ration of population is very small in United States regarding getting higher education. Only 27.9 percent male and 26.2 percent female get their bachelor degree. Due to Economic Crisis 2008 in United States effected regarding the declining percentage of students getting a university education (Pifer, 2012, P.33).

Every higher education institute in the United States is designed according to the coordination and collaboration of the state government. There is an authority, board or commission in each state of the United States, as like;

- Alabama Commission on Higher Education (Pifer, 2012, P.37)(G.Bowen, 2005, P194)
- Texas Higher Education Coordinating Board (Pifer, 2012, P.38) (G.Bowen, 2005, P194)
- California Post-secondary Education Commission (Pifer, 2012, P.38) (G.Bowen, 2005, P194)
- Washington State higher Education Coordinating Board (Pifer, 2012, P39) (G.Bowen, 2005, P194)
- The Georgia Department of Technical and Adult Education (Pifer, 2012, P.40) (G.Bowen, 2005, P194)

Funding in the higher education sector consists of two types in each state of United States, Grant system and Loan system. Grant consists of money that receives by the student and not bound to be paid back it, but loan is necessarily to be paid back. Both facilities are available for public and private sector. In the private sector, grant is distributed by institute administration, which is collected through tuition fees and private donations, while in public institutes, government distribute it through some proper channel. Loan system is actually financial assistance program for a student, which is available every time through banks or public organization (Pifer, 2012, PP-49-50).

Since 1970, there was no ministry of education in the United States of America. And, now there are two types of universities. Private universities are usually sponsored by different industries or companies while public sector universities are controlled by the states. According to the research report of education department in the University of Buffalo (2012), the higher education in United States of America providing socialization about society, ethnography culture and geography along with economic trends and globalized motivations (L.Rury, 2012, PP.241-242). The basic emphasize of higher education is on the trends of urbanization in 2012 which is increasing enrollment market oriented education. Similarly, urbanization is clicking on the religion, politics, economics, institutional building and legislation. Therefore, socialization of urban population has become a basic objective of higher education policy in United States of America in 2012 (L.Rury, 2012, PP.243-244).

11. Comparative Analysis of Higher Education Policy among China and India

In 21st century, China is the most important centre in the world regarding globalization of higher education. Before 2002, it had been realized that India is a most significant educational centre regarding international higher education market. India's population is huge (the only rival of China in the region) and has a growing middle class as well (Ryan, 2011, P105). English language is used widely and often fruitful in India regarding incorporation with the global economy. Indian families are loyal regarding delivering higher education to their young generation, and will make nearly any sacrifice regarding provide their young with the most excellent university environment possible. Although, India is a big rival of China, and according to those people who visit and experience both nations, have known that China is near to achieve the status of next super power, and then its rival will be United States. This is true that Chinese political system, based on one party, provides an unbelievable center of attention and momentum for goal-oriented development (Ryan, 2011, P.106).

Chinese higher educational system is more similar to India, because it struggled with the similar problems regarding providing adequate quality opportunities for brilliant students. As like in India, Chinese students should inscribe highly competitive exams regarding seeking out places in the country's top universities. The National University Entrance Exams (also called NUEE) symbolize the most striking and concerning riddled confront for Chinese teenagers. Students, who appear and perform in this test with brilliant result, are slotted into seats at Qinghua University or Beijing University, which are the two top universities of China regarding higher education (Ryan, 2011, PP.106-107). Similarly, there are several other quality institutions in China, and its number is approximately 100. These Chinese top 100 universities are public universities, having well resources. As like an Indian graduates from famous domestic universities, Chinese universities generate thousands of graduates who can easily get admission in the top universities of the United States, U.K or elsewhere. China is now turning out lot of brilliant students than India each year, just because of having world class quality universities (Ryan, 2011, P.108).

Chinese government has opened higher educational sector for foreign investment and China always welcome it, but the condition is that, a foreign investor has to find any Chinese partner regarding investment in China for higher education. Even China has certain limitations regarding funding its domestic higher educational sector, but it is now opened to be internationalized (Ryan, 2011, P.109). The director of International co-operational and exchange, in municipal educational commission Beijing, Mr.Ding Hongyu says,

“We want to bring in foreign investment and we want bring in education expertise. A foreign partner must find a Chinese partner, but it is not restricted to institutions to choose certain partners at certain levels. It's logical for them to work with another university, but if they chose to work with high school or a kindergarten, they can (Ryan, 2011, P.110).”

In contemporary age, China is dealing with the two way students' traffic regarding higher education in comparison with India. Students of different regions now prefer China regarding getting higher education. According to 2012 facts and figures, more than 60,000 international students are getting higher education in different Chinese universities (Ryan, 2011, P.110). South Korea and Japan, which are technological advanced and economically strong countries, are sending their huge number of students to China. Americans are also motivating towards China in this regard, rather than India due to perceived security risks. Chinese universities are now visiting with several other Asian countries regarding promoting higher education in China. More than 60 universities from Jiangsu province of china visited Vietnam, Malaysia and Singapore regarding generating links and student exchanges. It's all just due to Chinese active and aggressive behavior regarding becoming a big player in international higher educational sector (Ryan, 2011, P113).

As china is the new emerging economic power, its higher education policy not only creating wider impacts within its mainland, but it also impressing the whole world. Several scholars criticized Chinese higher education in a sense that it teaches how to cheat and copy (Hannum, 2012, P.248). But, in other sense, students from all over the world including Australia, United Kingdom and America are attracting by Chinese higher education system due its modern approaches and techniques. After the scientific amendments in the 4th constitution of china in 2004 by the Chinese president Hu jin Tao, socially china has been availed a status of satisfied higher education system for the people of China because of their believe of getting pure professionalism (Hannum, 2012, PP.249-250). And this tendency is also motivating foreign students to come in China. Alike, this is creating huge economic development. As china has become a export giant of the world, students get jobs immediately after completing their degrees. Chinese government has adopted a policy of announcing public sector jobs for the technical people. So, that in all the institutions, political offices or law making departments, there are local Chinese professionals who are serving for their homeland. As china announced its cultural revolution from 1966 to 1976 (Hannum, 2012, PP.250-251). Its basic objective was to eliminate capitalist impacts on culture and traditions of china. So, for this purpose, china has revised its educational plan which also altered higher education policy. And in 2012, china is implementing same policy as it has been announced during its cultural revolution (Hannum, 2012, P.252). Still use of English or any other language is banned in china except Chinese language. But after scientific amendments of 2004 by the Chinese president Hu Jin Tao, now there are two types of universities in China (Hannum, 2012, P.253). Traditional universities are still delivering higher education in Chinese language but now there are so many modern universities which are delivering higher education in English language. Although fee structure of these universities are so much high, but it is creating charming for the foreign students to come n China regarding getting modern professionalism (Hannum, 2012, P.253).

On the other hand, Indian higher education is also attracting foreign students as Chinese higher education. But there are five major issues. These are as follows:

- The first one issue is quality and quantity. India has number of higher education institutes in which several are not authorized for issuing degrees. But, these are working on political bases. The graduates from such universities are usually rejected from government jobs. Therefore, socially and economically, such institutions are creating dissatisfaction among Indian youth (Kugler, 2012, P.215)(Chalam, 2011, P146).
- The second problem is regulation of universities either private or public. There is still a huge politicization for universities regulation which affecting quality education that keeping India far from China even government is utilizing its full potential (Kugler, 2012, P.216) (Chalam, 2011, P146).
- Privatization is a third issue in India which is religiously effecting as well. The graduated from these universities are not the perfect follower of any religion due to secular syllabus. And, this situation is not acceptable for religious communities who have some sort of pressure on public universities regarding syllabus designing sometime (Kugler, 2012, PP.216-217) (Chalam, 2011, PP146-147).
- The forth issue is of staffing. Although India has highly qualified staff but usually it is forced to impose such policies within universities which are ordered by the religious extremist leaders or by the political forces, not by the pre-planned government policies. Therefore, Indian universities are facing some legal, political and institutional problems (Kugler, 2012, PP.217-218) (Chalam, 2011, P148).
- Although Southeast Asian students are moving towards India and China for higher education but the prefer China on India due to such cultural, political, and religious taboos. And this is the reason that India is still behind the China even its higher education is some sort of parallel with the China and there is an open educational ground than the socialist reserving countries (Kugler, 2012, P.218) (Chalam, 2011, P148-149).

12. Comparative Analysis of Higher Education Policy among Egypt and Turkey

Egyptian education system is considered best and largest educational system in overall North Africa and Middle East. In last few years, Egyptian government has several agreements with international universities regarding improving educational system in Egypt. Human Development Index presented its ranking regarding higher education in 2009, in which Egypt had 123 in international ranking (Hyde, 2012, P34). With cooperation of World Bank and several other multilateral institutes, Egypt has ambitions to increase its literacy rate at all the levels of education. There is free education at all levels. Even there is highly centralized educational system but ministry of education is doing efforts regarding delivering more autonomy to private educational institutes with also increasing strictly checking and accountability (Hyde, 2012, P35).

Ratio regarding getting higher education in Egypt is 30 percent of whole population, but only 15 percent acquire their graduation degree. Ministry of higher education controls university level education. Egypt has variety of universities for all types of education. Now a days, there are 17 public universities, 16 private universities, 4 are higher technical institutes, and 89 private higher institutes (Hyde, 2012, P56). Government has approved a bill in 1990 to deliver greatest autonomy to all the universities, but Egyptian universities are still inefficient regarding facilitating students for getting qualitative higher education (Hyde, 2012, P57). According to literacy rate in higher education in 21st century, it has been observed that the ratio of students regarding getting higher education was 27 percent in 2003, which had been increased up to 31 percent in 2005 (Hyde, 2012, P57). The ratio of students regarding getting higher education is still very low in 2012 due to inefficient measurements and strategies taken by the Egyptian government (Supreme Council of Universities Egypt). Universities are covered still under an umbrella of centralized higher education department, therefore universities cannot implement their own strategies, syllabus or curriculum regarding improving their slandered, but with the approval of higher education department. Even Egyptian government has announced new strategic plan for improving reforms in higher education department with the help of World Bank, which will be completed in 2017 (Supreme Council of Universities Egypt).

Higher education in Egypt is creating its impacts in some different ways. In private institutions, some are delivering common education which is considered just for qualification. Such institutes are becoming a cause of increasing literacy rate in the society and they have no more contribution. Linguistic institutions are designed on English, French and German parameters (Kassim, 2012, P.99). Although fee structure is so high in these institutes and these are promoting American, French or German culture in the Egypt but elite class usually prefer to enroll their children there. Therefore, there is huge fluctuation of foreign culture in Egyptian society (Kassim, 2012, P.100). Religious institutions are creating religious impacts on the society and only those students are enrolled here, who have strong religious affiliations. Such institutions are like Al-Azhar Educational System for Muslims and Catholic Educational System for Christians (Kassim, 2012, P.101). There are several International higher education institutes which are working in Egypt with the permission of Egyptian Ministry of Education. These universities have American, Britain or French system. Graduates from such institutes are serving in the better positions in the Egypt. In fact, such institutions are considered as key to get higher jobs. And also, standard of their education is somewhat high than the local higher education institutes. Therefore, people have craze to enroll in these institutions. So, socially, economically, politically, institutionally and culturally, these institutions have the huge impact in Egypt as parallel with the Al-Azhar Education System. Several scholars declare these institutions a reason of modernization and westernization in Egypt (Kassim, 2012, PP.102-103).

After independence of Turkey, according to Ataturk Reforms, Turkish educational system was designed. This is totally state controlled system that aims to generate skilled professionals for economic and social institutes of the state. There are 167 universities till today, in which students' induction is allowed after passing "Students Selection and Placement System Test (OSYS)". Andaulu University, which is an Open University, does not regulate for the national test system OSYS. With the helping of state budget including national and international funds, Turkey's total expenditures on education are amounted to \$13.3 billion (Karakelle, 2006, P.89).

There are two types of under graduation degrees in Turkey; one consists of two years duration while other is four years education. Graduation programs are consists of two years education. Due to credibility of English language, some universities offer one extra year for improving English language as well. Over 1 million students are enrolled in higher studies in almost 820 higher education institutes according to 2011 facts and figures. Higher Education Council is distributed funds, given by the government to the 167 public universities (Karakelle, 2006, P.96). Government has delivered greatest autonomy to the universities since 1998 and now universities are generating their funds with the help of partnerships and industry. Turkey has international standard of higher education in its universities that have been visited by U.A Accreditation Board for Engineering and Technology. Till now, Rectors of all the public universities were appointed by the Higher Education Council and the President of Turkey, but now, recent government of Abdullah Gul has decided to eliminate political influence on Higher Education Council during appointing rectors in the public universities (Karakelle, 2006, P96).

Turkish higher education is much modernized than the Egypt. In the efforts of entering into European Union, Turkey is trying to show its soft image in front of western world rather than the rigidity and conservatism in the following of religion. Such attribute is facilitating foreign students to come in Turkey regarding getting higher education (Akkaymak, 2012, P.79). In 2008-09, there were 17,200 foreign students who have been enrolled in different subjects for higher education. Similarly, due to existing at the door of Europe, Turkey has also trend towards modernization and this is enhancing its literacy rate as well. 61 percent students are getting higher education face-to-face while 29 percent students are getting through distance education system. The average age in university enrollment is 44 and this ratio shows the trend towards higher education socially and culturally (Akkaymak, 2012, P.79).

After elections of 1985, new government announced some educational reforms in the education sector due to religious sentiments of the people. According to such reforms, religious teachings had become the part of syllabus but at school level till the level-8. At higher education level, syllabus is still secular and ethical. The current government of Tayyab Urdagan is also considered closed to the religion but this government is also trying to maintain its neutral image in front of the world. This is the reason, turkey is attracting by the foreigners either for the study or for the tourism. In both cases, turkey is generating its revenue and trying to enter into European Union as well (Akkaymak, 2012, PP.79-80).

Policy making is a fundamental function of any government regarding running its affairs for the state, and the higher education policy is one of them. Either there is democracy, autocracy or socialist form of government, but higher education policy is almost same in all the existing states of the world. The difference is just that some countries follow higher education policy of their native leaders like U.K and USA; some have greatest civilized educational routs like Egypt and Turkey, and some are polishing in this regard due to availing economic as well as regional power status like India and China.

This is generally an effort of promoting higher education in all the countries, because it generates team of professionals that contribute for the betterment of any nation. Therefore, all the governments try to focus on higher education department, and design such type of higher education policy that motivates more number of students regarding taking enrollment in the universities.

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