**ANJUMAN – E – ISLAM'S**

## ANJUMAN ARTS, SCIENCE, COMMERCE COLLEGE AND P.G. STUDIES, DHARWAD

AFFILIATED TO KARNATAKA UNIVERSITY, DHARWAD
( NAAC RE-ACCREDITED WITH "B" GRADE )

ONE DAY

# NATIONAL CONFERENCE

## On
## Skill Development in Higher Education: Issues and Challenges
on 9th March 2019

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## AAYUSHI INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL

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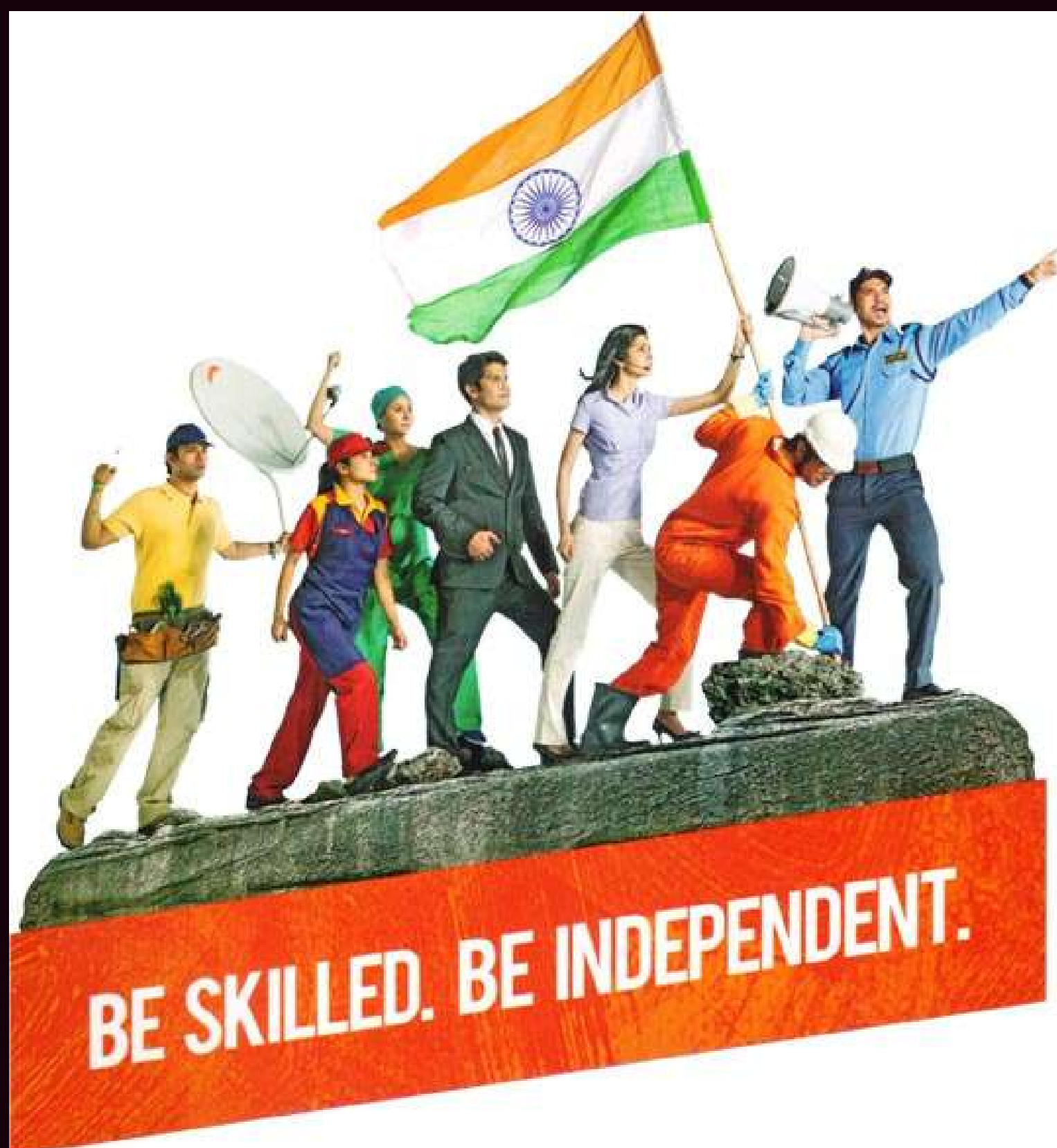
(NAAC Re-Accredited with 'B' Grade)

## One Day National Conference

On

## Skill Development in Higher Education:

## Issues and Challenges

**9th March, 2019**

## <u>Editorial Board:</u>

**Dr. M. N. Meeranaik**

**Dr. N. V. Gudaganavar**

**Dr. I. A. Mulla**

**Dr. N. M. Makandar**

### <u>Special Issue of</u>

# Anjuman Arts, Science, Commerce College and P.G. Studies, Dharwad

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## One Day National Conference

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**9th March, 2019**

### Chief Organizer

**Dr. M. N. Meeranaik**

Principal

| | | |
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| **Dr. N. V. Gudaganavar** | **Dr. I. A. Mulla** | **Dr. N. M. Makandar** |
| Organizing Secretary | Convener | Conf. Coordinators |

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**Dr. (Smt) Rahat Unissa**

# Editorial……

  Anjuman – e – Islam's, Dharwad, founded in 1914 and is playing a key role in academic and socio-economic upliftment of underprivileged and minorities. Our college is affiliated to Karnatak University, Dharwad. It has completed 32 year in providing value based education. Our college has been serving for the cause of education of minorities and economically and socially backward communities. We also strive hard to bring excellence in curricular and extra-curricular activities by providing qualitative education to the students without any discrimination.

  We are honoured to bring out the proceedings of national conference on Skill Development in Higher Education: Issues and Challenges on 9th March 2019, Under Internal Quality Assurance Cell. We sincerely hope that the purpose of the conference has been served through a discussion of a number of issues presented by the resource persons, penal discussion and participants of the conference.

  The publication of these proceedings has become possible due to the support of contributors and valuable time spent by organizing committee and faculty members. I take this opportunity to extendmy sincere gratitude to the Authors of the research papers, Principal, Teaching and Non-teaching staff of the college.

  In this proceeding, we have included various articles on a number of relevant issues. We would like to declare that the final responsibility of the facts, figures and opinions expressed in the research papers and articles lies with the concerned authors.

  We thank all the eminent persons who have been means in making this conference a grand success. We express our gratitude for the co-operation and help received from all colleagues, organizing committee members and all those who have contributed research articles. I am immensely pleased to place this special online issue with ISSN and the impact factor 5.707 entitled Aayushi International Interdisciplinary Research Journal. We are thankful to all the delegates, research scholars and students who have supported us by sending 99 research papers. We have taken utmost care to avoid printing mistakes in this proceeding. However, we apologize for any mistakes that may have occurred unknowingly.

Date: 09 March, 2019

**Dr. N. V. Gudaganavar**

Organizing Secretary

**Janab. S. Nisar Ahmed,**<sub>KAS</sub>
Administrator,
Anjuman e- Islam,Dharwad

# MESSAGE

Skill development has been considered one of the critical aspects for job creation in India. India has unique demographic advantage with more than 60% of the population is in young age group. But in order to get dividend from such large work force, employability has to be improved. As per current statistics only 10% of the fresh graduates are employable and rest of the 90% lack skills required for eligible to be hired by corporate. India's GDP is growing at great rate of around 6-8% but job creation is not catching up with it.At a juncture when the percentage of employers facing difficulty in finding skilled workforce is as high as 81 percent in **Japan,** 71 percent in **Brazil**, 49 percent in **US,** 48 percent in **India** and 42 percent in **Germany,** one wonders what is it that we are turning out from our universities and colleges. **India** has the largest number of young people (age group of 14-25) and the highest global unemployment rate. Against this, the job market is increasingly being redefined by specific skills. And education, particularly higher education, cannot afford to overlook the new realities of the second decade of the 21st century.

The shortage of candidates with the right skills has many employers changing their strategies so they can reskill and up skill workers who are already on board. This approach requires having specific goals for each employee, and understanding the skills that workers currently hold and the skills they will need to fill future roles.

I wish the conference all success and congratulate the Principal, Staff and students of the Anjuman Arts, Science, and Commerce College & PG Studies Dharwad for this endeavour.

**Dr. Mahadev B. Chetti**
Vice-Chancellor, UAS, Dharwad

# MESSAGE

I am happy to learn that the Anjuman Arts, Science, Commerce College & PG Studies Dharwadis organizing a one-day National Conference on "Skill Development in Higher Education: Issues and Challenge" on 9th March, 2019 and is bringing out a Publication to mark the occasion.

Skills and knowledge development are the driving forces behind the financial growth and community development of any country. Skill building is a powerful tool to empower individuals and improve their social acceptance. It must be complemented by economic growth and employment opportunities to meet the rising aspirations of youth.The challenge lies not only in a huge quantitative expansion of facilities for skill training, but also in raising their quality. India can then become the global sourcing hub for skilled employees.

Skills and knowledge are the motivating forces of economic growth and social development of any nation or state. They have become even more important given the increasing pace of globalization and technological changes provide both challenges that are taking place in the world. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization. There are several challenges which have been identified in skill development of the Indian Youth.I am sure, scholarly & fruitful papers, thoughtful deliberations presented in this conference will definitely help to meet the challenges in skill development in higher education in India.

I compliment the Principal, Faculty, and Staff & Students for their initiative in this regard.

**Dr. Neelambika S. Pattanashetti**
Joint Director
Collegiate Education, Dharwad

# MESSAGE

India is today one of the youngest nations in the world with more than 62% of the population in the working age group (15-59 years), and more than 54% of the total population below 25 years of age. In fact, in next 20 years, the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%.

So, today it is challenge to higher education to prepare our youth to face the world competition and make them fit for job market. This could be possible only for providing platform to develop skills like job skills, market skills, communication skills and social skills. In this behalf I congratulate the Principal, Staff and the students of Anjuman Arts, Science, Commerce college & PG Studies Dharwad for successfully holding the National Conference on "Skill Development in Higher Education: Issues & Challenges" and also for bringing out the Conference proceedings in an excellent manner. I am sure the proceedings of the Conference will be useful and serve as ready reference to administrators and policy makers.

**Dr. M. N. Meeranaik,**
**Principal**
Anjuman Arts, Sci., Com., College
& P. G. Studies, Dharwad**.**

# MESSAGE

"Education is a shared commitment between dedicated teachers,    motivated and enthusiastic students with high expectations"

It is matter of great pleasure that, Anjuman Arts, Science, Commerce College & P.G. Studies Dharwad is a minority Institution, affiliated to Karnatak University, Dharwad, managed by the Anjuman-e-Islam, Dharwad., is organizing a One day National Conference on "Skill Development in Higher Education: Issus and Challenges" on9th March 2019.

India has a demographic advantage of the largest youth population in the world. Integrating skills within the higher education holds the key to reap the demographic dividend. The conference intends to offer a common platform for all the stakeholders of skill Education, including Administrators, Academicians, Industry partners, Sector Skill Councils and other beneficiaries, to be together, to think and act together, share views, ideas and experiences and also to build action plans and working modalities to strengthen this system of academic innovation.

I am sure that during a day deliberations, discussions and views of scholars will be highly fruitful and proceeding of the conference will serve as a ready reference to the policy makers.

I congratulate all the resource persons, delegates, and colleagues for making the conference a grand success.

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# Challenges in Implementation Of ICT in Higher Education

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**Abstract:**

In the recent years the Information and Communication Technology (ICT) has got an immense importance in development of education. ICT plays an important role in enhancing the quality of education in tertiary level. ICT in the form of internet provides access to information for learners anywhere and anytime in world and thus eliminates geographical boundaries. Learners can grasp the concept easily in a 24/7 manner which is accomplished by ICT. It makes the students more comfortable in preparation of a resume or quest of a job. All these will be possible only if there are enough ICT facilities available for the students in the educational institutions. As of the modern age, the effectiveness of teaching depends upon the combination of both pedagogical and informational technologies. The inclusion of presentations, video lectures, electronic textbooks, multimedia courses, educational portals, and educational resources with remote access into the pedagogy is even more beneficial and each of these has its own special advantage. Education in the higher education institutions would be enhanced when the ICT is embodied for significant modernization. In this context, the use of ICT, requirement of educational knowledge, how to implement the ICT, pre-requisites for the use of ICT, challenges posed in the rural areas etc., have been discussed.

**Keywords**: Information, technology, computer, communication and accessibility.

## Introduction:

Information and Communication Technology (ICT) is a terminology which plays role of communications and the integration of telecommunications and computers in providing the information. It also includes necessary enterprise software, storage and audio-visual systems that allow users to create access and transfer the information. ICT is a broad subject with the concepts evolving continuously and encompasses any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form.

Academic researchers have been using the phrase information and communication technology since the 1980s. The abbreviation ICT became popular after it was used in a report to the UK government by Dennis Stevenson in 1997. The money spent on IT worldwide has been estimated as US$3.8 trillion in 2017 and has been growing at less than 5% per year since 2009. The world's technological capacity to store information grew from 2.6 (optimally compressed) exabytes in 1986 to and some 5 zettabytes in 2014. The United Nations Educational, Scientific and Cultural Organization (UNESCO), has integrated ICT into education to ensure equity and access to education.

The UNESCO publication on educational ICT, explains the role of ICT as, "Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's Intersectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science".

It has begun with the advent of television and radio which extended the reach of education from the classroom to the living room, and to geographical areas that had been beyond the reach of the traditional classroom. The involvement of ICT in the classroom teaching and learning process often referred to as M-Learning. In particular, the mobile phone has been most important in this effort. Use of mobile phone has become widespread whose network coverage is wider than internet networks in the particular region. The mobile devices are familiar to student, teacher, and parent, and allow enhanced communication and viable to educational materials.

In modern society ICT is ubiquitous, with over three billion people having access to the internet. This rapid growth of internet usage, especially in developing countries, has led ICT to become a

keystone of everyday life. Internet statistical data in the year 2014 has shown that "Internet use was growing steadily at 6.6% globally in 2014 (3.3% in developed countries, 8.7% in the developing world).

## ICT as a need of hour:

Educational process in higher education is informatized by involving the ICT in higher education. Hence it is necessary for an instructor of any discipline to have thorough knowledge of ICT as the knowledge of ICT makes the classroom lecture clear, colourful, informative and interactive. It also allows the students and teachers for the successful involvement in teaching-learning process.

With respective to opportunities of ICT, diagrams and images can easily be used in teaching which helps retain the memory of the teachers. Subject instructors can also explain the complex instructions and ensure students′ understanding. ICT makes the class more interactive and enjoyable and that can also improve student involvement, concentration and grasping power.

ICT has potential to improve the education system of the nation, to transform the quality of the education, improves the learning process and thereby increasing motivation and facilitating easy acquisition of basic skills. It brings the education to the door step of the students residing in rural places.

ICT offers more challenging and engaging learning environment for students of all ages, enables a knowledge framework for students, provides flexibility and individualized learning process. It can also serve multiple teaching functions and diverse audiences, makes availability of uniform content at high speed at reduced cost.

## Challenges in implementation of ICT:

In spite of the advent of computers to enhance and reform teaching and learning practices, improper implementation is a widespread issue. There is a little evidence that teachers and tutors are properly integrating ICT into everyday learning. The barriers such as higher tendency towards traditional teaching practices and individual attitudes towards computers in education result in diminished effectiveness in the integration of ICT in the classroom. Implementation of ICT is not devoid of its challenges with still large hurdles. 90 % of the people who does not have the access to the internet are living in the developing countries. In particular, people living in the rural areas are largely out of reach of the internet. The reasons include the unavailability of telephone lines, particularly the unavailability of cellular coverage, and other forms of electronic transmission of data. Fortunately, the gap between the access to the Internet and mobile coverage has been decreasing rapidly.

M. Nakanzni et. Al has analyzed the problems involved that hinder implementation of ICT in teaching activity of instructors of higher educational institutions. According to analysis the problems (percentage of positive answers in the questionnaire) include, complexity associated with electronic educational resources (13.4%), dearth of training in the field of educational technology (13.4%), and informal technology (11.4%), not having enough improved regulations for the use of electronic machinery in higher education (18.3%), insufficiently developed e-environment of higher educational establishments (18.3%), institutions devoid of Wi-Fi, under development of a unified system of electronic courses, databases, lack of proper electronic resources (1%), electronic library and insufficient financial encouragement for the introduction of ICT in higher education (23.9%) etc.

There are a lot of drawbacks in using ICT in imparting education. Setting up of the ICT devices may be troublesome, may pose difficulty in affording the latest IT devices. Besides the technical issues, ICT based teaching process may limit the students′ imagination, critical thinking and analytical skills. Alongside the physical side effects like deteriorating backache and eyesight are most predominant. Plagiarism would become a common problem of ICT as the information might get copied and pasted without indulging creative ideology in the students.

Teachers′ attitudes and beliefs are obsolete and orthodox and some of them would be rigid, unaware and they may not be willing to adapt to the changes in technical issues. Shortage of the time, issues in maintenance and up gradation of equipment due to limited financial support. The insufficiency with respect to financial issues leads to outdated infrastructure in rural places.

Challenge posed by low language proficiency in the developing countries is a major drawback in the implementation of ICT as it requires high English language proficiency. Lack of resources pertaining

to e-learning process, lack of technical support and trained personnel, ICT service centers are major hindrances for use of the ICT in education. There are some persisting issues which cannot be ruled out *viz.*, supporting infrastructure for ICT, electrical sufficiency, dearth of multimedia equipment, projectors, smart boards etc. Local cultural factors, lack of interest in the initiation by community leaders, corruption in funding, purchase and implementation of ICT equipment would become barriers in implementation of ICT.

While potentially of great importance, the integration of ICTs into teaching is still in its starting stage. There are possibilities for deterioration of student-teacher relationship when the use of ICT is increased very much. Wide communication gap would be resulted from exhaustive use of ICT in teaching-learning process. ICT segregates students into two groups as fast learning students could get on to ICT aided educational process easily while slow learning students might lag behind from other students.

**Conclusions:** In the modern age people having computer knowledge is increasing enormously. Traditional teaching should not only be the sole method of imparting knowledge to students. Development of technology should be embodied in the education field also which has resulted in ICT. ICT has its own advantages in imparting sound education by creating interest in students, reducing the time, enhancing creativity, equal accessibility of information to all students irrespective of their places, reduces total cost of teaching, easy access to inexhaustible data etc. Hence, ICT must be included in the higher education system to increase its productivity. But at the same time, it has disadvantages too. The hindrances include lack of financial encouragement, lack of enough technical training to the faculty and technical support, negligence of technological development of higher education, unwillingness to detach from traditional methods, orthodox culture, deterioration of student-teacher relationship, increase in communication gap between the individuals etc. So, the instructors should able to balance the advantages and disadvantages and the faculty should focus on minimizing the disadvantages and make use of its advantages.

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# Sociological Skills And Employability

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**Abstract:**

Sociology is the study of human social activity, relationships, and social structures. In our increasingly diverse world, the study of sociology gives you the skills 21st century workers need: critical and analytical thinking, writing ability, cultural competence, and self-awareness. Mastering the basics of sociology teaches one to understand the situations of people different than you, another advantage in this rapidly globalizing world. This paper highlights in depth various skills that sociology provides and opportunities in gaining employment which is need based.

**Keywords:** Sociology, analytical skills, critical thinking, writing ability, globalizing world

## Introduction

**Developing Skill Set and Employability:** Sociology helps develop a broad range of key transferable and vocational skills, personal qualities and intellectual capacities that can be applied to a range of further postgraduate studies and future career paths and will make one more 'employable'.

Sociology teaches and nurtures additional skills such as: technical competence with a number of qualitative and quantitative methods of research and analysis; analysis of research data, policy documents, social and emotional skills developed through group work; confident delivery of engaging presentations; communicating the messages of scientific or social science research to a range of audiences; and media production of wikis.

**Developing Employability:** The Careers, Employability and Enterprise work closely and give opportunities to advance the employability further. Employability module aims at enabling students to develop as effective, independent and critical professionals within a vocationally relevant context, undergraduate degree programmes develops the skills which students apply to real world contexts.

**Career examples:** Sociology graduates progress into a diverse range of careers and employment sectors. The private, public and charitable sectors are all represented. Example career areas include Marketing, Accounting, Recruitment Consultant, Public relations, Retail Manager, Advertising, Private Banking, Human Resources, Consultancy, Armed Forces Officer, Insurance, Political Researcher, and Media Executive etc.

A Wide Range of Relevant Skills as; Analyze, Synthesize & Interpret Information; Knowledge of Social Structures and Change;  Interpersonal Communication (oral & written);  Interact well with Diverse Cultures/ Groups; Knowledge of Community Resources; Research and Planning (sociological); Statistical Abilities; Critical Thinking; Ability to Understand & Improve Human Relationships;  Resolve Conflicts/ Counseling; Insight into Group Dynamics;  Work Well Under Pressure helps one to comprehend self.

**Some of the Related Careers are:** Addiction Specialist;  Administrator/Director; Advanced Certified Fundraising; Agency Director; Bereavement Counselor; Board Certified Diplomat, Caseworker/Case Manager; City Planner;  Child Abuse Investigator; Child & Adolescent Mental Health Coordinator; Civic Reform Worker; Clinical Supervisor; Clinical Therapist; Community Organizer; Community Relations Director; Crisis Intervention Counselor; Delinquency Intervention Counselor; Detention Care Worker; Domestic Violence Counselor; Drug and Alcohol Rehab Worker; Elder Care Specialist; Employee Assistance Counselor Employment Service Coordinator; Family Counselor; Family Development Specialist; Family Therapist; Federal Program Administrator; Foreign Service Officer; Foster Home Developer; Geriatric Care Manager/Specialist; Gerontologist; Guidance Counselor; HIV Counselor; Hospice Social Worker; Human Rights Spokesperson; Job Analyst; Long-term Care Administrators; Marriage Counselor; Mediation Counselor; Mental Health Counselor; Mental Health Tech/Aide; Parole Officer Policy Analyst; Probation Officer; Program Consultant; Program Developer/Administrator; Protective Service Worker; Public Assistance Worker; Quality Assurance Coordinator; Recreation

Director; Rehabilitation Director; Rehabilitation Counselor; Social Services Director; Social Services Worker; Child Welfare; Clinical; Community Organization; Medical; Psychiatric; School; Substance Abuse Counselor; Supported Living Coordinator; Victim Advocate Specialist; Youth Services Worker; etc

## What Marketable Skills Do Sociology Students Acquire?

Major corporations and small businesses look for the job applicants with the following skills. These are functional skills and can be transferred from one setting to another.

- Research skills including the ability to define a problem or research question, design a study to find answers, design the appropriate instruments, code and analyze the data, report (orally and in writing) on the findings, and make recommendations based on the findings. Being able to conceptualize a project from inception to conclusion is the key.
- Analytical skills, particularly problem-solving and sharp, critical thinking as well as the ability to analyze, synthesize, and interpret information.
- Communication skills or the ability to express yourself in verbal and written form. Employers are looking for people who are 'comfortable expressing themselves and their ideas in clear, concise, and meaningful language.'
- Interpersonal skills, including the ability to share leadership and responsibility, work cooperatively, and get along with co-workers and clients. Employers seek graduates who can work on task forces and self-managed task teams, but are also capable of initiating ideas and pursuing a project independently.
- Leadership skills, including 'tenacity, flexibility, tolerance for risk-taking, and the ability to function well in undefined situations.' Employers value those who help others adapt to changing priorities of an organization and who can anticipate change.
- Computer literacy, including familiarity with word processing, data analysis, and graphics (such as the ability to create visual displays of data).
- Cross-cultural understanding, especially regarding racial, ethnic, and gender differences in values, perceptions, and approaches to work. Employers need workers who can understand and operate within the context of cultural and other diversities. Corporations increasingly seek employees who possess a global perspective, have a high degree of intercultural awareness, and are free of traditional stereotypes.

## Additional Skills

- Research methods (along with basic statistical concepts) will contribute to your ability to conceptualize problems and develop research strategies. Such courses help prepare you for working in marketing firms, government research offices, public opinion polling agencies, and other research settings.
- Social Problems, Sociology of the Environment, Medical Sociology, Schools & Society, and Sociology the Family contribute broadly to many careers, as they address the most critical issues facing the society today, including crime, substance abuse, violence against women, poverty, homelessness, environmental degradation, and AIDS.
- Race and Ethnic Relations, Inequality, and The Sociology of Gender will help you develop a keen understanding the complexities of diversity in modern society. This will benefit you generally in any position and specifically if you are seeking employment in the human resources department of a firm or agency with a multiracial work force and/or a multicultural clientele, or if you plan to work in ethnically diverse communities.
- Urban Sociology and Sociology of Education courses can be put to good use in an urban planning agency or working with youth.
- Criminal Justice, Crime and Deviance and The Sociology of Prisons are useful courses that will prepare you for jobs in agencies that deal with criminal justice, probation, parole, juvenile delinquency, gangs, crime statistics, and policing.
- Classical and Contemporary Theory provides practice in analytical thought and will tighten your grasp on central sociological concepts and theories.
- Popular Culture, the Sociology of Music, and The Politics of Knowledge allow you to explore the social implications of popular culture including film, television, music, magazines, the Internet, and other forms of entertainment. These classes critically examine how popular culture and knowledge are produced, disseminated, consumed, interpreted, and experienced.

**Related fields include** Psychology, Anthropology, Statistics, Survey Methodology, Public Policy, Public Health, Architecture and Urban Planning, Law, Social Work, Education, Women's Studies.

**Building Skills Outside The Classroom:** Employers seek out individuals who can demonstrate excellent verbal and written communication skills, teamwork and interpersonal skills, initiative, and a strong work ethic. Student organizations and campus employment offer valuable opportunities to add to the skills you are developing in your classes. Most concentrations sponsor specific student groups like an undergraduate organization or an honor society. Other options include study abroad, off-campus employment or volunteering in the community. Finally, a summer internship may be the best way of all to test out a career field and develop marketable skills.

Sociology concentrators develop skills applicable to a wide range of careers. For example, the ability to translate theory into action skills would prove equally useful whether working as a health educator, a public opinion researcher, or an organizational consultant. Many concentrators go on to graduate or professional school.

## Knowledge & Skills Gained as a Sociology Major
### Knowledge
- Learn how to ask questions, develop explanations, and analyze data from a sociological and anthropological perspective.
- Learn to use your "sociological imagination" as you come to understand the world and your place in it.
- Coursework on topics such as: families, racial and ethnic identity, organizations, work, social inequality, sex and gender, sexuality, the welfare system, health and medicine, human rights, social movements and social justice.

### Skills
- How to interpret and analyze data;
- Ability to design and conduct a research project
- Written communication and presentation skills
- Solving problems and identifying solutions
- Navigating issues of global diversity

## Conclusion:

Sociology believes in making you aware of the knowledge and skills you're developing along the way, so that you can capitalize on your strengths in the marketplace, graduate school and in life. The importance of "making knowledge matter," that means helping you develop useful, real-world skills alongside the sense of fulfillment and enrichment that studying Sociology can provide.

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## Challenges And Prospects Of ICT in Advanced Learning

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**Abstract:**
The Indian structure of advanced learning is facing today many challenges arising out of globalization and liberalization. The GATS and WTO agreements, which are likely to be signed by the Indian Government, soon, will be successful at least in the areas of advanced learning, permitting foreign universities to market their education in this country. Use of Information Technology in the field of education is eliminating concept of power of a university, and creating IT enabled facilities such as dispersed classrooms and many other appliances and applications. This will enable many leading universities from India and abroad, private deemed-to-be universities and other providers of education to offer their educational programs to all students all over India. This creates competition for colleges and universities, and will be resulting into a threat to the existence and survival of weaker institutions. The introduction of ICTs in the advanced learning has profound implications for the whole education process especially in dealing with key issues of access, equity, management, competence, pedagogy and excellence. At the same time the optimal utilization of opportunities arising due to diffusion of ICTs in higher education system presents a profound challenge for higher educational institutions. In this backdrop, the paper addresses the prospects and challenges facade by incorporation of ICTs in a choice of portion of advanced learning in the present circumstances.
**Key words:** globalization, liberalization, advanced learning, ICT, challenges & prospects etc.

### Introduction:

Higher education systems have grown exponentially in the last five decades to meet the demands of excellence education for all. This aspect has further gained energy due to swift advancements in Information and Communication Technology (ICT). Demand for skilled and competent labour is ever increasing in the modern globalized society. In this backdrop, access to quality in higher education for all has emerged as determining factor of economic growth and development. In order to increase the access to higher education and improving its reach to the remotest parts of the country contribution of open and distance learning facilities is on the increase. In addition, it is catering to life-long learning aspirations and that too at affordable cost. The last two decades have witnessed the inclusion of developments in ICTs in higher education systems around the world. Even then the challenge to develop a higher education system that is flexible and dynamic so as to holistically integrate the technology in the management and delivery of learning programmes is daunting. The first section presents briefly the present profile of higher education in India. Role of ICTs in higher education and the opportunities and challenges face by the higher education through ICT. The final section explores the recommendations of ICTs for future development in higher education.

### Role Of ICT In Advanced Learning:

Speedy increase of ICTs is taking place all over the world. They have emerged as powerful tools for distribution of knowledge and information. Their opening and surprising use in the higher education has generated diverse response. On the one hand there is approval of its potential benefits to knowledge creation i.e. field of research and its broadcasting and on the other extreme it is feared that there use will further the digital divide/ inequity. It is inevitable that their increasing use in education system will also raise issues regarding what kind of technologies, in what quantity, at what level and for what purpose they need to be introduced. The concerns such as who will manage this process develop policy guidelines and strategies also require consideration. Wright (2000) pointed out that it will not be wise to ignore the issues related to equity, cultural integrity, and the negative aspects of technology in economic and social development (Wright, 2000, p.12). Nevertheless, the opportunities and challenges raised at different platforms can be categorized as the aspects relating to role of ICT for access and equity in education, role

in management and efficiency in education, their role in pedagogy for quality learning and teaching at higher education level and in inducing innovations in approaches and programmes.

**Benefits Of ICT In Learning:**

Use of ICT in education presents a unique opportunity to solve huge number of challenges rapidly as well as at low rate. Here is an overview of advantages of an online system.

❖ **Improve Quality of learning**
- Support teamwork among students, teachers and institutions
- A reliable grading system to measure and assign rank to Students, Teachers, Schools and Universities
- All round improvement of students
- Encourage educational ideas
- Continuous enhancement by feedback

❖ **Improve user-friendliness**
- Easy to get to anytime from anywhere to everyone
- Bring the books & other resource within accomplish of students
- Encourage education in rural areas
- Make available online courses to students.
- 24×7 schooling system for those students who cannot attend regular schools during daytime

❖ **Reduce the cost of education**
- Provide services at lower cost through online solutions
- Promote —learn yourself and —community learning‖ via online system, etc.
- Support teachers for conducting exam and offer courses material
- ICT opens the doors for girls to get education from home for e.g. online learning if social & cultural reasons are preventing them.
- ICT promote vocational courses as well as self-paced learning for the adults
- ICT bring culturally diverse India on a common learning platform which is offered in all languages

**Challenges to ICT Learning:**

ICT has a key role to play in enabling the education industry to manage complex information flows and to integrate them towards effective educational planning and development. Although ICT holds great potentials in supporting and augmenting existing educational as well as national development efforts, several challenges remain. These challenges include:

1. Resistance to change from conventional enlightening methods to more original, technology-based teaching and learning methods, by both students and academics. The attitudes of various managements in and outside institutions towards the development of ICT related facilities such as the Internet and procurement of computers is rather slow in some instances, and in others there are no aids or support by the government at all.
2. Insufficient ICT infrastructure including Computer hardware and software and bandwidth/access.
3. Lack of competent ICT personnel. Most institutions lack computer literate teachers and ICT experts that would support and manage the Internet connectivity and/or application of computing in the teaching-learning process. The cost of equipment in a country with a battered economy and seriously diminish currency is huge. However, it should be noted that the problem might not be the funds nor the expertise but rather the will on the part of government and/or the governors of education.
4. It also lacks the necessary infrastructural facilities to benefit from ICT. Again, most of the ICT infrastructures such as internet, tele-fax, e-mail are dependent on services. These services are epileptic in delivery and attract excruciatingly high bills.
5. The overall educational system is underfunded therefore available funds are used to solve more urgent and important survival needs by the institutions. Expansion and subsequent operation of ICT require huge financial investment in, and obligation to, the acquisition of necessary facilities and their maintenance.
6. The over-dependence of educational institutions on government for everything has limited institutional ability to collaborate with the private sector or seek alternative funding sources for ICT educational initiative. There is

lack of skilled manpower to manage available systems and inadequate training facilities for ICT education at the tertiary level. This apparent lack of the required degree of sophistication and information management expertise on the part of the end-users of ICTs (students, staff and researchers) would make it difficult to effectively-harness the opportunities offered.

7. Unsuccessful harmonization of all the various ICT-driven education initiatives.
8. Lack of noise strategy initiatives.

**Recommendations:**

The following key points may be considered as recommendations for the development of ICT - driven education:

1. Enough funding is essential for tertiary education in general and development of ICT in particular. To this end, government should boost funding for the entire educational sector;

2. In addition to enhanced funding by the government and income generation drives by individual institutions, government needs to implement policies which will draw the private sector into ICT development. Government should work with the private sector and civil society to ensure reasonable and sustainable access to ICT infrastructure;

3. Tertiary-level administrators should also look beyond the state for investment in ICT. As done in China, banks and other enterprises could be encouraged to see the development of ICT in higher institutions as investment targets. With adequate funding by government and private institutions including NGOs (Non-Governmental Organizations), there would be adequate provision of the required ICT infrastructure and facilities for effective academic globalization.

4. A policy environment which encourages investment in ICT should be put in place including tariffs on import of ICT infrastructure, in order to support affordability and wide range usage at all levels of the educational system. The issue of a realistic national information and communication infrastructure policy is one that should no longer be allowed to linger unresolved.

5. ICT -driven education has immense potentials to assist achieve goal to achieve education for all and therefore should be maximally harnessed in every possible way. ICT education should be included in the educational curriculum including the provision of necessary infrastructural support and massive training and deployment of skilled manpower into both secondary and tertiary institutions;

6. Young software developers should be trained and supported with the necessary equipment to develop nationally usable e-education software; and

7. Government and Managers of Tertiary institutions should set up ICT Research institutes. There should be linkages between Universities, Polytechnics, Colleges of Education, Research Institutes and Government agencies. In addition, government should introduce monitoring bodies which are made up of experts in ICT development.

**Conclusion:**

Education is the cornerstone of sustainable development. It contributes to building a modem and thriving society and empowers communities and citizens to fully participate in development and prosperity. While the right to education is recognized as fundamental for each citizen, access to it is not guaranteed. In the developing world, the essential building blocks for educational systems are suffering from deficiencies. ICT can help respond to these challenges and create the environment that is conducive for effective and quality educational systems. Toward this end, ICT supported education should be high. In order to reach the Millennium goal of "Education for All", ICTs should be integrated in our national educational systems at all levels and should serve as a major wake-up call to Indian government and stakeholders and all other people working on the educational challenges in the country to stop discussion and start acting.

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# Issues, Challenges And Reforms In Higher Education

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**Abstract:**

The existing system of higher education now in India was originally implanted by the British government in the mid of 19th century. The main objective was to serve the economic, political and administrative interests of the dynasty over the colony in general but it was to consolidate and maintain their dominance in the country in particular. The new developments in the field of science, technology, media revaluation and internationalization of education and the ever-expanding competitive environment are revolutionizing the education scene in India. A paradigm shift has been noticed in higher education now-a-days, from 'national standard of education' to 'global standard of education'. It is true that enhancing social access to higher education is still important in the country. But, the major challenge before Indian higher education is to bring and maintain the equity and quality in education.

The present challenge before the country at the beginning of the twenty first century is to become a developed society by the year 2020, which requires that not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover, challenges in higher education are no longer only nation centric.

## Introduction:

They have already attained global dimensions; particularly after trade in services has been brought under the purview of the WTO régime. Today the world economy is experiencing an unprecedented change. New developments in science and technology, media revaluation and internationalization of education and the ever-expanding competitive environment are revolutionizing the education scene. A paradigm shift has been noticed in higher education now-a-days, from 'national level of education 'to 'global level', from 'one-time education for a few' to 'lifelong education for all', from 'teacher- centric educations' to 'learner centric education'. These changes make new demands and spell fresh challenges to the existing system of education being practiced in the country. Improving the low level of enrolment 6% in the 18-23 age group ratio, ensuring better equity, access, sound and realistic man-power planning, faster growth of skilled human resource for a self-reliant course of economic development and universalization of basic education are the other major challenges.

It is true that enhancing social access to higher education is still important in the country. But, the major challenge before the Indian higher education system is to bring equity in quality of education across the length and breadth of the country. This is closer to the heart of students in rural, semi urban and urban areas, because they also wish to be able to participate in the new economic revolution. Several social, economic and political reasons seem to act as constraints to access and equity in higher education in India. Poverty leads to high drop- out rates even at primary, middle and secondary school levels. Lower status of women, lack of easy access, lack of implementation of existing programmes, inadequate utilization of resources, absence of political will and inadequacies in coordinated actions across all equity fronts within institutions seem to be the other reason. Financial constrains also often form a significant factor in advancing equity. These and related issues in Equity and Access of Higher Education is burning issues in present society.

It is high time to rethink about the objectives of higher education as it cannot be just a business when it is considered as an effective instrument of social change and a tool of citizen's empowerment. A number of new trends have emerged in the Indian Education. Absence of practical learning has led to "Skill Gap".75% of graduates are coming out to the job market without skill. Interdisciplinary education aims to achieve skill development. The interdisciplinary learning only helps to acquire the ability to deliver goal-based education.

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Therefore, the reforms in the higher education develop soft skills among the students and it will help to produce quality in human capital for developing nations.

## Objectives:

In order to study the research problem, we have set the following objectives.

1. To study and understand the present system of education in India.
2. To give focus over recent initiatives of ICT based teaching and education.
3. To analyze the issues and challenges for reformation in higher education.
4. To give focus on student behavior and job market.
5. To identify the impact of higher education reforms on socio economic change.

However, the students going for higher education would become the mature citizens and determine the nature and future of society. Thus, higher education has been crucial scenario that creates the opportunities to give effect to the future society. The present semester and credit system will encourage more frequent revisions to curriculum and more relevance to the labor market, with the policy of RUSA (Rashtriya Uchyottam Shikshna Abhiyaan) which is outlining a process of curriculum stocktaking and revision every three years.

## Curriculum Development:

The MHRD states that "curricular revision should be (Ministry of Human Resource Development) with involving all the faculty members." This should happen "substantially every three years for all courses." But in many universities, we find that the old syllabus is taught to the students.

## Challenges

1. Complete reforms in higher education for skilled youth are a major challenge to the nation. Entrepreneurship based on innovation has immense growth potential. The Global Innovation Index 2014 ranks India 76th position of 143 countries.
2. The key challenge here is to increase the enrollment in higher education in the country, which is directly linked to economic growth of the country.
3. One of the biggest challenges in higher education is shortage of trained or skilled teachers in this sector. Consequently, it has been difficult to improve the quality of education and gauge the skilling requirement in the sector.
4. Proper counseling and guidance has been considered as the biggest challenges in the skill space today.
5. Improper evaluation and business making in higher education is a very severe threat to the development

## Hurdles

1. Broadband connection to improve the standard of Higher Education.
2. Quality teaching in Higher Education through modern technology.
3. Traditional mode of teaching
4. The changing life style of the society without proper security.
5. No Global/International standard in teaching.
6. Accreditation and evaluation system in HES
7. No research-based teaching to promote student reliability.
8. No international competitiveness and comparativeness.

Academic reforms in India are being introduced with a goal of increasing quality standards with initiatives designed to broaden access. Current reform initiatives are focused at the state level, where over 90 percent of the nation's approximately 30 million higher-education students are enrolled.

Learner-centric curriculum reforms include the introduction of credit requirements for non-major elective courses and the creation of syllabi and programs based on learning outcomes relevant to the labor market. The details of 12th Plan reform initiatives in the higher education space are outlined in the Ministry of Human Resource Development's 2013 Rashtriya Uchchattar Shiksha Abhiyan (RUSA) policy document. The RUSA initiatives build on plans first circulated in 2009 under the UGC's Action Plan for

Academic and Administrative Reforms, and have an implementation window through to the end of the 13th planning period (2017-2022).

## Need of reforms in higher education

- India's gross enrolment ratio (GER) is only 19.4 per cent, indicating that only a fraction of the population in the age group of 18-23 years is enrolled in higher education institutions.
- There are wide disparities between various social groups. The GERs for SCs, STs and OBCs are far below the average GER and those of other social groups. There is also a wide gender disparity; GER for males is 20.9 per cent while that for females is only 16.5 per cent.
- Most Indian universities are not spaces that are inspiring enough for knowledge creation, nor have they been designed to ensure the pursuit of serious research and scholarship.
- In central universities 40 per cent of faculty positions remain vacant.
- The state universities suffer from a lack of resources among other things.
- Indian universities are generally timid in seeking collaborations which are necessary for the development of new ideas and perspectives.
- There is also lack of interdisciplinary teaching among different faculties and schools. The bureaucratic approach of university managements and regulators has led to the creation of too many hurdles in the pursuit of any meaningful collaboration.

## Measures needed

- Effecting transformation involves five things: substantial resources, a progressive regulatory environment in which higher education regulators begin to trust universities, a new governance model for creating opportunities and space for research and scholarship, an enabling environment within universities that will significantly incentivize research and publications, and an attitudinal change among all stakeholders in the higher education sector.
- The new government must ensure that all faculty appointments are filled up within a time-bound framework. This will involve tactful engagement with the institutions and a creative approach to faculty recruitment.
- It is essential to identify a selected set of institutions to represent the best of public and private universities and significantly enhance their capacities with a view to advancing their research agendas. This will not only help in understanding the key challenges that universities face in relation to nurturing research, but will also help us learn from recurring mistakes. Institutional reform inevitably requires risk-taking and innovation.
- Existing policies relating to research collaborations both within and outside India need to be re-examined and made more progressive and inclusive. They should be made progressive vis-à-vis ensuring greater autonomy and freedom to universities to determine who they want to collaborate with and what the terms of collaboration should be.

## Other initiatives

- Developing educational products of new models based on flexibility and learner's choice;
- Preparing students for the knowledge society;
- Providing methods and styles of working for life-long learning;
- Arranging facilities for E-learning and distance learning;
- Ensuring total quality management in the higher education system;
- Catering to the changing market demands and churns out adaptable work force,
  Instead of providing these to the students it is better to give them scope for narrow specialization.
- A proper structure for Examination Reforms Units for the Universities should be evolved, supported by UGC to keep the nationwide evaluation processes at universities under continuous scrutiny.
- All the examination processes should be computerized and based on recent advances in ICT

## More Attention Needed

- ➢ Focus on imparting broad-based and holistic education to produce well-balanced individuals who are morally and socially conscious and have a sound basic education that enables them to charter a path to their chosen careers
- ➢ Focus on development of critical thinking skills / application-oriented teaching
- ➢ Have relatively low course fees and focus on reaching a large percentage of India's population
- ➢ Utilize online methods of teaching and learning to cater to a large population base
- ➢ Tie-ups with it is, polytechnics and other vocational training providers to impart skill-based training

## Conclusion

1. State Governments would be encouraged to setup Kaushal Vardhan Kendras (KVKs) at panchayat level for mobilizing and imparting skills pertaining to local employment/livelihood opportunities to school drop-outs, adolescent girls, housewives and rural youths.

2. Government will promote grant of scholarships, rewards and Skill Vouchers (SV) for funding of training costs. All desirous candidates would be able to access credit for all certified NSQF aligned skill development programmes through targeted Skill Vouchers (SVs), which will be linked to their Aadhaar and their Jan Dhan Account or bank account.

3. Government attaches high priority to socio-economic growth of rural areas since India lives in her villages. Adequate focus will be given to youth from deprived households by establishing online education centers in areas which are underserved.

4. Government will allow flexibility in syllabus through innovative models within the overall architecture of the scheme.

5. Higher education centers should provide short term training to specific requirements of the community and local ecosystem.

6. Women related issues will be incorporated in the guidelines of Higher Education enrolment procedures.

## Suggestions

1. Seminars, workshops, role play live projects, experimental demonstration and continuous assessment tools are to be recorded in the student certificate.

2. The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on

3. Higher education is a dedicated time within which we strive to acquire these skills on an accelerated basis through training.

4. Apart for these, introducing students to some of the employable skills mentioned above will also help them prepare and adapt to real work situations without much effort.

5. A Total Quality Management for courses offered, monitoring the achievement of the students at all stages of the course, shall be introduced at all higher education institutions.

6. An accreditation system for individuals in various disciplines may be thought of. Indeed, GATE and NET examinations with limited objectives so theses to be removed of such a system. The performance of students in such examinations may be made an important parameter for the accreditation of the institution.

7. Competent faculty is a must for any higher education institution aspiring for quality. It is   high time that an **Indian Higher Educational Service,** along the lines of the IAS, is formed. This has the advantage of quality control of the teaching faculty for higher education. A new Human Resource Development Policy shall be evolved to facilitate this.

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# Impact Of Globalization On Higher Education In India

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## Introduction:

Education is the backbone of a nation. So education should be acquired from the cradle to grave. Higher education occupies the apex of educational pyramid in the formal process of education. Generally it comprises of three stages- graduate, post graduate and research programme i.e. M.Phil and Ph.D. Higher education also comprises of general, technical, commercial, medical, engineering, law and other professional degrees and diplomas. Therefore the scope of operation of higher education is extensive and intensive. It is intensive in the sense that, it provides a broad prospective of opportunities to the students about almost all the aspect of our life. In the recent year efforts have been made by the commission to regulate the growth of higher education as well as the establishment of new universities and colleges with a view to ensuring that, higher education grows to meet the genuine needs of the society for trained manpower with appropriate level of professional training. Globalization increases the demand for higher education and for educational quality.

The globalization is not a new but is an old age concept which was first introduced by Adam Smith in the year 1776 through the book titled Wealth of Nations. The word globalization connotes where all the nations join their hands with each other and create a kind of socio-economic environment to do business or any commercial, cultural and educational activities in which every participant nation should be benefited. Globalization means more competition not just with remains in the same countries but throughout all over the world. Globalization increased the demand for education in two parts. The first is the economic rising payoffs to higher education to global, science based, knowledge and intensive economy make university training more of a necessity to get good jobs. The second part is socio-political, demographic and democratic ideals increase pressure on universities to provide access to groups that traditionally have not attended universities.

Globalization indeed sounds exciting and makes one feel great and global in many respects such as approach, attitude and changed mind set to compete at international level and finally look for an elevated quality of life. Knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures elements of globalization have a significant impact on higher education. Therefore nations across the world have been striving to create the right educational environment to promote effective teaching and learning to achieve the unique requirements of globalization

## Concept of globalization;

Globalization is an important development that changed deeply the world in modern history. It is seen that a new era starts and nations face huge changes in their social, economic and cultural ways, and it is obvious that it comes into our society new concepts and values and they carry new problems and perspectives for the nations in the process of globalization.

## Globalization and Higher education:

In every area, humanity lives an increase and rapid change. New challenges force social, economic and cultural values. In the field of education a lot of changes are expected duties of schools is to ameliorate the individual's appropriateness with the concept of globalization that changes traditional structure of education, which is one of the main rapid changes today in universities and

other institutions that are redoubling their efforts to respond to social change. They have to implement society's expectations.

Gordon outlines the importance of higher education in the learning society by attributing the report of the National Committee of Inquiry into Higher Education as follows:

"Higher education is principal to the social, economic and cultural health of the nation . It will contribute not only through the intellectual development of students and by preparing them for work, but also by adding to the world's store of knowledge and understanding,.." (Gordon,1999,p 09)

In this quotation, Gordon said that Higher Education is very important in different domains and it contributes in the promotion of student s" knowledge; and helping them to integrate in job fields.

In the future universities and other institutions are not thought only for the young. People of all ages who wish to further their education, these universities and institutions are expected to become open to them. Universities and other institutions will be open to anyone who has acquired the motivation to learn and the ability to notice issues through social experience or involvement in volunteer and other activities. Besides, the increase in the number of student, both part-time and full-time, with greater depth is expected and this is thought to lead to the formation of an academic environment. Graduate study is also likely to become more available to non- academic members of society. As higher education is an investment in human progress and prosperity, during fast social and economic change, it is especially important that universities and other institutions of higher education consider their contribution to society from abroad long- term perspective.

**Globalization Impact on Higher education:**

Globalization has a multidimensional impact on the system of higher education in India. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology, giving productivity dimension to education and emphasis on its research and development activities because education is an important investment in building human capital. The higher education system in India suffers from acute paucity of funds, lack of autonomy, burden of affiliation. On the other hand the effect of globalization on education brings rapid developments in technology, communication and knowledge economy.

**Education policies:**

Globalization also impact the education policies on higher education in India. In the last two decades Indian government has formed various committees, commission and also different kinds of economic bodies came to existence like NAAC.

**Globalization and economic reforms:**

In India have yielded significant changes in the role of state and restructuring of social welfares education, employment, agriculture and health system. In higher education it was always the monopoly of middle class and elite groups of the society.

**Commercialization:**

Impact of globalization is commercialization of higher education due to which self financing courses have been introduced which has deprived many from getting higher education especially in countries like India where illiteracy still prevails and education is a dream to many. The existing policy of globalization of higher education is motivated by profits rather than social justice or the policy of the government. Its goals therefore are to meet the demands of the market.

**Knwledge:**

The impact of globalization on higher education is the transition to a knowledge society towards universities as knowledge-centres.

**Women education:**

Women literacy rate has grown over the three decades. Women education plays a very important role in the overall development of the country and improving the quality of life at home and outside

**Privatization of higher education:**

There has been an increasing trend towards privatization of higher education in India. The quality and content of the education are industry oriented due to privatization. In this day age of globalization and privatization with competition and to meet the new challenges of the 21st century higher education should be radically transformed. India is required to set up a chain of educational institutions which are accredited, globally acceptable. We should also keep in mind that quality can come only from quality teachers and quality infrastructure, under quality leadership

**Teacher education:**

In the global society today the aspects of rapid change, lifelong learning, flexible routes of learning and the use of technology have a major impact on all the areas of teacher education. Major steps to be taken qualitative expansion, value based, competency based and ICT based teaching learning.

**Skill:**

Higher education is seeking ways to meet the demands and challenges put forth by globalization. Higher education today is expected to produce skilled and trained workforce who can compete in this global marke

**E-learning:**

People with disability get benefit from globalization only if they endowed with knowledge, skills, capabilities and rights needed to pursue their basic livelihoods. The introduction of technology into the classroom is changing the nature of delivering education to students is gradually giving way to a new form of electronic literacy , more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form. Video projection screens, books with storage device servers and CD rooms as well as the emergence of on-line digital libraries are now replacing blackboards. Even exams and grades are gradually becoming available through electronic means and notebooks are starting to give way to laptops. Also, students can be examined through computer managed learning systems and do tutorial exercises on a computer rather than in a classroom.

**Communication:**

The effects of globalization on education bring rapid developments in technology and communications. It changes the role of students and teachers and producing a shift in society from industrialization towards an

**Entry of Foreign Universities:**

Foreign Direct Investment (FDI) is important tool of globalization. As government lack of funds FDI is allowed into higher education. The foreign universities is expected to bring the quality infrastructure in teaching, research as well as physical infrastructure This will attract large scale foreign investments into India and also to an extent reverse brain drain. However, the government will have to create a level playing field for all institutions and also ensure that other factors are considered. Their entry should also increase the qualities in research areas and so on, rather than focus on undergraduate programs

**Conclusion:**

Globalization has had many obvious effects on educational and communication systems change the way education is delivered as well as roles played by both teachers and students. The development of this technology is facilitating the transition from an industrial based society to an information-based one. At the same time, there is a dark side to globalization and to the very openness of the new information systems; while the richest countries grow richer, the poor are becoming poorer. Thus, information and education gaps between the rich and the poor are widening not narrowing; economic crises, trade imbalances and structural adjustments have caused a moral crisis in many countries, damaging and cutting the basic social and cultural fabric of many families and communities apart, resulting in increasing youth unemployment, suicide, violence, racism and drug abuse and antisocial behaviour form schools.

In the 21st century, education systems face the dual challenge of equipping students with the new knowledge, skills and values needed to be competitive in a global market while at the

same time producing graduates who are responsible adults, good citizens both of their country and of the world. Thus, globalization challenges us to rethink not only how much education is needed but also its final goal.

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## Status Labour Market, Education And Skill Requirement In India

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**Abstract:**

The skills possessed by each country's population provide the fundamental determinants of prosperity and well-being. The present paper is an attempt to take the stock of India's labour Market, Higher education and skill requirement for young population. The study observed that to make India internationally competitive and to boost its economic growth further, a skilled workforce is essential. As more and more India move towards the Knowledge economy, it becomes increasingly important for it to focus on advancement of the skills and these skills have to be relevant to the emerging economic environment.

**Introduction:**

Skill development has emerged as a key strategy to realize the potential of demographic advantage of having the youngest workforce with an average age of 29 years in comparison with the advanced economies to create human resource for improving country's competitiveness and growth. Skill development is critical for economic growth and social development. Globally Indian economy is considered as one of the fastest growing economy in the world. Further it is apprehended that India's demographic dividend to increase with the growth of population from 1 billion in 2004 to 1.4 billion in 2026. It is estimated that 83 percent of this increase to be in the 15-59 age group. If this dividend is channeled by 2025, than India will not only have 25 percent of the total world's workforce but its per capita income will be $1400, which currently touches at around $1000

The National Policy for Skill development and Entrepreneurship 2015 provides an enabling framework to realize the vision. Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets. The National Policy targets to skill and reskill about 400 million by 2022. It's a huge challenge considering that the percentage of the formally trained in India are low at 4.69 per cent of the total workforce compared to countries like Germany with 75%, Korea with 96%.

**Objectives &Research Methodology:**

Research Design selected for this research is descriptive design. In order to collect desired data, Secondary data method of data collection is adopted in this study. The data were collected from journals, magazines, publications, articles, research papers and websites. The present paper intends to achieve following objectives

1. To know about the existing level of Skill Development in India
2. To analyze the requirement of Skill Development
3. To find out the suitable ways to fulfill the requirement of Skill Development

**Higher Education and Skill Development Structure:**

Globally, the Indian Education sector is amongst the largest, with an extensive network of more than 1.4 million schools (with over 200 million students enrolled) and more than 900 universities and 40,000 higher education institutes and is expanding rapidly in light of rising income levels and growing demand for quality education in the country. Further, India also has the world's largest population in the age bracket 3 to 23 years which highlights the large addressable market for this sector. There are three levels of qualification within the higher education segment in the country graduation level, post-graduation level and doctoral degree. All the colleges offering these courses need to be affiliated to a university (under purview of the

central regulatory body – University Grants Commission (UGC)). There are also individual bodies such as All India Council for Technical Education (AICTE), Medical Council of India (MCI), etc. responsible for the regulation, coordination and development of higher education in India. The below table gives the details of HEIs in India

<div align="center">

**Table-1**

**Trends in Universities and Colleges**

</div>

| Year | Nos of Universities | % Change | Nos of Colleges | % Change |
|------|---------------------|----------|-----------------|----------|
| FR 13 | 667 | -- | 33,525 | --- |
| FR 14 | 723 | 8.39 | 36,634 | 9.27 |
| FR 15 | 760 | 5.11 | 38,498 | 5.08 |
| FR 16 | 799 | 5.13 | 39,071 | 1.48 |
| FR 17 | 864 | 8.13 | 40,026 | 2.44 |

<div align="right">Source: Care ratings: Overview of Indian Education Industry June 2018</div>

**Why skill India?**

India is expected to have the largest workforce in the world by 2025, with an estimated two billion English-speaking people by the end of 2020.By the same year, the world is expected to face a shortage of 56.5 million skilled workers, while India is projected to have a surplus of 47 million, Indian government statistics say. Yet, 30% of India's youth are neither employed nor in education or training, Bloomberg reported on July 7. Unless employed gainfully, India's "demographic dividend" can turn into a socio-economic nightmare. For instance, 4.69% of India's workforce is formally skilled, as against 52% in the US, 68% in the UK, 75% in Germany, 80% in Japan and 96% in South Korea. In fellow emerging economy China, skilled workers account for 24% of the workforce.

**Present Scenario of Skill Capacity of India:**

In order to capitalize the demographic dividend, India will need to empower its workers with the right type of skills. Thus, this section depicts the present skill levels of the Indian workforce in the age group of 15-59 years in the form of their general educational levels and vocational training levels.

➢ The drop-out rates of educational institution were estimated to be 50% in the age group of 5-14 years and86% after 15 years of age and in contrast to this the participation rate of the workforce rises rapidly after 14 years of age and it results in a semi-literate workforce which finds it difficult to absorb higher form of skills.

➢ 38% of Indian workforce is illiterate, 25% has education below primary or up to primary level and remaining 36%has an education level of middle and higher level.

➢ 80% of Indian workforce does not possess any marketable skills.

➢ Only about 2% have received formal vocational training and 8% non-formal vocational training, thereby implying that very few new entrants to the work force have any marketable skills as compared to developed economies such as Korea (96%), Germany (75%), Japan (80%) and United Kingdom (68%).

**Status of India's labour market:**

India's economy grew by 8.0 per cent in fiscal year (FY) 2016 (April 2015-March 2016), the fastest pace since 2011-12. However, in 2016-17 the GDP growth rate slowed down to 7.1 per cent, mostly on account of deceleration in gross fixed capital formation. IMF's latest growth forecast shows that disruptions caused by demonetization is unlikely to affect economic growth over the longer term, and GDP growth is expected to rebound to 7.2 per cent in 2017-18 and 7.7 per cent in FY 2019. Most of the new jobs being created in the formal sector are actually informal because workers do not have access to employment benefits or social security. In addition, notable disparities in the labour force participation rates of men and women persist. (ILO 2017)

**Potential sectors for skilling& Skill requirements by 2022:**

Skills and knowledge are driving forces of economic growth and social development for any country. The quantitative as well as qualitative skill gaps can further widen going forward if there are no or limited efforts towards addressing the key supply related issues.

**Table-2**

**Break Up of Incremental Human Resource Requirement across 24 Sector**

| Sl. No | Sector | Human Resource Requirement Estimates | | Incremental Human Resource Requirement |
|---|---|---|---|---|
| | | 2017 | 2022 | 2017-2022 |
| 1 | Agriculture | 229 | 215.5 | -13.5 |
| 2 | Building Contraction and Real estate | 60.4 | 91 | 30.6 |
| 3 | Retail | 45.3 | 56 | 10.7 |
| 4 | Logistic, Transportation and warehousing | 23 | 31.2 | 8.2 |
| 5 | Textile and Cotton | 18.3 | 25 | 6.7 |
| 6 | Education and Skill Development | 14.8 | 18.1 | 3.3 |
| 7 | Handloom and Handicraft | 14.1 | 18.8 | 4.7 |
| 8 | Auto and Auto Components | 12.8 | 15 | 2.2 |
| 9 | Construction material and building hardware | 9.7 | 12.4 | 2.7 |
| 10 | Private security services | 8.9 | 12 | 3.1 |
| 11 | Food processing | 8.8 | 11.6 | 2.8 |
| 12 | Tourism, Hospitality and Travel | 9.7 | 14.6 | 4.9 |
| 13 | Domestic Help | 7.8 | 11.1 | 3.3 |
| 14 | Gems and Jewellry | 6.1 | 9.4 | 3.3 |
| 15 | Electronic and IT Hardware | 6.2 | 9.6 | 3.4 |
| 16 | Beauty and Wellness | 7.4 | 15.6 | 8.2 |
| 17 | Furniture and Furnishing | 6.5 | 12.2 | 5.7 |
| 18 | Healthcare | 4.6 | 7.4 | 2.8 |
| 19 | Leather and Leather goods | 4.4 | 7.1 | 2.7 |
| 20 | IT &ITes | 3.8 | 5.3 | 1.5 |
| 21 | Banking Financial services & Insurance | 3.2 | 4.4 | 1.2 |
| 22 | Telecommunication | 2.9 | 5.7 | 2.8 |
| 23 | Pharmaceutical | 2.6 | 4 | 1.4 |
| 24 | Media and Entertainment | 0.7 | 1.3 | 0.6 |
| | **Total** | **510.8** | **614.2** | **103.4** |

Source: Annual Report. Ministry of Skill Development, 2017-18

The table indicate that as per the skill gap study conducted by the National Skill Development Cooperation over 2010 - 2014, there is an additional net requirement of 109.73 million skilled manpower by 2022 across twenty-four key sectors. As India strengthens its base as a knowledge economy, there would be additional requirements to the highly skilled workforce in sectors like financial services, IT/ITeS, Bio-technology, Healthcare and Pharmaceuticals.

**Suggestions**

1. Sector-specific skill councils should be established by the State Governments for such industry sectors which have major share in State Gross Domestic Product or have high potential for growth. It should have participation from the regulatory body, industry leaders/ associations, external professional consultants.

2. There should be a regularly evaluation of the course content and pedagogy and if needed, should do modifications in design/delivery to meet industry's requirements.

3. There should be certain amount of stipend to be paid for vocational students, which will encourage the students to opt for vocational training.

4. To encourage participation from local industries, the local governments should help local enterprises by incentives such as allotment of land at subsidized prices, or preferential treatment in case of award of government projects. Such measures can prove to be influential in encouraging industry to actively participate in vocational education and training.

**Conclusion:**

As more and more India move towards the Knowledge economy, it becomes increasingly important for it to focus on advancement of the skills and these skills have to be relevant to the emerging economic environment. To make India internationally competitive and to boost its economic growth further, a skilled workforce is essential. For transforming its demographic dividend, an efficient skill development system is the need of the hour. Therefore, to achieve its ambitious skilling target, it is imperative to have holistic solutions of the challenges instead of piecemeal interventions.

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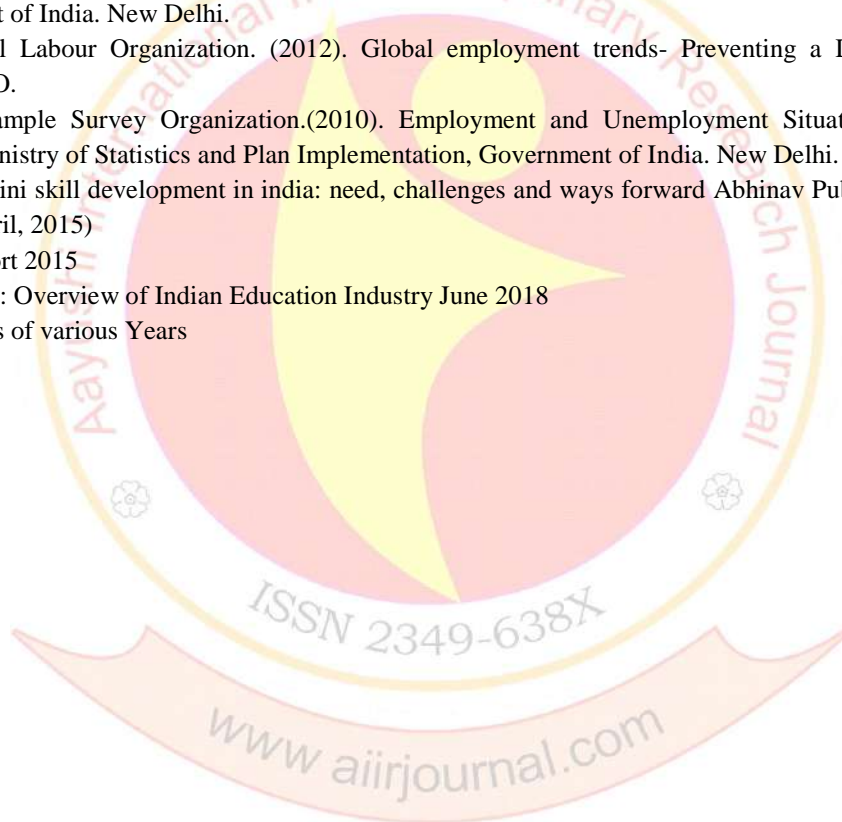
# Higher Educational System In India; Challenges And Reforms

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**Abstract:**

*Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward.*

*India has emerged as a global leader and a strong nation. Education is the key to the task of nation building as well as to provide requisite knowledge and skills required for sustained growth of the economy and to ensure overall progress. According to the Census Data 2011, India is overpopulated with a population of 121,01,93,422 which means India today is a powerhouse of talent of 121 crore plus. In order to convert the population from a challenge to an opportunity, the area that requires immediate attention is education and training.*

*Materials and Methods:*

*The present paper is based on the secondary sources like various reports and articles and findings of studies carried out on the reforms in higher education.*

**Keywords:** Achievements, Education, Literacy, Training. Issues, Quality

## Introduction:

John Dewey said: "Education is not preparation for life, education is life itself." Education starts with us when we start our life journey. From the very first moment, a baby steps into this world, she/he starts to learn. This process continues throughout his/her life because she/he learns something new every moment of his/her life. Education is the foremost sectorthat shoulders the biggest responsibilityof shaping the future ofnation. Education has been identified as a critical input for economic development and for human resource development.

Higher education is assuming an upward significance for developing countries, especially countries including India which is experiencing service-led growth. Higher education is all about generating knowledge encourage critical thinking and imparting skills relevant to society and determined by its needs. Education general and higher education in particular, is a highly nation-specific activity, determined by national culture and priorities. The growth of India's higher educational institutions should form four guiding principles, i.e. access, equity, accountability and quality which should consider while planning for higher education development in India in the twenty-first century.

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. The University Grant Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education. All India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE) Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH), the Central Council of Indian Medicine (CCIM) and such other regulatory bodies from time to time to accommodate these development and yet maintain quality students in higher education

The prospects and development in the higher education sector in India needs a critical examination in a rapidly globalizing world. Expansion, inclusion and excellence were the three objectives of higher education policy of Government of India. The government had taken many steps to increase student enrollment in higher education and quality improvement in higher educational institutions.

Keeping in view the Government has constituted a Knowledge Commission to suggest measures to alleviate the problems that higher education sector is afflicted with and make India a Knowledge super

power in the global economy. If India is to be a global economic powerhouse it is essential to nurture its higher education sector.

**Objectives of the Study**
  a) To understand the status of Indian Higher Education System
  b) To evaluate the issues and challenges to Indian Higher Education System
  c) To ascertain the possible solutions to resolve the issues
  d) To provide suggestions for improvement

**Challenges of present higher educational system in India:**
        Since we have got independence, we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System.

        India recognizes that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering.

        Most observers agree that Indian higher education, the significant and impressive developments of the past few decades notwithstanding, faces major challenges in both quantitative and qualitative terms. Perhaps the clearest and boldest statement of this issue can be found in the "Report to the Nation 2006" of the National Knowledge Commission which concludes that there is 'a quiet crisis in higher education in India that runs deep', and that it has to do with both the quantity and the quality of higher education in India.

        Quality of education delivered in most institutions is very poor. While India has some institutions of global repute delivering quality education, such as (Indian Institute of Management) IIMs and (Indian Institute of Technology) IITs, we do not have enough of them. It has very narrow range of course options that are offered and education is a seller's market, where is no scope of incentive to provide quality education. There is clearly a lack of educated educators and teaching is not an attractive profession. It's a last choice in terms of career.

        There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. A series of judicial interventions over the last two decades and knee-jerk reaction of the government – both at the Centre and state level and the regulatory bodies without proper understanding of the emerging market structure of higher education in India has further added confusion to the higher education landscape in the country.

        Some of the leading challenges before the higher education system are continuous up gradation of curriculum to keep in pace with rapid growth of science and technology; globalization and the resultant challenges from the international universities; grooming of many private institutions without any method of ensuring maintenance of quality and standard; need for adequate funding to meet the demands of various novel innovative programmes; developing a meaningful and purposeful inter-face between the universities, National Research Laboratories, industries, government and society, etc.

        The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to developed state. Today's youth always try to go foreign for his higher education as they have much better facilities and quality of their system. Can't we get that quality here itself? We have to stop this brain drain so as avoid students to run away from country. Our governments trying for various challenges faced but no one is doing well for that. One most important fact is that the quality of education is absent in higher education.

**Some suggestions to improve quality of higher education in India:**
        Now there is an urgent need to work for the development of higher educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st

century. So, the drawbacks of the higher education system underscore the need for reforms to make it worthwhile and beneficial to all concerned.

There are some suggestions and expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of higher education-

1. **Industry and Academia Connection-** Industry and Academia connection is necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs

2. **Importance for vocational education** - Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Vocational and Diploma courses need to be made more attractive to facilitate specialized programs being offered to students.

3. **Innovative Practices**- The efforts are required to improve the country's innovative capacity, yet the efforts should be to build on the existing strengths in light of new understanding of the research-innovation-growth linkage.

4. **Standard fee structure** -There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly subsidized and fully subsidized education.

5. **Student-Centered Education and Dynamic Methods-** Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become.

6. **Public Private Partnership**- PPP is most essential to bring in quality in the higher education system. Governments can ensure PPP through an appropriate policy. University Grants Commission and Ministry of HRD should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP.

7. **Academic auditfor Improving Quality**- Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities.

8. **Personality Development-** Finally, education should be for the flowering of personality but not for the suppression of creativity or natural skill.

**Conclusion:**

India today is one of the fastest developing countries of the world. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programs for academic development.

Report of the National Knowledge Commission if implemented can help boost education sector in India. We are moving towards an era which would be defined by the parameters of knowledge and wisdom. India in order to become a developed nation and knowledge power by 2020, the decisions that are going to be taken on these is likely to hold the key to India's future as a center of knowledge production. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. We need an educational system that is modern, liberal and can adapt to the changing needs of a changing society, a changing economy and a changing world.

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## English Language: A Tool For Skill Development In Higher Eduacation

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**Abstract:**

　　*Language has great importance in the dialogue and understanding between higher education, its facilities and in every spare of life. And, the English language today is an international language, and there are about 375 million English as first language speakers and 750 million English as second language speakers. English is an official or special status in 70 countries. It is because English now has become the familiar and common language for almost all human beings. It has been playing a major role in many sectors as medicine, engineering, politics, economics, international relations, and higher education in particular, the most important area where English is needed. It has also become a medium of instruction at universities, an accessing source of modern knowledge and scientific research, and a means of global communication and earns living. The present paper is an attempt to signify the role and importance of English in higher education sector as a tool for its development.*

**Keywords:** English language, global lingua franca, higher education, modern technology.

**Introduction:**

　　Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human. There are thousands of languages in this world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand. English was originally the language of England, but through the historical efforts of the British Empire it has become the primary or secondary language of many former British colonies such as the United States, Canada, Australia, and India. Currently, English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries.

　　Historically, since its introduction to India, English as a language has played an important role in media and education. A large number of books are published in English in India. India is the third largest English book producing country after the United States and the U.K. Indians writers and poets such as Tara Dutta, Raja Ram Mohan Roy, Sarojini Naidu, Vikram Seth, Arundhati Roy and many others have contributed to the rich literary tradition of India. Mahatma Gandhi had said, "English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasure; it gives us an introduction to western thought and culture" (AL-Khalil 3).

　　English is the chief language in the Indian education system today. All the prestigious schools and colleges use English as their medium of instruction. Today, careers in the field of science and technology, business and commerce require a good knowledge of English. Most of the works in the field of space, nuclear technology, medicine etc. are available only in English. The vocabulary and terminology used in these are available in English. Therefore, English has become a passport of getting a good job not only in India but also abroad in almost all fields.

　　The increasing demand for English language in higher education and research over the last decades is often assumed to be "a parallel and unavoidable process resulting in improved international academic communication worldwide" (Balan 11). Due to the importance of English as an international language whereby education and cultures are exchanged at all levels. It comprises a major tool for obtaining academic degree programs. Alongside with the role of internet and multimedia in global communication, English becomes nowadays popular, widely used as a means of instruction in a large number of educational institutions, language centers and universities, a pathway to accessing all fields of knowledge and academic research sources across the world and a best tool for foreign language learning/teaching. Sensing the importance of English to be not only national but international the Government of India, along with the State Governments, have been taking measures to introduce this language at the grass root level.There are

innumerable reasons which prove that the role of English language in higher education has been playing a significant role for its development. They are explained in the follow's paragraphs.

A powerful means of expression: no doubt English has become a powerful means of expression in higher education. It has a rich vocabulary. In spite of the irregularities of grammar, spelling and pronunciation English is the most effective instrument of expression. Hence, we cannot afford to ignore the study of this foreign language completely.

An international language: the study of English is necessary because it possesses the unrivalled position of being world language. Those persons who are engaged in international trade, commerce, social intercourse and diplomacy are bound to know the language of English. In all the political conferences, economic treaties and scientific discourses and diplomacy, English is being used as the international language. India being one of the members of the Commonwealth Nations, she can play her role better at the conference table if she delivers her speech in English, as the majority of the member countries speak this language. So, the faculty in education can interact world renowned persons and universities to improve their skills and institutions by medium of English language.

As a window on the world: English language is compared to a window on the world. It was opined by the first Prime Minister of our country Mr. Jawaharlal Nehru to quote his own words, "English is our major window on the world" (Aslam 13). This tiny statement of him may be explained in detailed as just as we can peep through the windows and see what is happening all around us. In the same way by the study of English we can come to know the progress of the whole world. English offers us glimpses of the various developments which take place in the world. A person who speaks English can keep in touch with the whole world without leaving his own house. It provides us distilled essence of modern knowledge in all the fields of human activity.

A gateway to modern thought and culture: Mahatma Gandhi expressed that English serves us a gateway to modern thought and culture. It has led our country on the path of progress and advancement. It helps us in removing superstition, ignorance and orthodox which are prevalent in the common people in India. It also helps us to remove many social evils like untouchability, caste-system and exploitation of women. It is the language of the freedom loving people. It breaks of the very spirit of liberty, social equality and love of democracy. Its literature radiated on us a mighty influence that made our nerves tingle and our dead spirits pulsate with a new life.

As a library language: according to the Kothari Education Commission (1996) English is a library language. It is worth quoting this statement – "While the goal is to adopt the regional languages as media of education, we would like to stress again that this does not involve elimination of English. In fact, English as an important "Library Language" would play a vital role in higher education" (Aslam 26). I mean that the learners must study that much English which would help them to understand the subject matter contained in the library books. It is a store house of knowledge. Almost all the languages of the world have been translated into books. As a library language it stresses much on reading, skill, rather than the other three skills and it should be developed in the students to a high degree. The development of reading skill enables the readers to read all reference materials and technical materials which are in English language. It also enables them to make notes of those materials and use it for their purposes.

As a link language: it serves as an effective instrument of inter-state and international communication. India, as a proverb says, is a land of Turbans and Tongues. This statement means that India is a country of many languages. That is why English serves as an effective instrument of inter-state communication. The following points go to prove this statement: there are as many as one hundred and seventy-nine languages and dialects spoken in different parts and state of our country. This being so, English will continue to exist as a common means of inter-state communication till Hindi is adequately recognized as the Lingua Francha of our country. More over English has brought about a feeling of solidarity and a sense of common interest among the people of our country. It serves as a common medium of communication for a graduate of Karnataka, Rajastan, Maharashtra, West Bengal etc., for understanding his fellow men from other states. It is same with the international level also. If a student of higher education

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acquires skills of English language, s/he can achieve whatever desired. So English is a ladder for success in higher education.

A key to scientific knowledge and advanced learning: it is an admitted fact that English gives us the key to modern scientific knowledge and advanced learning. In India the study of English is quite essential in this regard. Our national languages are still in the making. Their literature is still thin and immature. They do not possess as yet enough word power to express technical terms, medical terms, economic terms, engineering terms etc. the aforesaid deficiencies of our country can be met with easily through the knowledge of English as we are in living touch with it.

A key to a vast store house of knowledge: there is no denying the fact the English is quite necessary because it holds a vast store house of knowledge and learning. Its literature is the most comprehensive one. It is an imperishable treasury of the West. It has been spoken or written or thought in the world.

The above-mentioned viewpoints with regard to the need of the study in India propound and plead that we cannot dispense with the study of English. English is not only locally but globally required as source of accessing students' major knowledge in all fields, communicating with the most reputed universities worldwide, pursuing a variety of degree programs and finding high-quality jobs and positions in educational institutions and foreign companies elsewhere.

**Conclusions:**

English has become the most common and dominant language spoken and used both at the national and international levels. It has been playing a major role in many sectors as medicine, engineering, politics, economics, international relations, and higher education in particular, the most important area where English is needed. It has also become a medium of instruction at universities in a large number of countries, a basic means of second language learning / teaching, an accessing source of modern knowledge and scientific research, and a means of global communication and earn living. Today, English has multipurpose social and educational services. It is used as medium of instruction in a large number of universities in the national and international world. Now, it has realized by all countries the necessity of providing education to its citizens in English.

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# Skill Development & Employability Potential Through Higher Education

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**Abstract:**

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local Education in India falls under the control of both the Union Government and the State Governments, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three quarters of the population the private education market in India was 5% and in terms of value was estimated to be worth US$40 billion in 2008 but had increased to US$68–70 billion by 2012.

**Keywords:** Skill development, vocational education and training,Employability NSDC, UGC, Livelihood, Make in India

## Introduction:

Education, research and innovations contribution in to the field of youth and adult education on skills development in India is a focused study in this review paper. It is in line with the skills acquired in formal education to prepare youth and adults for the world of work ranging from informal learning on the job, apprenticeship and enterprise – based training, to learning off the job in government and non-governmental training institutions.

In today's world of Globalization, Skill Training is an Integral component of increasing efficiency & productivity for sound economic development of any economy, In India, it's still at a nascent stage, however the demand for skilled manpower is huge and to cover this gap, it is very pertinent to re-engineer the skill ecosystem. The paper will focus on the topic of skills development with special reference to India. It is in line with the skills acquired in formal education to prepare youth and adults for the world of work ranging from informal learning on the job, apprenticeship and enterprise-based training, to learning off the job in government and non-governmental training institutions. It attempts to make a distinctive contribution in to the field of youth and adult education.

## Concept of Skill:

A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words, the abilities that one possesses. Skills can often be divided into **domain**-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used. People need a broad range of skills in order to contribute to a modern economy.

## Skill Development:

According to the International Labour Organization (ILO), "Skill development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization." The objective of Skill Development is tocreate a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally\ recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamicglobal market. It aims at increasing the productivity and employability of workforce (wage and self-employed) both inthe organized and the unorganized sectors.

## Current Scenario of Skill Development in India:

A committee has been set up under the 'Skills Innovation Initiative' at National Skill Development Agency (Government of India) to bring new ideas and practices to the national level. This will benefit in implementing and extend uniform skill development program across the nation. The skill development of the working population is a priority for the government. The objective of National Policy on Skills (2009) is to expand on outreach, equity and access of education and training, which it has aimed to fulfil by establishing several industrial training institutes (ITIs), vocational schools, technical schools, polytechnics and professional colleges to facilitate adult leaning, apprenticeships, sector-specific skill development, e-learning, training for self-employment and other forms of training. However, a fresh look at this policy was much needed in the frequently changing and more demanding industry needs. It led to the introduction of the National Policy on Skill Development and Entrepreneurship, 2015. This policy links skills development to improved employability and productivity.

## Different Sources Of Skill Development In India:

India is one of the youngest nations in the world with more than 54% of the total population below 25 years of age. India's workforce is the second largest in the world after China's. While China's demographic dividend is expected to start tapering off by 2015, India will continue to enjoy it till 2040. India has the advantage of the "**Demographic Dividend**" (younger population compared to the ageing population of developed countries), which can be cultivated to build a skilled workforce in the near future. As compared to western economies where there is a burden of an ageing population, India has this unique 20–25 years window of opportunity. This "demographic dividend" means that as compared to other large developing and developed countries, India has a higher proportion of working age population Vis-à-vis its entire population. It is estimated that by about 2025, India will have the 25% of the total global workforce. Only way appears to reap benefits of demographic dividend is to utilize skilled workforce. India has immense potential to not only meet its own demand, but become a worldwide hub for outsourcing skilled manpower. Government of India has set up a target to impart necessary skills to about 500 million people by 2022, in line with the skilled man power requirement of future. In view of this great advantage, not only government, but many private sector players have come forward to enhance skill development among youth of India who will play a key role in shaping future of India.

## Government Sources:

Directorate General of Employment & Training (DGE&T), Ministry of Labour and Employment has implemented various remarkable skill development programs across India such as:

- Craftsmen Training Scheme (CTS)
- Advanced Vocational Training Scheme (AVTS)
- Apprenticeship Training Scheme (ATS)
- Skill Development Initiative Scheme (SDIS)
- Special coaching scheme for SC/STs

## The Ministry of Skill Development & Entrepreneurship:

Pradhan Mantri Kaushal Vikas Yojana (PMKVY): A flagship scheme of Govt of India. The objective of this skill certification and reward scheme is to enable and mobilize a large number of Indian youths to take up outcome-based skill training and become employable and earn their livelihood. Under the scheme, monetary reward would be provided to trainees who are successfully trained, assessed and certified in skill courses run by affiliated training providers.

## Udaan:

Udaan is a Special Industry Initiative for Jammu & Kashmir in the nature of partnership between the corporate of India and Ministry of Home Affairs and implemented by National Skill Development Corporation. The programme aims to provide skills training and enhance the employability of unemployed youth of J&K. The Scheme covers graduates, post graduates and three-year engineering diploma holders.

**STAR** (Standard Training Assessment and Reward):

This National Skill Certification and Monetary Reward Scheme, was operational between August 2013 and September 2014. In its place NSDC is the designated implementing agency working through various Sector Skill Councils (SSC) Vocationalization of Education:

**Higher Education Institutes Under The Umbrella Of Nsdc, Ugc & Make In India Initiative:**

The National Skill Development Corporation (NSDC): It is one of its kinds, Public Private Partnership (PPP) in India, under the Ministry of Skill Development & Entrepreneurship. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC is a not for- profit company set up by the Ministry of Finance, under Section 25 of the Companies Act. It has an equity base of Rs. 10 crore, of which the Government of India holds for 49%, while the private sector has the balance 51%. Key role of NSDC:

**HERAUD:** It offers various courses under Pradhan Mantri Kaushal Vikas Yogna (PMKVY) and is run through NSDC partners among others scheme where the Government reimburses the cost of training direct to the candidate upon successful completion. Heraud's approach to training is the result of trans-national collaboration between Australia and India. It is their unique way of bridging the skill gaps by borrowing from the qualification frameworks of these two countries.

**APTECH:**

It has had an agreement since 2013 with NSDC to provide training for a multiplicity of disciplines. According to this arrangement, Aptech would form a separate SBU and attempt to train more than 2.33 million people nationwide over a period of 10 years in sectors such as banking, financial services, insurance, entertainment, organised retail, etc.

**University Grants Commission (UGC):**

The UGC was formally established only in November 1956 as a statutory body of the Government of India for the coordination, determination and maintenance of standards of university education in India. To meet the Government of India's target of imparting necessary skills to about 500 million people by 2022, UGC is implementing three schemes:

1. Community Colleges
2. B.Voc Degree Programme
3. Deen Dayal Upadhyay Centres for Knowledge Acquisition and Up-gradation of Skilled Human Abilities and Livelihood (KAUSHAL).

**Reform, Conclusions Recommendations**
**Governance/ Monitoring and Evaluation reforms:**

Within government, ministries of education, labor, youth and sports, agriculture, health, defence, industry, and others operate schools and training centres with their own budgets and systems of accountability. These bodies have ranged from advisory to executive in nature. It is crucial to evaluate the progress and the quality of training provided in order to check discrepancies, whether it is between the needs of the trainees and the nature of training provided, or between the kind of skill being imparted and the demand from the local industry.

**Finance reforms:**

While mobilizing more financing for skills development is a concern of all governments, how money is spent can be even more important. Spending in many cases focuses on inputs, starting with the number of classrooms built or refurbished, equipment bought, instructors hired and trained, and classes offered.

**Market reforms:**

In a market for skills development, employers often play a dual role as a producer of skills and as a consumer. Labour also plays a dual role in producing skills with other inputs provided by employers, schools, and training centres, and as an intermediate consumer of the product. As a consumer, labour is

making decisions about what skills they want to acquire and how they will go about producing the skills. These decisions require information about the jobs available with different skills and their earnings. Where there are information failures and the absence of competition markets tend to work inefficiently.

**School reforms:**

Schools and training centres providing technical and vocational education in developing countries are the subject of frequent criticism. Critics cite the disconnect of skills produced in these institutions with what employers are seeking, curricula and instructional materials that are outdated, instructors that lack industry experience and knowledge of modern methods of production and instruction, managers who fail to focus on results, and facilities and equipment that are outdated and fail to reflect the modern workplace.

**Conclusion:**

Private sector plays a major role is overcoming the gaps in Government policies. However, their motive is to expand and scale up their very own enterprises. There appears a lack of trained trainers to impart necessary formal skill. Going by the different figures mentioned in article, target to create skilled workforce of 500 million by 2022 is large and no. Of certified trainers is very low. There is a strong need of trained trainers at different levels who can serve full time in a institute to provide full attention to the registered candidates. There are plenty of Government Schemes but most of them are in collaboration with private sources, or indirectly benefitting enterprises. More than 20 Ministries/Departments run 70 plus schemes for skill development in the country. However, there are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganized sector.

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## Technical and Educational Skill Development Programs to Uplift Economy

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**Abstract:**

*This paper attempts a study of skill development to facilitate higher growth in economy. Skills and knowledge are the driving forces of economic growth and social development for any country. India has shown a remarkable progress in the sector of education in the recent times but vocational training courses are still not regulated in many schools. Young people are almost three times more likely to be unemployed than adults and continuously exposed to lower quality of jobs, greater labour market inequalities, and longer and more insecure school-to-work transitions. Indian government have been attempting several measures to improve basic education and some achieved success, but some skills programs remain critical and progression. Skills development is a primary means of enabling young people to make a smooth transition to work. The multiple demands of an economic, social and environmental nature by helping youth and adults develop the skills they need for employment, decent work and entrepreneurship, promoting equitable, inclusive and sustainable economic growth, and supporting transitions to green economies and environmental sustainability.*

**Introduction:**

India has shown a remarkable progress in the sector of education in the recent times but training courses are still not regulated in many schools. This has resulted into a major gap between the supply and demand of skilled manpower in the region. The shortage of skilled workforce has led to increase in number of unemployment labour in the country. Investment in education to increase human development and economic growth, has gained the attention of economists and policy makers. Investment in education improved skilled labour that contributes to economic growth and competition, and quality of life standards. In December 2014, the United Nations General Assembly adopted a resolution declaring 15th July as World Youth Skills Day. The goal is to achieve better socio-economic conditions for today's youth as a means of addressing the challenges of unemployment and under employment. One reason for youth unemployment is structural unemployment, a mismatch between the skills that workers in the economy can offer and the skills demanded of workers by employers. Structural unemployment affects all regions around the world and it impacts not only economies but also hampers the transition to equitable and inclusive societies envisaged in the 2030 Agenda for Sustainable Development. Every program has different eligibility criteria. The minimum qualification are pursuing vocational training programs is students who have completed their 10th grade education through any Board or have an equivalent diploma from polytechnics.

**Schemes for Skill Development:**

High unemployment numbers are attributed to lack of access to right education and necessary skills. These two factors also determine a country's productivity, as well as ability to adapt to the changing industrial environment. In India, the launch of the Skill India Campaign is an important milestone towards achieving the objective of skilling with Speed, Scale and Standards across the country. The campaign was initiated with an objective to create opportunities, space and scope for the development of talent of Indian youth apart from developing various sectors. Government has undertaken another new initiative for skill development programmes

**Deen Dayal Upadhyaya Grameen Kaushalya Yojana. Pradhan Mantri Kaushal Vikas Yojana:**

For skill development. DDU-GKY Financial Assistance for Skill Training of Persons with Disabilities. National Apprenticeship Promotion Scheme. Craftsmen Training Scheme. Apprenticeship. The Ministry of Rural Development implements DDU-GKY to drive this national agenda for inclusive growth, by developing skills and productive capacity of the rural youth from poor families. DDU-GKY bridges this gap by funding training projects benchmarked to global standards, with an emphasis on placement, retention, career progression and foreign placement. DDU-GKY follows a 3-tier implementation model. The DDU-GKY National Unit at MoRD functions as the policy-making, technical support and facilitation agency. The

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DDU-GKY State Missions provide implementation support; and the Project Implementing Agencies (PIAs) implement the programme through skilling and placement projects.

**Pradhan Mantri Kaushal Kendra:**

Vocational training needs to be made aspirational to transform India into the skill capital of the world. In line with the same, Ministry of Skill Development and Entrepreneurship (MSDE) intends to establish visible and aspirational Model Training Centres (MTCs) in every district of the country. NSDC is the implementation agency for the project. These training centres will be state-of-the-art Model Training Centres, called as Pradhan Mantri Kaushal Kendra (PMKK). The training centres envisage ton Create benchmark institutions that demonstrate aspirational value for competency-based skill development training. Focus on elements of quality, sustainability and Connection with stakeholders in skills delivery process. Transform from a Mandate-driven footloose model to a sustainable institutional model.

**Financial Assistance for Skill Training of Persons with Disabilities:**

The Scheme aims at providing financial assistance for skill training for persons with disabilities. The scheme will cover Persons with Disabilities (PwDs) with not less than 40% disability and having a disability certificate to this effect issued by a competent medical authority.30% reservation for women candidates: As an endeavor to encourage women. The scheme will operate through training institutions recognized by this Department as per the eligibility conditions contained in this scheme. A person with disability with not less than 40% disability and having a disability certificate to this effect issued by any competent medical authority.

**National Apprenticeship Promotion Scheme:**

The scheme would commence from 1st October, 2016. Employers who have engaged the apprentices before 1st October, 2016 will get the benefits of scheme from 1st October, 2016 only. Apprenticeship Training is considered to be one of the most efficient ways to develop skilled manpower for the country. It provides for an industry led, practice oriented, effective and efficient mode of formal training. National Apprenticeship Promotion Scheme is to promote apprenticeship training in the country. This scheme will cover all categories of apprentices except the Graduate, Technician and Technician (Vocational) apprentices which are covered by the scheme administered by Ministry of Human Resource Development.

**Craftsmen Training Scheme:**

The Directorate General of Employment & Training (DGE&T) in the Ministry of Skill Development and Entrepreneurship, Government of India initiated Craftsmen Training Scheme (CTS) in 1950 by establishing about 50 Industrial Training Institutes (ITIs) for imparting skills in various vocational trades to meet the skilled manpower requirements for technology and industrial growth of the country. Under the constitution of India, Vocational training is the concurrent subject of both Central and State Governments. The development of training schemes at National level, evolution of policy, laying of training standards, norms, conducting of examinations, certification, etc. are the responsibilities of the Central Government, whereas the implementation of the training schemes largely rests with the State Govts. /UT Administrators.

**Apprenticeship training:**

The Apprentices Act, 1961 was enacted with the objective of regulating the programme of training of apprentices in the industry by utilizing the facilities available therein for imparting on-the-job training. The Act makes it obligatory for employers in specified industries to engage apprentices in designated trades to impart Apprenticeship Training on the job in industry to youth and person having National Trade certificate issued by National Council for Vocational Training (NCVT) to develop skilled manpower for the industry.

**Pradhan Mantri Kaushal Kendra:**

Vocational training needs to be made aspirational to transform India into the skill capital of the world. In line with the same, Ministry of Skill Development and Entrepreneurship (MSDE) intends to establish visible and aspirational Model Training Centres (MTCs) in every district of the country. NSDC is the implementation agency for the project. These training centres will be state-of-the-art Model Training Centres, called as Pradhan Mantri Kaushal Kendra (PMKK). Training infrastructure including purchase of

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plant, machinery & equipment. Training aid and other associated items. Civil work including setting up prefabricated structures and retrofit existing structures

**Seekho aur Kamao (Learn & Earn):**

This is a placement linked skill development scheme implemented since 2013-14 for minorities aiming to upgrade the skills of minority youth in various modern/traditional skills depending upon their qualification, present economic trends and market potential, which can earn them suitable employment or make them suitably skilled to go for self-employment. The scheme ensures placements of minimum 75% trainees, out of which at least 50% placement is in organized sector. The scheme is implemented through selected Project Implementing Agencies (PIAs) all over the country.

**Upgrading the Skills and Training in Traditional Arts/ Crafts for Development:**

Scheme has been launched on 14th May, 2015 to preserve the rich heritage of traditional arts/crafts of minorities. The PIA has to organize training programme which shall be supported with following activities to ensure that the desired outcomes are achieved for preservation of traditional art/craft, establishment of market linkages and generating interest among young generation for taking up traditional arts/crafts as a profession.

**Nai Manzil:**

Scheme has been launched on 8th August, 2015 with an aim to benefit the minority youth who do not have a formal school leaving certificate i.e. those in the category of school dropouts or educated in the community education institutions like Madarsas, in order to provide them formal education and skills, and enable them to seek better employment in the organized sector and thus to equip them for better lives.

**Maulana Azad National Academy for Skills:**

Maulana Azad National Academy for Skills (MANAS), established on 11/11/2014 works towards meeting all skill up-gradation/development needs of Minority Communities. MANAS provides an all India level training framework based upon tie-ups with Local/National/ International training organizations on PPP model, for imparting training to the Minority population in skill sets that are in line with emerging market demands. The training programme is aimed at providing meaningful and sustainable livelihood options in terms of self-employment/wage employment opportunities to all its trainees, with primary focus on self-employment. MANAS also provides concessional credit for minority community after meeting their Skilling Needs for expanding their existing businesses and setting up new businesses.

**Green Skill Development Programme:**

This is a placement linked skill development scheme implemented since 2013-14 for minorities aiming to upgrade the skills of minority youth in various modern/traditional skills depending upon their qualification, present economic trends and market potential, which can earn them suitable employment or make them suitably ...The Green Skill Development Programme (GSDP) of the Ministry of Environment, Forest and Climate Change (MoEF&CC) is an initiative for skill development in the environment and forest sector to enable India's youth to get gainful employment and/or self-employment. The programme endeavors to develop green skilled workers having technical knowledge and commitment to sustainable development. It will help in the attainment of the Nationally Determined Contributions (NDCs), Sustainable Development Goals (SDGs), National Biodiversity Targets (NBTs), as well as Waste Management Rules (2016).

**National Skill Development Mission:**

Skills and knowledge are the driving forces of economic growth and social development in a country. As opposed to developed countries, where the percentage of skilled workforce is between 60% and 90% of the total workforce, India records a low 5% of workforce (20-24 years) with formal vocational skills. Realizing the importance, more than 20 Ministries/Departments run 70 plus schemes for skill development in the country. The National Skill Development Mission launched by the Ministry of Skill Development and Entrepreneurship on July 15, 2015, aims to create convergence across sectors and States in terms of skill training activities. Besides consolidating and coordinating skilling efforts, it also aims to expedite decision making across sectors to achieve skilling at scale with speed and standards.

## Challenges faced by Indian Students

- The number of drop outs is very high at the secondary level In India, vocational education is only offered to the student's studying at grade 10+1 and 10+2.
- Lack of participation from private industry sector
- The number of institutes providing vocational programs is very less.
- At every level Vocationalist is not booming at all
- There is an acute short fall for instructors as well as trainers in the field of vocational training
- Towards the demand of existing and upcoming industries, the current education system in India is highly non-responsive. However, build a gap between the supply and demand.
- It's true that parents of autistic kids are struggling hard without the help from government organization. All other countries are giving aid for them except in India.
- There are many government schemes are on paper but parents of disabled child hardly get any real benefit of the same.

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## Reforms In Higher Education In India

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**Abstract:**

*Education is the **foremost sector** that shoulders the **biggest responsibility** of **shaping the future of nation**. The goal of the higher education, for that matter any education system of any country is expansion with **inclusion, ensuring quality and relevant education**. To meet these challenges, **there is a need for policy** to identify the jet issues involved, to build up on the earlier policies, and to take step ahead. India's higher education sector has moved from a period of slow growth and low Gross Enrolment Ratios (GERs) to an era of unprecedented expansion. Over the past 15 years, student's enrolment has quadrupled to reach 34 million with a GER of 24% in 2015-16. The size of India's education system has now surpassed the United States, becoming the world's second largest after china. Ranking has been another effort to enhance quality. Indian institutions do not fare well in the world ranking of universities. In response, India initiated a national ranking process with the National Institutional Ranking Framework (NIRF) in 2015. The first results published in April 2016 and 2017 clearly indicated that the top-ranking institutions are mostly public funded central universities. India is now in the process of developing a national higher education qualification framework (NHEQF), which is focusing on learning outcomes, employability skills and competencies. This follows the 2013 development of a national skills qualification framework (NSQF).*

**Keywords:** Higher Education, reforms, Indian Education, university, Accreditation.

**Introduction**:

Education is the foremost sector that shoulders the biggest responsibility of shaping the future of nation. This century has witnessed a revival of higher education reforms worldwide. India is no exception. Several reform measures recently introduced have contributed to the expansion of the system, quality improvement and enhanced relevance.

The National Policy on Education 1986, as amended in 1992, has been the guiding document for the policies of the central Government in the education sector. To give a new direction to the whole education set up, the Government has formulated a New Educational Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skill and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

Over the last two decades, India has remarkably transformed its higher education landscape. It has created wide spread access to low-cost high-quality university education for students of all levels. With well-planned expansion and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. Further, with the effective use of technology, India has been able to resolve the longstanding tension between excellence and equity. India has also undertaken large-scale reforms to better faculty-student ratios by making teaching an attractive career path, expanding capacity for doctoral students at research universities and delinking educational qualifications from teaching eligibility.

**Higher Education in India:** The goal of the higher education, for that matter any education system of any country is expansion with **inclusion, ensuring quality and relevant education**. Government data suggests that **only one out of every seven children** born India goes to college. What's more, the nation suffers from both a **crippling quantity, as well as quality,** challenge when it comes to higher education.

Quality assurance in higher education is today the top priority of the policy agenda. Post-secondary education needs prepare graduates with new skills, a broad knowledge base and a wide range of competencies to enter a more complex and interdependent world. Quality is a multi-dimensional concept and several mechanisms for quality assurance and management at individual and institutional level are needed.

Systems of accountability and accreditation with a robust regulatory mechanism are essential to the process of sustaining and improving quality.

The global ranking of universities is based on an assessment of the institutional performance in the areas of research and teaching, reputation of faculty members, reputation among employers, resource availability, share of international students and activities etc. Most of the top-ranking institutions are located in the USA and UK. The Indian universities do not find a place in the top 100 positions in the global ranking of universities. Even the top-ranking institution of India appear low in the global rankings. As per the Times Higher Education Rankings 2016-17, the top ranked Indian institutions are IISC Bangalore (201), IIT Delhi (401) IIT Madras (401).

Does it imply that India has only low-quality higher institutions? The idea of establishing accreditation agencies in India was to enhance standards and quality of higher education. As a measure of quality assurance India established accreditation agencies in 1994. The institutions of higher education were supposed to approach the accreditation agencies to get their institutions or programme accredited.

Keeping all these facts in view it is felt that for the overall enhancement of standards and quality of higher education and for the development of the Higher Education Institutions following reforms should be undertaken.

**Reforms in Higher Education in India:**

India's higher education sector has moved from a period of slow growth and low gross enrolment ratios (GERs) to an era of unprecedented expansion. Over the past 15 years, student's enrolment has quadrupled to reach 34 million with a GER of 24% in 2015-16. The size of India's education system has now surpassed the United States, becoming the world's second largest after china.

Despite the sector's growth, many employers in India have lost confidence in the quality of the qualifications awarded by the country's universities. It is questioned whether these universities offer the skills and competencies to its graduates as expected in the labour market. In order to regain the credibility and enhance the relevance of university qualifications, India is now in the process of developing a National Higher Education Qualification Framework (NHEQF), which is focusing on learning outcomes, employability skills and competencies. This follows the 2013 development of a national skills qualification framework (NSQF).

The draft legislation for setting up a 'Higher Education Evaluation and Regulation Authority, 2018' (HEERA) or Higher Education Regulatory Council (HERC), says that the new authority will focus on setting quality standards for institutions, specify learning outcomes, lay down standards of teaching assessment and research and evaluate the yearly academic performance of the institutes on clearly laid criteria.

**There are some many other reforms in higher education**

➤ **Merit-based student financing:** This should ensure admissions to meritorious students independent of financial background. There should be scholarships for meritorious students from financially weaker sections to continue their education till post-graduation.

➤ **Enabling a research environment:** This would involve creating adequate means of research funding and practical application of research. This would also encourage teachers to take research projects of various funding agencies like UGC, CSIR, ISRO, DST etc.

➤ **High quality faculty:** The need of the hour is to create a conducive environment and provide incentives to attract and retain high quality faculty. Also, there is a dire need to provide requisite funds to the teachers for attending conferences, seminars, workshops and other events at regional, national and international levels. This is important to keep the teachers abreast with the latest developments taking place in their respective subjects. For this purpose, the feedback from students should also be considered.

➤ **Improved technology for education delivery:** ICT in education is proving a change agent in teaching and learning processes. From physical classroom to virtual classroom, ICT has endless possibilities to support teaching and learning experiences. It is high time to adapt changing scenario of ICT in education, and think beyond PPT-OHP multimedia- driven teaching, and leverage potential of technology enhanced learning in

full. From EDUSAT to Smart Classroom and e-learning to virtual classroom, the path leads to quality education for anyone, from anywhere and anyplace. Success of HRD sponsored mission and projects like NMEICT and NPTEL beckon for a prospective future in 'ICT in Higher Education'.

➢ **Assessment and Accreditation:** A teacher must be evaluating not only for his teaching but also for his research and extension activities. Regular internal assessment of teacher should be carried out through students. There should be a procedure to carry out regular review and reforms of conventional institutes by NAAC should be made mandatory and financial support to be provided in accordance with the ranks obtained therein.

**Conclusion:**

Youth is the most important asset for a country their future is the future of the Nation. So, the government must be compelled to provide basic education and skills. Encouraging more private sector participation in setting up higher institutes catering to the needs of industry can bridge the skill gap experienced by the Indian economy. However, the government needs to ease the regulatory requirements for setting up universities to encourage greater private investments. In addition, emphasis should be laid on outcome-based indicators, such as the number of students who get employment after graduating from the university, instead of input-based measures, such as the gross enrolment ratio for a university. Moreover, online courses from platforms such as Coursera, edX and Udacity, which have emerged as the online solution to the demand supply skill gap, should be awarded credits in the undergraduate/ graduate studies, to encourage greater student participation.

At this junction in the global economic scenario, India must make significance revision to its higher education system to make their future workforce industry ready. While change is difficult, it is also inevitable.

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# Innovative Practice In Curricular Designing

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**Abstract:**

Education is the transmission of a society which involves the skills, tradition and culture as well as the developments in the society of the individuals. Curriculum which is used as a tool for the development in every society. It is said that the any nation's prosperity or poverty is determined by the type of curriculum they have in place. This paper tries to look at the outcome of designing and development of curriculum, as a person the role of the teacher who actually determines what is to taught, how to teach, to whom it has to be taught and why to teach and how to get likely outcomes after teaching.

**Keywords:** Curriculum,Psychological, Innovation,Configuration, Appraisal, Development etc.

**Introduction:**

India is a country that is blessed with diverse minerals and natural resources. India produces as many as **87 minerals**, which includes 4 fuel, 10 metallic, 47 non-metallic, **3** atomic and **23** minor minerals. **India's** major mineral **resources** include Coal (4th largest reserves in the world), Iron ore, Manganese ore (7th largest reserve in the world), Mica, Bauxite (5th largest reserve in the world).

**India** is the second largest producer of wheat and rice, the world's major food staples. **India** is currently the world's second or third largest producer of several dry fruits, **agriculture**-based textile raw materials, roots and tuber crops, pulses, farmed fish, eggs, coconut, sugarcane and numerous vegetables. She is also blessed with natural water resources (Ganges, Brahmaputra, Narmada, Kaveri, Sharavati, etc) that abound with aquatic organisms.

Despite all these blessings and in spite of the existence of 23 IIT's, 227 private universities, 25 polytechnics India's education index is 145/191 according to UNESCO institute for statistics. If India is so blessed, then something must be wrong that still we considered as under developing country, this conclusion is based on our realizing that some developed countries in the world like Japan are not one tenth as blessed as India in natural resources and yet she is among the top ten leading economies and in fact a leader in the field of technology. Could the problem with India be due to the fact that our educational system is still saddled with irrelevant curriculum? What then can curriculum do to enable her to harness her rich natural and mineral resources and by so doing fulfill her dream of being one of the 20 top education system in the world by the year 2030? These are some of the issues this paper will attempt to address.

**What is a curriculum?**

"Curriculum is a body of knowledge-content and/or subjects. Education in this sense, is the process by which these are transmitted or 'delivered' to students by the most effective methods that can be devised (Blenkin et al 1992: 23)" quoted by (Smith, infed.org).

It is a plan for what to taught in schools. It consists of topics to be taught at all levels in the school. The term "curriculum" is understood as the courses or programmes of study offered by an educational institution. however, from the Latin root of the word which is "currere", or "to run" as in to run a racecourse.

Curriculum means the path that students have to run to finish the "race" -- or put another way, all the activities which students need do if they are to finish a programme of study and achieve the intended learning goals. Curriculum is more than just a body of knowledge, a list of subjects to be studied -- such as extra-class activities, guidance, and interpersonal relationships which learners may be exposed to in order to achieve the learning goals.

In the field of curriculum studies, these three components are called the three domains (houses). thinking, physical/kinesthetic and feeling/emotion. It is a typical practice in education that teachers specify instructional objectives represent the behavior expected of learners as evidence that each component has been attained.

It is evident that the curriculum studies is crucial to education. In fact any educational validity the validity of any educational system is determined by the relevance of curriculum.

**Meaning of Curriculum Innovation:** It is imperative comprehensively characterize educational modules, the term educational modules incorporate objectives for understudy learning (aptitudes, information frames of mind); content (the topic in which learning encounters are implanted); arrangements (the request in which ideas are introduced); students, instructional strategies also, exercises, guidance assets (materials also, setting); and changes in accordance with educating and learning forms dependent on experience and assessment. Educational modules advancement happens at the point when an educational modules cycle is finished and criticism uncovers an adjustment or an audit of a current educational program.

**Reasons for Innovations in the Curriculum:** At the point when the educational programs are exposed to open reactions of in-adequacy or not addressing the general population's needs. Where there is open analysis of the instructive framework for not addressing individuals' need. Hence educational modules assessment winds up important to recognize the errors with the end goal of change.

At the point when an educational modules is seen as not addressing the need it was set for at the objective time; that is if an educational programs is set to accomplish a specific goal inside a stipulated time, say ten years and at that objective period, the educational programs is still a long way from accomplishing those destinations, there is the requirement for a hard audit of their financial enthusiasm for those nations. Along these lines educational programs change in such a compromised nation is inescapable for the survival of the subject.

Powers for educational modules development/change may differ starting with one nation then onto the next. In United States, National Commission on Excellence in Education (1983) recorded the accompanying powers of progress or explanations behind change. They are:

i. Lack of availability, quality and cognizance.
ii. Inadequate abilities of alumni to work in the enterprises, issue fathom, impart through composition and talking, participate in moral basic leadership, work in groups and associate with different others.
iii. Disengagement from city life (for example cooperation in casting a ballot)

**Meaning of Curriculum Design:**

Curriculum design is a term used to depict the intentional, conscious, and efficient association of educational modules (instructional squares) inside a class or course. At the end of the day, it is a route for instructors to design guidance. At the point when instructors structure educational modules, they distinguish what will be done, who will do it, and what calendar to pursue.

Purpose of Curriculum Design:Teachers design each curriculum with a specific educational purpose in mind. The ultimate goal is to improve student learning, but there are other reasons to employ curriculum design as well. For example, designing a curriculum for middle school students with both elementary and high school curricula in mind helps to make sure that learning goals are aligned and complement each other from one stage to the next. If a middle school curriculum is designed without taking prior knowledge from elementary school or future learning in high school into account it can create real problems for the students.

**Types of Curriculum Design:**There are three basic types of curriculum design:

1. Subject-Centered Curriculum Design: Subject-based educational programs configuration rotates on a specific topic or order. For instance, a subject-fixated educational programs may concentrate on math or science. This sort of educational programs configuration will in general spotlight regarding the matter as opposed to the person.

Subject-focused educational programs configuration depicts what should be concentrated and how it ought to be contemplated. Central subjects are a case of a subject-focused plan which can be institutionalized crosswise over schools, states, and the nation overall. In institutionalized main subjects,

educators are given a pre-decided rundown of things that they have to show their understudies, alongside explicit instances of how these things ought to be instructed. You can likewise discover subject-focused plans in huge school classes in which instructors center around a specific subject or control.

The essential disadvantage of subject-focused educational programs configuration is that it isn't understudy focused. Specifically, this type of educational programs configuration is built without considering the particular learning styles of the understudies. This can cause issues with understudy commitment and inspiration and may even reason understudies to fall behind in class.

2. Learner-Centered Curriculum Design: Interestingly, student focused educational programs configuration takes every individual's needs, interests, and objectives into thought. At the end of the day, it recognizes that understudies are not uniform and acclimates to those understudy needs. Student focused educational programs configuration is intended to enable students and enable them to shape their instruction through decisions.

Instructional designs in a student focused educational programs are separated, allowing understudies the chance to pick assignments, learning encounters or exercises. This can propel understudies and help them remain occupied with the material that they are learning.

The downside to this type of educational modules configuration is that it is work concentrated. Creating separated guidance puts weight on the educator to make guidance and additionally discover materials that are helpful for every understudy's adapting needs. Instructors might not have sufficient energy or may come up short on the experience or aptitudes to make such an arrangement. Student focused educational modules configuration likewise necessitates that instructors balance understudy needs and interests with understudy needs and required results, which isn't a simple equalization to get.

Problem-Centered Curriculum Design: Like student focused educational modules plan, issue focused educational programs configuration is likewise a type of understudy focused structure. Issue fixated educational module center around showing understudies what to look like at an issue and concoct an answer for the issue. Understudies are in this way presented to genuine issues, which causes them create abilities that are transferable to this present reality.

Issue focused educational modules configuration expands the pertinence of the educational modules and enables understudies to be imaginative and develop as they are learning. The disadvantage to this type of educational modules configuration is that it doesn't generally contemplate learning styles.

Curriculum Design Tips**:** The following curriculum design tips can help educators manage each stage of the curriculum design process.

- **Identify the needs of stakeholders** (i.e., students) from the get-go in the educational program's configuration process. This should be possible through requirements examination, which includes the accumulation and investigation of information identified with the student. This information may incorporate what students definitely know and what they have to know to be capable in a specific zone or aptitude. It might likewise incorporate data about student observations, qualities, and shortcomings.

- **Create a clear list of learning goals and outcomes**. This will assist you with focusing on the proposed motivation behind the educational modules and enable you to design guidance that can accomplish the ideal outcomes. Learning objectives are the things educators need understudies to accomplish in the course. Learning results are the quantifiable information, aptitudes, and frames of mind that understudies ought to have accomplished in the course.

- **Identify constraints** that will affect your educational modules structure. For instance, time is a typical limitation that must be considered. There are just such a large number of hours, days, weeks or months in the term. On the off chance that there isn't sufficient time to convey the majority of the guidance that has been arranged, it will affect learning results.

- **Consider creating a curriculum map** (also known as a curriculum matrix) so you can legitimately assess the grouping and intelligence of guidance. Educational modules mapping gives visual charts or records of an educational modules. Investigating a visual portrayal of the educational modules is a decent method to rapidly and effectively distinguish potential holes, redundancies or arrangement issues in the

sequencing of guidance. Educational modules maps can be made on paper or with programming programs or online administrations planned explicitly for this reason.

- **Identify the instructional methods** that will be utilized all through the course and think about how they will function with understudy learning styles. On the off chance that the instructional techniques are not helpful for the educational programs, the instructional structure or the educational modules configuration should be modified as needs be.

- **Establish evaluation methods** that will be utilized toward the end and amid the school year to survey students, educators, and the educational programs. Assessment will enable you to decide whether the educational programs configuration is working or on the off chance that it is falling flat. Instances of things that ought to be assessed incorporate the qualities and shortcomings of the educational modules and accomplishment rates identified with learning results. The best assessment is progressing and summative.

- **Remember that curriculum design is not a one-step process**; continuous improvement is a necessity. The plan of the educational modules ought to be surveyed intermittently and refined dependent on evaluation information. This may include making adjustments to the plan part route through the course to guarantee that learning results or a specific dimension of capability will be accomplished toward the finish of the course.

- **Teacher's Role in Curriculum Development**

Instructors know the necessities of all partners of educator training. Instructors can comprehend the brain research of the student. Educators know about the showing techniques and instructing systems. Educators additionally assume the job as evaluator for the appraisal of learning results. So, instructors must have a few characteristics, for example, organizer, creator, supervisor, evaluator, analyst, chief and head. Instructors assume the individual job for each progression of educational programs improvement process.

Educational programs arranging includes investigation of logic, social powers, needs, objectives and  Objectives, treatment of information, human improvement, learning process and guidance, and choice.

Educational programs arrangement includes precise information, content, determination, collection, assessment, association. Configuration factors incorporates school (levels, types, Structures), instructive innovation, foundational professional, social reproduction, Curriculum plan, examination of social needs, making an interpretation of the necessities into Course/general/learning/terminal targets, part the destinations into explicit goals, gathering the particular targets into subjects, getting the subjects from the above order, determining empowering targets, unitizing each topic, detail of required time, and schedule plan.

Educational modules assessment includes, Intra-curricular assessment, Teacher assessment of understudies, Student assessment of educators, Materials assessment, Verification of techniques, Assessment of tests and examinations, Checking the learning results while on the field, Curriculum audit/enhancement/change/adjustment, System amendment. Subsequent to assessing the readied educational modules it is seen that the educational modules aren't agreeable then engineer turns for overhauling and enhancing stage.

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## Skill Development in Higher Education: Need Of The Hour

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**Abstract:**

Although education is the basis for overall development of a person, but skill development is also the need of the hour as it certainly helps one to compete in this world. India has plenty of youth and each one is blessed with one or other skill. Hence, need is to focus on skill and explore it for making the person to be self-sufficient. Problem in developing skill all over India is it has a very large population which makes it never be able to upskill all of its youth across the country through the conventional education frame work. There for govt alone cannot accomplish this skill development task. It will become successful only if efforts of NGO's, private sectors and youth curiosity over building of society will be initiated. Improving skill development of students in higher education would contribute substantially to placing higher education as the foremost pillar on which our society is built. However, the students going through higher education become the citizens who determine the nature of our society. Thus, higher education has a crucial opportunity to affect the future of our society through substantially improving the skill development of our citizens

**Keywords:** Higher Education, skill development, youth role in building society, training institute's and country growth

### Introduction:

Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. The country presently faces a dual challenge of severe paucity of highly-trained, quality labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus pertinent both at the demand and supply level. To meet the demand side challenge, consistent efforts are being made towards expansion of economic activities and creation of large employment opportunities. Employability is a very important aspect of the higher education system. The need of the hour is to take serious consideration of the career paths to inculcate the requisite skills such as analytical thinking, communication skills, presentation skills, working in teams and information technology. The skill development ecosystem in India is skewed towards a formal education system with limited vocational training. While the vocational training is in a dismal state both qualitatively and quantitatively, the higher education system itself is grappling with issues related to scale and quality. Moreover, there is a disconnect between the formal education system and work requirements, compounding the challenges related to the skill gap. A concerted action is thus required on the supply side to ensure sustained employability of the Indian youth. Extensive efforts to skill the workforce are required, both in quantity and quality.

### Relevance Of The Study:

The Public Private Partnership plays a key and an important role in the development and enhancement of skills. National skill development centers have made some progress in improving the training infrastructure in the private sector by having more and more Public Private Partnership. There has been a growth in such partnership over a few years. Such partnerships are also being encouraged in rural areas which consist of a considerable high number of aspirants. It becomes extremely important to strengthen the tie-ups with the training institutes to ensure that the quality is maintained and the model is sustainable too. Since, there will be a huge demand in the Retail and the Hospitality Sector so the government needs to focus on the non-technical skills too.

**Objective Of The Study:**

The main objective of present paper is to focus on the importance of extensive efforts to skill the workforce are required, both in quantity and quality. Transforming the skill development ecosystem and making it responsive to needs of both industry and citizens requires a scalable, efficient and comprehensive vocational training ecosystem to meet future requirements.

**Reasearch On The Topic:**

As for as the knowledge of the researcher is concerned disturbing recent evidence indicates that roughly one third of all students graduating in higher education today have made no progress in developing the critical skills needed for vocational success and for discharging the responsibilities of a citizen in a modern democracy. This paper describes this problem and makes recommendations for what we should do about it.

**Methodology Of The Study:**

The researchers has tried to analyze the problem from the own point of view. Analytical and evaluating methods are used and at the end of the paper the researcher tries to give the probable outcomes which are the probable assumptions.at the end of the paper readers is convinced and left with positive point of view for skill development in higher education.

**Methods Of Skill Development:**

In the current scenario, employers look at academics not only as achievements, but also for three key types of skills: cognitive, non-cognitive, and technical skills. Cognitive skills include Cognitive skills are the core skills our brain uses to think, read, learn, remember, reason, and pay attention. Working together, they take incoming information and move it into the bank of knowledge we use every day at school, at work, and in life. Each of our cognitive skills plays an important part in processing new information. That means if even one of these skills is weak, no matter what kind of information is coming our way, grasping, retaining, or using that information is impacted. In fact, most learning struggles are caused by one or more weak cognitive skills. Noncognitive skills have been broadly defined as representing the "patterns of thought, feelings and behavior" of individuals that may continue to develop throughout their lives. To advance research and policy pertaining to noncognitive skills, we focus on particular noncognitive skills that schools should nurture and policies should promote. These include critical thinking skills, problem solving skills, emotional health, social skills, work ethic, and community responsibility. Also important are factors affecting personal relationships between students and teachers (closeness, affection, and open communication), self-control, self-regulation, persistence, academic confidence, teamwork, organizational skills, creativity, and communication skills. Technical skills are the abilities and knowledge needed to perform specific tasks. They are practical, and often relate to mechanical, information technology, mathematical, or scientific tasks. Some examples include knowledge of programming languages, mechanical equipment, or tools.

There is need to improve the access of quality and relevant training by all including marginalized section particularly in the rural areas to raise productivity and income and also to link opportunities for better livelihood and employment. In the India context this is very important as the large pool of the demographic advantage resides in the rural areas. The Recognition of Prior Learning needs to be speeded up for the effective and efficient matching of workers' skills with skills required in the jobs to reduce the skill gap. This way equal opportunities can be created both for women and men to access relevant /quality education, vocational training and workplace learning, and to productive and decent work So that they can realize their potential and contribute to economic and social development and maintain not only their employability but also sustainability of enterprises. However, improving access also necessitates creating system to collect and communicate reliable and up to date information on skills needs in current labour markets for better informed choices and career guidance.

**Importance Of Skill Development:**

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers in the current climate find development opportunities expensive. Employees attending training sessions also miss out on work time which may delay the completion of projects. However, despite these

potential drawbacks, training and development provides both the individual and organizations as a whole with benefits that make the cost and time a worthwhile investment. The return on investment from training and development of employees is really outstanding.

Improved employee performance is possible from the employee who receives the necessary training is more able to perform in their job. The training will give the employee a greater understanding of their responsibilities within their role, and in turn build their confidence. This confidence will enhance their overall performance and this can only benefit the company. Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry.

Improved employee satisfaction and morale – the investment in training that a company makes shows employees that they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction toward their jobs.

**Conclusion:**

Improving the skill development of students in higher education would contribute substantially to placing higher education as the foremost pillar on which our society is built. The academic world has serious doubts about where our society is going in many respects. However, the students going through higher education become the citizens who determine the nature of our society. Thus, higher education has a crucial opportunity to affect the future of our society through substantially improving the skill development of our citizens.Most training is implemented at the State level. However, the implementation varies across States with many demographically advantageous States facing not only shortage of physical infrastructure but also quality training. The State Skill Development Missions (SSDMs) in the States should evolve into a coordinating body to harmonize the skilling efforts across line departments/private agencies/voluntary organizations etc., and also ensure that funds received under various programmes are optimally utilised. The common norms for course cost durations etc as announced at the central level needs to be adopted by the States and State-specific guidelines for skill development programmes should be made accordingly.

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# Responsibilities Of Higher Education Institutions In India

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**Abstract:**

India has one of the largest higher education systems in the world, primarily dominated by private players who account for 60% of the total institutes and 64% of total enrolment of students. The higher education sector in India has a three-tier structure comprising the university, college and course. This forms a vital link with the regulatory structure, and with accreditation agencies playing the key role in maintaining quality and standards in this sector.

The present paper deals with problems encountered in this direction, the initiatives taken by and role of various stakeholders towards safeguarding values and ethics in Higher Education.

**Key words:** Skill Development, Quality, Leadership, ICT (Information and Communication Technology), Faculty, Research, UNESCO

## Introduction:

However, the system has many issues of concern at present like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. Education has to play a major role in inculcating the values of solidarity, integrity, knowledge about literature and culture through moral science, spiritual/secular education and value education.

The power of information technology is greatly enhanced by communication technology. This means that connectivity (through wireless, cell phone technology or over cables) is the crucial feature that allows access to the Internet and the World Wide Web. These common platforms have stimulated an explosion of social software and cloud services that have made the Internet a highly interactive medium and created new dynamics in computer use. As computing power and communications have improved, mobile devices play an increasingly important role, notably in the developing world.

## Objectives:

The main objectives of this paper are as following.

1. To study the role of Higher Education Institutions (HEIs) and ICT
2. To understand the concept of Higher Education Institutions (HEIs) and ICT
3. To highlight on the value, ethics in higher education.
4. To glance over government initiatives to promote HEIs.
5. To suggest recommendations to improve the conditions of HEIs

## Methodology:

The present paper is basically a macro level and descriptive study in nature. The data used in it is purely from secondary sources according to the need of this study. Secondary data has been collected from various sources like books, research articles, journals, website and newspapers.

## More speed with lower costs:

Computing power continues to increase in speed while costs are being driven down, thus allowing computer users to run more complex programs and graphic-rich applications. These improvements, coupled with the expansion of broadband Internet connections, are providing for richer entertainment and learning

environments, including virtual worlds and an increasing use of Internet telephony and video conferencing. Connectivity that only a few years ago regularly used dial-up connections over hard-wired telephone lines has been rapidly moving over to coaxial cable connections in industrialized countries and to 3G connections via cellular networks in both industrialized and developing countries.

**The developmental role of HEIs and ICT:**

The developmental role of an HEI can be seen from its initiatives and impacts in addressing social issues such as poverty, inequality, gender, environment and empowering the poor and marginalized sections of the society to play a major role in the developmental process. In addition to contributing to social and economic policies and planning through theoretical perspectives, policy research and evaluation studies, HEIs have also played a role in directly reaching communities and society. Extension as a discipline has given agricultural colleges and universities a long tradition of reaching farming communities The State Agricultural Universities in India were modelled after the Land Grant colleges and these institutions played major role in green revolution. Similarly, medical colleges and universities, through their community health programmes, reach large number of people in the communities. Over a period of time, HEIs along with civil society have questioned the conventional transfer of technology models in the developmental process and have begun to emphasize indigenous knowledge and interactive learning empowerment of the communities. In many countries programmes like National Social Service (NSS) and youth programmes are raising students' awareness of the social dimensions of development. Unlike University-Industry linkages and technology transfer, which are continuously monitored, the linkages between HEIs and community have yet to be tracked in a systematic manner.

**Responsibilities of HEIs and their Stakeholders in Promoting Value and Ethics in Higher education:**

Beyond such values as academic freedom, transparency, sharing of knowledge, collegiality, and others, the higher education community needs to reassess the values and ethical principles that are linked to the safeguarding and promotion of a sustainable future.

**Government initiatives**

The goal of the government is to usher in a knowledge society by the year 2020. Encouragement to **private initiative** in starting and managing junior, degree and professional colleges is stated as "the main trust of the strategy in higher education".

The government would act as a facilitator for greater participation of private institutions in the field if education". The emphasis in the strategy of the govt is on private initiative.

- 12th five-year plan focuses on education.
- Establishment of NCERT, NAAC.

**Recommendations of the important education commissions**

- **The Radhakrishnan commission** which was appointed in 1948 gave importance to the inculcation of ethical values among students not only in colleges but also in universities. As per the recommendations, of the commission, provision was made for moral instruction in colleges and universities.
- **The Kothari commission** which was appointed in 1965 declared that "knowledge with lack of essential values may be dangerous". Without any ambiguity, the commission declared that in all the stages of education, values have to be inculcated.
- **The UNESCO declaration** on higher education states "higher education should reinforce its role of service to society, especially assisting in the elimination of poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease".
- **Role of educational institutions:** Issues in which higher education institutions have a role to play, as institution and/or through their individual members, i.e. the academic community of scholars and students
- I. institutional decision making;
- II. institutional life in a wider sense, including the study process;
- III. higher education institutions as multicultural societies;

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IV.    higher education institutions in their relationship and interaction with the wider society.

- o Colleges and universities create and disseminate knowledge, and because of the power knowledge creates, these institutions of higher learning possess a moral responsibility to

- o To assist in dealing with these problems, the institution itself must take a leadership role by properly formulating mission statements based on ethical practices and concerns; fostering collaboration among all faculty, administrators, staff, and students to work with the values necessary for institutional effectiveness and overall integrity; and by employing the use of models of ethical decision making.

- o The academic environment must foster the importance of human dignity, the nourishment of growth and achievement, and respect for others.

- o Such an environment is a learning community: a community that brings together the themes of leadership, faculty, and students.

- o Leadership is essential to an institution's sensitivity to values in higher education.

- o The learning community can also bring out the best in faculty and resolve several of the tension's faculty face in their careers, especially conflicts between research and teaching.

- • Finally, the learning community provides direction to students and anchors their collegiate experience in the intellectual life.

## Curriculum design:

Syllabus of universities promoting the study of humanities and social sciences like literature, history, culture, and ethics should provide liberal education at the higher level resulting in the dissemination of noble values. Hence, what sort of modern values are to be included in the curriculum is a challenge thrown towards the educationists.

A well-balanced curriculum with genuine worthy values suitable to the society has to be identified and included in the educational system. In this context, it becomes obvious that there cannot be any universal pattern of values to be prescribed in the system. When a suitable blend of religious and modern values is to be done, the designing of such course demands an unbiased, scrupulous, intelligent approach on the part of the academician who designs such course.

Human values among students in higher education can be fostered through Personality Development programmes.

Behavioural skills can be imparted along with professional skills, thus linking values and ethics with knowledge.

## Role of Society in higher education:

Higher education institutions are an important part of - and play an important role in – society. The institutions are societies unto themselves, but they are also part of the larger society. If they remained only societies unto themselves, higher education institutions would be locked up in the proverbial ivory tower and their future would most likely be considerably shorter than their past.

## ICTs in Research:

Applications of ICTs are particularly powerful and uncontroversial in higher education's research function. Four areas are particularly important. First, the steady increases in bandwidth and computing power available have made it possible to conduct complex calculations on large data sets. Second, communication links make it possible for research teams to be spread across the world instead of concentrated in a single institution. Third, the combination of communications and digital libraries is equalizing access to academic resources, greatly enriching research possibilities for smaller institutions and those outside the big cities. Fourth, taking full advantage of these trends to create new dynamics in research requires national policies for ICTs in higher education and the establishment of joint information systems linking all higher education institutions. For these applications high bandwidth is the key priority since it allows computing power to be aggregated by linking equipment together.

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**Conclusion:**

In a nutshell it can be concluded that education without vision is waste, education without value is crime, and education without mission is life burden. A nation with atomic power is not a strong nation but a nation with people with strong character is indeed a strong nation. All efforts to bring just and peace in the world will become futile if proper value education is not imparted. Therefore, for the sustainable human development as well as for the social growth, there is a need of value-based education, spiritual education, ethical education, as well as need based education. Besides sustainable educational system, the special focus should be on inclusive growth with inclusive educational policies and programmes. The Stakeholders should strive to provide societies with the best scholarly and ethical standards and make sure students receive both an excellent academic experience and high ethical standards coupled with positive living experience.

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# Sports In Higher Education Academics: Case Study Of Volleyball Players

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**Abstract:**

   *The higher education of a student involves lot of theory courses and laboratory courses. Now a day, the amount of stress on a student is high and the same student will be demanded full effort to perform better in the academics. In this mean time, a student can lose concentration due to lack of physical activities. In the light of the above, we have focused our study towards the students who are actively involved in sports. This paper projects a case study of volleyball players and their sport influence on higher education academics. This study also indicates the active sport participation and its outcome in the volleyball game.*

**Keywords:** Volleyball, higher education.

**Introduction:**

   Awareness of anthropometric parameters is the most important duty of a sport player. Adapting and maintaining those parameters will meet the criteria of a professional player. Physical fitness and anthropometric variables give vital information on optimal range of body size, body shape and health condition. The growth in human body segments depends on body proportions. As a volleyball player will be performing short and frequent dynamic activities such as a jump, ball play and dive, it is very essential for a player to maintain a decent anthropometric profile. Good height, lean body and low-fat percentage are indications of a superior anthropometric profile.

   After United States and China, India is the third largest higher education system in the world. Apart from basic sciences, medical and arts courses, the engineering education is dominating the higher education in India. This higher education system is in need of few essential reforms. Especially, in the field of basic sciences and medical related courses.

   The objective of the present case study is to analyse different physical and anthropometric variables, the effect of all variables on volleyball players, and finally, influence of this sport experience on higher education students.

**Experimentation Details And Discussion:**

   The student players of DYSS sports hostel, Bangalore (higher education degree category-women) were considered for our case study. All the players were examined with standing broad jump (in metres) in addition to their age, height and weight. The body mass index (BMI) was derived based on the data collected. All the above physical and anthropometric measurements were taken as per the rules and regulations. Table 1 shows the physical and anthropometric variables of all 10 players.

**Table 1: Physical and anthropometric variables of players.**

| Players No. | Age (yrs) | Height (ft) | Weight (kg) | Standing broad Jump (metres) | BMI | Higher education (abbreviations) |
|---|---|---|---|---|---|---|
| Player 1 | 21 | 5'7" | 62 | 2.31 | 21.5 | B.Sc |
| Player 2 | 21 | 5'7" | 68 | 2.33 | 23.5 | B. Com |
| Player 3 | 19 | 5'6" | 57 | 2.35 | 20.2 | BBM |
| Player 4 | 20 | 5'6" | 59 | 2.32 | 20.9 | B. Sc |
| Player 5 | 20 | 5'8" | 65 | 2.40 | 21.7 | BA |
| Player 6 | 19 | 5'8" | 70 | 2.38 | 23.4 | B.Sc |
| Player 7 | 19 | 5'7" | 64 | 2.34 | 22.1 | BCA |
| *Player 8* | 20 | 5'7" | 66 | 2.31 | 22.8 | BA |

| Player 9 | 20 | 5'8" | 71 | 2.41 | 23.7 | B.Sc |
|---|---|---|---|---|---|---|
| Player 10 | 20 | 5'7" | 69 | 2.30 | 23.9 | B.Sc |

Based on the above observations, the optimal BMI will be very much crucial for the game as a volleyball player. The student with thorough sport knowledge and a sport experience will be reflected in science, bio-medical and medical related courses like anthropology, kinesiology, biomechanics, and evaluation. This will lead to a good healthy student life with complete proficiency in higher education courses. This demands immediate action plan or a reform in higher education system of India. Depending on the area of higher education selected by the student, a compulsory course related to physical activity or any one sport will be one of the reforms.

**Conclusion:**

The span of a sport career depends completely on the anthropometric profile of a player. The experience gained from the sport improves concentration level and intellectual capabilities of a player and thereby improving academic performance in their higher education. The physical and anthropometric variables have also shown significant influence on volleyball players. Students can even relate their sport experience to higher education courses like Kinesiology, Anthropology, Bio-mechanics etc. Inclusion of sport as a compulsory course in higher education system will enhance the academic performance of a student.

**Acknowledgements:**

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# Challenges And Opportunities For Skill Development In Higher Education

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**Abstract:**

Education and skill development play a pivotal role in the socio-economic transformation of society. Availability of skilled manpower and over-all economic progress are interrelated. Unfortunately, skill level of the Indian labour is not so satisfactory when contrasted with advanced countries namely, UK, USA, Japan, China and South Korea. In India, the technical and vocational educational institutions have failed to impart the skills relevant to diversified sectors of the economy. In coming years, India is going to have very high proportion of economically active young population who can work and contribute to the nation. The need of the hour at this juncture is to take the best use of demographic dividend. Hence, imparting skills and infusing training component in education sector is very essential. Tapping the benefits of demographic dividend demands meticulous planning, coordinated efforts, active participation of public and private, periodical revision of curriculum etc. Unfortunately, In India too much emphasis is on formal education where the skill component is less. State investment on educational sector is far from satisfactory. Present educational system is too theoretical and gives least importance to acquisition of skills. Women by and large are ignored while imparting training and technical education. Majority of the educational institutions are teaching obsolete or outdated syllabus. All these factors are likely to prevent India from harnessing the benefits of demographic dividend. However, introducing skill components in all stages of education, allocating more resources to educational sector, adopting innovative practices, framing the "industry-business relevant" curriculum, India can emerge as "skill capital of the world." The government has created National skill Development Corporation, National Skill Development Agency and implemented PMKVY, an ambitious Program of NDA government. Owing to factors namely lack of good trainers, halfhearted involvement of Private Training Institutions and absence integrated approach many skill development programmes have failed to pay expected dividends to the state. However, India can borrow innovative practices of developed countries and adopt the vocational and technical education model evolved by them.

**Key Words:** Skill, Education, Training, Demand gap, Demographic Dividend, Sectors of economy

## Introduction:

Education is the single most important and potent instrument of socio-economic transformation. A well-educated highly skilled population acts as a catalyst of economic growth and contributes to country's GDP. Education without skill component makes million of youth remain outside the job market and becomes victims of underemployment and unemployment. Former President and the Great Visionary A.P.J. Abdul Kalam writes: "The purpose of education is to make good human beings with skill and expertise." Any country that underestimates the skill component in education fails to achieve sustainable growth and lags behind others in a race for development and progress. Countries with higher and better levels of skills have faced the challenges of rapid socio-economic transformations brought about by LPG. They have made skill as the integral component of their education system.

## Review of Literature

Many researchers have examined skill development in India in the lights of challenges and opportunities. Lavina Sharma and Asha Nagendra (2016) in their "Skill Development in India: Challenges and Opportunities examined the status of India's skill development system, skill development models and analyzed current skill level of Indian workforce. They further examined the challenges to the skill development in terms of scalability, skills mismatch, and lack of focus of non-technical skills. In an article "China's Vocational Training: 16 Times India's: Can Budget Push Help?" Chaitanya Mallapur (2016) examined India's expenditure on education sector and analyzed trends in employment opportunities being generated in different sectors and state's response to these transformations. Vikas Pradhan and Ratan Lal in "Skill Development in India: Challenges, Opportunities and Strategies" cautioned how failure to get advantage of demographic dividend may result in demographic disaster if skill component is ignored in the education system. Harnessing demographic dividend with appropriate skill development helps in achieving inclusion and contributes to productivity and reduces the global skill shortage. Dr Jag Prasad Varma in

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"Need Challenge: Skill Development in India (2016:35-38) examined skill capacity of India and cast light on challenges before skill development initiatives. He gives many suggestions and initiatives that help in meeting the challenges. For him, skills given to youngsters should be relevant to emerging economic environment. He demands to incorporate holistic approach in skill development programmes. Aya Okada in "Skills Development for Youth in India: Challenges and Opportunities (2012:169-193) focuses on many challenges to skill development and examined trends in demographics, industrial structure and Indian labour markets. He explored how training goals can be within the formal educational system and outside the formal education system. He gives the detailed account of recent developments in skills development. Shortage of skilled workers, limited access to education and training, mismatches in labour market are main obstructions to realize the benefits of demographic dividends. Increasing state's investment on education and training we can bridge skill gaps in India.

### Objectives

The main objectives of the present study are:

- To study the importance of having skill components in Higher education;
- To understand the challenges for skill development in higher education in the context of existing arrangements;
- To assess the existing opportunities for skill development in higher education
- To appraise the role of state policy and programmes in promoting skill components in higher education

### Discussion

**Challenges for Skill Development in Higher Education:** The year 2020 and three decades after gives immense benefits to India. In coming decades, India is going to have a very large young population relative to dependent population (aged and children). "Demographic composition wise" India will be in advantageous position than any other country in the world. Of India's population of 1.21 billion (2011 census: GOI 2011) more than 672 million people are of working age (15-29). Of these, 253 million are youth aged 15 to 24, accounting for 21% of the total population in 2011. With a continued decline in the dependency ratio estimated over the next 30 years, India is expected to enjoy a large "demographic dividend" in coming decades. This young population offer many advantages to India if it is tapped and trained properly.

To realize the advantage of demographic dividend, there is an urgent need to equip the younger generation with relevant skills and knowledge. At present, a large segment of India's labor force is either semi-skilled or unskilled. By way of equipping the younger generation and labour force with the requisite skills, India can meet the demands for skilled labour force. Report of Government of India (2011) writes that India can take the advantage of demographic dividend by way of imparting skills to younger generation and can contribute to national and global economies. It can export skilled labour force even to the countries where there is a large demand for skilled man power. It can fill the skill gap in the world and in India.

To realize the benefits of demographic dividend, India need to restructure the whole education system. It is with this initiative alone, India can meet the demand for skilled manpower. Hence, this paper attempts to know the challenges to skill development and also the opportunities for skill development with reorienting the present education system. In the light of experiences of South Korea and China, it makes some recommendations.

**The major challenges to the skill development are discussed.**

- **Too much emphasis on formal education**: Since many decades, Indian educations system has been skewed in favor of formal education focusing on academics. During the colonial rule, there was a tradition of imparting only formal education to the Indian masses and this policy and tradition has served the interests of British Raj. Unfortunately, even after our political emancipation in 1947, the same tradition has continued with marginal modifications. In spite of having many limitations, outdated education system has served the man-power demands of service and tertiary sectors but failed to address the needs of industrial and business sectors.

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After 1990s, India, like others has exposed herself to LPG, the three dominant forces that have radically transformed the whole society and polity. They together have created ample of job opportunities in almost all sectors of economy. Unfortunately, the formal education system that has continued from the past has failed to serve the interest of diversified sectors which demanded newer types of skills.

Over the last two decades, developed countries have focused on basic education since 1990's World Conference on *Education for All* (WCEFA), organized in Jomtien of Thailand. Later, World Education Forum in Dakar, Senagal too emphasized the importance of basic education. At that juncture, it was relevant. After the waves of LPG, there were many transformations in the world. Now, the basic education is not in a position of meeting the challenges of globalized era (Aya Kkada, 2012:170). Shifting a priority from basic education to skill-based education is one of the biggest challenges before the state. Policy makers and planners are struggling and making Herculean effort to equip the younger generations with skills.

- **Poor investment on educational infrastructure**: Imparting skill-oriented education demands a generous and rational investment on educational sector. Now, a very few private educational institutions are catering to the demands of industrial sector with advanced curriculum and state of art infrastructure. On the other side, a majority of government and rural based institutions are either poorly equipped and lacks innovation. They are failing to cope up with the rapid transformations taking place across the country. The fee structure in private technical institutions is quite high though they are imparting quality education and training. Consequently, a large segment of marginal section comprising of poor has remained outside the ambit of skill education. Hence, reluctance of the state to spend on educational sector is a biggest challenge to create trained and skilled manpower. Equally important is to regulate private institutions who in "spirit and practice" have considered education as a marketable commodity. Regulating private institutions operating in "free market economy" is one of the challenges to the state.

- **Less emphasis on skill-based training:** Imparting employable skills relevant to the needs of industrialist offers many advantages. It not only gives job opportunities to qualified youngsters but also the meets the demands of industrial and business entrepreneurs. However, the in-depth analysis of present educational system, clearly reveals that education system is not giving adequate attention to equip the youth with relevant skills which are valued in job market. Left with limited option, the industrialists are now struggling hard to fine tune the under-skilled manpower coming out the educational institutions by way of putting them on "on job training". This situation has compelled the industries to function as training and educating centres. Some laborers after getting training and skills, desert the industry that has trained them.

- **Women - most ignored segment of marginal community**: In "tradition bound" Indian society, owing to gender discrimination and patrilocal family arrangement, a large section of women has remained outside the ambit of skill development programmes. The womenfolk are underrepresented in many skill-based courses namely engineering, diploma and medicine. The Invisible walls erected by obsolete and discriminatory social arrangements have prevented Indian women from entering skill-oriented job sector. This in fact acting as a serious impediment in tapping the benefits of demographic dividend.

- **Outdated Curriculum:** Owing to globalization, liberalization, privatization and modernization new jobs are emerging in the arena of Artificial Intelligence, data management, robotics. To attract foreign and Indian travelers, one needs to have appropriate hospitality and communication skills. India, now witnessing phenomenal expansion of traveling and service sectors. These sectors have immense potentiality of creating millions of job opportunities to Indian youths aspiring for livelihood. Under these circumstances, it is imperative to revise syllabus periodically. Unfortunately, some of the educational institutions are teaching very outdated syllabus and are reluctant to revise it either because of lack of autonomy or because of academic inertia. It is acting as biggest barrier to bridge the demand gap existing between demand for skilled man power and supply of manpower. Hence, even after obtaining degrees with highest marks, some are incompetent to handle the job assigned in work place. They in fact fail to reach the expectations of employer. Outdated curriculum is acting as the biggest obstacle to realize the opportunities created by demographic dividend.

In the education sector, skill development is the most difficult sector to organize and manage, it cuts across organizational boundaries, caters to diverse clients and involves multiple delivery mechanisms, and

its market characteristics keep changing writes Asian Development Bank Report (Cited in Okada, 2012:171). Imparting skill and equipping them for job market is really a collective process in which parents, government, private and government educational institutions, industrialists, youths required to play meaningful role. Even Okada (2012:171)in his Skills Development for Youth in India : Challenges and Opportunities asserts that skill development must meet multiple objectives and it should focus on reduction of poverty, inclusion of dropouts and should retain youth having little academic interests  Some countries namely South Korea, China and Singapore have shown better performance in equipping youngsters with appropriate skills while some developing countries shown poor performance in Technical Vocational Education and Training (TUVT). Ashton & Green and Kuruvilla et al attribute this to poor coordination among stake holders, duplicated efforts, and failure to address to the changing needs of industrial sector. It is only after eliminating all bottlenecks; India can harness the benefits of demographic dividends.

**Opportunities for Skill Development in India: A Glance at Opportunities**

Equipping the younger generation with needed skills demands overall restructuring of educational sector, just and equitable state allocation of resources to education, eliminating gender gaps and inter regional imbalances, motivating young generation to acquire skill-based training etc. The following measures will help the India in addressing the skill gaps. They are:

- **Introducing skill components in formal education system:** Ministry of Human Resources and Development (2011) and Ministry of Labour and Employment figures says that during 1990-91 and 2009-10 secondary school institutions increased from 79,803 to 190,643 and number of degree colleges increased from 4862 to 14,321. Similarly, the number of universities also increased from 184 to 350. ITIs, ITCs Polytechnic and technical institutions have increased manifold. The mushrooming growth of educational institutions has contributed to the creation of educated manpower devoid of skill component.  Hence, need of the hour is to incorporate skill component in higher educational institutions. There is lot of opportunities to empower the youth with employable skills. What the country needs is vision, foresight and dedicated efforts. Tourism sector is now developing very fast and states like Kerala and Goa earning a lot from tourism sector. Medical and Health tourism too gaining prominence. This sector needs the youth acquainted with foreign languages and proficient communication skills. Using the existing educational institutions, government and private colleges should come forward to introduce foreign language courses at least at PUC and Degree level. Foreign companies too demand labour force having proficiency in foreign languages.

- **Tapping skill developing opportunities outside formal education system**: Today ITIs and ITCs, a number of engineering and technical colleges offering skill-based training to the youth. By way of strengthening the existing vocational and technical institutions, it is possible for the state to impart skill-oriented education to the youth. There are many obstacles. Present generation is more interested in molding their career in 'white collar jobs'. Getting job in organized sector is a dream for millions of youths. Naturally, many prefer to enter the conventional courses. Majority are reluctant to take up vocational and technical courses. There are overvaluations of bureaucratic posts (IAS and KAS officers) and undervalues the role of engineers and Craftsmen. Youths who are hailing from poor or lower-middle class background enters ITIs and ITCs. Thus, for many, vocational training has remained as a second choice. Hence, motivating the youths to take up vocational courses is a great challenge before us. However, career counselors can play a pivotal role. In the high school level, itself efforts can be made to create awareness regarding the importance of vocational education in getting job opportunities. Less populous countries, with rational manpower planning estimate the demands of each sector well in advance and create the manpower accordingly. They direct the students to all streams of education considering the demands of each sector of economy. This is how they avoid overcrowding of youths only in some areas of education. Skilling the population as per the demand is rational method of handling the situation. However, in India a majority of youths enters the areas which are already overcrowded. Such a mad rush has made many youths remain outside the job market. Unemployment and underemployment in India are the byproduct of poor manpower planning.

- **Fair and just allocation to education sector:** India's overall allocation to educational sector in the last decades has hovered between 3.5 per cent of total expenditure [Times of India Jan 31,2018]. In 2013, Brazil, Russia, India, Chine and South Africa have spent 5.3 %, 4.4 %, 3.2 %,4.3 % and 6.9 % of their GDP on education respectively [Source: BRICKS Joint Statistical Publication 2015]. State's spending on educations very meager. Even Tashleem Araf in Trends, Growth and Changing Patterns of Public Expenditure on Education in India writes that India's per capita expenditure on education is one of the lowest in the world. Comparing India's expenditure on education she asserts that USA, New Zealand, Norway and UK are spending more than 6 % of their GDP on educations. It is apparent that India's spending on education sector is far from satisfactory. It has negative implications on overall quality of populations. According to her, shortage of funds acts as obstacles to quantitative expansion and qualitative improvement of education.

Many scholars have compared importance that Indian has given to vocational training with other countries. Only 2 % (nearly 9 million) of Indian workers are formally skilled; new enrollment in vocational courses is only about 5.5 million per year, compared with 90 million in China and 11.3 million in United States (Chaitanya Mallapur, 2016). Thus, educational sector in general and vocational education sector in particular has not received adequate attention. Government at least in coming decades should give importance to strengthen education sector in general and vocational sector in particular, if it is really interested in harnessing the benefits of demographic dividend.

- **Innovative reforms at training institutions with emphasis on placements:** Using the existing arrangements for imparting skill, India can achieve a lot in equipping younger generation for the needs of job market. Government for example, with World Bank assistance has selected 500 ITIs as centres of excellence to offer advanced training in many fields. Under the scheme, ITIs is required to create Institute Management Committee (IMC) comprising of leading entrepreneurs. The purpose was to promote industry participation in decision making and grant autonomy to ITIs. Curriculum will be according the expectations of the industry. Such innovative practice has benefited the industrialists and also the trainees, in fact all stakeholders. With this innovative practice, ITIs have achieved 100 placements. This is only example. The need of the hour is to explore other such alternatives to bridge supply gap. Innovative practices will go long way in creating skilled manpower as per the expectations of many sectors: business, industry, tourism etc. Breaking away with traditional methods, thinking in new directions, borrowing from others are essential preconditions for adopting innovative practices in vocational training programmes.

Lavina Sharma and Asha Nagendra in article "Skill Development in India: Challenges and Opportunities" (2016 : 3) have discussed about Private Public Model and its relevance in India. In Private Public Partnership, the demands of the industrial sector receive priority with the involvement of private entrepreneurs and curriculum will be very advanced. Naturally, it allows the trainees to get job immediately after the completion of the course.

- **Changing the curriculum periodically and making it relevant to many sectors:** Curriculum plays an important role in creating skilled and intelligent manpower. Different sectors of economy demand different types of skills. Tourism and medical sector demand command over foreign language and communication skills while industry and business sector demand computer literacy or technical skills. Hence, by way of upgrading the curriculum and involving the entrepreneurs while framing the curriculum, one can improves the employability of the present generation and meet the demand for skilled manpower.

**Role of Government in creating skilled manpower in India:**

Government of India and the Ministry of Labor together has launched Modular Employable Skills (MES) under Skill Development Initiative (SDI). Under this scheme, school dropouts and existing workers, specially, in the unorganized sector are to be trained for employable skills. The scheme has been in operation since 2007 and statistics show that a large number of school dropouts do not have access to skill development for improving their employability through various vocational training and apprenticeship programs.

The National Skill Development Corporation, (NSDC) is a unique organization under PPP mode, under the Ministry of Skill Development & Entrepreneurship. On October 20, 2009, India launched NSDC

to promote skill development by initiating the creation of large and quality-oriented training institutes all over the country. It acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. The NSDC works with 267 training partners that represent the core ideology of NSDC. Over the past 4 years, NSDC along with its partners have delivered over 2 million skilled people in more than 25 sectors, the Indian government works closely with NSDC to help financing training and thus contribute to the overall target of skilling 400 million people in India by 2022.

The Deen Dayal Upadhyay Gram Kaushal Yojana (DDU-GKY) is a placement linked skill development program for the rural youth. It was started 25.Sept 2014.

The Ministry of Skill Development and Entrepreneurship (MSDE) created on 9th Nov.2014 co-ordinates of overall skill development efforts across the country, building the vocational and technical training framework, skill up-gradation, building of new skills, and innovative thinking not only for existing jobs but also jobs that are to be created. The ministry has aided and supported several other missions that also focus on skill development like the – National Skill Development Agency (NSDA) that was established in 2014.

National Skill Development Agency (NSDA) is an autonomous body of Ministry of Skill Development and Entrepreneurship, which aims to coordinate the skill development efforts of the Government and the private sector to achieve the skilling targets by 2022. The NSDA works in partnership with several agencies like the NSDC, Central Ministry Skill Programs, Ministry of Skill Development and Entrepreneurship, Sector Skill Councils. The NSDA works with 26 different kinds of skill sectors. The NSDA aims to be the major agency for State Skill Development Missions and also ensure that the skilling needs of the disadvantaged and the marginalized groups like SCs, STs, OBCs, minorities, women and differently abled persons are taken care of without any bias

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is a unique initiative by the Government of India that aims to train about 24 lakh Indian youth to be industry relevant, skill based and to prepare them for the global market. Under this scheme, the trainees will get financial support and a certificate on successful completion of training and assessment, which will help them in securing a better job in future. The scheme focuses mainly on the upbringing of youth and to prepare them to face the challenges of the industrial world.

Thus, Central and some state governments struggling hard to create skilled manpower and to bridge the gap existing between demand for skilled manpower and supply of skilled manpower. Unfortunately, these initiatives have paid limited dividends to the state. The evaluation studies conducted on these ambitious programmes gives disappointing picture. The factors namely the malpractices of the training Institutions, inadequate training hours, lack of coordination among the various ministries, lack of qualified trainers, absence of integrated approach, and inadequate attentions to local and regional needs have acted as barriers to the government initiatives. Absence of holistic approach, outdated curriculum taught at vocational institutions, lack of autonomy, rigidity of educational institutions etc. too have acted as other hurdles. Many countries namely Singapore, China, South Korea, UK and Germany have evolved models to impact skill education and bridge the gap between demand and supply. It is high time for India to learn from successful global models of skills education and implements them in their true spirit.

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## Overview On The Functions Of Skill Development By Government Of Karnataka

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**Abstract:**

Skills development is that themethod of (1) distinguishing your talent gaps, and (2) developing and honing these skills. It'svitalas a result of your skills confirms your ability to execute your plans successfully.

In goal achievement, your skills are your tools. The house is your goal. Just as you need the right tools to build a house, you need the right skills to build your goal. Without the right skills, you will only frustrate yourself, waste your time, and spend a lot of time dealing with rudimentary issues caused by the lack of knowledge or lack of skills, as opposed to progressing in your goal. While difficulty and struggle is part and parcel of any goal pursuit, without the right skills, you find yourself struggling more than necessary. Worse still, this struggle is unconstructive and doesn't help you move forward.

In this paper as for as the subject is concerned, what are the functions of skill development in Karnataka government is taken overviewed and analyzed.

**Keywords:** demographic, accelerated, fascinating, demographic.

## Introduction

**Skill Development:** Skill Development and Entrepreneurship is a Ministry of government of India set up on 9th November 2014 to coordinates all skill development efforts across the country. In Karnataka the new mission cantryto adapt to the National ability Qualification Framework (NSQF) and promote quality between line of work and general education and accelerated world mobility by standardization and consistency. This mission can take up all the roles and responsibilities of assorted departments on skilling wherever such departments don't have any comparative advantage. To avoid exclusion and inclusion errors and duplications, the mission are going to beliable forchoice of beneficiaries and watching of all the skilling programmers within the state.

## Mission Secretariat

1. The State Skill Development, Entrepreneurship and Livelihood Department secretariat shall function as Mission Secretariat to the Karnataka's Skill Mission. The Additional Chief Secretary / Principal Secretary / Secretary, Skill Development, Entrepreneurship and Livelihood Department shall act as State Mission Chief and shall be supported by a Secretariat and 3 Commissionerate's created vide GO No. DPAR 164 ¸ÀG¸ÉÃ 2016, Dated: 24.09.2016 and other Organizations created and shifted to this secretariat by the government.

2. NRLM, NULM and Karnataka Vocational Training and Skill Development Corporation staffing pattern shall provide a unified backbone to this secretariat linking the State level to the Gram Panchayat Level with various functions and activities.

3. NRLM and NULM shall function as two submissions of this mission.

4. Resources of all these Commissionerate's, other Organizations and Sub missions shall for part the Karnataka Skill Mission Fund.

5. Main functions of Mission Secretariat shall be as follows:
   a) Implement and Monitor Mission activities.
   b) Coordinate implementation of Governing Council and Empowered Committee decisions.
   c) Coordinate State efforts and Submissions.
   d) Coordinate implementation of Skill programs including Skill Development, Entrepreneurship and Livelihood programmes.

2. The following Sub State Level Skill Missions established by the government shall function under Karnataka Skill Mission
   1. District Skill Mission
   2. Taluk Panchayat Skill Mission
   3. Gram Panchayat Skill Mission

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**Sub State Level Skill Missions:** The following Sub State Level Skill Missions will be established at various levels with functions detailed below:

**1.  District Skill Mission**: The District Skill Mission will be constituted under the Chairpersonship of the Deputy Commissioners of Districts. The District level officers of concerned Departments and District lead Bank Managers will be members of the Mission.  The Project Director DRDA / Deputy Secretary (Development), Zilla Panchayat of the concerned District will be the Member Secretary.

 **The Functions of the Mission will be as follows**

1.  Planning, Monitoring, implementation of the Skill Development, Entrepreneurship and Livelihood activities.
2.  Establishment of Backward-Forward linkages
3.  Inter Departmental Coordination.
4.  Any other subject pertaining to Skill Development, Entrepreneurship and Livelihood Department assigned by the Karnataka Skill Mission.

**2.  Taluk Panchayat Skill Mission:**

The Taluk Panchayat Skill Mission will be constituted under the Chairpersonship of the Executive Officer, Taluk Panchayat of the Concerned Taluk.  The Taluk level officers of concerned Departments will be members of the Mission.  The Assistant Director, Taluk Panchayat  of the concerned Taluk will be the Member Secretary.

**The Functions** of the Mission will be as follows

• Planning, Monitoring, implementation of the Skill Development,Entrepreneurship and Livelihood activities at Taluk level.
• Establishment of Backward-Forward linkages.
• Inter Departmental Coordination.
• Any other subject pertaining to Skill Development, Entrepreneurship and Livelihood Department assigned by the Karnataka Skill Mission and District Skill Mission of the concerned District.

**3. Gram Panchayat Skill Mission:**

The Gram Panchayat Skill Mission will be constituted under the Chairpersonship of the Adhyaksha of the Gram Panchayat of the Concerned Gram Panchayat.  The Village  level / Sub Taluk level officers of  concerned Departments will be members of the Mission.  The Panchayat Development Officer, Gram Panchayat of the concerned Gram Panchayat will be the Member Secretary.  A District level officer will be nominated by the District Commissioner to facilitate the functioning of the Gram Panchayat Skill mission as per the guidance of the District Commissioner.

**The main Functions of the Mission will be as follows**

1.  Planning, Monitoring, implementation of the Skill Development, Entrepreneurship and Livelihood activities at Village level.
2.  Establishment of Backward-Forward linkages.
3.  Inter Departmental Coordination.
4.  Selection of beneficiary of various schemes and maintenance of unified database.

Any other subject pertaining to Skill Development, Entrepreneurship and Livelihood Department assigned by the Karnataka Skill Mission and District Skill Mission of the concerned District.

The Missions established under other schemes by the agencies concerned will come under the Karnataka Skill Mission.  The other Missions already created / functioning at various levels State, District, Taluk and Gram Panchayat level Mission with regard to Skill Development, Entrepreneurship and Livelihood will merge under respective Skill Mission at that level as a submission."

Above said are the functions of skill development taken by government of Karnataka. Karnataka State features aterribly young population that provides a singulartwenty-five years chance for demographic dividend by skilling its workforceto reinforce their employability, productivity and competeness. associate integrated Ministry with high power ability Mission Chaired by the Hon'ble Chief Minister with an overarching role of control, standardizing, promoting, monitoring, designing and implementing is fascinating to converge the resources, institutional strengths and programmers of varied departments for skilling within the State of province. This can align state initiatives with the National ability Development

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Policy for centered and sustained skilling and employability. This canadditionally avoid any duplication of programmers, infuse economy of scales with stronger investment in institutional capacities and properly funded schemes for the event of skilling publiclyand personal sector. The mission can have business and market interface to produce best facilities to ability the young ones to make sure youth rising from the formal education are employable with job or self-employment adjusted skills and to ensure folks stuck within the low financial gain jobs and in the unorganized sectors will access growth opportunities through up-skilling / re-skilling and recognition of previous learning. This can improve offer and quality of men for the businesscontributory to inflated productivity and create skilling inspirational for the youth.

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## Reforms In Higher Education

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**Abstract:**

Indian higher education has a long history with its universities like Nalanda and Takshashila dating back to several centuries. However, the dawn of the modem era can be fixed at 1857 when three universities, after the pattern of the London University, were set up in Bombay (now Mumbai), Calcutta and Madras (now Chennai). The major objective of higher education then was to turn out people who can support the colonial administrations. After attaining independence in 1947, India had a close look at the objectives and goals of higher education in the context of its own national development needs. New thrust areas were identified; new institutions were established; and the whole directions of development were redefined. Greater attention was given to scientific and technological education and research as well as professional education and training. Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education.

**Key words**: Higher education, Reforms, Issues and challenges.

### Introduction:

India hold the second position in the world of having highest population. and India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 15 autonomous institutions established by the University Grants Commission (UGC) .And as per the latest 2011 Census, about 8.15% (68 millions) of Indians are graduates. although quality reforms need to Indian higher education in developing process.

### Meaning of Higher Education:

Education is an art of imparting knowledge to others for betterment of their life and preparing them for achieving their aim, as a profession. Whereas the term "higher education" means training of highly skilled specialists in the fields of economics, science, technology, and culture at various types of higher schools, which accept persons who have successfully completed secondary general-education schools or secondary specialized-education institutions.

### Reforms in higher education:

Higher education is the only sector that has subjected itself to frequent reviews. Even while the focus of the reviews was on specific issues, the various committees and groups could not possibly avoid reflecting on the total higher education system

Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000–01 to 2010–11. As of 2016, India has 799 universities, with a break up of 44 central universities, 540 state universities, 122 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 75 Institutes of National Importance which include AIIMS, IITs, IIEST and NITs among others. Other institutions include 39,071 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2016. Colleges may be Autonomous, i.e. empowered to examine their own degrees, up to PhD level in some cases, or non-autonomous, in which case their examinations are under the supervision of the university to which they are affiliated; in either case, however The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institute of Engineering Science and Technology (IIEST), National Institutes of Technology (NITs), Indian Institute of Science, Indian Institute of Science Education and Research(IISERs), University of Delhi (DI), Indian Institutes of Management (IIMs), University of Calcutta, University of Mumbai and Jawaharlal Nehru University ,Jadavpur University have been globally acclaimed for their standard of education. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, Indian universities still lag behind universities such as Harvard, Cambridge, and Oxford.

## Graduation market

This is a chart of India as per Census 2001.

| Degree | Holders |
|---|---|
| Post-graduate degree other than technical degree | 6,949,707 |
| Graduate degree other than technical degree | 25,666,044 |
| Engineering and technology | 2,588,405 |
| Teaching | 1,547,671 |
| Medicine | 768,964**** |
| Agriculture and dairying | 100,126 |
| Veterinary | 99,999 |
| Other | 22,588 |
| **Total** | **37,670,147** |

**Issue and challenges:**

In the last 30 years, higher education in India has witnessed rapid and impressive growth. The increase in the number of institutions is, however, disproportionate to the quality of education that is being dispersed. Unplanned over-expansion is often criticized as one of the biggest downfalls of Indian higher education. A large number of institutions suffer from subpar quality and a lack of funding. As a result, entry into the top institutions is highly competitive and translates into a contest for higher entrance test scores and better private coaching institutes.Higher education in India faces problems ranging from income and gender disparities in enrolment, to poor quality of faculty and teaching and even to a general lack of motivation and interest amongst students. Industries cite skill shortage as one of the major factors contributing to the mounting number of unemployed graduates Some of the main challenges faced by the Indian higher education system include

- Finance
- Lower Enrolment ratio
- Accreditation
- Politics
- Lack of good faculty
- Increasing profit making institutions

The complex socio-political nature of the education sector in India makes it difficult to implement social reform. As a result, the overall quality of education suffers.

**Conclusion:**

The total population between the **ages of 15 and 24 in India is 234 million**. If India is to meet its 30 percent GER target by 2020, about **40 million students** would be enrolled in the **higher education system in 2020.**Currently, around **18.5 million students** are enrolled in the higher education sector. The problem is that as increasing numbers come out of the high school system, we just don't have the capacity to absorb them into the college system. There is a **massive mismatch in the supply-demand**, of proportions that have

never been seen anywhere or any time in the world before.The higher education is facing many challenges as pointed above, most the challenges are difficult but are **not impossible to resolve.**

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# Skill Development Through Higher Education: An Overview Of Indian Scenario And UGC Initiatives

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**Abstract:**

*Skills and knowledge are the driving force of economic growth and social development for any country. Indian demographic is with the unique facet of being fraught with a majority of young populace. Education sector in India is well developed and mature. The current capacity of skill development programs is 3.1 million. India has target of skilling 500 people by 2020. In the higher education sphere knowledge and skills are required for a diversity of employment needs in the services, education, health care, and manufacturing sector etc. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and those working in the unorganized sector. This paper analyses the skilling efforts through higher education system, initiatives of vocational education and training in universities and colleges under the University Grant Commission. The integration of skills in higher education under the National Skills Qualification Framework and incorporation of skills and ability enhancement courses through Choice Based Credit System for sustainable skill development is also advocated along with the full time vocational degree/diploma programmes and Add On courses being offered through community colleges, B.Voc and Deen Dayal Upadhyay Centres for Knowledge Acquisition.*

**Keywords:** Skill Development, Higher Education, Vocational Education, UGC, NSDC, Work competency.

## Introduction:

India is the third largest higher education system and second largest population country in the world. Half of the population in India is below aged 25 there by skill training has important role to focus on youth for nation development. Higher Education Evaluation and Regulation Authority, 2018 (HEERA) or Higher Education Regulation Council (HERC), says that once the new regulator is created, existing regulatory authorities such as the University Grant Communication (UGC), All India Council for Technical Education (AICTE) and the National Council for Technical Education (NCTE) are the higher education authorities for technical and non-technical education. They are also categorized as Central universities, State universities, Deemed-to-be universities and University level institutions and colleges. There are different branches are there such as science, technology, agriculture and social science with research institutions, which are providing opportunities for learning through skills development. National Skill Development Corporation (NSDC) is working with 21 universities, UGC and AICTE catering to more than 1200 colleges and 400 community colleges (CC) across the country. NSDC funded training partners affiliated to respective SSCs are involved in imparting trainings to the students under these partnerships. The infrastructure is allocated by the respective colleges of the university. It will recognize skills with regular studies. There are thousands of private, aided and Government University affiliated colleges providing UG and PG while some are providing Ph.D. degree for research skills. Skills development emerges as one of the most critical aspects of India's economic policies.

## Institutional Mechanism For Skill Development Through Higher Education:

Skills at higher education level has three tire approaches for youth in the country, the first one is to incorporate skill component in the regular higher education courses, second is to offer full-time skill-based diploma/degree courses with major skill credits, and third is to offer short-term skill-based courses and orientation etc.

The following are theinstitutional mechanism for skill development through higher education:

1. Skill basket for choice-based credits in general education.
2. Credit banking system.
3. Multiple entry and exit options.

4. Input and output based credit for general education and skill respectively.
5. De-linked course duration.

## Levels Of Equivalence In Academic And Vocational Programmes:

Ministry of HRD, Government of India had issued an executive order in September 2011 for National Educational Qualification Framework (NVEQF). Subsequently, Ministry of Finance, in pursuance of the decision of cabinet committee on skill development in its meeting held on 19th December, 2013, has issued a notification for National Skills Qualifications Framework (NSQF). This supersedes NVEQF. The University Grant Commission (UGC) has launched a scheme on skills development based higher education as part of college/university education, leading to Bachelor of Vocational (B.Voc). Diploma with multiple exists such as Diploma / Advance Diploma under the NSQF. The graduates completing B.Voc to make a meaningful participation in areas in the society. India's economy by gaining appropriate employment, becoming entrepreneurs and creating knowledge.

## National Policies / Legislation

### I. National Policy for Skill Development (NPSD)

As per the National Policy for Skill Development & Entrepreneurship, 2015 – National Skills Universities and Institutes will be promoted in partnership with States as centres of excellence for skill development and training of trainers, either as de-novo institutions or as a part of existing university landscape. It is desired that these institutions become aspirational for candidates as other premier institutes around the country. These institutions, apart from skilling candidates through affiliates and training the trainers, will also conduct extensive research to enhance the quality and delivery of skill training by keeping abreast with latest developments in the skills space.

### II. National Skills Qualification Framework (NSQF)

The National Skills Qualification Framework (NSQF)is a competency– based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. NSQF in India was notified on 27th December 2013. All other frameworks, including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of HRD, stand super ceded by the NSQF.

The key highlight of the National Skills Qualification Framework (NSQF):

- Based on state skill gap report – identification of sectors and job roles
- Development of implementation model and integration into time as per table as per university norms
- Curriculum Alignment and Capacity Building workshops
- Student orientation sessions to take an informed choice of sector / job role based on career aspiration
- Internships and On-the-job Training
- Assessment and certification by Sector Skill Council

### III. National Quality Assurance Framework (NQAF)

Parity and consistency are important to ensure that all education sectors are viewed as robust and valid in terms of the qualifications issued. The NQAF is designed to be used across states, sectors and ministries and provides the structure within which all bodies operate.

The National Quality Assurance Framework (NQAF) aims to:

- Accommodates diversity and protects learners from inferior and non-relevant skills development for people from all socio-economic backgrounds and genders.
- Develop a skilled India of highly valued productive multi-skilled workers etc.,

## Conclusion:

Higher education is usually identified with the education in colleges, universities, technological institutions, deals with higher level of knowledge in terms of complexity and understanding. The higher education system aims at contributing to national development by way of dissemination of knowledge, skills

and attitudes and generating leadership as well as developing manpower resources. Indian higher education is overcoming inherent deficiencies and going to new reforms. Our country 50 percent population occupies below aged 25 is asset so as it is significant to focus on the youth of the country and provide sustainable lively hood through skills to majority population.

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# Skill Development: Challenges Faced By Rural And Urban Women

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**Abstract:**

Skill development has become the need of the hour to fill the skill gaps created. The Companies hiring the employees spends a lot for on-the-job training in order to develop the required skills. This requires a huge investment by the employers. The Government, on the other hand, has launched various schemes and vocational training courses for skill development. Yet, there remains a gap between what is acquired? And what is expected? There are various challenges, especially, for women to acquire these skills. The problems faced by women in acquiring the skills depend upon the area, i.e., rural area and urban area. Though, it would be wrong to generalize, but, in general, these challenges or problems can be found in different levels throughout India.

This paper is a humble exploration as to what are the challenges faced by the rural women as compared to urban women in the way of skill development.

**Keywords:** Skill development, rural women, urban women, challenges.

**Introduction:**

Skill development refers to all the efforts to improve the effectiveness and contribution of labor to the overall productivity as well as production, which lead the economy to a higher trajectory. On the basis of 11th plan recommendation for creation of a comprehensive National Skill Development Mission, the government launched a National Policy on Skill Development in 2009 to improve skills, knowledge, access employment and ensure competitiveness in global market. It also aimed to increase workforce in all sectors especially among youth, women, disables and disadvantaged sections.**Invalid source specified.**

Despite of the various efforts on this path, employers complain that job-seekers do not have the skills they look for. The shortage of skill centres, and quality in these centres is a challenge. A major population of India has a rural background experiencing various constraints in acquiring proper skill training. Around 50% of the population represents women. Both, women at rural areas and urban areas face challenges and constraints, social and economic, to achieve skill development.

**Literature review**

1. **Challenges of skill development and Rural women entrepreneurship (2015) – Dr Bhavna Verma (IJMRME),** studies the hurdles which rural women face to achieve skill development at all fronts to become an entrepreneur.

2. **Gender, Skill development and Employability: The context of Open and Distance learning Perspective in India (Nov, 2016) – Bijaylaxmi Mohapatra and Sukanta Kumar Mahapatra** reviews the policies and practices existing in National Institute of Open Schooling (NIOS) in India and how it has influenced in the improved enrolment of women in India in vocational education system.

**Research Design**

**1. Objectives Of The Study**

  a. To understand the challenges faced by women in skill development.

  b. To compare the problems of rural women and urban women in skill development.

**2. Scope Of The Study:** The scope of the study is limited to the objectives mentioned above.

**3. Need For The Study:** The problems faced by the women in rural areas are quite different from those faced by the women in urban areas. There is need to find out these problems to design strategies to overcome them.

**4. Research Methodology:** Both, field research and library research were undertaken. The objectives were first analyzed through field research and then elaborated through library research. **The content of the paper is primarily focused on secondary data.**

### Challenges faced by Rural women in skill development

1. **Dependent:** A rural womenis discouraged to be independent. She is made to depend on man both socially and economically. The aspirations depend upon the whims and pleasure of the man.

2. **Gender inequality:** Rural women face problems the discrimination. A woman's desire does not get priority, thus, creating a hurdle in acquiring skills. Woman is restricted to acquire skills to be a good wife rather than to be a good human resource.

3. **Lack of education:** Still in many parts of the rural India, women education has not gained importance, especially, higher education. A girl child is sent to school or college till she gets married. According to 2011 Census, female literacy rate is 65.46% and around 63.5% female students quit during adolescence.

4. **Lack of Interest:** Due to social norms and morals in the family, rural women lacks interest to acquire knowledge and skills and aspirations to achieve.

5. **Financial constraints:** Majority of the rural families come from a poor financial background. The financial constraint does not allow them to afford good institutions or training programmes required for skill development.

6. **Lack of knowledge/ awareness:** Rural women lacks the knowledge of various courses or schemes introduces by the government or other institutions. She also lacks technology knowledge by using which information can be accessed.

7. **Lack of Infrastructure:** Women, who reach the higher education level, face the hurdles in acquiring skills in rural institutions. These rural institutions lack the basic infrastructure, affecting the quality of skills acquired.

8. **Education system:** The education system in rural areas follows traditional methods of teaching without giving scope for required skill development. This deficiency coupled with problems of rural women results in awful consequences.**Invalid source specified.**

9. **Mobilization problem:** Women student mobilization to get trained has been a major problem due to traditional mindset and low willingness to migrate.

10. **Multi-tasking:** women play a multi-tasking role. She is expected to help the family in household chores and work at par with men. In between, she has to manage her education with little available time, making skill development difficult.

### Challenges faced by Urban women in skill development

1. **Low education level:** The women education in India is very low. According to 2011 Census, the female literacy rate is 65.46% which very less as compared to other countries. Besides, the education system follows more of traditional methods.

2. **High cost:** The cost involved in getting the quality training is very high. It may not be affordable for lower and lower-middle class women students.

3. **Poor quality of training:** The training provided in the training institutions and vocational courses are not up to the mark. There are so many institutes in quantity but without quality.

4. **Lack of infrastructure:** Another problem faced by the urban women in skill development is lack of proper infrastructure. Poor infrastructure results in poor quality training.

5. **Lack of tools to evaluate training quality:** Apart from poor infrastructure and cost, there are no proper tools available to evaluate the quality of training provided by the institutes. Lack of evaluating methods results in blindly following the outdated training methods. **Invalid source specified.**

### Conclusion:

The challenges faced by the rural women are different to that of urban women. Hence, in order to remove these challenges different strategies should be adopted by the government. The challenges faced by the rural women are basically social constraints. Whereas the challenges faced by the urban women is economic and quality constraints.

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# Skill Development Throug Higher Education: An Overview

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**Abstract:**

     *To make India internationally competitive and to boost its economic growth further, a skilled workforce is required. As India moves towards the knowledge economy, it becomes increasingly important for it to focus on advancement of the skills. These skills must be relevant to the emerging Indian economic environment. The need of the hour is that, an efficient skill development system for transforming its demographic dividend. This paper attempts to study the specific initiatives undertaken by UGC for skill development, institutional mechanisms for skill development, new skills in 21st century and present scenario of skill capacity of India. The study is based on secondary data. The study found that, in order to sustain the growth trajectory, an efficient and continuous system of skill development for its workforce is critically imperative for India.*

**Key Words:** Skill Development, Higher Education.

## Introduction:

     Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a knowledge economy, it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. Now a day, the country faces a demand supply mismatch as the economy needs more skilled workforce. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care, manufacturing and other services. This emerging socio-economic scenario is poised to drive the demand for skilling India.

     Every country develops its own system of education to express and promote its unique socio cultural-economic identity besides meeting the challenges of time to leverage the existing potential opportunities. India needs an educational system which is of high quality, affordable, flexible and relevant to the individuals, economy and to the society as a whole. The need of the hour is to empower and enable India's youth to sustain a livelihood. Strengthening of skill development would provide an opportunity to achieve inclusion and productivity within the country and also a reduction in the global skill shortages. The planning commission of India has laid a special emphasis on expansion of skill based programmes in higher education. This planning commission recommends serving multiple requirements like (a) Career oriented education and skills to students interested in directly entering the workforce. (b) Training and education programmes for local employers. (c) High touch remedial education for secondary school graduates not ready to enroll in traditional colleges, giving them a path to transfer to three- or four-year institutions and (d) General interest course to the community for personal development and interest.

     Government of India launched the National Vocational Education Qualification Framework (NVEQF) which was later on assimilated into National Skills Qualifications Framework (NSQF). Various Sector Skill Councils (SSCs) are developing Qualification Packs (QPs), National Occupational Standards (NOSs) and assessment mechanisms in their respective domains, in alignment with the needs of the industry. In view of this, the UGC implemented the scheme of community colleges from 2013-14 in pilot modes on the initiative of the MHRD. Thereafter, realizing the importance and the necessity for developing skills among students, the commission decided to implement the scheme of community colleges as one of its independent schemes from the year 2014-15. The commission also launched another scheme called B.Voc. Degree programme to expand the scope of vocational education and also to provide vertical mobility to the

students admitted into community colleges for diploma programmes to a degree programme in the Universities and colleges.

## Objectives Of The Study

1. To study the Specific Initiatives undertaken by UGC for skill development.
2. To study the Institutional Mechanisms for skill development.
3. To study the New Skills in 21st century.
4. To study the Present Scenario of skill capacity of India.

## Research Methodology:

The present study solemnly based on secondary data and the information collected from concerned sources as per need of the research. The required data has been extracted from the various sources like articles from relevant books, various journals, periodicals, magazines, government publications and the authenticated websites.

## Specific Initiatives Undertaken By UGC:

The higher education system has to incorporate the requirements of various industries in its curriculum in an innovative and flexible manner while developing a holistic and well-groomed graduate. The UGC has launched the scheme on skills development based higher education as part of the College/University education, leading to certificate, diploma, advanced diploma, advanced studies and research. The following are the major initiative of UGC in the field of skill development in higher education in the country.

- **Scheme of Community Colleges:** This scheme is to offer low-cost high-quality education locally. This scheme encompasses both traditional skill development as well as traditional course work, thereby providing opportunities to the learners to shift directly to employment sector or to higher education sector. This scheme offers a flexible and open education system which also caters to community-basedlifelong learning needs. Depending on the need of local industry, the community colleges offers knowledge skill mixed programme of different durations.

- **Bachelor of Vocation Degree Programme:** This scheme is to provide bachelor of vocation degree with multiple exits like diploma or advanced diploma under the national quality assurance framework. This programme is mainly focused on universities and colleges providing undergraduate studies which also incorporate specific job roles and their national occupational standards along with broad based general education. To make a meaningful participation in accelerating India's economy by gaining appropriate employment this scheme enables the graduates completing bachelor of vocation degree programme.

- **Knowledge up Gradation Centers for Skilled Human Action and Learning:** These centers will offer programmes from certificate and research level. These centers will also coordinate between the higher education system and industry to work as centers of excellence for skill development in specialized areas.

- **Credit Framework for Skill Development based Vocational Courses:** UGC and KUSHALs provide for credit based modular programmes, wherein banking of credits is permitted to enable multiple exit and entry. Specific credit based assessment and award system has been incorporated giving 60% weight age to the skill component and 40% weight age to the general education component. A comprehensive credit framework for skill development based vocational courses has been formulated.

- **MoU with NSDC:** UGC has signed a MoU with National Skill development Corporation for skill development based vocational courses. Here, the NSDC will ensure timely completion of post training assessment and certification of skill component. Through NSDC approved sector skill councils, extend expertise and experience in the field of skill training, assessment and industrial requirements. NSDC provides access to community colleges for skill development management system.

- **Development of Model Curriculum of the Various Trades:** The UGC-NSDC coordination committee developing the curriculum of skill component of the courses based on identified job roles in alignment to qualification packs and national occupational standards developed by sector skill councils. The model curriculum of general education subjects will also be developed by the UGC and made available on UGC website to provide guidance for curriculum development.

## Institutional Mechanisms For Skill Development:

The skilling of youth at higher education level has three tier approaches;

- Incorporate skill component in the regular higher education courses.
- Offer full time skill-based degree/diploma courses with major skill credits.
- Offer short term skill-based courses, orientation and finishing schools.

## Following are the institutional mechanisms

| | |
|---|---|
| • Multiple entry and exit options. | • Outcome based assessment. |
| • Skill basket for choice-based credits in general education. | • Input and output based credit criteria for general education and skills respectively. |
| • Credit banking system. | • Institutional collaboration for credit transfer. |
| • National occupational standards-based delivery of skills for national recognition. | • De-linked course duration. |

## NEW SKILLS IN 21st CENTURY:

Society of 21st century requires that, educational systems endow youth with new skills, which have to be aligned both to the new forms of socialization and to the new knowledge-based economy. Hence, many research initiatives have been developed related to the study of competencies

| | |
|---|---|
| • CCP - Curricular Competences Project. | • PISA - Program for International Student Assessment. |
| • IALS- International Adult Literacy Survey. | • ILSS - International Life Skills Survey. |
| • CCPSP - Curricular Competences Problem Solving Project. | • IEA Civic Education Study. |
| • TIMSS - Third International Mathematics and Science Study. | • HCIP - Human Capital Indicators Project. |

Technological aspects have to do with skills and competencies to use educational digital devices. In organizational terms, teachers have to learn to deal with tasks related to educational curriculum and its future changes, which will be originated by social changes. Hence, teachers should learn issues like knowledge, skills, respect, tolerance and cultural diversity. In education it is must, training on new discoveries in different subjects, in new techniques of learning and in new roles to be developed by teachers. To avoid risk of social exclusion, school dropout and topics like coaching, intercultural dialogue and language have to be incorporated to learning approaches; the social dimension has to be learned by teachers.

## Table 1: Student's Approaches and Skill Development in 21st Century

| 21st Century Approaches | 21st Century Skills Development |
|---|---|
| • Observing and monitoring skill.<br>• Giving direction skills.<br>• Listening and speaking skills.<br>• Questioning skills.<br>• Encouraging skills.<br>• Intervening skills. | • On line communication and collaboration skills.<br>• Creativity and intellectual curiosity.<br>• Critical thinking and system thinking.<br>• Independent learning.<br>• Initiative, self-direction, motivation skill.<br>• Organizational skill.<br>• Problem identification and solving skills.<br>• Social responsibility.<br>• Accountability and adoptability.<br>• Technology proficiency.<br>• Time management.<br>• Resourcefulness. |

## Present Scenario Of Skill Capacity Of India:

India will need to empower its workers with the right type of skills, in order to capitalize the demographic dividend.

- The dropout rates of educational institution were estimated to be 50% in the age group of 5-14 years and 86% after 15 years of age and in contrast to this the participation rate of the workforce rises rapidly after 14 years of age and it results in a semi-literate workforce which finds it difficult to absorb higher form of skills.

- 38% of Indian workforce is illiterate, 25% has education below primary or up to primary level and remaining 36% has an education level of middle and higher level.
- 80% of Indian workforce does not possess any marketable skills.
- Only about 2% have received formal vocational training and 8% non-formal vocational training, thereby implying that very few new entrants to work force have any marketable skills as compared to developed economies.

**Table 2:Skill Targets and Achievements across Ministries** (People in million)

| Year | Annual Skill Targets | People Skilled |
|------|---------------------|----------------|
| 2011-12 | 4.65 | 4.57 |
| 2012-13 | 7.25 | 5.19 |
| 2013-14 | 7.34 | 7.64 |
| 2014-15 | 10.51 | 7.61 |
| 2015-16 | 12.57 | 10.42 |
| 2016-17 | 9.94 | 1.96 |

**Source:** Website
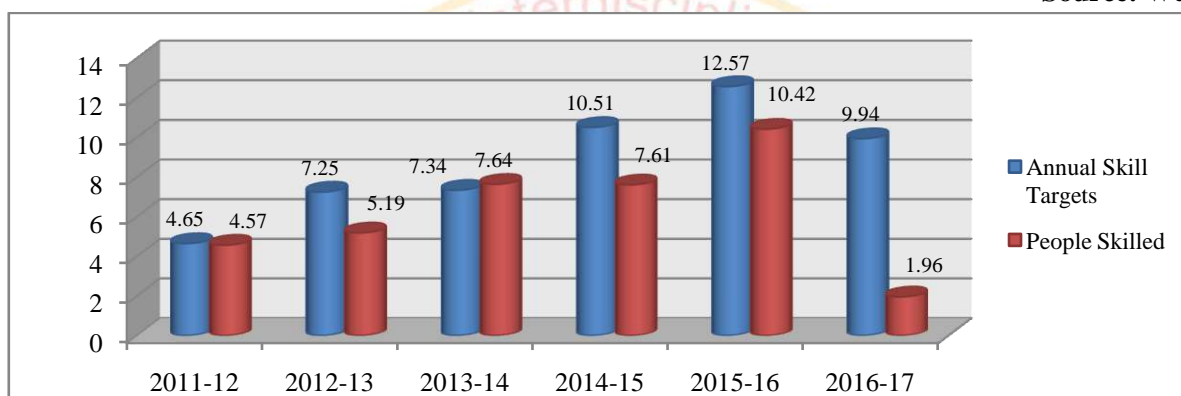


### Current Structural Framework Of The Education And Skill Development Sector In India

Education, including all aspects of higher education and college education falls under the Ministry of Human Resource Development. The University and higher education arm is responsible for all college education i.e. Commerce, Arts and Science. Engineering education, polytechnics etc. fall under the category of technical education. The UGC provides funds in the form of grants and also coordinates as well as sets standards for teaching, examination and research in universities. The All India Council for Technical Education (AICTC) is the regulatory body for technical education in India.

### Findings Of The Study

1. In order to sustain the growth trajectory, an efficient and continuous system of skill development for its workforce is critically imperative for India.
2. To make India internationally competitive and to boost its economic growth further, a skilled workforce is essential.
3. As India moves progressively towards becoming a knowledge economy, it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment.
4. Linking content with reality lets students engage in the learning environment effectively and promotes future skills like critical thinking, problem solving and collaborative learning.

### Suggestions

1. Teachers should give students the opportunity to research and obtain information in order to develop different skills.
2. Curriculum in the 21st century should focus on the construction of knowledge and encourage students to produce the information that has value or meaning to them in order to develop new skills.
3. In order to capitalize the demographic dividend, India will need to empower its workers with the right type of skills.

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4. The policy makers must focus on providing the required infrastructure and equipments like computers, software's, tools, machines etc. and qualified instructors.

**Conclusion:**

Higher education in the 21st century highlights globalization and internationalization. Any advancement of technology presents theoretical constructs and realistic insights in the development and enhancement of knowledge, skills and attitudes among students and faculty. We all believe that every child should possess strong content mastery as well as the four Cs – critical thinking, communication, collaboration and creativity. Our education system needs to respond better to a changing world. Franklin D. Roosevelt once said "We cannot build the future for our youth, but we can build our youth for the future". It is our responsibility to do whatever we can help to our students connects learning with real life and to provide them with the necessary skills to prepare them for success. As our global economy expands, our need to prepare this next generation for new careers becomes comes even more imperative.

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## Higher Education System in Indian: Challenges and Suggestions

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**Abstract:**

*Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is third largest in the world next to the United States and China. The role of Indian higher educational institutes such as colleges and universities in the present time is to provide quality based education in the field of education, research etc. to empower youth for self-sustainability. This paper focuses on the key challenges that India is currently facing in higher education and also includes some initiatives taken by the government to meet those challenges. The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost important. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. The current study aims to highlight the challenges and to point out the opportunities in higher education system in India.*

### Introduction:

Higher education means different things to different people. If we talk about higher education in terms of level, it means to gain higher educational qualification by the teaching-learning process in the higher educational institutes such as colleges and universities. Moreover, higher education imparts knowledge, develops the student's ability and also give him/her a wider perspective of the world around. Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode. Higher Education in India: Next to China and United States India has the third largest higher education system in the world in terms of size and its diversity and largest in the world in terms of number of educational institutions. After independence Indian higher education attain a massive growth. In the Indian system, higher education starts after the 10+2 Framework of higher education in India is very complex. It includes various type of institutions like universities, colleges, institutes of national importance, polytechnics etc. Universities are also of different types like central universities which are formed by government of India, by an act of parliament which are responsible for arranging and distributing resources required by university grant commission (UGC), State universities, Deemed universities and Private universities. India has a federal set-up and the Indian constitution places education as a concurrent responsibility of both the centre and state. While the centre co-ordinates and fixed standards in higher and technical education, school education is the responsibility of state. Under the department of higher education there are several regulatory bodies and research councils which are responsible for the higher education in India. Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to develop a sound database on higher education. Existing data base on higher education is inadequate and out-of-date. Collection and dissemination of data on higher education suffers from incomplete coverage, inordinate time lag etc. Due to this, Gross Enrolment Ratio (GER), which is being calculated on the basis of available data, does not reflect the correct picture of the country's development in respect of Higher Education sector. Government has set a target of increasing the GER from the present level of about 12% to 15% by the end of XI Five Year Plan and to 30% by the year 2020. Various new initiatives have been taken during XI Five Year Plan to increase

the GER. Reliable and comprehensive data-base is an immediate requirement to measure the actual GER and efforts taken to improve the GER. A sound database on higher education is also required for planning, policy formulation, fulfilling International Commitments, Research etc.

**Objectives of the study:**
- To know the major challenges of Indian Higher education system and
- To find out the policy implication and suggestions

**Methodology:**

In this paper concentrates mainly based on Secondary data are used for the purpose of the study and data was collected from websites, various articles and journals

**Total 1: Number of Universities in India (As on 25-05-2016)**

| Universities | Total Number |
|---|---|
| State Universities | 347 |
| Deemed to be Universities | 123 |
| Central Universities | 47 |
| Private Universities | 237 |
| TOTAL | 754 |

Source: http://www.ugc.ac.in/oldpdf/alluniversity.pdf

**Challenges:**

In the last 30 years, higher education in India has witnessed rapid and impressive growth. The increase in the number of institutions is, however, disproportionate to the quality of education that is being dispersed. Unplanned over-expansion is often criticized as one of the biggest downfalls of Indian higher education. A large number of institutions suffer from subpar quality and a lack of funding. As a result, entry into the top institutions is highly competitive and translates into a contest for higher entrance test scores and better private coaching institutes.

Higher education in India faces problems ranging from income and gender disparities in enrolment, to poor quality of faculty and teaching and even to a general lack of motivation and interest amongst students. Industries cite skill shortage as one of the major factors contributing to the mounting number of unemployed graduates.Some of the main challenges faced by the Indian higher education system include:

**Financing**:

The inability of the state to fund the expanding higher education system has resulted in the rapid growth of private higher education.In addition, diminished governmental financial support adversely affects small and rural educational institutions. A growing number of public institutions are forced to resort to self-financing courses and high tuition costs.The private sector's primary modes of financing include donations, capitation fees and exorbitant fee rates. This in turn limits general accessibility to higher education, by catering to only an elite few.

**Enrolment**:

As of 2007, only around 11% of the 18 – 23-year-old population of India, is enrolled in higher education. In India, there is a huge gap between those who move out from school and who enroll in higher education system, which is really needed to be bridged. India's Gross Enrolment Ratio (GER) is around 19 percent which 6 per cent lower than the world average and it is 50 per cent lesser than countries such as Australia and the US. India has the largest population of young people (100 million) between 17 to 19. When around 19 % students enroll into higher education institutes which translates to 20 million, which very low.

**One common platform:**

The University Grants Commission (UGC) there are several regulatory bodies like All India Council for Technical Education (AICTE) ,Council of Architecture (COARC) Research CouncilsIndian Council of Historical Research (ICHR) Indian Council of Social Sciences Research (ICSSR) Indian Council of Philosophical Research (ICPR) National Council of Rural Institute (NCRI) Project of History of Indian Science Philosophy and Culture (PHISPC) **.**These individual bodies move in different paths, creating various

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hurdles like exams, teaching methods for students. So, we need to bring all important regulatory bodies on a common platform and develop a common understanding and strategy for managing the change.

**Lack of research centric approach:**

The Indian higher education system lacks strong teaching-learning process and research. That is the reason no one higher education institution of India comes in the list of global top 200 countries. Indian Institute of Science (IISc) Bangalore, which was in the 201-250 band in 2016, has slipped into the 251-300 band. According to World University Rankings– which ranks the top 1,000 universities from 77 countries – performance of Indian centres of learning has deeply deteriorated. Apart from IISc, The Indian Institute of Technology Delhi, Indian Institute of Technology Kanpur and Indian Institute of Technology Madras have also dropped by at least one band.

**Lack of good faculty:**

According to a government report, there is a massive need for expansion in higher education; but there is also a lack of deserving Ph.D. candidates for faculty positions in the higher education. This has created a shortage of almost 54 percent in the faculty talent pool in higher education; such a deficiency will greatly prove to be a stumbling block, which mainly due to the bad decisions taken by policymakers, bureaucrats, and university administrators.

**Lack of new teaching methods:**

The Indian higher education system has been following lecture drive method for several years. This has turned ineffective and not sufficient in many areas. Besides, there is a lack of teacher's learning and development areas need which is should be in the form educating them. There are no approaches like mentoring, spot visits, practical educational tours and involvement in research projects with peers. Finally, one need to change the teacher's training curriculum along with content, subject and methodology. Teachers must be encouraged take short duration professional training courses, which could help to strengthen the teacher's learning and development areas. Finally, there is no syllabus for integrating development concepts like emotional competencies, life skills etc. Education institutions often lack the emphasis for pointing out on the learning outcomes than content teaching. Many institutions never take the initiative to collaborate or participate with international institutes in order to get the exposure of digital learning methods or technologies.

**Lack of Quality Research work:**

There is no shortage of funding for the top Indian Institutions such as IITs, IIMs and other institutes of national importance. However, budget for the Research is not under spent due to the insufficient good quality research work. Due to the limited focus on Research and Internationalization, very few Indian higher educational institutes are globally recognized.Number of Research papers published in India has increased continuously for the past few decades but reflected in low citation impact if compared with other countries like Germany, United States, France and China.

**Suggestions:**

Move towards a Learning Society **,**Incentives to Teachers and Researchers, Innovative Practices should be involved ,,To mobilize resources ,Student-Centred Education and Dynamic Methods ,Public Private Partnership,To Provide Need Based Job-Oriented Courses, International Cooperation, Cross Culture Programmes, Action Plan for Improving Quality, Privatization of Higher Education,Personality Development ,Status of Academic Research Studies ,Stipends to Research Fellows ,Fair Quality, Assurance System, High-tech Libraries etc.

**Conclusion:**

In this paper we have presented the present situation of India in higher education sector. We also identify the challenges like demand-supply gap, lack of quality research, problem of infrastructure and basic facilities, shortage of faculty etc. in the higher education. The implementation framework for twelfth plan aims to focus on improving quality of state institutions, to revamp financial aid programs, to interlink expansion, equity and excellence. To improve the higher education system, we need to improve teaching pedagogy, build synergies between research and teaching, facilitate alliance of higher institutions among

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themselves, research centers and industries. This is necessary not only to take care of economic growth, but it is also essential for social cohesion and to empower the country's youth.

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# Reforms In Higher Education

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**Abstract:**

   More and more students are participating in a higher educational institution. Challenge in India is how to promote quality in the country with equality and social and regional distinction. Several reforms have recently played a role in introducing system introduced, improving quality, and expanding optimization.

**Introduction:**

   Knowledge is the powerful force in the rapidly changing globalized economy and society. Quantity and quality of highly specialized human resources determine their competency in the global market. It is now well recognized that the augmentation of the global economy has increased opportunities for those countries with superior levels of education and vice versa. Though the higher education system and the mould of financing higher education vary a great deal across countries in terms of their size and strength and degree of diversification of higher education institutions, yet they all face a severe financial crisis in the public finances available for higher education. At the same time, the demand for higher education has been growing speedily with comparatively faster growth in enrolment in higher educational institutions than the growth in quantity of higher educational institutions. There is a need of value based higher education system which empowers youth for self-sustainability by inculcating employment skills and hence reducing poverty. This century has witnessed a reinforcement of higher education reforms several reforms measures newly introduced has contributed to the expansion of the system, quality improvement and enhanced relevance.

**Reforms to expand the system:**

   India's higher education sector has been shifted from a period of slow growth and low gross enrolment ratio (GERs) to an era of unprecedented expansion. During the last 15 years the student enrolment has increased four times to reach 35 million with a GER 25 percent in 2015-2016.

**Reforms to improve quality:**

   In order to increase the quality of higher education, India established external quality assurance agencies and internal quality assurance mechanisms to enhance higher education quality. Although accreditation is mandatory to obtain a public funding, most private higher education institutions are still non-accredited.

**Reforms to enhance relevance:**

   Despite the development of fields, many employers in India have lost their confidence in the quality of competency awarded by Indian Universities. It is questioned whether these universities offer skill and qualifications to their graduates as expected in the laboratory market. India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. **By the end of the 10th Plan,** National Literacy Mission (NLM) which was launched in 1988, covering the age group 15-35 years), had made 127.45million persons literate, of which, 60% were females, 24% belonged to Scheduled Castes (SCs) and 13% to Scheduled Tribes (STs). It led to an increase of 14.63% in literacy - the highest increase in any decade. Female literacy increased by 14.38%, SC literacy by 17.28% and ST literacy by 17.50%.

   National Literacy Mission Authority (NLMA) organized a special lecture in which Nobel Laureate Prof. Amartya Sen, emphasized the importance of literacy citing examples of developed countries. He said that lack of proper education has a root of many issues in India and gave education right as a very important step.

India has created the largest educational system in existence today. However, despite unusual progress in the past decade, further reforms are necessary. In recognition of the true importance of education in the 21st Century, the Indian government has set a commitment to make a knowledge-based society through legislation.

Education is not just being one literate, i.e. how to write and read Education is more than just literacy. Education involves reason, the right view of life is involved, helps to know that it's right and wrong and moral. Education helps to increase one's viewpoint. It removes superstition and develops decisive ability in individuals. Education helps in rising awareness of environment, social and political issues. It makes individuals knowledgeable and develops astuteness. Literacy is the foundation or first step towards making one educated. It is thought that if you educate a man you educate an individual but if you educate a lady you educate a family.

Diverse educational policies have been implemented but net outcome is not up to the mark. Basic education is faulty; the burden of books is bigger at minor classes in schools. The effort is not in the direction of learning and asking questions but they are being told just to cram and reproduce in the examination without perceptive. The standard of teaching in government schools is of inferior quality. But public schools charge lofty fees by which poor children are deprived of superior school education as outcome they lag behind in their lives.

Some science institutes like IITs and IIMS are doing healthier but practice of brain drain is quite rampant which wastage of national resources is. This practice needs to be checked, Lack of moral education leads to many problems, moral education should be imparted right from the earlier years. That is why we see degeneration of social values in people. If correct values are instilled at right time, there will not be severe problems of corruption, communalism, etc.

**Educational Reforms and Suggestions for improving quality of higher education**
- There should be scholarships for meritorious and talented students
- Enabling a research atmosphere would involve creating satisfactory means of research funding and practical application of research.
- The need of the hour is to create and provide incentives to attract and retain high quality faculty. Also, there is a need to provide essential funds to the teachers for attending workshops, seminars, conferences and other events so as to keep the teachers abreast with the hottest developments taking place in their relevant subjects.
- Making education relevant and practical would be the accurate way to certify a highly employable talent pool. Emphasis should be laid on making education more professional so as to make our pass- outs acceptable in job markets of the world
- Orientation of students towards skilled subjects needs to be done at an earlier stage so as to afford superior avenues and foster their intrinsic capabilities in one particular stream rather than making them learn all kinds of subjects irrespective of their interests.
- There is need for a deepening of academic reforms, with institutions being asked to swing their instructional emphasis from an "input-centric and credential-focused" loom to a more "learner-centric" loom. This is to be achieved in the course of: regular revisions to curricula, the functioning of a choice-based credit system, a cumulative grade point system, the introduction of continuous, widespread student evaluations, and new marking and grading schemes.

**Conclusions:**

There is a need of value based higher education system which empowers youth for self-sustainability by inculcating employment skills and hence reducing poverty. This century has witnessed a reinforcement of higher education reforms several reforms measures newly introduced has contributed to the expansion of the system, quality improvement and enhanced relevance.

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# Dr. A.P.J. Abdul Kalam's Views On Education: An Analysis

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## Introduction:

Education is indeed a fundamental right of every Indian child.  Can we allow the situation to continue in which millions of these children are forced into lifelong poverty?  The requirement is that the parents should be able to go to any school nearby and admit their children and happily come back home with the confidence that their children will get a good and value-based quality education in that school.  The confidence that their children will get a good and value-based quality education in that school.  The conditions of differently abled children require equally important attention.  In view of such critical issues and their importance and also to break out of our historical mindset, an effective and self-renewing education system is therefore fundamental to the survival and growth of civilizations.

Education is the most important element for growth and prosperity of a nation.  India is in the process of transforming itself into a developed nation by 2020.  Yet we have 350 million people who need literacy and many more that have to acquire employable skills to society are undernourished and only a small percentage of them manage to complete eight years of satisfactory education.

## Objective of the Study:

1) To study the condition of the education in India.
2) To understand inform learning, open education & e-learning
3) To know Kalam's views on development of the University.
4) To study views of Dr. Kalam on Education.

## Methodology:

Keeping in view the specific objectives of the study analyses Dr. A.P.J Abdul Kalam's thoughts on Education.  The study is mainly based on secondary sources of data collected from various books journals, magazines, Newspapers& articles.

India Vision 2020 was initially a document prepared by the Technology Information, Forecasting and Assessment Council (TIFAC) of India's Department of Science and Technology under the chairmanship of Dr. A P J Kalam and a team of 500 experts.  The plan is further detailed in the book India 2020.  A Vision for the New Millennium, which Dr. A P J Abdul Kalam co-authored with Dr. Y. S. Rajan, Dr Kalam described the plan as follows; "Transforming the nation into a developed country, five areas in combination have been identified based on India's core competence, natural resources and talented manpower for integrated action to double the growth rate of GDP and realize the Vision of Developed India".  According to Dr. A P J Kalam, the five thrust areas are: (1) Agriculture and food processing (2) Infrastructure with reliable electric power (3) Education and Healthcare (4) Information and Communication Technology and (5) Critical technologies and strategic.

## Informal Learning:

This is one of three forms of learning defined by the Organization for Economic Co-operation and Development (OECD) Informal learning occurs in a variety of places, such as at home, work, and through daily interactions and shared relationships among members of society.  For many learners this includes language acquisition, cultural norms and manners.  Informal learning for young people is an ongoing process that also occurs in a variety of places, such as out of school time, in youth programs at community centers and media labs.

Informal learning usually takes place outside educational establishments, does not follow a specified curriculum and may originate accidentally, sporadically, in association with certain occasions, from changing practical requirements. It is not necessarily planned to be pedagogically conscious, systematic and according to subjects, but rather unconsciously incidental, holistically problem-related, and related to situation management and fitness for life. It is experienced directly in its "natural" function of everyday life and is often spontaneous.

The concept of 'education through recreation' was applied to childhood development in the 19th century. In the early 20th century, the concept was broadened to include young adults but the emphasis was on physical activities. L. P. Jacks, also an early proponent of lifelong learning, described education through recreation; "A master in the art of living draws so sharp distinction between his work and his play, his labour and his leisure, his mind and his body, his education and his recreation. He hardly knows which is which. He simply pursues his vision of excellence through whatever he is doing and leaves others to determine whether he is working or playing. To himself he always seems to be doing both. Enough for him that he does it well." Education through recreation is the opportunity to learn in a seamless fashion through all of life's activities. The concept has been revived by the University of Western Ontario to teach anatomy to medical students.

**Indigenous Education** refers to the inclusion of indigenous knowledge, models, methods and content within formal and non-formal educational systems. Often in a post-colonial context, the growing recognition and use of indigenous education methods can be a response to the erosion and loss of indigenous knowledge and language through the processes of colonialism. Furthermore, it can enable indigenous communities to "reclaim and revalue their languages and cultures, and in so doing, improve the educational success of indigenous students.

**Self-directed Learning:** Auto Didacticism is a contemplative, absorbing process, of "learning on yur own" of "by yourself", of as a "self-teacher" Some autodidacts spend a great deal of time reviewing the resources of libraries and educational websites. One may become an autodidact at nearly any point in one's life.

While some may have been informed in a conventional manner in a particular field, they may choose to inform themselves in other, often unrelated areas. Notable autodidacts include Abraham Lincoln (U.S. President), Srinivasa Rumanian (mathematician), Michael Faraday (chemist and physicist), Charles Darwin (naturalist), Thomas Alva Edison (inventor), Tadao Ando (architect), George Bernard Shaw (playwright),Frank Zappa (composer, recording engineer, film director), and Leonardo da Vincl (engineer, scientist, mathematician).

**Kalam's Views on Development of the University:** (Virtual University will have the following tasks)
(1) Act as a central hub of all the colleges, related educational, and research centre
(2) Identify experts of national/international eminence in specialized areas and nominate college of eminence
(3) Co-ordinate, organize, schedule and broadcast the lecture of specialists at a mutually convenient time to all participants
(4) Network all Teachers Training Programme
(5) Record the live transmission of the lecture with interaction details in a data bank for easy access by participants for review learning
(6) Digitize all the college and university libraries & make it available for seamless access by all the faculty and students of the university
(7) The University needs to become learner-centric
(8) Collaborate with other Virtual Universities in India and abroad through the network
(9) This experiment in your University will provide a common platform for teaching in the University and affiliated colleges and its affiliated colleges in spite of the fact that it will be done in the cyberspace. Such is the power of the technology and our understanding of it. this facility would also help in expansion of telecommunication and IT services. All this would lead to synergizing the strengths of different colleges of your University in promoting quality education to all the students irrespective of their location in a cost-effective manner.

**Open Education and e-learning:** In 2012, e-learning had grown as 14 times the rate of traditional learning. Open education is fast growing to become the dominant form of education, for many reasons such as its efficiency and results compared to traditional methods. Cost of education has been an issue throughout history and a major political issue in most countries today. Open education is generally significantly cheaper than traditional campus-based learning and in many cases even free.

The conventional merit-system degree is currently not as common in open education as it is in campus universities, although some open universities do already offer conventional degrees such as the Open University in the United Kingdom. Presently, many of the major open education sources offer their own form of certificate. Due to the popularity of open education, these new kinds of academic certificates are gaining more respect and equal "academic value" to traditional degrees. Many open universities are working to have the ability to offer students standardized testing and traditional degrees and credentials. There has been a culture forming around distance learning for people who are looking to enjoy the shared social aspects that many people value in traditional on-campus education, which is not often directly offered from open education.

**Condition of the Education in India:** There has been substantial growth in our higher educational system and we are generating over three million graduates every year and over seven million 10 and 10 + 2 level candidates who are aspiring for employment. We need higher education with employment potential that will create employment opportunities. A multi-pronged strategy is needed to make education more attractive and simultaneously create employment potential how do we do that? Dr. Kalam has given some suggestions.

**Mission of Education:** Education is the most important element for growth and prosperity of a nation. India is in the process of transforming itself into a developed nation by 2020. Yet we have 350 million people who need literacy and many more that have to acquire employable skills to suit the emerging modern India and the globe.

**Mobilizing resources for the mission of education:** Over the last 50 years, successive Governments have been committed to achieving the national goal of universal education and has steadily increased the budgetary allocation for education. However, 35 per cent of our adult population is yet to achieve literacy. The expenditure on education as a percentage of our Gross Domestic Product has a direct impact on our literacy. Today our expenditure on education in India is little more than 4 per cent of our GDP. If we have to achieve nearly 100 per cent literacy, it is necessary to increase expenditure on education to about 6 to 7 per cent of GDP. This 2 to 3 per cent increase has to be sustained only for a few years. Thereafter, a lower percentage of GDP allocation to education will be adequate to sustain the high degree of literacy in this country for all time to come.

**Inequality of access to educational resources:** According to Dr. Kalam's view one important concern is unequal access to educational resources still exist due to a variety of reasons. For example, I have seen in our villages three types of families. The fortunate ones, who realize the importance of educating the young ones at any cost, guide them at all critical stages due to their economic well-being. There are those families, who might realize the importance of education, but are not aware of the opportunities in time nor the procedures and ways to realize these opportunities for their children. There is a third category of families and ways to realize these opportunities for their children there is a third category of families who are economically weak and do not realize the value of education and hence for generations together, their children are neglected and continue to live in poverty.

**Reducing Dropouts:** It is reported that 39 per cent of children, drop out from school after studying 5th Class and 55 per cent drop out after studying up to 8th Class. This situation needs remedial action, especially since assent has been accorded to the 86th Constitution Amendment Act? The Right to Education Bill for children between the age group of 5 and 14 years. But an Act alone cannot achieve the goal, unless education is delivered in a manner, which will take into account the socio-economic reality and perception of the people to whom it is addressed.

**Technology enhanced education:** Constraints of time and space together with the rapid obsolescence of knowledge in some areas of science and technology have created a huge demand for different courses from

different institutions in the distance mode there is a need for a working digital library system that alone can, in the long run, provide the kind of access required for a Knowledge Society.

Technology Enhanced Learning is a solution. It attempts to exploit the rapid developments in Information and Communication Technology. As the communications bandwidth continues to increase and the cost of computer power continues to drop, Technology Enhanced Learning will become an economically viable solution. Virtual Classrooms of the future will have students from many locations taught by a team of geographically distributed instructors through the tele-education delivery system.

**Conclusion:**

In the 21st century, India needs large number of talented youths with higher education knowledge sharing. So, we have in work for it. at present India has five hundred and forty million youth under the age of 25, which will continuously be growing till the year 2050 to make them highly qualified youths we must follow the suggestions of our A P J Abdul Kalam. Education is an endless journey through knowledge and enlightenment A PJ Abdul Kalam.

When learning is purposeful, creativity blossoms, when creativity blossoms, thinking emanates, when thinking emanates, knowledge is fully lit, when knowledge is lit, economy flourishes. – A P J Abdul Kalam.

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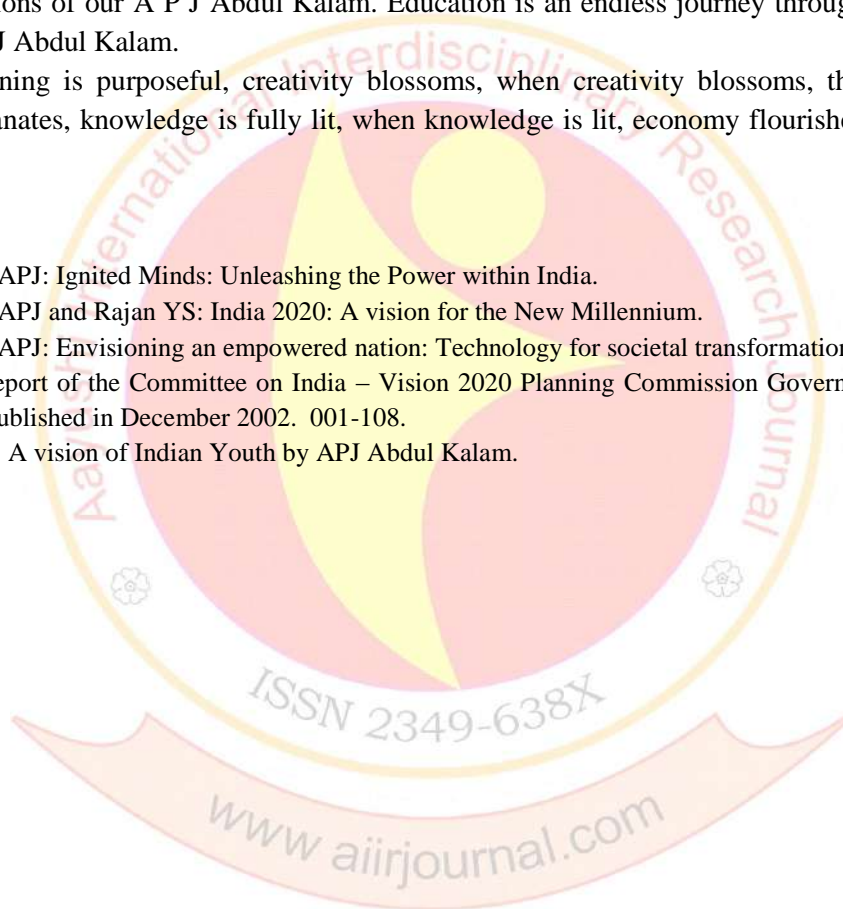
# Higher Education Reforms In Karnataka

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**Abstract:**

There are number of higher education institutions enrolled in Karnataka state, but the educational quality of these institutions is uncertain. Potential employers have provided a screen value of high selectivity for admissions to these institutions. Graduate education being the base for higher education and the scholarship policy of state government has affected both quality and quantity of higher education. Business classes have opened private higher education institutions as a source of investment for high returns. Considerable progress can be seen in the field of higher education, which comprises of degree colleges, technical colleges, vocational colleges, universities, deemed universities and various private institutions which have importance at national level. There are 25 universities in Karnataka state of which Karnatak University and Mysore University have a long history of providing education. It is very much necessary for the state government to further uplift the system of higher education.

## Introduction:

Higher education generally means university level education. It includes undergraduate and postgraduate education. Higher education refers to a level of education that is provided at academies, universities, colleges, seminaries, institutes of technology and certain other collegiate level institutions, such as vocational colleges, trade schools and carrier colleges, that award academic degrees or professional certifications.

Karnataka is known as the hub for Higher Education. The state has National level institutions such as health, management, science and technology, law, social science, education as well as IIM, IISC, NIMHANS, National law school, etc.

Turning towards educational development the Karnataka government is all set to update the state's higher education syllabus to ensure maximum enrolment in the higher education institutions. It has been a long time that the syllabus of higher education has not been changed. Now the state government wants to develop our upcoming youths for becoming the master of fruitful developments.

Higher Education Minister has asked the universities to start skill-development centres and provide necessary trainings to the village youth for higher education via awareness programmes. To increase the GER of higher education and encourage the young generation on getting admissions to higher education institutes to complete their education. If all the examinations that are conducted by the Karnataka Examination Authority are made online, then we can reduce the unethical practices during the exam hours. Plans on developing new software and start the new process in the coming year are in progress.

As one of the prominent knowledge states in India, Karnataka is on top of the list in reforming higher education system. Karnataka has now been globally acclaimed for its achievement in high technology manufacturing service sector, particularly its IT sector, which has been recognized as the second largest in the world. Among the myriad initiatives from the State Government is "Vision 2020: Higher Education Karnataka" prepared by Karnataka State Higher Education Council, which makes Karnataka into a vibrant knowledge society and a hope to build it as a model state in India for excellence in higher education by 2020.

## Review of Literature:

Tilak (1997) in the article, "The Dilemma of Reforms in Financing Higher Education in India" observed that the higher education systems all over the world including India are increasingly starved of finances. The trends in financing of higher education are disturbing. Although important proposals are being made in this context both by national governments and international organizations but author is of the view that international experience can help assist a lot in formulating new policies. He further narrated the effect

of reforms on higher education in the light of national and international experience. The study stated that significant stress was being experienced by the higher education in India, especially after the implementation of the New Economic Policies from 1991.

Parkash (2007) in his article, "Trends in Growth and Financing of Higher Education in India", argued that without appropriate policy interventions in school education, it would be of little use to have interventions at the higher education level, which discriminates in favour of girls, SCs and STs.

University Grants Commission (UGC) (2011) in the study, "Need to Improve Quality of Higher Education", states that as per the report of the University Grants Commission, more students are opting for higher education, but this number is inadequate to reap the country's demographic dividend in full measure.

Bhatia and Dash (2010) had done the comparative study of components of globally competitive higher education system of six countries – UK, China, USA, Australia, Brazil and South Africa with India. The paper proposed educational reforms and explained the critical aspects of managing, and delivering superior value of the higher education system in India. India has certain advantages and certain disadvantages towards globalization of higher education. This study gave a view of the need of value in higher education system in India in order to make Indian higher education system globally competitive.

Rabbani and Luhar (2010) has expressed the cry for reforms in Indian higher education actually revolve around the education system, credit system in conventional colleges, content, context and cautions. The article has been divided into three parts dealing with present evaluation system, choice-based credit system and the contextual facets of affiliated colleges respectively. In the opinion of the authors the higher education in our country has been largely examination centric. A credit semester system takes into account a student's performance throughout the entire course. Because of choice based credit system it enlarges curricular space and encouraged and support accelerated learning opportunities.

Padhi (2011) "Challenges and reforms in higher education for a knowledge society" has put forward the idea that higher education system of the 21st century considered as 'Knowledge century era' needed restructuring and reforming. There were certain drawbacks in the existing system like evidence of poor teaching, ineffective quality control, poor graduate outcome which required some immediate attention. Different strategic reforms were suggested like empowerment and accountability of institutions, optimal utilization of resources, improving quality and effectiveness. To overcome the challenges some initiatives were taken by UGC, AICTE and NCTE. The article brings out that only quality human resource will ensure emergence of a true knowledge society.

**Objectives of the Study**
1) To study about reforms in higher education.
2) To study about institutions providing higher education in Karnataka.

**1) Reforms in Higher Education**

The project of introducing reforms in higher education poses several challenges and governments need a sensible road map to continue their journey, a clear-cut plan to work further and the commitment to accomplish the mission with a comprehensive vision. With "Vision 2020", Karnataka has introduced its roadmaps in higher education arena and it is the time for the whole country to look into it and act together for a better nation.

Several legislative initiatives have also been launched by the ministry wherein reforms are undertaken by means of policy changes or executive orders as well as legislative initiatives presently, following legislative proposals for reforms in higher education have been initiated.

- **Prohibition of Unfair Practices in Technical Education Institutions, Medical Educational Institutions and Universities Bill, 2010:** This Bill provides for prohibition of certain unfair practices in respect to Medical and Professional educational institutions and universities, in order to protect the interests of students and applicants seeking admission to such institutions and for allied matters. This Bill was introduced in parliament on 3rd May, 2010 and was referred to the parliamentary standing committee on Human Resource Development (HRD).

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- **The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010:** This Bill is for mandatory accreditation of all higher education institutions through accreditation agencies created at the national level. This Bill was introduced in parliament on 3rd May, 2010 and the same was referred to parliamentary standing committee on Human Resource Development. The composition of the Authority proposed under the Bill has now been expanded by increasing the number of members to 8 and providing representation to OBCs, minorities, SC, ST and women.

- **Foreign Educational Institutions (Regulations of Entry & Operation) Bill, 2010:** This Bill seeks to regulate the entry and operations of foreign educational institutions, including technical and medical institutions, imparting or intending to impart higher education in India. The Bill was introduced in the Loksabha on 3rd May 2010.

- **National Institute of Technology (Amendment) Act, 2010:** To make National Institute of Technology Act, 2007 more comprehensive and effective, necessary amendments were moved on the following accounts: (a) To incorporate 10 new NITs located in the States of Sikkim, Arunachal Pradesh, Manipur, Nagaland, Meghalaya, Mizoram, Uttarakhand, Delhi, Goa and Pondicherry as Institutions of National importance; (b) To strengthen existing transitional provision of the NIT Act, 2007; (c) To give representation to nearby premier Central Institution in the Board of Governances of NITs; (d) To amend the procedure for appointment of Deputy Director in NITs; (e) To incorporate Indian Institutes of Science Education and Research (IISERs) in the NIT Act by making suitable provision in the NITSER Act, 2007.

- **The Education Tribunals Bill, 2011:** This Bill aims to provide a mechanism for adjudication of disputes involving stake-holders in the higher education sector including students, teachers, employees of higher educational institutions universities and institutions and statutory regulatory authorities, so as to reduce litigation in courts involving universities and higher education institutions.

- **National Academic Depository Bill, 2011:** The Bill provides for creation of a National Electronic Database of academic awards and its maintenance by an authorized depository and has been introduced in the Loksabha on 5th September 2011 and was referred to the parliamentary standing committee on Human Resource Development (HRD).

- **Universities for Research and Innovation Bill, 2012:** The Bill provides for the establishment and incorporation of universities for Research and Innovation to promote synergies between teaching and research and to create institutions universally recognized for quality in teaching, learning and research. The Bill was introduced in parliament (Loksabha) on 21st May, 2012.

- **Institutes of Technology (Amendment) Act, 2012:** The Institutes of Technology (Amendment) Act, 2012 amending the Institutes of Technology Act, 1961, it was passed by the parliament and assented by the President of India on 20th June, 2012. Through the IT (Amendment) Act, 2012, the Institute of Technology (Banaras Hindu University) Varanasi was converted into Indian Institute of Technology, (Banaras Hindu University), Varanasi and the eight new IITs viz. IIT Ropar, IIT Patna, IIT Mandi, IIT Indore, IIT Bhubaneswar, IIT Hyderabad, IIT Jodhpur, IIT Gandhinagar, and IIT (BHU) Varanasi have been brought within the ambit of Institute of Technology Act 1961 and declared as Institutes of National importance.

**2) Institutions Providing Higher Education in Karnataka:** Karnataka has been a pioneer in establishing science and technology institutions that have international standards. Karnataka has now been globally acclaimed for its achievement in the high technology manufacturing service sector, particularly its IT sector, which has been recognized as the second largest in the world. Given this status, Karnataka should now emerge as a global centre of excellence in education. For this to happen, it is essential that the State not only envisions achieving an education level which is the best in India, but one which is also competitive with countries of comparable system.

Higher education system in Karnataka comprises of degree colleges, technical and vocational colleges, universities, institutions, deemed to be Universities and institutions of higher education having national importance. There are different types of colleges such as government colleges, privately managed

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colleges, private-aided colleges, University colleges and professional colleges. Considerable progress has been made in Karnataka with the establishment of 25 State Universities. Among them, two Universities have a very long history i.e. University of Mysore, Mysore and Karnatak University, Dharwad. Recently, 4 Universities have been established with special mandate of catering to local needs, they are Tumkur University, Tumkur; Davangere University, Davangere; Rani Channamma University, Belagavi; Vijayanagara Sri Krishnadevaraya University, Bellary and Karnataka State Women's University, Bijapur. The details are provided in the following table.

**Table-1**
**Higher Education Institutions in Karnataka**

| Sl.No. | Institution/University | Number | Percentage |
|--------|------------------------|--------|------------|
| 1 | Central University | 01 | 1.60 |
| 2 | State University | 25 | 41.00 |
| 3 | Deemed University | 15 | 24.60 |
| 4 | Private University | 12 | 19.70 |
| 5 | Autonomous Institution | 08 | 13.10 |
| | **Total** | **61** | **100.00** |

Source: Wikipedia.org

From the above table we can see that presently there are a total of 61 higher education institutions in Karnataka. Out of these, the highest number can be seen under State University i.e. 25 (41.00%), followed by 15 (24.60%) Deemed University, 12 (19.70%) Private University and 01 (1.60%) Central University; also there are 08 Autonomous Institutions (13.10%) in the state which provide higher education.

**Conclusion:**

Higher education reforms in the state are being introduced with a goal of increasing quality standards in tandem with initiatives designed to broaden access. With increased funding of state universities and colleges, the government aims to implement a raft of reforms viz. greater institutional autonomy, a new credit accumulation and transfer system, new assessment protocols, student-focused syllabi, and regular revisions to curriculum. Karnataka state is undertaking several initiatives to improve higher education. Karnataka has been recognized as the second largest in the world for its global achievement in higher educational policies. 2020 vision of Karnataka state about higher education will definitely make Karnataka into a vibrant knowledge society. The transformation of higher education is accompanied by widening of regional disparities, persisting social inequalities and commercialization of the sector. The challenge now is to address the issues of equity and diversity to provide affordable, quality higher education in a period of market-led reforms. It is expected that the national policy on education currently in development will hopefully address some of these concerns.

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## Significance of Value Education in India

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**Abstract:**

*Value education is rooted in Indian philosophy and culture and ingrained in every tradition of Indian culture. Educational institutions play a significance role in the promotion of value. The Vedas and Upanishads form the source of inspiration for value education. In the Vedic period, In Ashram education, the Guru insists his sishya to follow certain values throughout his life.*

*In value education a teacher should have a total commitment to the development of rational autonomy in both thought and action. Value education should prepare individuals for participation in social life and acceptance of social rules. What is more important in value education is that schools should provide a healthy climate for sharing responsibilities, community life and relationships.*

**Key words:** Value Crisis, Moral Values, Education

### Introduction:

Education in general and value education in particular occupies a prestigious place in the modern context of the contemporary society. The problem of value education of the young has assumed increasing prominence in educational discussions during recent times. Parents, teachers and society at large are concerned about values and value education of children.

We are witnessing tremendous value crisis throughout the world today. The reappearance of qualities of selfishness, clashes and conflagration and other destructive forces give clear indication of the process of degeneration of human society. There is an urgent need for a great effort to revive and reform the values of human life and to rejuvenate the foundation of civilization. Concerted efforts and continued dependence on good books and institutions will impart students inspiring qualities of concentration, infinite love, justice, honesty, selflessness, wisdom, purity, faithfulness, humility, forgiveness, mercy, trustworthiness, respect for others, obedience, sincerity and a host of other virtues to build the equipment of life. This should be the central theme of value education.

**Value Crisis:** Unfortunately, education is becoming day by day more or less materialistic and the value traditions are being slowly given up. The modern Indian is being educated mainly with the bread and butter aim of education and as a result most of our graduates run after money, power, and comforts without caring for any values.

Whatever be the cause of the present value crisis there is no gain saying the fact, that the, weakening of moral values in our social life is creating serious social and ethical conflicts. It is in this changing context the declining moral standards in personal and public life on the one hand and the national ideological commitment to the values of democracy, socialism, secularism and modernization on the other that constituted the driving force behind the recommendations stressing the importance of value education in educational institutions.

The degeneration in the present-day life, the demoralization of public and private life, the utter disregard for values etc. are all traceable to the fact that moral and spiritual education is being deliberately neglected in our educational system. The Education Commission of 1964-66 says that a serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values. A national system of education that is related to life needs and aspirations of the people cannot afford to ignore this purposeful force.

### Need for Value Education

- Moral awareness should be endorsed to orient the progress in science & technology towards the welfare of mankind.

- Common values should be re-discovered to unite human beings with the general decline of traditional values.
- Teachers pass values to the students both consciously and unconsciously through their conduct in and out of class rooms. Therefore, the need for a consciously planned value education program is obvious to establish a formal learning.
- The students might face more complicated decision-making situations about issues involving values. They should be helped in developing the ability to make proper choices in such situations through value education.
- Increase in Juvenile delinquency is a crisis to youth who under goes the process of personal growth. In such situation value education assumes a special significance.

**Effect of value crisis on the present-day life:**

Value crisis of the present day is baffling the minds of educators and the students as well. The effect of this value crisis on the present-day life is witnessed in the following:
- The present Indian educational system is reflecting more or less borrowed ideologies and philosophies and the national values are being relegated to the background.
- Our curriculum does not reflect human values and value system. Hence our schools and colleges have become examination centres and not value centres.
- The democratic ideology that has been accepted by our country is yet to be actualized in the form of social and economic democracy so as to realize the democratic values guaranteed by the constitution of India.
- The teachers are not being clearly oriented to the national values and ideas, ideas and ideologies that they have to inculcate in the students. Hence they are not in a position to play their role as value educators".
- The problem with value education appears to be that while everybody is convinced of its importance, it is not clear as to what it precisely means and what it involves.

**Classification of values:** Values reflect different philosophical positions. The concept of values is closely associated with the concept of man. Values in education may be classified in the following manner
- The biological values
- The health values
- The recreational values
- The aesthetic values
- The spiritual values
- The intellectual values
- The social values
- The moral values
- The political values
- The economic values
- The cultural values
- The instrumental values etc.

**Recognition by the education commissions and committees:** The importance of value education has been duly recognized by different education commissions and committees appointed by the government.
- The Central Advisory Board of Education felt in 1946 that religious and moral instructions was important and that it should be left to the community to which the pupils belong.
- The secondary Education Commission's report in 1953 favoured that religious and moral instruction should be given in schools outside the school hours on voluntary basis.
- The Education Commission of 1964-66 has strongly recommended the direct and indirect teaching of social, moral and spiritual values to school going children.

The main function of education is to produce citizens with sound character and a healthy personality. Good citizens are the only hope for the progress and prosperity of the country. Inspiring values, ideals, proper moral conduct and a life based upon good principles is an essential requisite.

**Moral Values:**

Moral education involves social education but extends beyond it in so far as it covers the way the individual deals with his own powers. and potentialities as well as how he behaves in his relationships with other people and the community at large. The most constructive factor in moral education is a happy purposeful, stimulating home life which encourages the child to explore his powers while offering living guidance and setting appropriate limits to behavior. It is very essential that our education system should evolve a new positive morality which could effectively be built in to the school curriculum.

**Objectives of the new positive morality**
- To develop a sense of unity and equality through co-operation, solidarity, cutting across religious, caste and cultural barriers.

- To inculcate the real meaning of non-violence and patriotism.
- To inculcate basic virtues like sincerity, simplicity, gentleness, modesty, compassion, courtesy, co-operation, fair -play, self- reliance, self -control and truthfulness.
- To develop proper respect for public and private property.
- To develop habit of personal cleanliness and cleanliness of the surroundings.
- To make students work hard on sound rational lines.
- To make students responsible for keeping constant vigil to know what is going on in and around the country.

At present due to the complexity of modern society the home is gradually losing its importance. The educational centers have taken over a number of functions from the home. Thus, the school has to shoulder great responsibility of molding children's character on sound scientific lines.

The schools should give all importance to secular morality because it is a well-known fact that our country has chosen the twin principles of democracy and secularism.

**Conclusion:**

Every school should have a firm authority structure whose rules, principles and forms of punishment should be clear and defensible. The students should be encouraged to have proper role taking means for their value development. The teacher occupies a pivotal role, in imparting value education to the students. A tutorial, house or counseling system is a must because it helps teachers to understand pupils properly. The curriculum should provide enough opportunity for pupils to acquire a considerable amount of knowledge that is essential for morally responsible living in our democratic society. In value education a teacher should have a total commitment to the development of rational autonomy in both thought and action. Value education should prepare individuals for participation in social life and acceptance of social rules. What is more important in value education is that schools should provide a healthy climate for sharing responsibilities, community life and relationships.

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# Reforms In Higher Education

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**Introduction:**

The higher education system in India was originally contributed by British in the mid-19th century with an innate purpose of serving the colonial political and administrative interests. Later in the post-independence era it expanded in leaps and bounds so as to cater to the needs of India. Today it consists of about 214 universities including 198 and 16 central universities, 38 deemed universities, 9,703 colleges employing a strength of about 3,21,000 teachers catering to the educational needs of 67,55,000 students.

However, the higher education system presently faces challenges such as over production of educated mass, weakening of student motivation, absence of employability skills among the students, institutional mediocrity, deterioration of standards, examination oriented and not knowledge-oriented system.

The conventional education system found in Indian universities has proved to be incapable of bringing about significant educational innovation and reform. The innovations such as faculty improvement program, merit-based promotion system, implementation of vocational courses, semester system, curricular designing, college development council, Human Resource Development centres initially known as Academic Staff Colleges, time bound orientation and refresher courses for teachers have been followed as a matter of compulsion and not of interest, most of these innovative programs have been resisted by those who are involved in the system.

The gap created in the conventional universities is being filled by the advent of private entrepreneurial initiatives. As a result, tremendous educational innovations are being carried out in the private sector. It leads to privatization of higher education. In privatization there is a great scope for the dissemination of knowledge and skill development.

The challenges faced by higher education system are to be met through dedicated and strong will and planning. Reforms such as creating an educational environment in all existing academic institutions, maintaining equal standards in recruiting the teachers in both government and private institutions, upgrading the existing academic institutions, imparting quality education, technology driven delivery system, professional skill management, greater inclination towards research, etc.

The National Policy on Education 1986 has been the guiding document for the policies of the centre in the education sector. In all its proposals Quality Sustenance has been the top priority of its policy agenda. It needs to produce graduates with new skills and a wide range of competencies to enter a more complex world. To maintain and improve quality systems of accountability and accreditation with a robust regulatory mechanism are to be executed.

For the overall increase in the standards and quality of higher education certain reforms have been suggested such as:

1. **Merit Based Student Financing:** It refers to providing admissions to financially strong and meritorious students. The financially weak meritorious students must be provided with scholarships so as to ensure opportunity for higher education.
2. **Creating a Research Atmosphere:**It ensures creating means of research funding and practical application of research. It encourages teachers to undertake research projects of various funding agencies such as UGC. CSIR, etc.
3. **High Quality Faculty:** It is required that a conducive environment and incentives should be ensured to attract and retain high quality faculty. There is a need to providing funds to teachers for attending national and international seminars, conferences and workshops. It is very much needed to keep teachers enlightened with the latest developments in their subjects.

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4.  **ICT in Teaching and Learning:** ICT is playing a very important role in teaching and learning processes. It has endless means to support teaching and learning. A change has come from physical classroom to virtual classrooms. It aims at integrating the contemporary teaching and learning methods into the educational process. It implants ideas like creation of digital educational content which accomplishes the subject curriculum. It provides opportunity for a type of lesson preparation through which the teachers will acquire the skills of integrating digital educational materials, digital tools, and contemporary teaching and learning methods into their educational practices. It is high time to adapt the changing scenario.

5.  **Employability:** Enhancement of employability skills is the talk of the day in the present scenario. The education must be industry relevant and practical so that the employability of the students increases. If the students are professionalized, they become more acceptable in the job market when they get graduated from the HEIs. This includes various courses focusing on Personality Enhancement, Employability Job Specific Skills development, and soft skills development like Communication Skills, Presentation Skills, Interview Techniques, Public Speaking, etc.

6.  **Assessment and Accreditation:** Teachers are evaluated for teaching as well as for research and extension activities. Regular internal assessment of teachers must be carried out wherein students should be able to grade the teachers.

7.  **Integration and Interaction:** Integrated efforts must be made by the institutions towards building a relation between academic institutions and industry as well as society. The researchers at the university institutes perform research and generate new knowledge or intellectual property for the industry. In return they receive research support, honoraria, consulting fees, equity, etc.

8.  **Academic Reforms:** The Government has introduced many schemes and policies to improve the education system of the country, particularly the quality and content of instruction. In the current education system emphasis is laid upon developing student-centric approach. It can be achieved through conducting of curricula, comprehensive student evaluation, implementation of job-oriented add-on courses and new grading system. Sincere efforts are required on the part of the teachers to realize the goal of imparting quality education to their pupils.

9.  **Curriculum Development:** The greatest hallmark of a vibrant education system is the timely revision of curriculum. Curricular revision must be an ongoing academic activity involving all faculty members. It adds to the relevance of content. In Indian universities revision of syllabi is not done timely and regularly. Moreover, it also varies with disciplines.

10. **Examination Reforms:** Higher education in India is largely examination-centered. Examinations at the end ofthe year tests only the superficial knowledge possessed by the students. In many cases they are not considered fit for different jobs. As a result, the university certified degree holders are subjected to fresh written or entrance examinations before they are absorbed by the public or private sectors.

**Conclusions:**

Inspire of all these efforts, academic reforms have bitterly failed. This is mainly because of the deeply rooted systemic and structural problems within the system. The policy designers ask the teachers, students and parents, the local implementing agents to do a thing in a particular order, which requires a change in behavior. But a change in behavior can only come through knowledge, experience and sense-making. Transforming the educational system is a value driven process which needs to be implemented through a behavioral change.

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# India Need Skill Enhanced Higher Education System

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**Abstract:**

India is one of the fastest growing economies of the world. This growth if we want to make sustainable then we should use the demographic dividend more effectively. India has more than 60% population below the age of 35 and also by 2020 the average Indian will be only 29 years of age. But this demographic dividend is not fully equipped with skills; therefore, we should orient our Higher education system in such a way that should enhance skills among the students. Otherwise this demographic dividend will turn into demographic disaster as experts say. In higher education system students are mainly being assessed on memorization which is low level of thinking instead of creativity and functional skills which are need of the hour. Government established National skill development corporation (NSDC) to overall target of skilling people. This should have support from the higher education sector, and then only skill development process will yield better results. Higher education institutions should focus more on Skill which meets the demand of present requirements. There are many dimensions which education system should look from curricular setting to practical involvement by faculty member in education. We should know that in enhancing the skills among the youth all stake holders should contribute but more responsibilities on Educational institutional.

**Keywords**: Growth, Demography, Skill, Demand, Institutions.

## Objectives

1. To see what are the prospects available in skill oriented higher education,
2. To see the challenges in skill development approach in higher education,
3. To find out the possible solutions include skills in our higher education system.

## Research Methodology of the Study:

The nature of the research is exploratory and descriptive. This study is based on secondary source of data through research papers, magazines and newspapers. By looking into secondary data, we can analyze possible challenges and opportunities in skill-oriented education in India.

## Introduction:

In the present global scenario competition is everywhere; this competition can easily face by our young generation through enhanced skills. The skills should transfer through proper channels it means Education delivery institutions will enhance the skills in the young minds. The process of skill development should start in the education system itself through active participations by the teaching faculty and also curriculum should be designed in such a way that it should address the present demand by the industries. Indian universities degrees should represent better knowledge of the global market, technology and products. The technical and vocational education in India is subject of frequent criticism, because there is miss-match between the skills produced in these institutions and skills which employers are seeking. That is why our literate young population is unable to get employment. Therefore, we should focus on the skills of the students in such a way that skill requirement of the job industry should match with the skill enhancement in the Higher educational Institutions. There may be number of problems which we encounter that will hurt in the short-run, but in the long run skill development process through institutionalized way will produce positive externalities.

## Discussion:

In 2017 about 66.23 percent of the population fell into the 15 – 64 working age group, to this group we cannot enhance their skills through colleges and universities because they are out of radar to higher level education. But we should focus on about 27.78 percent of the Indian population fell into the 0-14-year category, which not only stimulate the economic growth but also economic growth will take the share of inclusive growth.On the occasion of the launch of Skill India Mission in 2015, Prime Minister said: "In the coming decades, the largest workforce required by the world will be provided by India." The Government

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thus set a target to create 500 million skilled workforces by 2022, accordingly. But skill India initiative will yield better results when the higher education provides in shaping the skills of the young generation. Therefore, it is right time we need to focus our education system so that it will build both soft and hard skills. The Government's Draft National Education Policy 2016 also envisages including skills and training in the curriculum to expand opportunities for students to acquire relevant skills, including skills needed for work and entrepreneurship. Such sort of initiates will provide positive platform so that skills will be enhanced. According to Associated Chambers of Commerce and Industry of India (ASSOCHAM) report published last year, only 20 per cent of the five million students who graduate every year get employed.

Government by considering the importance of skill development had taken many steps, which are as follows;

➢ In order to bridge the industry academia gap – NSDC has developed a unique model to integrate skill-based trainings into the academic cycle of the Universities. NSDC is working with 21 Universities, UGC and AICTE catering to more than 1200 colleges and 400 community colleges across the country.

➢ National Policy for Skill Development and Entrepreneurship 2015 supersedes the policy of 2009. It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link skilling with demand centers.

➢ National skills qualificationframework,

➢ Various initiatives by the UGC etc.

The steps taken by the government is one sided in the sense that active participation from other side is needed. India is toward to become knowledge economy with soft skills-oriented development, in such scenario we can say that young generation especially women get more benefits from this sort of skill enhancement. In the present global scenario competence of the young minds is very important as Abhijit Bhaduri rightly pointed out that Emotions matter as much as content [4]. This emotion does come through training either at home or at schools and colleges. Therefore, comprehensive development of skills including emotions and ethics is need of the hour.

But there are number of challenges we may face if we want skill development through higher education mode. They are as follows;

## Challenges

• The comprehensive redirection of curriculum is needed. The question arises that the curriculum should be same for entire India or should be local specific,

• Huge resource should be mobilized for effective implementation skill development process in the Colleges and in the Universities. Shortage of funds will act as barrier for skill development,

• Huge man power should be used for providing the skills to young people,

• Training for Academicians should be provided, it requires continuations updating knowledge and how the academicians will respond to this is a question.

• It requires integration of Colleges and Universities and active cooperation between them. Is it possible to achieve? This is a question needs to be answered.

• The possibility that, Local requirement of skills may be different and skill development in the college may be different. This arises because of regional imbalance which India faces.

• Effective cooperation between the industries and Colleges and universities is needed. Financial position of the industries needs to be looked into.

• The absence of political interference needs to be ensured, because any kind of unhealthy nexus between the political class and business people in signing the MOU between Industries and Universities will defeat the vary purpose of the skill formation in Higher educations.

These are the challenges we will encounter in skill development through Higher education institutions. However, there are solutions to overcome these problems when we analyze problems carefully. Solutions includes as follows,

**Solutions :** Curriculum should be framed should be based on need and also taking into consideration of local demand of skills. Then students will acquire both the skills required at the national broad level and local level. Then probability of getting employability is high.

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- In skill India program more emphasis on the higher education institutions should be provided.
- Financial resources should be shared in effective manner between the center and states so that skill development process should not be troubled.
- Academicians should be utilized effectively by way of providing training to handle the skill development process. Training to them is designed in such a way that that should be continuous and updating one.
- The cooperation between the universities will be achieved through government intervention and Memorandum of understanding (MOU) between the industries and universities so that both will benefit by skilled young generation.
- The Colleges and industries should focus on the local conditions so that they can coordinate in shaping the skills of the students especially the rural area youth,
- As far as possible this process of skill formation should be out of political influence, because industries should focus on the requirement of the skills not on anything else.

These are the possible solutions which we can list out. But the whole process of skill development in the higher education institution will have some kind pressure initially ones the system settles then it will smoothen the process further. Rural youth must constitute a vital part of the outreach since the majority of our population still resides in rural areas. The New Education Policy is on its way and it may have proper directions for the integrating the skills in higher education and academic equivalence to the skill-basedcourses.so, we need to focus more on the rural youth which constitute large section of people

**Findings:**

Education should not be separated from the skills, this big mistake which is practicing since independence. But now by considering the competitive nature in the globalized world we should treat skill as basic part of education so that Higher education should take the burden to provide skills through continuous innovative ways. Dr Haresh Tank opined that unlike the existing model of university education, skill development may be integrated into the core practices of a university. Youths completing their education should not hunt for a job. The employers should come to the university and hire them. This is one of the big initiatives to solve the problem of unemployment in this country.

**Recommendations:**

India is a country with huge population, the potentiality especially the youth is harnessed through the skill development in the higher education institutions. The skills which may be soft skills and hard skills both will be imparted to students so that employability of the students will be widened. Education institutions should focus on the broader and local level skills needed. Academicians and private partners should sit and discuss about the skills which they want and which academicians will impart.

**Conclusions:**

Skill development bureau of UGC clearly emphasizes that the education is fundamental to all-round human development. Skills and knowledge are the driving forces of economic growth and social development for any country. The education with skill development will not only stimulate economic growth but also social development. It is estimated that by about 2025, India will have the 25% of the total global workforce. The opportunity to reap the benefits of "demographic dividend" has to be utilized only with the skilled workforce. We know that sustainable development goal's success largely depends on India's progress, in such scenario skill development by Educational institution have greater role to play in skill development and making them competent enough to get jobs. Therefore, we should use the higher education sector focus more on skill development of the students to make 21st century as India's century.

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# Usage Of ICT Technology Among Journalism Teachers: An Evaluation Study

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**Abstract:**

India is witnessing a major revolution in the field of mass communication. The growth of communication technologies, the impact of globalization and the liberal policy adopted by the government have brought in stupendous changes in the field of communication. In fact, the media experts have pointed out that the growth of mass media in India is highest in the world. A key change the teaching methods according to new technological aspects.

The technological change in news gathering have really increased new platform the teaching New communication technology, including accessible online publishing software and evolving mobile device technology, means that citizens have the potential to observe and report more immediately than traditional media outlets do. Bloggers and other amateur teachers are scooping mainstream technology outlets as well as pointing out errors in mainstream different subjects while students are who've been made subjects of various subjects are responding online, posting supplementary information to provide context and counterpoints. Increasingly, the public is turning to online sources for news, reflecting growing trust in alternative media.

This article proposes that changing technology influences journalism education in at least four broad areas: the relationships between or among management's organizations, teaching professionals. Although new media such as the Internet, World Wide Web and digital video are perhaps the most visible examples of technologies that are transforming journalism education.

**Key Words:** Communication technology, Web technology, New Media, Teaching Methods,

## Introduction:

Information and communication technology (ICT) can complement, enrich and transform education for the better. As the lead United Nations Organization for education, UNESCO guides international efforts to help countries understand the role such technology can play to accelerate progress toward a vision captured in the Qingdao Declaration. UNESCO shares knowledge about the many ways technology can facilitate universal access to education, bridge learning divides, support the development of teachers, enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance.The Organization scans the world for evidence of successful ICT in education practices – whether in low-resource primary schools, universities in high-income countries, or vocational centres – to formulate policy guidance.Through capacity-building activities, technical advice, publications, fieldworks, and international conferences such as International Conferences on ICT and Post-2015 Education and Mobile Learning Week, and fieldwork, UNESCO helps governments and other stakeholders leverage technology for learning.

## ICT in Journalism Education:

The development of online journalism has generated a convergent media environment. This study is based on the assumption that the development of this new form of journalism plays a pivotal role in the transformation of the dynamics of professional practices, news production process as well as audience use and participation. It concentrates on investigating how and the extent to which this role is observed and can be explained in the context of India. In this regard, it is argued that the prevalent journalism education curriculum offered in universities should be structured and diversified to include online journalism. Consequently, such will enable an increased focus on this environment in which multimedia opportunities, interactivity and hypertext possibilities can be found. On the other hand, while the concept of 'Citizen Journalism' has increased in parallel with the widespread use of new media opportunities such as social media; the findings in the present study suggest that the education on internet technology should be spread throughout the different social layers of society.

## Development of Technology in Journalism Education:

The development of communication technologies has enabled the industry to exploit the increased possibilities of the Internet environment, meaning that the user can become an active participant in the communication process and can even produce their own content. This has led to a blurring of the boundaries between the journalist and the reader and there is also now no clear distinction between the different forms of media, such as radio, television and newspapers with boundaries are significant and different from each other. As the new features generated by Internet technology have transformed the processes of news gathering, writing and distribution, thus the necessity to adapt journalism education to the changing requirements has increased. In this study, it is argued that there is a need to structure the existing education curriculum for university journalism departments and diversify in order to incorporate online journalism, where multimedia opportunities, interactivity and hypertext possibilities are prevalent. On the other hand, the development of Web 2.0 technology has blurred the boundaries between journalists and users; consequently, the definition of journalism is also transforming. The concept of 'Citizen Journalism' has attracted interest. Today, as Web 2.0 technologies continue to develop, the users have the capability to create their own content like journalists and can easily comment on existing news. Furthermore, in consideration with the aforementioned statements, this study also noted that the education on Internet technology should not be limited and should be spread throughout different social layers.

## New Skill Requirements in Journalism Education:

One of the changes that online journalism has created in journalistic practices is the transformation of job descriptions, which are dependent on the change and diversified manner in which journalists now operate as a result of technological developments. Firstly, Internet technology, which offers multimedia facilities, has increased the demand for journalists who are capable of producing content that presents news incorporating elements such as images, sound, graphics and animation. As Stensen stated, "They had to master a great variety of technical skills, including some HTML editing and photo editing. They mastered all the different stages of production and publication themselves, from idea development to research, writing, editing, finding illustrations and publishing and post-publish editing." (Stensen, 2009), in addition to the ability to actually write about the news. Dilmen (2005) stated that journalists, who are now expected to have additional skills, such as video, sound and graphic design that enable them to produce news in a multi-media environment, are now defined by the new concept of 'Electronic Journalists'. Deuze (2004), in his study that evaluated the work of journalists and editors working in the new media environment, suggested that those journalists and editors believe that the new media environment improves their quality of work and their career opportunities; however, he also found that they spend significantly more time working on computers than on the street gathering news.

## Objective of the Study:

The purpose of the study is to determine the use of convergence technology among journalism teachers on their daily professional life. The main points of our study are as under

a) To find out the how much Journalism teachers useful for ICT convergence technology.
b) To know opinion from urban and semi urban center teachers about convergence technology.
c) To find out how much convergence technology helpful among male and female teachers in their regular assignments to students

## Methodology

**Research Design:** Research design as defined by Kerliner (1995) is the plan and structure of investigation so conceived as to obtain answer to research questions. Ex post facto research design was followed for conducting the study. Robinson (1976) defined ex facto research design, as any systematic empirical enquiry into which the independent variables has not been directly manipulated because they have already occurred or they are inherently not manupulable.

Cooper and Schindler (1992) defined ex post facto as a research design in which investigator had no control over the variables in the sense of being able to manipulate them, they can only report what has happened or what is happening, Keeping this in view, the adaptability of the proposed design with respect to

the type of study, variables under consideration, size of respondents and phenomenon to bestudied, the ex post facto design was adopted as an appropriate research design.

**Study Area:** The study was conducted in seven major district centres in Karnataka. Following the multi-stage sampling method, seven district centres were selected for this study. Urban and Semi urban centres had only news gathering facilities and newspapers were not printed in those centres.

**Sampling Method:** In the present study, cluster random sampling method has been used, in which urban and Semi-urban centers are considered as two clusters. Later the researcher identified the number of urban and non-Semi-urban in each cluster. It was found that 100 urban and 50 Semi-urban centres were functioning. Later, simple random sampling method with random number table was used. Based on the random numbers, the researcher selected 60 urban and 30 Semi-urban centres for the final study.

**Data Collection:** For the purpose of data collection, 60 respondents were contacted in urban centres and in semi-urban centres 30 respondents were contacted to collect required data. In total, seven urban and Semi-urban centres were selected and the total number of respondents was 250 the reason for contacting 60 teachers from urban-centres was that there were more number of journalism teachers working in major towns and cities. The urban and Semi urban centres were mainly district headquarters and had few of the working these cities.

**Significance of the study:** Modern communication technologies have come to play a major role in the functioning of media professionals. Without their applications, it would be difficult to comprehend the existence of newspapers. Both writing skills and competence in using modern communication devices have become very essential for journalism teachers for tech savvy. In this context it would be interesting to examine their importance.

Distribution of Mean average of experience of respondents according to centres, sex, age, education and respect to the various platform of technology used Classroom teaching

| Factors | E- Content | LinkedIn | Research Gate | Other ICT Technology |
|---|---|---|---|---|
| **Districts** | | | | |
| Bangalore | 9.46 | 3.53 | 4.63 | 7.44 |
| Belgaum | 4.69 | 4.30 | 1.46 | 1.00 |
| Gulbarga | 7.25 | 3.94 | 3.60 | 6.80 |
| Hubli-Dharwad | 7.23 | 2.88 | 3.50 | 15.36 |
| Karwar | 7.48 | 4.3 | 1.00 | 10.00 |
| Mysore | 7.70 | 2.72 | 2.14 | 6.00 |
| Mangalore | 6.59 | 4.67 | 8.67 | 20.00 |
| **Centers** | | | | |
| Urban | 7.62 | 4.44 | 2.46 | 6.57 |
| Semi-Urba | 6.63 | 2.17 | 6.25 | 7.33 |
| **Gender** | | | | |
| Male | 7.73 | 4.30 | 4.38 | 9.14 |
| Female | 5.39 | 2.67 | 2.14 | 1.33 |
| **Education** | | | | |
| Postgraduate NET/SLET | 7.50 | 7.06 | 4.27 | 7.33 |
| M.Phil &PhD Degree | 6.97 | 2.67 | 3.00 | 4.80 |
| **Age groups** | | | | |
| 21-25yrs | 3.05 | 2.86 | 1.40 | |
| 26-30yrs | 4.31 | 4.61 | 1.77 | 51.00 |
| 31-35yrs | 7.73 | 3.15 | 2.73 | 32.20 |
| 36-40yrs | 10.14 | 3.69 | 8.71 | 41.00 |
| 40+yrs | 16.12 | 4.25 | 5.75 | 20.00 |
| Total | 7.25 | 3.94 | 3.60 | 60.80 |

This study presents the data regarding on the usage of information communication technology among journalism teachers in various urban and semi urban College and PG Campuses. Majority of respondents from Bangalore around Nine and half percent of them are used E- content in their academic professional and around 3.53 percent of them used LinkedIn and 4.63 percent of the respondents used academic related social networking sites. In followed by 7.44 percent of them used other ICT tools in their teaching professional. The respondents from Belagavi they responded to questionnaire 4.60 percent of them have mean experience with E- content in their academic they are working in various private and government colleges 4.30 percent of them used LinkedIn and only one-half percent them had aware about the research gate academic site. 5.00 percent of them respondents are used ICT tools in their academic class room teaching.

The respondents from Kalburgi 7.25 percent of them are used E-content in their class room teaching and 6.00 percent of them used LinkedIn and research gate social networking sites. And 7.00 percent of them used ICT tools in their class room teaching. From Hubli-Dharwad respondents' concerned majority of respondent's journalism teachers are used other ICT tools in their professional. Only 7.25 percent of them used E- content in their academic. Only 3 percent LinkedIn and 4 percent of them have account of academic social networking sites.  10 percent respondents from Karwar they used ICT tools in their professional. 7.50 percent of them respondents are used E- contents in their professional only 5 percent of them used Research gate and LinkedIn academic social networking site.

The respondents from Mysore 8 percent of them they used E- content in class room teaching and 6 percent them used other ICT tools used in their academic and 4 percent of them aware about academic social networking site are LinkedIn and Research Gate. Majority of 20 percent of them Mangalore respondents are used ICT technology in their professional academics and they used comfortable E- content in their class room teaching. Interestingly around eight and half percent of them continuously used Research gage social networking sites

Majority of urban respondents are used ICT tools in their class room teaching 10 percent of them using technology in their academics and only one percent less Nine percent of them used ICT tools. Around 7 percent of them urban respondents are used E- content in their class. And six and half percent of them are used E- content in semi urban areas. According to gender wise data presented here Most of them 7.73 percent Male respondents are used E- Content and in followed by 5.30 percent of female respondents using technology. Majority of around 45 to 50 percent of them young teachers are used ICT tools in their class room academics age group between 25-35 years are very actively used technology in their class room.

## Conclusion:

The web has opened new vistas for daily in academics. It provides newsrooms the ability to establish a genuine two-way conversation with students. Learning to use new technological tools to capture and present interesting data to readers in interesting, relevant ways is viewed by teachers as a major challenge for new demission. The present survey confirms that journalists had adopted new presenting skills for both the web and print versions of the teaching skills.  A large number of Journalism teachers are use social media to help with their jobs, whether as a channel for communicating with links or as an information source when researching articles. The fact that some journalism teachers do not find social media channels to be as useful information sources as press releases. But it is clear that journalism teachers are turning away from traditional communications channels and information sources and they prefer social media. Press releases and corporate websites are still cited as being more useful information resources than social media channels, and more teachers said that public relation contact was welcome via phone calls and emails than through any of their social media channels. The present study examined the use of convergence technology by journalism teachers.  Further it looked into background characteristics, work activities, media platforms, and professional opinions about the impact of the convergence technology on journalism.

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# Innovative Practice In Curricular Designing

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**Abstract:**

Innovation is a fundamentally different way of doing things that result in considerably better outcomes. Innovative curriculum design leads to different learning experiences that result in significantly and substantially better learning outcomes.

Designing educational innovation in a doctoral program on Leadership and Systematic Innovation is a matter of matching form with content. The challenge to create a new experience for curriculum design becomes one of the experiential integrities for learners. This requires matching curriculum content with an appropriate real-world opportunity for positive change. Classical case study determines methods fall short as vehicles for exploring VUCA situations- these are characterized as Volatile, Uncertain, Complex and Ambiguous. However, it is hard to find appropriate alternative methods that provide experiential learning environment for generating useful and systemically well-balanced responses to VUCA situations.

**Introduction:**

Higher education (HE) plays an important role in overall development of youths in a country by building their knowledge, skills, experience, and character and make them responsible contributor of nation building. Understanding existing knowledge and creating new knowledge are two essential and central aspects of higher education design and implementation model to solve problems in various fields of the society. Both these aspects must be taken as objectives while planning and designing curriculum in higher education system. By giving equal importance to the student's knowledge enhancement and student's involvement in new knowledge creation, higher education can reach its goal. Student centric curriculum design and implementation should focus on imparting the information in respective subjects effectively to enhance the knowledge of the students and utilizing these knowledges to progress further by creating new knowledge through research. Thus, the two essential ingredients of student centric curriculum design and implementation are again innovation in knowledge imparting methodologies and involvement of students in research. Improvements in course definition, subject identification, information collection and presentation, choosing effective pedagogy for teaching & learning, involving students in research through course design, and developing effective examination & evaluation system are essential requirements in higher education curriculum design and implementation. Student-centric curriculum design and implementation in higher education system are getting importance due to the reason of creating employable and skilled graduates who can take optimum decisions for industry problems and who can lead technocrat society. Even though student-centric curriculum is essential in all areas of higher education, it became important and essential in business management and information technology due to the fact that these areas are changing at a faster rate due to the enhanced competition in globalized business.

**Curriculum Design & Development in HE:**

Effectiveness in higher education involves innovation in course design, identification of subjects and curriculum for the course, information collection and presentation in these subjects as per the curriculum to the students, choosing effective pedagogy for teaching & learning, involving students in research through course structure design, and developing effective examination & evaluation system. Out of these stages in higher education system, the curriculum development and design for the subjects of a course plays central issue of higher education due to the fact that the success and effectiveness of all other steps of the course depends on it.

(1) **INNOVATION IN COURSE DESIGN:** Course design in higher education is a challenge for education experts. Apart from conventional courses in physical, chemical, biological sciences, engineering, medical and paramedical science, philosophical sciences like arts, commerce and business, and other areas, the present challenge is developing courses in multi-disciplinary and inter-disciplinary areas to make the higher education output more effective. By means of open mind and out of the box thinking, higher education experts can develop

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innovative courses which may promote new insight into the models and effectiveness of higher education in the society.

**(2) IDENTIFICATION OF SUBJECTS & CURRICULUM FOR THE COURSE:** Once the courses are identified in different areas of science, engineering, social sciences, and humanities, with multi-disciplinary and inter-disciplinary approach, it is challenging to decide the duration of the courses, the number of subjects, nature of subjects, core and soft subjects and the qualification and experience of teachers have to be decided with special care to ensure the success of such new efforts in terms creating employable and skilled graduates who can take optimum decisions for industry problems and who can lead technocrat society.

**(3) INFORMATION COLLECTION AND PRESENTATION IN THESE SUBJECTS TO THE STUDENTS AS PER THE CURRICULUM:** Once the course is designed, implementation of the course in higher education system involves teaching the subjects as per the curriculum in an effective manner by collecting the required information from books, online resources, experienced and knowledgeable teachers, industry experts. The collected information by teachers and students in the form of study materials, assignments should reach the learners as knowledge. Conversion of information of chosen subjects of the course into knowledge of learners through effective pedagogy is essential feature of higher education.

**(4) CHOOSING EFFECTIVE PEDAGOGY FOR TEACHING & LEARNING:** The effective methods of information imparting to the learners should be developed and used in higher education system depending on the nature of course and the subjects to be offered in the course. Choosing the effective pedagogy which is student centric and has assured success of enhancing knowledge is real challenge for higher education institutions and its teachers. Various pedagogies are currently used as well as under development using innovative teaching – learning models, information communication technology, multi-media technology and experimental learning methods.

**(5) INVOLVING STUDENTS IN RESEARCH THROUGH COURSE STRUCTURE DESIGN:** Apart from enhancing knowledge and skills in various chosen subjects of a course, the learners should involve in new knowledge creation in that and related subjects through their involvement in higher education system. This can happen by adding research components in curriculum. Through research projects by students and their effective evaluation, the higher educational institutions can develop research environment in higher education system. Thus, the course design and implementation stage should focus the involvement of students along with faculty members to focus on new knowledge creation through research.

**(6) DEVELOPING EFFECTIVE EXAMINATION & EVALUATION SYSTEM:** The higher education system reaches its goal if the objectives of enhancement of knowledge, skills, experience, and new knowledge creation in a course and subjects are realized. Developing effective examination and evaluation system include, continuous evaluation of student progress, innovations in examination and valuation systems including open book examinations, double valuation, transparency in evaluation process, avoiding year wasting of students through proper design of examination systems etc. The examination system should be designed to evaluate problem solving ability of the students through gained knowledge, skills and experience instead of checking their memorizing ability.

## What do we mean by the curriculum?

UNESCO's International Bureau of Education considers three interrelated dimensions of the curriculum:

- The intended or official curriculum as defined in guidelines, frameworks and guides that specify what students are expected to learn and should be able to do;
- The implemented curriculum that is actually taught in the classroom, including how it is delivered and who teaches it;
- And the attained curriculum that represents what students has actually learned.

They go on to point out that the challenge is ensuring coherence and congruence between curriculum policy documents, the actual pedagogical process and learning outcomes.

## Curriculum As Central Issue:

Curriculum development for a given course include identification of number of subjects as per the duration of the course, details of each subject including number of chapters, objective of each chapter, depth of each chapter, topics to be covered in each chapter, skills to be developed at the end of the study of each chapter, the experiments/projects to be completed in each chapter, the important references, the assignments to be completed after each chapter, etc. Since curriculum is the central issue of all courses in higher

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education system, special care must be given while developing new curriculum, and restructuring/revision of curriculum. Different methods of curriculum development include:

**(1) Teacher Based Curriculum:** In teacher-based curriculum the teacher designs the curriculum and decides the length and breadth of the subjects. The students just follow the teacher. The teacher only talks in the class, while the students exclusively listen. The students work alone during learning activities and collaboration is not encouraged. In the classroom, students are quiet and the teacher maintains full control. In this system, the students learn to be independent and make their own decisions. They will not get opportunity to collaborate but work alone. As a result, their communication skills may suffer. Teacher-based curriculum model and its instruction make boring for the students due to the fact that they do not express themselves, ask questions to clear their ambiguity. Since teacher decides the objective of learning of the subject, the pedagogy, the evaluation methods, and the result of the study, this method is one-to-many system.

**(2) Subject Based Curriculum:** Subject based curriculum is the conventional system where a panel of experts of universities decides course structure and designs the curriculum of each subjects. As per university system, the students have to compulsorily study these subjects to get the degree under the guidance of the teachers. The teachers are subject experts decides the teaching methodology and the evaluation system. There is no flexibility for choice of subjects for the students within a course and the teachers have to teach the concepts as per the curriculum developed by the university. This method is used in many universities based higher education systems where the affiliated colleges simply follow the subject based curriculum without any freedom to divert or modify as per industry or society requirement.

**(3) Choice Based Curriculum:** Choice based Curriculum system allows higher education model to transform from the traditional teacher-oriented education to a student-centered education. In this mode, students choose the subjects and time duration by taking responsibility for their own education and can get benefit from all the available resources. In choice-based curriculum, a student can take some subjects from one college and transfer the credits to some other college. A student can work part time and study only few subjects for a given year and stretch his studies for longer duration according to his convenience. He has no compulsion to complete a degree programme in a fixed duration of say, three years. Choice based curriculum has the facility to transfer the credits from one institution to another and considers few credits earned in an industry within the curriculum. Students who have interest in creative and performing arts can also obtain credits from such subjects.

**(4) Competency Based Curriculum:** Competency-Based Curriculum is a drastic improvement in higher education model in which the students are allowed to personalize the learning by choosing the subjects, and also in assessment. In this system, students are asked to demonstrate their academic competence which includes their experience and assessment, to gain academic credit. In this model, a student need not necessarily have to take predetermined required and elective courses to be taught by assigned teachers. Instead, a student has to demonstrate a defined set of proficiencies and mastery of knowledge and content. In this system, unlike teacher-based curriculum model, students and teachers interact equally and students learn important communicative and collaborative skills through group work and direct their own learning, ask questions and complete tasks independently.

**Conclusion:**

The challenges and opportunities in curriculum planning, designing, and effective implementation in autonomous and affiliated business & IT schools for continuous up-gradation is discussed. Based on the discussion, the possibility of designing industry oriented effective curriculum in business management and information technology, which contain both industry and research experience components are identified. This curriculum model will take care of rapid growth of both business management and information technology fields and the requirement of updating the curriculum with present developments. Though the implementation of the new model is challenging, the advantages and the benefits outlay the disadvantages and the constraints.

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# ROLE OF LANGUAGE IN DEVELOPMENT SKILLS

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**Abstract:**

Strong language skills are an asset that will promote a lifetime of effective communication. Our language is the most important part of our being. I think it is important to learn other languages, other forms of communication besides our own because it helps us to learn about other peoples and cultures.

language influences the daily lives of members of any race, creed, and region of the world. Language helps express our feelings, desires, and queries to the world around us. Words, gestures and tone are utilized in union to portray a broad spectrum of emotion. The unique and diverse methods which human beings can use to communicate through written and spoken language is in a large part of what allows us to harness our innate ability to form lasting bonds with one another; separating mankind from the rest of the animal kingdom.

## Introduction:

Importance of communication is often overlooked. Despite our great prowess in communication, misunderstandings and mistranslations are commonplace. It is odd to believe that one can travel the world and expect all mankind to understand his or her native tongue. In order to travel the world whether for business or pleasure purpose, a desire and willingness to adapt to new cultures and methods is necessary. Adaptability of course includes the ability to communicate with new people in various dialects. Being unable to communicate in a country is akin to living with a serious impairment. It is very difficult and near to impossible to adapt and get along with new people if there is no way to communicate with one another. Additionally, the ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global business community. Communicating directly with new clients and companies in their native language is one of the first steps to founding a lasting, stable international business relationship. Being able to do this automatically puts any multilingual person miles ahead of his or her peers in the competition for jobs and high-prestige positions. Language is such a key aspect to setting up children for success in their future professional endeavours.

The impact of multilingualism can be traced to even more fields. A doctor who can communicate with his or her patient in their native tongue is much more likely to have success at diagnosing them. A scientist or an engineer capable of explaining his findings and ideas to his peers will be able to expedite and perfect their work, even if his peers could not understand him in his first language. Any hiring manager in any company in the world would tell you that the ability to speak a foreign language is a prized commodity. Learning to communicate fluently in multiple languages provides additional job security and advancement opportunities in uncertain economic times.

In order to prepare our nation's children to be the next generation of future entrepreneurs, doctors, scientists, engineers, or whatever influential job they choose, we must foster an environment from a young age that promotes multilingual learning. Through this we are setting up ourselves, our children, and our children's children, for growth, success, security, and ultimately, prosperity.

Therefore, it is up to us to create a warm and comfortable environment in which your child can grow to learn the complexities of language. The communication skills that our child learns early in life will be the foundation for his or her communication abilities for the future. Strong language skills are an asset that will promote a lifetime of effective communication.

## Reasons

## Why Skills Development is Neglected

## There are 2 big reasons

Firstly, people are often impressed by what others have accomplished **without realizing what they went through to get there**. We see their accolades and victories, and make gross assumptions about what it takes to succeed. Then we become disappointed when we attempt the goal, only to find out that it's not as easy as it seems.

Secondly, some of us can be **heavily self-critical**. We look at how successful others are:  the top coaches, internet gurus, award-winning performers, winners of the society and **conclude that we can never achieve the same**. We feel that these people are somehow blessed with some special power that we don't have. I should just give up because these people are already so good and experienced. Who am I to compete?

Yet, it's about **skills development**. When we see other people's success, what we don't see are the countless hours they spent behind the scenes, honing their craft, and building their skills. What we see as "talent" in others is the result of their **10,000 hours of hard work** where raw passion and human potential are turned into hard skills. Skills development is where we turn from the beginner or novice to intermediate and from senior to the expert. And henceforth, having the ability to conquer our goal.

**Suggestions**

**Reading, writing, speaking and listening – the four foundational skills of language learning:** You can't build a house without a strong foundation (well, that's if you want the house to stay upright in all weather). Similarly, you won't become a well-rounded speaker of a language without building upon the four foundations of language learning.

Skills development is the process of

(1) identifying your skill gaps, and (2) developing and honing these skills. It is important because your skills determine your ability to execute your plans. **Without the right skills you will only frustrate yourself, waste your time and spend a lot of time dealing with rudimentary issues caused by the lack of knowledge or lack of skills as opposed to progressing in your goal:** While, difficulty and struggle are part and parcel of any goal pursuit, without the right skills, you find yourself struggling more than necessary.

(2) In the 21st century, business activities relating to production, marketing and financing have become more complex and competitive. Sharing of information has become essential, hence quick and effective means of communication have become inevitable. Communication should develop passion for effective communication where messages are transmitted clearly, correctly, completely and in a concise manner. Thus, communication skills add life to the business activities.

**Why are the four skills useful?**

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills. These four skills give learners the opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability (proof of learning) and most important confidence. Listening and reading are the receptive skills because learners do not need to produce language, they receive and understand it. These skills are sometimes known as passive skills. The productive skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as active skills.

**Listening:** Listening is a receptive language skill which learners usually find the most difficult. This happens often because they feel the unnecessary pressure to understand every word. The listener has to get oriented to the listening portion and be all ears. The listener is also required to be attentive.  Anticipation is a skill to be nurtured in listening. In day to day life, the situation, the speaker, and visual clues all help us to decode oral messages. In due course of listening, be in a lookout for the sign post words. Thirdly, one should be able to concentrate on understanding the message thoroughly. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help them with the right pronunciation of words. To equip students with training in listening, one can think about comprehending speeches of people belonging to different backgrounds and regions. This intensive listening will ultimately help a student to understand more and the accents to be used and the exact pronunciation of words.

Speaking: Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. We must take into account that the level of language input (listening) must be higher than the level of language production. In primary school's elocution and recitation

are main sources to master the sounds, rhythms, and intonation of the English language through simple reproduction. The manifestations of the language in games and pair work activities are encouraging source to learn to speak the language. This assists the learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. This skill could be improved by understanding para-linguistic attributes such as voice quality, volume and tone, voice modulation, articulation, pronunciation, etc. This could also be further enhanced with the help of debates and discussions.

**Reading:** Reading is a learning skill. It helps you improve all parts of the English language vocabulary, spelling, grammar and writing. It helps to develop language intuition in the corrected form. Then the brain imitates them, producing similar sentences to express the desired meaning. Using skimming or scanning technique to read quickly is highly effective. While reading underlining of key words is a must. Reading Skills help the students to grasp the content and draw conclusions. The students should also make it a point to familiarize themselves with the jargons and new words by making reading a habit, be it reading newspapers, articles, books, magazines, etc.

**Writing:** Writing provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely. To write flawless language one should excel in the Writing Skills with the help of various methods. Importance should be given to composition and creative writing. One should also focus on coherence and cohesiveness when it comes to writing a language.

With these four skills addressed equally while learning language the learners can be assured of having good communication skills, a great necessity in today's competitive world.

**Conclusion:**

In acquiring mastery over these four skills, understanding language and learning one can consider the role of language in learning. It started out from the assumption that language and more particularly linguistic interaction with other people is a key aspect of learning. We also began to develop more critical skills asking questions about what we actually mean by language and whether it is possible and necessary to separate out one language from another.

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## Significance Of Gandhian Thought On Skilling In Higher Education

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**Abstract:**

*Skill and knowledge are the driving forces of economic growth and social development for any country. Presently the country faces demand–supply mismatch as the economy needs more skilled work force and also the managers and entrepreneurs than created annually. In the higher education sphere knowledge and skills are required for a diversity of employment needs in the services, education, health care and manufacturing sector etc.*

Present population of India is 1,363,176,107 and more than 65% of the population is below the age of 35 years. Indian literacy rate is at 74%. For India to set about making gains from the seeming liability of its vast population, the demographic potential of its youthful population must be tapped. Today we are taking drastic measures and putting in huge efforts in reconstructing our education landscape to meet the demands of the Empire to its knees and whose sacrifices earned him the title of Father of Nation has given valuable thoughts on education. During his entire life he kept on reminding all the stakeholders about the importance of craft training in education. This would help in balancing the danger of making education over academic over academic or bookish and influence mindsets positively towards respect for work and dignity of skill and labor.

By implementing the Gandhian thoughts in higher education youth of India inculcate skills along with theoretical knowledge which in turn enhances their capacity of employability.

Introduction: Indian tradition is steeped in the highest philosophical foundation laid by her ancient sages and seers in the course of their pursuit of the highest knowledge and excellence. Ancient records of this good Indian tradition testify that India had a highly developed system of higher education at par with the modern university system. The humanity and faith are distinct features of ancient Indian educational system. It teaches 'the student not to be unlimited in his wants but to be limitless only in thirst for knowledge'. Such a system is based on an innate discipline which comes by cultivation of mind, not by an external imposition.

An ideal higher education system is supposed to play a more innovative, more aggressive and more revolutionary role in the affairs of the nation. But the Indian scene has a different story to tell. Except in a few cases, the academic pursuits in our universities and colleges are marked by archaic courses, irrelevant curricula, anemic syllabus, un-inviting instructional materials, un-challenging methods of teaching, un-reliable procedures of examination and evaluation and a freezing and de-motivating institutional climate. In spite of the impressive progress here and there, there are serious problems relating to the quality and the relevance of higher education, with the result that the links between education, employment and development are not well formed. No wonder, the growth of Indian higher education has been "merry but a fruitless exercise in planned drift"

Skill and knowledge are the driving forces of economic growth and social development for any country. Presently the country faces demand–supply mismatch as the economy needs more skilled work force and also the managers and entrepreneurs than created annually. In the higher education sphere knowledge and skills are required for a diversity of employment needs in the services, education, health care and manufacturing sector etc.

Every country develops its own system of education to express and promote its unique socio-cultural economic identity besides meeting the challenges of time to leverage the existing potential opportunities. Present population of India is 1,363,176,107 and more than 65% of the population is below the age of 35 years. Indian literacy rate is at 74%. For India to set about making gains from the seeming liability of its vast population, the demographic potential of its youthful population must be tapped. An ecosystem must be created that enables the skilling and education of youth and generates opportunities for self-employment. Employability means not just the ability to get a job but equipping young men and women with the skills, knowledge and tools to succeed in their careers. In order to harness the full demographic dividend India needs an educational system which is of high quality affordable, flexible and

relevant to the individuals, economy and to the society as a whole. Rural youth must constitute a vital part of the outreach since the majority of our population still resides in rural areas.

Today we are taking drastic measures and putting in huge efforts in reconstructing our education landscape to meet the demands of the industry and economy at large. Education got equated with academic excellence and theoretical knowledge was not balanced with practical exposure while designing, developing and delivering courses through major curricular reforms. Kothari commission report (1964-66) was significantly inspired by Gandhian philosophy while recommending reforms in schooling and technical training that have stayed with us till today. However, somewhere down the line, we seem to have lost a balanced approach to promote pursue and reward vocational aspects of learning by doing dignity of labor and other values to be included at an early age.

Ministry of skill development and entrepreneurship (MSDE) is introduced in 2014 with the aim of developing skills that can fetch the unemployed a viable means of livelihood in different unexplored sectors. National skill development corporation (NSDC) under the ministry is now engaging on to help incorporate some traditional skills that face sever marginalization into the job market and thereby help preserve them.

Gandhiji has secured a unique place in the galaxy of the great teachers who have brought fresh light in the field of Education. Mahatma Gandhi the man who brought the British Empire to its knees and whose sacrifices earned him the title of Father of Nation has given valuable thoughts on education. Explaining the meaning of genuine education Mahatma Gandhi says "genuine education does not consist of cramming a lot of information and number in mind, nor it lies in passing the examination by reading a number of books but it lies in developing character. It is a real education which inculcates internal virtues in human beings. During a talk with teachers and students in Birla house Delhi on 10th December 1947 Gandhiji said only through imparting education through crafts can India stand before the world. During his entire life he kept on reminding all the stakeholders about the importance of craft training in education.

**Education through crafts:** Mahatma Gandhi had emphasized that handicraft should be taught not merely for production work but for developing intellect of pupil. Benefits of crafts-centered education create a balance between theory and monotonous learning through creative stimulation and self-expression. It helps in reducing discrimination between manual and intellectual skills and overcoming prejudices through respect for socially meaningful work that meets the needs of urban and rural Indians. . Gandhi's advocacy of craft is really appreciable. He says craft is a practical strategy. Craft was central to him as a mechanism to create employability in students. Crafts are prescribed to satisfy the creative urge of students.

**Being connected with the farm and the factory:** Gandhiji's concept of basic education that included manual work as a means to make education that included manual work as a means to make education inclusive. He strongly believed in holistic curriculum even in primary education that introduces students to work experience through agriculture, weaving, carpentry and several other skills. This would help in balancing the danger of making education over academic or bookish and influence mindsets positively towards respect for work and dignity of skill and labor.

**Character Building:** Ethics was a foundation of Gandhi's concept of education. He wanted education to promote morality. Character building, refinement, behavioral change, development of personality was the socio-ethical aims of education for Gandhi. He says that real education consists out in packing the brain with so many facts and figures, not in passing the examinations by reading numerous books but in developing character.

The present model of education both at the national and at the international level is questioned severely. Removal of gender disparity, social exclusion, failure to inculcate desirable values of tolerance, mutual respect and democracy, attending to quality concerns, promotion of national integration and creation and sustenance of excellence etc. are both national and international concerns. Replacement of liberal education tradition with an over emphasis on technology and skill at the cost of neglect of basic sciences and humanities are also valid issues. More important than these issues are the concern regarding loss of ethical value system.

Globalization and liberalization coupled with large anger, resentment, lust, revenge, violence and aggressive competition etc. have created a world which needs to reverse its thinking process with non-

violence as the guiding principle. Gandhi seems to be more relevant today than in his own times. He had laid the foundation of sustainable development and judicious use of nature to safeguard the interest of future generation. The environment is under greater threat today and Gandhi had almost predicted the challenge.

'Wars begin in the minds of man and peace must also be constructed in human mind,' is a maxim well known to all of us. The Gandhian education model provides a bulwark of peace mechanism. Gandhian method of education, equips individuals and society for conflict resolution in anon-combative manner. The true relevance of Gandhian system of education lies here.

Gandhi's ideals of education are a part of his wider understanding of the mankind, the reality and his socio-political philosophy. He holds out an alternate philosophy in contrast to capitalism, communism and competitive nationalism. Gandhi drew the basic principle of education 'sa vidya ya vimuktaye'. He widened its meaning to include material, political and social dimensions. It meant freedom from hunger, fear, slavery, discrimination and exploitation. For him education was essentially a man making endeavor. It is for life, through life and throughout life. Education must bake bread; must instill dignity of labor; must create employability. It must equip one with livelihood skills and ethics. Value system must be the foundation of education. It should be rooted in culture. All these were central to his thought. He retained the fundamental principle of national education that each nation has to evolve its own educational ideal based on its culture, socio-economic-political needs and aspirations. He did not look forward to supplement the English system of education but to supplant it with an Indian system.

The essence of Gandhian system of education was to teach everyone to use the minimum share of resources one needs, to support and serve others as much as possible, to stand up for one's own rights and to protest when others are wrong. India of Gandhi's dream can only be achieved if the Gandhian system of education is accepted wholeheartedly and implemented meticulously. Gandhi dreamt of an India where the poorest could feel India to be their country, where their voice is heard, where all communities live in harmony, where women enjoy the same right as men and where the mute millions are respected. Such an India can only be achieved through the essential principles of Gandhi applied in innovative manner to suit the changing needs.

**Culture System:** Culture occupies a pivotal place in Gandhi's system of education. Culture is the real reflection of one's personality. He says "I attach far more importance to the cultural aspect of education than to the literacy. The students should imbibe the culture of the country through education. Education is a means and culture are the end.

Self-supporting aspect of education takes the central place in the Gandhian system of education. He advocated knowledge through work. The focal point was that the students should stand independently with a capacity to earn. He should be prepared as an earning unit for the family and a helping hand to society after the completion of his studies.

Gandhi evolved an oceanic circle where the individual is always ready to perish for the village, the latter is ready to perish for the circles of villages, till at last the whole becomes one composed of individuals, never aggressive in the arrogance but ever humble, sharing the majesty of the oceanic circle of which they are an integral part. It is widely agreed that Gandhian principles and thought can be applied with suitable modifications to meet the challenges of the present and the future.

A number of advantages can be located in Gandhian system of education. These include environment friendly attitude, class co-operation and utilitarian application of knowledge, humanizing effect and integration of body, life and mind. Gandhian educational system has answers to many of our educational problems. Gandhi was the harbingers of mass-education, whose objective was tolerance, simplicity and universal brotherhood. Gandhi has enriched the nationalistic philosophy of education and Indian heritage in education.

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# Role Of National Assessment And Accreditation Council (Naac) In Developing Skills Of Learners In Higher Education Institution's In India.

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**Abstract:**

The National Assessment and Accreditation Council (NAAC) is taking efforts in developing skills of the learners in Higher Education Institutions (HEIs) in India. NAAC in its revised framework of assessment and accreditation focuses on soft skills. Soft skills are now becoming important due to the changing work environment, customer driven market, information-based economy and globalization. Therefore, it becomes necessary to the HEIs to undertake few modules based on the personal skills for the students to coup up with the current growing demand from the market. Technical institutions have been producing hard or technical skills whereas non-technical or traditional institutions / colleges inculcating soft skills. Hard skills have their own advantages and limitations. Soft skills are not a replacement for hard skills. In fact, they are complementary to each other. A person with hard skills may not be necessarily well-equipped with soft skills and vice-versa. But soft skills serve to unlock the potential of people blessed with hard skills. Therefore, separate modules need to be framed alongwith curricular, co-curricular and extra-curricular activities, because today's business is all about people. Efforts have been made in this paper to elaborate the ways these skills can be developed, their role at the time of employment and also in businesses in today's era of Liberalization, Privatization and Globalization (LPG).

**Key words:** Soft Skills, Hard or Technical Skills, NAAC, HEI.

**Introduction:**

The role of HEIs is significant in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the nation. In this context, soft skills are important. Technical and job-related skills are a must for seeking a job in the job market, but they are not sufficient when it comes to finding a job. Today, in the era of globalization, traditional style of leadership is out of style. Professional managers and the business houses are expecting more from their employees irrespective of their hard skills which we call today as soft skills. Socially acceptable profile and skills are needed to make a good employee but at the same time the job seekers are expected to have what employers call soft skills.

Soft skills are essentially people skills – the non-technical, intangible, personality-specific skills that determine one's strengths as a leader, listener, negotiator, and conflict mediator. Hard skills, on the other hand, are those which appear on one's resume – your education, experience and level of expertise.

Soft skills refer to personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills play an important role in one's success in life particularly in one's profession as well as for the success of an organization. Organizations, particularly those dealing with customers / clients face-to-face, are generally more prosperous if they train their employees to use these skills. Now a days, employers are recruiting trained skilled personnel (both hard and soft skill), instead first employee them and then give them training.

Therefore, it becomes important to the higher education institution to undertake few modules as part of the learner's learning program. This is a basic idea of introducing and focusing on soft skills by NAAC in its revised framework.

Revised framework of NAAC:The National Assessment and Accreditation Council has been revised its A & A process in July 2017 to make it in tune with local, regional and global changes in higher education scenario. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled.

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The accreditation framework of NAAC is based on five core values which led down foundation for assessment of institution.

- Contributing to National Development.
- Fostering Global Competencies among students.
- Inculcating a Value System among students.
- Promoting the Use of Technology.
- Quest for Excellence.

The criteria-based assessment forms the backbone of A & A process of NAAC. The seven criteria represent the core function and activities of a HEI. In the revised framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included.

The seven criteria to serve as basis for assessment of HEIs are

- Curricular Aspects
- Teaching, Learning and Evaluation
- Research, Innovations and Extensions
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Institutional Values and Best Practices.

Under each criterion a few key indicators are identified. These KIs are further delineated as metrics which actually elicit responses from the HEIs.

Skill related metrics in the revised framework of NAAC:The spiraling developments at the global level binds NAAC to assess skill development of students, with liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. To make a closer relationship between the "world of competent – learning" and the "world of skilled work"NAAC in its revised framework introduced skill related quantitative questions in two of its criterions.

In the first criterion, curricular aspects, there is a key aspect called curricular enrichment which has a weightage of 30, there appears two metrics which are based or focuses on skills.

1.3.2 **Number of value-added courses imparting transferable and life skills offered during the last five years.**

1.3.**3 Percentage of students undertaking field projects / internships (current year data)**

Team working is an essential component / soft skill for field projects. Team means Together Everyone Achieves More. Today's world is driven by innovation leading to constant change and success of an organization depends on its teams. Also, the seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs. Again, a student has to show leadership quality while doing field project.

In the fifth criterion, student support and progression, the key aspect student support which carries 50 weightages, there is a metric which is based on soft skills.

**5.1.3 Number of capability enhancement and development schemes.**

For this metric, NAAC has given a list of eight capability enhancement and development included soft skill development. The data required is name of capability enhancement scheme, year of implementation, number of students enrolled and name of agencies involved with contact details.

Personality of a student can only be built by undertaking capability enhancement and development schemes. Soft skills training program boost the institution to build personality of a student.

Institutional focus on skills:To address the skill related metrics in the revised framework of NAAC, an institution is required to think, give attention and plan for conduct of modules based on soft skills. In our view, to inculcate soft skills among the learners, the institution may develop their own soft skill program based on the following steps.

- Identification of soft skills by Internal Quality Assurance Cell (IQAC).

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- Preparation of curriculum for the identified soft skill.
- Make provision of the trainer for training learners.
- Identification and finalization of trainer.
- Availability of both physical and IT facility for the learner and trainer.
- Evaluation of the activity.
- Award of certificate.

As far as identification of soft skills by IQAC is concerned, institution may consider, in addition to key competencies like strong analytical skills and reasoning skills, softskill which include

- Interpersonal skills
- Team working
- Negotiation skills
- Communication skills
- Time management
- Stress management

**Soft skills are also categorized in the following manner.**

**Soft skills – Social**

- Communication skills
- Interpersonal skills
- Positive Attitude.
- Values
- Perception
- Etiquette

**Soft skills – Thinking**

- Creativity
- Problem solving
- Decision- making

**Soft skills – Negotiating**

- Coping with time
- Coping with stress
- Coping with emotions
- Team work.

Various departments and the internal committees of the institution may together organize such soft skill programs alongwith value education because skill development is crucial to the success of students in the job market; skills are of less value in the absence of appropriate value systems. As per NAAC manual, these value-added courses may be of 30 or more contact hours. Again, the data should be made available regarding number of times the courses offered during the year and the total number of students completing the course in the same year. The IQAC of the institution has to play a leading role in this regard.

Conclusion:Soft skills are to gear up professional career. Soft skills are very important in business. The higher education institution should concentrate on the development of soft skills of the aspirants of 21st Century. Soft skills cannot be taught. However, it can be developed through proper training. Workshop, training program based on soft skills and value education are to be organized on regular basis in the institution for each academic year. For businesses, planning is necessary but execution is also equally important. And it takes soft skills to execute any idea because it involves dealing with people directly. Employers are now looking for people who can do more than just perform a set of tasks. Employers are increasingly searching for more than just a qualification.

To conclude, soft skills alongwith hard skills give the job seekers at a considerable advantage over similarly qualified candidates.

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# Opportunities And Challenges In Higher Education Through Innovative Curricular Design.

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**Abstract**-

Higher education is the one big wing to procure the opportunities for professional development, research development, indidual development, strengthen the life style, which makes the personality development. Pravoke scientific and technological development. Enhance socio economic development and life quality index of people in the world. Availability of higher education is essential to fulfill the development and strengthen the developing countries. Curricular design plays important role in the effective education system. Innovative curriculum practice to cope up present situation and to achieve upgraded education system. The higher education system has to be upgrade through the research projects, work placement, professional development etc. Curriculum develop through skill, personality, moral and culture development. The upgraded education system enhances the employment opportunities, socioeconomic system. The educational activities have to be involved in the protection of environment through the control of environmental pollution, food adulteration to enhance the life and for the survival of our self and country. University and colleges have to be developed through the proper placement of staffs to their specialized subjects will have the chance of development and satisfactory service. Reform of higher education lead to attain the needful aim and challenges. Higher education needs to upgrade of syllabus as per present situation to solve present problems of the country.

## Introduction:

Demand for higher educational reforms in India will provide a multitude of challenges and opportunities in the higher education sector to international institutions and educational businesses. Rapidly widening middle class, this transformation is being driven by economic and demographic change. For higher education in India, excellence, equity and expansion in terms of profession/occupation, are three keys which constitute a challenge as well opportunity for the higher education system.

## 1    Opportunities of Higher education.

- Higher education has provided the opportunity for knowledge extension.
- Higher education builds the way for profession.
- Providing opportunity to high qualification.
- Strengthen the opportunities for people to survive thought the world.
- It has the opportunity to meet socio economic development of the society.
- Higher education wide spread in the technical and non-technical courses.
- Established different education systems in terms of distance education, regular, practical oriented, short diploma courses and professional degrees.
- Wide spread in the area of arts, commerce, science, engineering, medical, music, army etc.,
- It has fulfilled the employment opportunities to the 50% of people.
- It has fulfilled the opportunity of moral, cultural values to the partially.

## Innovative curricular design

- Need to broaden the research projects wing in the higher education.
- Degrees have to be fulfilled with joining services at the institutions, industries, companies and where qualified have to be occupied.
- Need to Broaden and strengthen the introduction of professional courses.
- Broaden the research wings in higher education in a specialized field, such way to solve community problems. For example, food science and nutrition dept have to be try to strengthen their research wings and their achievement towards control of food pollution, through which control of disorders and diseases of the community and to adopt good nutrition in their daily life, lead to good health and to improve life span.
- The syllabus has to be construct in the way to Performance of degrees to achieve the goals of economic achievement, which have the link towards industries and companies for the fulfillment of sound economy of the institution.
- Departments of higher education have to be Update the outdated syllabus of specialize subjects to cope up present situation and solution to solve critical problems of communities of the country.

- Higher education institution has to be built their sufficient infrastructure through the adoption of research projects.
- Curriculum has to be enriched with moral and cultural training for students. It fulfills moral and cultural values to the full impact to avoid youngster illegal activities and to maintain decency to have good citizen.
- Higher education has to be fulfilled their appointment, either in the government or in the universities, through the subject matter specialist for the asst professors /professors to the particular wing or department.
- Utilisation of faculties in terms of their subject matter specialist for the specialized wing or department for the benefits of achievement.
- Higher education should not be run for the completion of syllabus, it should have goal to achieve socio economic development by fulfilling employment opportunities for the qualified.
- Higher education must involve to offer a skill development Courses.
- Benefits of challenges in higher education.
- Need to update syllabus every year.
- Involvement of all the faculties in the curricular design irrespective of their seniority.
- Compulsory adoption of health development courses such as food and nutrition, food science and nutrition etc.
- Adoption of Personality development courses such as yoga and spiritual development courses.
- Curriculum design improved through the Adoption of talent development courses, such as crash courses in the holidays.
- Compulsory adoption of moral and culture development courses, essential to lead good life.
- Equal opportunities should provide to all the faculties, irrespective of   locality and physical capacity.
- Arrangement and adoption of courses with respective subject matter specialist, should not be deprived too many for some other subject.
- Higher education needs to be developed through the professional oriented courses.
- Train the students for the satisfactory involvement in the learning process.
- Achievement of higher degrees should not be assessed through the only examination.
- It should be continuously assessed in the class through teaching and learning practices.
- Complete overall Attainment of goal is not possible through semester system.
- Annual Assessment or to the period of course,
- Assess the Marked development towards achievement of talent.
- Adoption of courses such as environmental protection to overcome the earthquake, flood like hazardous effect on living and non-living things.
- Engage the students in the programmes to protect environment and life span, such as control of pollution, food contamination etc.

**Results and discussion**

Achievement through innovative curricular design in higher education. Practicing innovative curricular design enable the hundred percent job opportunities. Enable the qualified to become professional occupied, to lead independent life. Solve the problems of unemployment, poverty etc. Improve the socioeconomic status of the citizens. Enhance the technical development to adopt development of the country. The higher education Enhance the life span improved activities in the higher education. Develop the skills to protect India, which are essential to survive.

The present unemployment status of India is 18 million as per Times of India. com. Unemployment status can be  improved through upgrading the curricular design. Updating syllabus as to solve present problems. Higher education improved through research projects, work placement programme in the final year degrees.

**Conclusion:**

Higher education is the main element in the life development through the   professional, occupational, moral, socioeconomic development of the country. Many challenges meet through the upgrading of higher education system through the effective curricular design.

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# Soft Skills And Higher Education

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**Abstract:**

*Education is an essential tool for achieving sustainability. We all realize that the current economic development trends are not sustainable and that public awareness education and training are the key elements to move our society towards sustainability. Only quality future human capital can envision development of its nation to meet the needs of the present without compromising the ability of future generations to meet their own needs. The inculcation of soft skills among the student will be two-pronged: to produce quality human capital and to develop their knowledge, understanding, values and skills as well.*

*Soft skills refer to all aspects of generic skills that include the cognitive elements associated with non-academic skills. Soft skills are identified as the most critical skills in the current global job market especially in a fast-moving era of technology. The reorientation of education which is one trust of education for sustainability also relates the importance of these so-called soft skills. The term soft skills are being used to describe skills that managers and leaders use that are subjective in nature, such as creative thinking, dealing with people issues coaching for performance, and so on. The must- have soft skills must be acquired by each and every individual in the institutions of higher learning without which, the student is regarded as incompetent in the above skill. The good-to-have soft skills can be regarded as the additional generic skills and a bonus to the student.*

*The present paper is an attempt to understand and in-depth study of the role of soft skills in higher education.*

## Introduction:

The quality education is basic need of society. There are number of effective teaching and learning methodologies and practice. Soft skills are the most effective way to increase the student knowledge. Now a day's soft skills play an imminent role in the process of integrated learning.

A person's soft skills are an important part of their own growth as well as success of their organization, that's why companies screen or even train selected candidates for soft skills, such as conscientiousness, dependability, agreeableness, emotional stability, etc. Since such qualities are important investments for an organization. For this reason, soft skills have become increasingly important in addition to other standard qualifications; soft skills are the human side of an organization. In certain areas like public relations, sales. etc. Soft skills are more important than hard skills. If you have the motivation to learn it is possible to learn soft skills. It is possible through training to enhance soft skills and groom anyone with proper motivation.

## Objectives

1) To state the role of Soft skills in higher education.
2) To explain how soft skills, make one not only employable but agreeable also.
3) To study how Soft Skills are an important part of one's growth.
4) To know how Soft Skills are an integral part of success of an organization.

**Database & Methodology:** The study is primarily based on the secondary sources. The secondary sources will be used like the books, Journals, Magazines, concerned to the research topic. The research material available in the internet will also be used in the present study.

**The Role of Soft Skills in Higher Education:** According to the psychologist Daniel Goleman, soft skills contribute to a person ability to manage him or herself and relate to other people-skills, which matter twice as much as IQ or technical skills in job success. Based on the research, seven soft skills have been identified and chosen to be implemented. They are,

1. Communicative skills
2. Thinking and problem-solving skills
3. Team work Dynamics
4. Lifelong learning and information management
5. Entrepreneurship skills
6. Ethics and professionalism
7. Leadership skills

Each of the above soft skills is comprised of several sub-skills. These sub-skills are divided into two categories of implementations. The first category delineates the soft skills that every individual must have and the second category represents soft skills that are good to have. Despite the emphasis being put on the soft skills that must be present (must-have), it is also desirable to inculcate the soft skills that are good-to-have. All elements of soft skills must be acquired by each individual student and evaluated effective and comprehensively.

**Implementation:**

In general, the development of soft skills among students via formal teaching and learning activities takes two models,

1. **Stand Alone Subject Model:** This model uses the approach of training and providing opportunities to student to develop soft skills through specific courses that are carefully planned for this purpose. Usually, these subjects are offered as university courses (such as English language. Entrepreneurship etc.) and elective courses (such as public speaking, critical thinking, etc.). The courses in this category are often a part of overall requirement that make up the program. The number of courses and credits in this category depends on the curriculum design and the requirement of the program. The stand-alone subject model can be initiated by encouraging students to sign up for several additional courses which can be credits to be major course which is different from the initial program. For example, a student who is pursuing an engineering program is encouraged to take minor courses in management or mass communication. However, such an approach will require an increase in the number of credits and time spent for the particular program.

2. **Embedded Model:** This model uses the approach of embedding the soft skills in the teaching and learning activities across the curriculum. It does not require the student to take special courses as in the stand-alone subject model. Instead the students are trained to master the soft skill through various formal teaching and learning activities that are planned and carried out using specific strategies and methods, In this way, the content and learning outcomes to be achieved for the respective courses are maintained. Learning outcomes related to the soft skills will be integrated and be a part of the learning outcomes of the respective courses. This is the suggested model to be implemented in all the courses of the different programs in institutions of higher learning. Each element of soft skill is spelled out the learning outcomes and then translated onto the instructional plan for the semester. This is followed by implementing several teachings and learning activity such as questioning, class discussion, brainstorming, team work, presentation, role play and simulation, task/project, field work and site visits.

In general, the development of soft skills using the embedded model requires the expertise of the lecturers to use various teaching strategies and methods that are entirely student-centered. It also involves active teaching and learning with student should actively participating. Some of the appropriate and practical Strategies and method include;

1) Learning by questioning
2) Cooperative learning
3) Problem-based learning (PBL), and
4) E-learning

**Combination of Stand-Alone Model and Embedded Model:**

Each of the respective models described above has its weaknesses and strength. From the framework, planning, Implementing and assessment perspective, the stand-alone model definitely has an advantage. This is because the course or subject is specially developed to assist student to acquire soft skills. However, this model lacked the opportunity for the student to develop and acquire soft skills as integrated with other Knowledge and skills in the major discipline studied. The existing number of credits for the respective program is also a constraint for students to sign up for additional courses on soft skills.

On the other hand, the framework, planning, implementing and assessment of the embedded model are more challenging than the stand-alone model. This model requires the lecturers to master specific teaching and learning skills and then apply these skills in teaching the respective core course for the specific program. However, this model is more effective in developing and acquiring the soft skills integrated with other knowledge and skills when appropriate teaching and learning strategies are carefully planned and used.

In addition, this model does not require any additional courses to the already existing courses of the respective program.

Based on the weakness and strength discussed, higher education institute are encouraged to use the embedded model rather than the stand-alone model. This is because the embedded model focuses on student-centered learning, such experiential learning, problem-based learning and gives student practical experience.

**Development of soft skills through support programs:**

This involves programs and activities that are created, developed and used to support soft skills either directly or indirectly. In general, the program and activity can be divided into two areas: **(i) academic support programs and (ii) non-academic support programs.** The academic support program helps student acquire soft skills that are associated with academic matters.

As for the non-academic support program, it assists student in acquiring soft skills that are not related to academic matters but more related to the personal and professional development of the student. Most of the programs are in the form of co-curricular and extra co-curricular activities.

**The development of the soft skills through campus life activities:**

Most university students spend half of their academic life living in university residences on campus. As such, institutes of higher learning should use this golden opportunity to develop their soft skills. This can be done through carefully crafted programs and carrying them out in conductive campus grounds.

**Conclusion:**

To live up to the challenge of globalization, which is in line with an era of an informational economy, the strength of the nation is strongly dependent on the ability of its citizen to be highly intellectual and skillful. Thus, the development of human capital is important and necessary since it drives the nation to crystallize its vision and mission. Without quality human capital, a nation will be weak with no human factor that is capable to embark on new initiatives and perspectives. Quality human capital comes from quality education process. A carefully designed and well-planned education system is critical to developing such human capital. Thus, institutions of higher learning play a very important role in producing human capital that is highly knowledgeable and skillful and can meet the demands and expectations of society. The teaching and learning process in institutions of higher learning must be capable in providing such knowledge and skills to future graduates.

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## Skill Development In 21st Century; An Analysis Of Higher Education In India

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**Abstract:**

*The 21st century has witnessed drastic growth in the field of wisdom, technologies, socio-economic and so on. Ever since the existence of homosapien on the earth, mankind has seen many breaks through at different ages. But 21st century can be considered as one of the rapid explosions of wisdom in the man history. The changes that were brought in by 21st century is more visible in all walks of life. The LPG; Liberalization, Privatization and Globalization has opened a new window to world economy. It's famously said that '21st century is the era of competition'. Those will no more remain relevant who don't compete or update their skills. The increasing LPG[1] with digital technology provided India a unique chance to increase its share further in global economy from present share of around 37% in the global hindrance to optimize "demographic dividend"[2] in our country. India has highest number of young populations outsourcing market. Unfortunately, most portion of the Indian young generation or University outputs don't possess any marketability in labor market. The problems that our younger generation is facing are entirely different from their parents had faced. So, they need new approach to adopt situation. The present paper is an effort to list out the basic skills to succeed in 21st century. It also discusses the challenges that India face in the area of skill development. Finally, it recommends a few suggestions to cope it up.*

**Key Words:** Life Skills, Demographic dividend, Hard skills and Soft skills, Potentiality.

### Objectives of the Paper

1. To list out the basic skills to succeed in 21st century.
2. To study and examine the challenges that India face in the area of skill development.
3. To suggest a few remedies to cope up skill deficiency among Indian work force.

### Methodology:

The current paper is descriptive in nature. It's totally based on secondary data and information which is gathered from the concerned sources according to need of the research. While preparing this paper many books, articles, papers and web-sites are used/ referred.

### Introduction:

The 21st century has witnessed drastic growth in the fields of wisdom, technologies, socio-economic and so on. Ever since the existence of homosapien on the earth, mankind has seen many breakthroughs at different ages. But 21st century can be considered as one of the rapid explosions of wisdom in the man history. The changes that were brought in by 21st century is more visible in all walks of life. The life has become more complex with the advancing technological invasion to daily life. To remain update and relevant to present days one must constantly work on one's skills. The LPG; Liberalization, Privatization and Globalization has opened a new window to world economy. It's famously said that '21st century is the era of competition'. Unfortunately, most portion of the Indian young generation or University outputs don't possess any marketability in labor market. Most of the youngsters who enter labor market with informal vocational training from their family or society suffer professionalism. This has become a hindrance to optimize "demographic dividend" in our country. India has highest number of young populations in the world. "India has more than 50% of its population below the age of 25 and more than 65% below the age of 35. It is expected that, in 2020, the average age of an Indian will be 29 years, compared to 37 for China and 48 for Japan; and, by 2030, India's dependency ratio should be just over 0.4." The problems that our younger generations are facing are entirely different from their parents had faced. Education and an entrance test were everything in their era. But things have changed after LPG. So, they

need new approach to adopt situation. The present paper is an effort to list out the basic skills to succeed in 21st century. So, let's start-

**Few basic skills of 21st centuries are:** There are plenty of skills which differ from person to person, time to time and place to place. But more or less all agree upon following skills. These skills are intended to help learners keep up with the lightning-pace of present modern markets. Every skill is unique in its own way. Combination of two or more skills gives birth to another skill. There are few 'hard-skills'[3] and 'soft-skills'[4] of which both are equally important.

1.  Oral and written communication skills
2.  Analytic - Critical thinking- Reasoning
3.  Creativity and Imagination- Thinking out of box
4.  Vision- Could identify potentiality and act upon
5.  Teamwork and Collaboration
6.  Effective Communication
7.  Information literacy
8.  Technology literacy- know the recent devices and operates
9.  Adaptability or Flexibility
10. Leadership quality
11. Civic sense and citizenship
12. Social responsibility and ethics
13. Etiquettes of the land
14. Initiative- Take first step ahead of all
15. High Productivity
16. Global and cultural awareness
17. Problem solving
18. Ethics, action, and accountability

A set of skills which are important for leading a prosperous life irrespective of work profession are called 'Life skills. These skills seem personal but they influence profession. So, one must be aware of these skills.

a)  Adaptability: Flexibility: Bringing changes in plans as per the need
b)  Leadership quality: Motivating a team to accomplish a common goal
c)  Problem solving: Understanding and finding solution to problems
d)  Initiative: taking first step ahead of others, setting up projects, implementing strategies, and plans on one's own,
e)  High Productivity: Maintaining efficiency in chosen field over the time
f)  Social skills: Meeting and networking with others for mutual benefit
g)  Civic sense and citizenship: Being a good, responsible citizen

**The challenges that Indian Higher Education face in the area of skill development:**

In India a very large portion of the workable population takes no formal education or training. They just take informal training by their parents or society they live in. Vocational training is not accessible for most of the middle-class youth. A very small portion of labor force is undergoing formal education that imparts them professional skills. Vocational training in India is still not affordable for most of the population. It has been noticed that there are more people than the available jobs at the low skills level, where as there are more jobs at the high skills level than those available for such jobs. This difference between demand and supply shows that there is a huge gap between the education and skills that the youth possessing and what the labor market demands. Only 13 to 15% of fresh Engineering graduates are being employed and other graduates end up with a job which don't need even a degree. It's due to lack in skill

possession. It shows our formal education system and vocational trainings are unable to attain the demand quality.

Geographically India is a vast country with lot of diversities. The Southern and costal states with higher economic progress rates have more new jobs with lower rate of labor-force because of good higher education and effective vocational trainings. While on the other side the Northern and Central Indian states with slower economic progress rates have higher population growth rates with fewer new jobs. It shows the defects of higher education in these countries. It results in migration of the working labor and hence has socio-economic consequences. Another sever challenge of India's current skill development or education system is lack of linkages between education / training and placement of that trained labor. The trained labor must be guided for suitable placements. The absence of proper Labor Management Information System (LMIS) impedes the very objective of the skill initiative in India as it results in poor linkage between skill development and employment

Imparting skills in a vast country like India is not an easy task. Mere good plans won't work out. It demands lot of money and energy. The most important requirements for the proper implementation of the skill and training programs are the availability of the basic infrastructure for the same. We have noticed that many skill development colleges and institutions suffer from lack of proper infrastructure. In India economic status of the institute and government and human resource both aren't to the mark. Lack of infrastructures in higher education is resulting in low skill earnings. Quality of the vocational training must be improved. India is rapidly growing towards knowledge-basedservice-oriented economy, where skills are identified as the important level of economic prosperity, but the perception about vocational education is still remains age back. It is generally meant for those who fail to get into civil services or admission in the formal system.

Still women are neglected in higher education and considered needless to impart skills to them. Although the number of women enrollments to higher education and vocational training is showing significant growth rate the qualitative changes yet to be seen. Socio economic status of women has turned into biggest hindrance in obtaining higher level skills. Women are an integral and substantial part of the workforce their skill level needs to be improved.

**Way forward:** Though India is facing many challenges in skill development still it has huge potentiality. Having the largest youth population in the world it has brighter future provided with skill development. To promote industrial growth and attain sustainable growth rate India should increase its investment in higher education and vocational training for working population. Presently (in 2018) India is spending 2.7% of its GDP on education. But comparing it with developed country it is very less. It is inevitable for India to improve the quality of education at all level. the focus of India's skills development system does not match with the level of skills demanded by industry. To tackle demand and supply problem we must implement planned vocational trainings and should establish a common platform to employee and employer to communicate their demand and preparedness. In an ideal condition supply of labor can be transformed into skilled workforce which is easily absorbed by the industrial demand. But in India a tiny portion of labor force is actually getting formal training.

To overcome the problem of geographical imbalance and prevent concentration of wealth in few states the Government along with its private institutions must set-up more standardized skill-based institutions or skill development centers across the country. These centers should be well equipped adequately accessible. In order to use optimized potentiality of the women workforce in India, the need of the hour is to set up an educational, employment and skill development revolution. The policy makers should focus on skill development among women for their effective participation in the employment market.


**Conclusion:**

The 21st century is said to be the century of Asians. To make it possible Asian countries including India needs to work on hard in the field of skill development. To see India internationally competitive and to achieve its target GDP growth at 10%, a skilled workforce is essential. India has maximum potentiality in work force as it is very young. But as more and more India move towards the Knowledge based economy, it becomes more important for it to focus on advancement of the skills and these skills have to be relevant to

the emerging economic and technological advancements.  India needs to adapt a holistic approach to impart 21$^{st}$ century skills to its citizens and make them competitive. It's possible only when government along with its partner agencies take revolutionary steps.

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# Impact Of Social Media On Undergraduate Students In Higher Education

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GFGC, Hunnur, Jamakhandi.

**Abstract:**

 Currently Social Media has become very important tool of accessing various information in just a click. social media continuously influence the lives of young people. Apartfrom entertainment and informational purposes, the use of social media is being rapidly rising during last few years. It is not only being used by the working people but also there is heavy increase in the use of social media by thestudents or education society (Raut and Patil, 2016). So, it will affect students personal andprofessional live. Thus, this study is designed to find out the reasons to join social media, and positive and negative impact on their education, the study quantitative approach was adapted to collect the relevant data of study, 60 questionnaires were administered among the undergraduatesstudents. The positive impacts of social media among the undergraduates appeared to be higher as compared to negative impacts, Educators and students can use social media as informational and communicational tools to ease and improve learning process.

**Keywords:** Undergraduate students, Higher Education, Social Media, Positive and Negative Impact.

**Introduction**:

 The use of social media is being rapidly rising during last few years. It is not only being usedby the working people but also there is heavy increase in the use of social media by thestudents or education society (Raut and Patil, 2016)In today's society, especially our generation, social media has become a part ofour everyday lives. We have access to all types of information in the palm of our handsthrough our cellphones, iPads and other handheld devices. They can provide us with a weather forecast in ten seconds or less, e-mails, banking, and most importantly, socialmedia. Social media, such as Facebook, Twitter, etc., has taken the technology world to a whole new level. Although we see how it can serve as a positive thing by being a goodsource of communication, it can also serve as a negative thing such as cyber bullying andthe new phrase "cat fishing." But what happens when social media use comes in to playwith academics on an undergraduate level?"A social media tool is commonly a portable Web-enabled device or technology, which is easy to get to platform independent Web browsers that accentuate social activities for association, communications, group of people and creativity" (Jane See Yin Lim, 2014). The use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies (Ndaku, 2013).

 Heffner and Tara (2016) conducted a study among undergraduates at RowanUniversity of the USA. The study results described that social media do not have a positiveeffect on the students' academic achievements. Because the student GPA decreased as muchas they were engaged in social media. The study suggested the undergraduate students shouldmanage and monitor their time spent using social media such as Facebook. In another study,Mushtaq (2015) discovered social media as a factor in the lacking of habits of readingnewspaper among students and it may cause them to lose much advantageous informationconsist of the newspaper.Furthermore, Wang, Chen and Liang (2011) alleged that social networking is absolutelyaffecting students' effectiveness as well as their grades. Therefore, educators need to beworried about these problems and attempt to find better ways to solve these problems.Though, framed within an academic context, the concepts outlined here can be used toinvestigate the use of communication technology not only at school, but also at home,workplace, and many other settings, and for a diversity of different viewers like teenagers,young adults, the elderly, or families.

**Objectives of the study**

- The study was done with following objectives
  1. To identify the purpose of joining social media sites by students
  2. To examine the impact of use of social media on students' higher education.

**Methodology:**

The quantitative research design was chosen as the main and substantial method of the study.In a quantitative method, the researcher collects, analyses and interprets different kinds ofnumerical data obtained from a large population, The, respondents of the study were undergraduates of Government First Grade College, Hunnur. These respondentswere randomly selected from three faculties of Arts, Commerce and Social Work.There are more than 800 students studying in this college, among them, 60 students were selected through stratified random sampling method. questionnaire was designed as the instruments of the study. The questionnaire items include Lickert scale questions. In addition, the SPSS software, specifically, descriptive tests and One-Way Analysis of Variance (ANOVA) were employed to analyse the survey data.

**Findings and Discussion:**

The demographic part of questionnaire consists of three items, which are gender, caste and family livelihood of the respondents. Following explains demographic information of respondents.

**Table No. 5.1 Gender, Caste and Livelyhood of the Respondents**

| Sl. No. | Gender | Frequency | Percentage |
|---------|--------|-----------|------------|
| 1 | Male | 38 | 63.3 |
| 2 | Female | 22 | 36.7 |
|  | Total | 60 | 100.0 |
| Sl. No. | Caste | Frequency | Percentage |
| 1 | SC | 14 | 23.3 |
| 2 | OBC | 41 | 68.3 |
| 3 | Others | 5 | 8.3 |
|  | Total | 60 | 100.0 |
| Sl. No. | Family Livelyhood | Frequency | Percentage |
| 1 | Service | 5 | 8.3 |
| 2 | Own Cultivator | 13 | 21.7 |
| 3 | Farm Labour | 19 | 31.7 |
| 4 | Non-Form Labour | 13 | 21.7 |
| 5 | Business | 10 | 16.7 |
|  | Total | 60 | 100.0 |

Table No. 5.1 shows the demographic profile of the respondents, while gender of the participants. From the 60 participants took part in the study, majority 38 (63.3%) of them were male, while 22 (36.7%) were female. It shows the superiority of male students in the college than the females. Regarding the caste majority 41(68.3%) were OBC, while 14(23.3%) were SC and 5(8.3%) were other category, It shows that other backward caste students more than other category. Family livelyhood majority of 19 (31.7%) were form labour, (21.7%) were non-form labour and (21.7%) were own cultivator, (16.7%) were business and (8.3%) were service, It show that most of the family livelyhood is labour category.

**Table No. 5.2 Use of Social Media Per Day**

| Sl No. | Uses of Social Media Per Day | Frequency | Percent |
|--------|------------------------------|-----------|---------|
| 1 | None | 5 | 8.3 |
| 2 | 5-10 Minutes | 11 | 18.3 |
| 3 | 10-30 Minutes | 11 | 18.3 |
| 4 | 30 Minutes-1 Hour | 16 | 26.7 |
| 5 | 1-2 Hours | 11 | 18.3 |
| 6 | 2-4 Hours | 6 | 10.0 |
|  | Total | 60 | 100.0 |

Above table shows that Social media activity per day majority of 16 (26.7%) were use 30 minutes to 1 hour, (18.3%) were use 5 to 30 minutes and (18.3%) were use 1-2 hours, (10%) were use 2-4 hours and (8.3%) were not use. It clearly noticed that progressive number of students are more using social media per day, thus it is slightly negative indication of social media adication.

**Table No. 5.3 Impact of Social Media platforms**

| Sl. No. | Use of Social Media Platform | Frequency | Percentage |
|---|---|---|---|
| 1 | Whatsapp | 9 | 15.0 |
| 2 | WeChat | 1 | 1.7 |
| 3 | Facebook | 2 | 3.3 |
| 4 | Google+ | 1 | 1.7 |
| 5 | YouTube | 0 | 0 |
| 6 | All Above | 47 | 78.3 |
|  | Total | 60 | 100.0 |
| **Sl. No.** | **Academic use and Accessing Resource** | **Frequency** | **Percentage** |
| 1 | Extremely Important | 19 | 31.7 |
| 2 | Very Important | 33 | 55.0 |
| 3 | Some what Important | 8 | 13.3 |
|  | Total | 60 | 100.0 |
| **Sl. No.** | **Joining for Learning or Knowledge Group** | **Frequency** | **Percentage** |
| 1 | Extremely Important | 17 | 28.3 |
| 2 | Very Important | 32 | 53.3 |
| 3 | Some what Important | 11 | 18.3 |
|  | Total | 60 | 100.0 |
| **SL No.** | **Interact with Teachers about Course Related Materials** | **Frequency** | **Percent** |
| 1 | Yes | 56 | 93.3 |
| 2 | No | 1 | 1.7 |
| 3 | Undecide | 3 | 5.0 |
|  | Total | 60 | 100.0 |
| **Sl No.** | **Effective Education Tool for Higher Education** | **Frequency** | **Percent** |
| 1 | Yes | 48 | 80.0 |
| 2 | No | 5 | 8.3 |
| 3 | Undecided | 7 | 11.7 |
|  | Total | 60 | 100.0 |

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Table No. 5.3 shows that impact of social media on undergraduate students, while use of social media platforms among the student's majority 78.3% were use all platforms, meanwhile 15% were using WhatsApp only, 3.3% were using Facebook only. Further, academic use and acceding resource majority 55% of student said that very important for academic use and acing resource, 31.7% of said that extremelyimportant, 13.3% were said that somewhat important is show that social media is useful for academic performance. While to the purpose of joining to social media, majority 53.3% were said that very important for learning and knowledge group, 28.3% said that extremely important and 18.3% were said that somewhat important. It shows that students' purpose of joining for social media is most important for their learning and knowledge group. While interact with teachers about course related materials, majority 93.3% were said yes and 5% students said that undecided and 1.7% were said that No. It shows that social media is useful for interact with teachers for students. While effective education tool for higher education, majority 80% of said that Yes, 11.7% were said that they were undecided and 8.3% were said that it not effective education tool for hiher education.

**Conclusion:**

Overall, social media appeared to be a very useful tool for students in their lessons as they use them to improve their learning and knowledge process i.e. to communicate effectively with teachers, in other words, social media seemed to be modern tools of learning for undergraduates. However, their negative effects seemed to be very poor as compared to their positive effects as they described that too much use of social media as a concern, it is suggested that the lecturers, faculties and others social media users, especially Facebook pages owners, disseminate advantageous issues which help students in terms of enhancing their knowledge and information. In addition, slight differences were found between students 'academiclearning and their positive and negative social media use.

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# Skill Development And Reforms In Higher Education

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**Abstract:**

India's higher education sector is faced with twin problems: First, reforms as initiated, are directionless. And second, future of researchers lies in limbo. Both of these create an adverse public perception of research and teaching. To explain, an example would be appropriate. In Shrilal Shukla's book, Raag Darbari, Ranganath, the protagonist, ironically equates research with ghas khodna (as menial and unproductive as digging up grass) and explains his vocation to a truck driver in these terms: "I told you, main ghas khod raha hun. In English, we call it research. I did my MA last year. This year I have begun research." This self-deprecatory remark of a callow young man not only gives an insight as to how people have traditionally perceived research being done in the Indian universities but also speaks volumes about successive Governments' indifference to higher education. National Policy on Education 1986, as amended in 1992, has been the guiding document for the policies of the Central Government in the education sector .To give a new direction to the whole educational set up, the Government has formulated a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

**Key words:** protagonist, ironically, adverse, research, teaching

## Introduction:

Quality assurance in higher education is today the top priority of the policy agenda. Post- secondary education needs to prepare graduates with new skills, a broad knowledge base and a wide range of competencies to enter a more complex and interdependent world. Quality is a multi-dimensional concept and several mechanisms for quality assurance and management at individual and institutional level are needed. Systems of accountability and accreditation with a robust regulatory mechanism are essential to the process of sustaining and improving quality. The global ranking of universities is based on an assessment of the institutional performance in the areas of research and teaching, reputation of faculty members, reputation among employers, resource availability, share of international students and activities etc. Most of the top-ranking institutions are located in the USA and UK.

The Indian universities do not find a place in the top 100 positions in the global ranking of universities. Even the top-ranking institutions of India appear low in the global rankings. As per the Times Higher Education Rankings 2016-17, the top ranked Indian institutions are IISC Bangalore (201), IIT Delhi (401), IIT Kanpur (401), IIT Madras (401), IIT Kharagpur (501), IIT Roorkie (501), AMU (601) nd University of Delhi (601). The top ranked institutions as per the Quacquarelli Symonds (QS) System 2016-17 were IISC Bangalore (152), IIT Delhi (185), IIT Kanpur (302), IIT Kharagpur (313), IIT Roorkie (399), IIT Guwahati (481), University of Delhi (501) and BHU (701). Dose it implies that India has only low-quality higher institutions? The idea of establishing accreditation agencies in India was to enhance standards and quality of higher education. As a measure of quality assurance India established accreditation agencies in 1994. The institutions of higher education were supposed to approach the accreditation agencies to get their institution or programme accredited.

## Reforms To Higher Education In India:

The Indian higher education system faces a raft of challenges, among which the issue of access and quality rank near the top. The government has set a goal of increasing the enrollment ratio among Indians of college age (gross enrollment ratio, or GER) to 30 percent by 2020, from a current rate of just under 20 percent. In doing so, the government hopes to bring the nation's GER broadly into line with the projected 2020 global average. It also recognizes that quality standards need to be improved in tandem with access if the GER goals are to have a measurable impact on the broader Indian economy. The GER goals were laid

out in the government's 11th five-year plan (2007-2012) at the beginning of which India's GER was significantly lower than today's 20 percent, at just 12.3 percent. So, clearly, significant progress has been made with regards to increasing access to higher studies. Noting this success, the 12th (and current) five-year plan (2012-2017) goes on to discuss the need to continue improving access to higher education, while also stressing the importance of doing it in conjunction with improvements in quality and social equity.

**Growth:** Tertiary-level enrollments in India have been growing at break-neck speed in recent years, from 16.6 million in 2006 to 26 million in 2011. The government plans to increase this number by a further 10 million within the next three years to achieve a 25 percent GER by 2017, thereby keeping it on track to meet its end-of-decade 30 percent GER goal. Much of the overall growth in enrollments that happened between 2007 and 2012 occurred within the state and private sectors, with the more prestigious centrally funded universities still accounting for less than 3 percent of total enrollments in 2012, despite strong relative growth of 82 percent over the five-year period. State institutions grew enrollments by 39.3 percent, while private institutions (mainly affiliate colleges) saw an almost 59 percent increase.

This enrollment growth was achieved mainly through the establishment of new institutions, which grew by an incredible 58 percent during the 11th planning period to 46,430 (2011), according to government data. Of those, just 645 were degree-awarding institutions (now 700), with 12,748 diploma-granting institutions and 33,023 colleges (now more than 35,000) affiliated to 174 universities. Just 414 of India's colleges have autonomy over curriculum, assessment and budget. Of the 645 degree-awarding institutions in 2011, 191 were private. Under the current planning period, growth will continue to be focused on the state and private sectors, with a diversity of institutions being encouraged to flourish, including a new U.S.-modeled community college sector. The goal is to create diversity and flexibility within the higher education system such that it can better respond to the needs of local labor markets, and in turn create a more productive learning environment for the student. The first step in this process is to allocate significantly more funding – both state and federal – to the state university sector and to significantly increase the academic and budgetary autonomy of university-affiliated colleges.

**Academic Reforms:**

In concert with plans to broaden access to tertiary study opportunities, the 12th Five-Year Plan also discusses the need for a deepening of academic reforms, with institutions being asked to shift their instructional emphasis from an "input-centric and credential-focused" approach to a more "learner-centric" approach. This is to be achieved through: regular revisions to curricula, the implementation of a choice-based credit system, the introduction of continuous and comprehensive student evaluations, a cumulative grade point system, and new marking and grading schemes. Learner-centric curriculum reforms include the introduction of credit requirements for non-major elective courses and the creation of syllabi and programs based on learning outcomes relevant to the labor market.

**Semester System:** The key facets of the new semester system are as follows
- Two semesters of five to six months in duration, versus academic terms spread over 10 to 12 months.
- Credits based on the workload of the learner, with one credit point generally corresponding to 30 to 40 learning hours.
- Comprehensive continuous assessment (versus end-of-year examinations).
- New assessment protocols based on grades rather than marks, and the use of cumulative grade point scores to define overall achievement.
- Curricular flexibility and increased options for student mobility.
- Regular updates to curriculum.

Indian institutions have traditionally worked on the 'academic session,' with grading based on end-of year examinations, as opposed to end-of-semester examinations as is more common in Europe and North America. Among other things, the MHRD hopes the new semester system will lead to increased student engagement throughout the academic year, while also reducing the burden of end-of-year cramming. A number of technical and professional institutions in India already use the semester system, including BITS

Pilani, which pioneered the system in India, Jawaharlal Nehru University and the Indian Institutes of Technology, which have always had a semester system.

Under the guidelines of the RUSA reform initiatives, the semester must include a minimum of 90 teaching days spread over 18 weeks, with clear definitions on the duration of instruction, assessment, and end-of-semester examinations for evaluation. A full-time load of five courses per semester at the undergraduate level would equate to approximately five contact hours per day or 25 hours per week, for a minimum of 450 hours per semester. The MHRD has allotted a two-year window for the changes to be made at federally operated universities and three years at state universities. This is stated in the 2013 RUSA document, and implementation appears to be underway at a number of universities across the country. The RUSA policy document also calls for a change in instructional methodology, with a reduced emphasis on lecturing and increased opportunity for student interaction. Instruction is to be divided into three components: Lecture, Tutorial, Practical (lab, fieldwork, case studies) (LTP), with credits weighted for each component based on hourly contact per week. Assessment would also move away from externally marked end-of-year examinations, which the MHRD says leads to cramming of 'superficial' information, towards an assessment protocol that would include both internal and external evaluation. Internal skills and knowledge of students, moving away from examinations that require students to memorize and reproduce information. Grading is to be based on cumulative grade points, moving away from the more abrupt marks and divisions of the current system. In a follow-up to this article in an upcoming issue of WENR, we will take an in-depth look at new grading and division scales across India.

**Choice Based Credit System (CBCS):**

The Ministry of Human Resource Development's plans for the new national credit system would allow for more flexible learning patterns with greater course choices, the ability to transfer credits between institutions, improved quality standards, and greater flexibility for mature students to complete programs over an extended period of time. It is also hoped that the new semester and credit system will encourage more frequent revisions to curriculum and more relevance to the labor market, with the RUSA policy document outlining a process of curriculum stocktaking and revision every three years. Credits under the Choice Based Credit System are awarded based on the successful completion of a course of study measured in terms of classroom contact hours and volume of content studied. A semester credit is measured as one lecture (one hour) per week over the course of the semester, a minimum of two hours of tutorials a week, or one practical session per week.

**Guidelines on credit load for specific levels of study are as follows**

- Certificate (Level 1): 6-8 credits.
- Diploma (Level 2): 50-60 credits.
- Postgraduate Diploma: 50-60 credits.
- Undergraduate degree program (three year): 120-150 credits.
- Undergraduate technical program (four year): 200-240 credits.
- Master's program: 100-120 credits.
- Technical master's program: 150-180 credits.
- Research degrees (M.Phil, M.Tech, LLM): 50-60 credits, with 25-credit thesis.
- Doctoral degree (coursework): 25 credits.
- Doctoral degree after M.Phil: 100 credits.
- Doctoral degree without M.Phil but after doctoral coursework: 125 credits

Programs are to be constructed with 'core compulsory' courses, elective core classes chosen from a pool of courses relevant to the major (soft core) and open elective courses that are not necessarily related to the program of study. There are also options for coursework and self-study projects, if desired and allowed by the department or institution. The intention is that students will have the opportunity to diversify their study experience and build a broader base of knowledge by choosing elective courses outside their major of study, while also having the option to choose electives within their field of study.

**Admission Procedures:**

The MHRD calls for a new admissions process that has "objectivity and transparent procedures," as a means of ensuring "access, inclusion, equity and quality." Merit-based admissions protocols would include: clear and well-publicized guidelines on admission procedures, including number of available places, required qualifications and important admissions dates; unbiased and confidential admissions assessments and adherence to 'reservation provisions' for certain underrepresented groups, with availability of appropriate bridging courses.

**Assessment:**

It should be noted here that the MHRD states that the evaluation outcome may be expressed either by predetermined marks or by grades. This has led to distinct differences in grading schemes between institutions, and also from state to state. In a follow-up article we will discuss India's new grading and degree classification schemes and the implications for credential evaluation in the United States, as in some cases the new grading schema that we are beginning to see are radically different from the traditional Indian marks and classification schem and external evaluations, the results may be expressed either as marks, grades or both, depending on the policy of the university. However, raw end-of semester marks or grades are to be converted to grade e. University committees are responsible for deciding appropriate weighting of internal and external assessments. The same numbers of credits are awarded to each student regardless of performance, as long as a pass mark is achieved. The grade point score is used to gauge the overall quality of student performance. The CGPS is calculated by multiplying credits earned (with the exception of pass/fail courses) by grade point achieved and divided by total course credits (excepting pass/fail courses).

**Delhi University (DU):**

introduced the semester system in the 2011/12 academic year, extending all undergraduate programs beginning in 2013/14 to four years in order to accommodate extra choice and electives. That initiative was, however, overturned by the University Grants Commission in June of this year. DU has yet to introduce any kind of credit system, although that was planned as the next stage of the four-year undergraduate degree initiative, as a means of facilitating student mobility and inter-university credit transfers.

**Bangalore University:**

(650 affiliated colleges) will introduce the CBCS in all undergraduate and graduate programs, and all affiliated colleges are to introduce the CBCS system in the upcoming academic year. The new curriculum will include three internally assessed skills development subjects, and one of 14 co-curricular activities assessed for 50 marks. All students must also take Constitution of India and Human Rights, Environment and Public Health, and Computer Applications and Information Technology classes regardless of major. Students can also withdraw after two years with an associate's degree (advanced diploma), with the option of rejoining in the third year for a full bachelor's degree if pursued within five years. Reportedly, BU is the first in the state of Karnataka to fully introduce CBCS across the board.

**Conclusion:**

Academic reforms in India are being introduced with a goal of increasing quality standards in tandem with initiatives designed to broaden access. Current reform initiatives are focused at the state level, where over 90 percent of the nation's approximately 30 million higher-education students are enrolled. With increased funding of traditionally underfunded state universities and colleges, the government aims to implement a raft of reforms that include, among other things: greater institutional autonomy, a new credit accumulation and transfer system, new assessment protocols, student-focused syllabi, and regular revisions to curriculum. These changes are aimed at leveraging India's huge demographic advantage by producing graduates that are significantly better prepared to meet the needs of India's rapidly growing economy than is the case today. Implementation of the reforms is currently underway.

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# Role Of ICT In Imparting The Youth With Skills, Training And Employment Opportunities To Accomplish Human Development Challenges

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**Abstract:**

The rapid urbanization is leading to an unsteady increase in youth population in metropolitan and urban areas, particularly in developing countries like the Papua New Guinea. The impacts of job and training availability, and the physical, social and cultural quality of urban environment on young people are huge, and influence their health, life-styles, and well-being. Besides this, globalization and technological developments are affecting youth in urban areas in all parts of the world, both positively and negatively. The broader aim of this paper is to investigate successful practice principles for the information and communication related training and income generation opportunities for young people to promote youth entrepreneurship. It reviews the role of ICTs for vocational skill development and employability. It discusses the issues surrounding the development of the digital divide and emphasizes types and the importance of developing ICT initiatives targeting young people, and reviews some of the successful policy implementations on ICT-based initiatives from both developed and developing countries that offer opportunities to young people for learning, skill development and employment.

Information Communication Technologies are the power that has changed many aspects of the lives. The impact of the ICT on each sector of the life across the past two-three decades has been enormous. The way these fields act today is different as compare to their pasts. Across the past twenty years the use of ICT has basically changed all forms of endeavor within business, governance and off-course education! ICT has begun to have a presence but unfortunately, we are lacking to achieve desired impact. The education is a socially oriented activity.

## Introduction:

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. If one was to compare such fields as medicine, tourism, travel, business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. The way these fields operate today is vastly different from the ways they operated in the past. But when one looks at education, there seems to have been an uncanny lack of influence and far less change than other fields have experienced. A number of people have attempted to explore this lack of activity and influence.

In the type of skills that pupils have to develop one can distinguish three categories. The first category consists of the course-related skills. During math-class pupils learn how to solve quadratic equations. In chemistry they learn how to handle glassware and how to perform a titration. It is quite obvious that the responsibility for this kind of skills lies with the teacher of that course. Next category is the ICT-skills. During the last two, three decades ICT has conquered the world and has occupied an increasing place in everyday life, at home, at work, in entertainment, in school. So in education attention has to be paid to working with ICT, and knowing the basic concepts. Most pupils learn in the schools how to work with file systems, with operating systems, and text editors. Schools organize these lessons, often given by a specially appointed ICT-teacher. Third is the category of soft skills. These are general skills, needed not only to complete successfully an educational career but also to become a modern citizen. Skills to think of in this respect are for instance information skills, presentation skills, team working skills, and project working skills. These skills are related to the needs of the modern society, where citizens are expected to learn life long, to develop continuously, and to invest in their own education. In the educational institutes it is not always clear who is teaching what skill, if they are taught at all. In the process of mastering these skills pupils are starting to use ICT more and more, although not always in the most appropriate way. These three facts (increasing importance of soft skills in school and society, unclear responsibility for these skills in schools, and the increasing use of ICT) urge educational professionals to think of ways to solve these problems. They must try to exploit the possibilities of ICT in order to raise the soft skills to a higher level of proficiency. They must teach ICT-enhanced skills.

**The 21st Century Student And 20th Century Higher Educational Institutions:**

These arguments must be put in the context of the so-called 21st century student. It is argued that the modern 21st century" student has a completely different mindset and skill set and that there is urgent need for the academic institutions to re-organize their courses in order to be able to cater effectively for today's students. Borges (2007) outlines the following characteristics of 21st century students which are diverse from the 20th century students:

- Cyberspace allows them to have a virtual identity – and digital mobility enabling them to be student at the same time as having family or work responsibilities
- They need to train and retrain throughout their working life
- Their expectations are increasingly those of a student customer
- They have technological, communication, browsing and information skills
- They use the internet in a varied and growing way to work, train, for leisure, be informed, buy, relate and communicate
- They may become an issuer of information, initiatives, critiques, etc. on a planetary scale.

In other words, the 21st century student becomes the agent of his/her own training around which the institution and the teaching action pivots. On the other hand, it is equally pertinent to argue that not all the students are "21st Century students". A fair number of students are unable to complete courses that are made available via electronic means as they are not able to interact successfully within a formal e-learning environment. Certain students are not comfortable working within an electronic learning setup.

**"Students are different, but a lot of educational material is not"**
**ICT-Enhanced Skills**

One cannot think away ICT from modern society. It is there and it has its influence everywhere, period. So, the mere existence of ICT forces to rethink some aspects of educational practice. But that is a rather negative approach. ICT can also be seen as a challenge and an opportunity to new instructional design. The area of soft skills, the topic of this paper, can benefit strongly from ICT, both in acquiring the skill and in executing the skill. ICT can make a task, related to a soft skill, easier or simpler or quicker to do. A team of pupils writing a report together, that will be a tedious task without ICT. Assembling the parts, making annotations and revisions, managing the versions, lay-out, all these important aspects of collaborative writing are very difficult in the pen and-paper world. Using ICT can also deepen the skill. It offers the opportunity to perform on a higher level. A professional multimedia presentation with text, sound, images, movies, animations (collected from all over the world) is unthinkable without ICT. A skill can be performed broader by using ICT. It can combine skills, or can force to use in a new area. You can practice collaboration skills in a classroom, but ICT offers the possibility to collaborate on a broader scale.

**The Impact Of ICT On What Is Learned:**

Conventional teaching has emphasized content. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favoring curricula that promote competency and performance. Curricula are starting to emphasize capabilities and to be concerned more with how the information will be used than with what the information is.

a) **Competency and performance-based curricula:** The moves to competency and performance-based curricula are well supported and encouraged by emerging instructional technologies. Such curricula tend to require: ·
   - Access to a variety of information forms and types;
   - Access to a variety of information sources;
   - Student-centered learning settings based on information access and inquiry;
   - Learning environments centered on problem-centered and inquiry-based activities;
   - Authentic settings and examples; and
   - Teachers as coaches and mentors rather than content experts.

b) **Information literacy:** Another way in which emerging ICTs are impacting on the content of education curricula stems from the ways in which ICTs are dominating so much of contemporary

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life and work. Already there has emerged a need for educational institutions to ensure that graduates are able to display appropriate levels of information literacy, "the capacity to identify and issue and then to identify, locate and evaluate relevant information in order to engage with it or to solve a problem arising from it"

## The Impact Of Ict On How Students Learn:

Just as technology is influencing and supporting what is being learned in schools and universities, so too is it supporting changes to the way students are learning. Moves from content-centered curricula to competency-based curricula are associated with moves away from teacher-centered forms of delivery to student-centered forms. The following sections describe particular forms of learning that are gaining prominence in universities and schools worldwide.

a) **Student-centered learning:** Technology has the capacity to promote and encourage the transformation of education from a very teacher directed enterprise to one which supports more student-centered models. Evidence of this today is manifested in
   ❖ The proliferation of capability, competency and outcomes focused curricula
   ❖ Moves towards problem-based learning
   ❖ Increased use of the Web as an information source, Internet users are able to choose the experts from whom they will learn.

b) **Supporting knowledge construction:** The emergence of ICTs as learning technologies has coincided with a growing awareness and recognition of alternative theories for learning. The theories of learning that hold the greatest sway today are those based on constructivist principles. These principles posit that learning is achieved by the active construction of knowledge supported by various perspectives within meaningful contexts. In constructivist theories, social interactions are seen to play a critical role in the processes of learning and cognition.

## Emerging Issues:

A number of other issues have emerged from the uptake of technology whose impacts have yet to be fully explored. These include changes to the makeup of the teacher pool, changes to the profile of who are the learners in our courses and paramount in all of this, changes in the costing and economics of course delivery.

a) **Expanding the pool of teachers:** In the past, the role of teacher in an educational institution was a role given to only highly qualified people. With technology-facilitated learning, there are now opportunities to extend the teaching pool beyond this specialist set to include many more people. The changing role of the teacher has seen increased opportunities for others to participate in the process including workplace trainers, mentors, specialists from the workplace and others. Through the affordances and capabilities of technology, today we have a much-expanded pool of teachers with varying roles able to provide support for learners in a variety of flexible settings.

b) **Expanding the pool of students:** In the past, education has been a privilege and an opportunity that often was unavailable to many students whose situation did not fit the mainstream. Through the flexibilities provided by technology, many students who previously were unable to participate in educational activities are now finding opportunities to do so. The pool of students is changing and will continue to change as more and more people who have a need for education and training are able to take advantage of the increased opportunities. Interesting opportunities are now being observed among, for example, school students studying university courses to overcome limitations in their school programs and workers undertaking courses from their desktops.

c) **The cost of education:** Traditional thinking has always been that technology-facilitated learning would provide economies and efficiencies that would see significant reductions in the costs associated with the delivery of educational programs. The costs would come from the ability to create courses with fixed establishment costs, for example technology-based courses, and for which there would be savings in delivery through large scale uptake. We have already seen a number of virtual universities built around technology delivery alone.

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**Conclusions:**

From the outcome of this study, it will be possible to gauge the effectiveness of accreditation of soft skills by means of ICT tools. Moreover, it would be possible to come up basic set of soft skills that are required by the 21st individual to succeed both academically and professionally. It is then the role of academia to suggest the best ways to impart these soft skills, formally or informally. Nevertheless, the creation of an e-portfolio containing proof of the actual acquisition of these soft skills should prove to employers that HE institutions are truly doing the job, if not more than normally requested by employers.

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# Reforms In Higher Education In India

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**Abstract:**

*Higher Education framework in India has presented amid the season of British standard in the mid of 19th century. Presently, India is where you can discover immense populace and ever-increasing number of students are attending Higher Education. India's Higher Education division has moved to a period of unpredicted development. India has exceeded its size in education system than United States, and now India is second largest after China. The massive system of Higher Education in India consists of 49 Central Universities, 367 State Universities, 282 Private Universities and 123 Deemed to be Universities. Now a day's Educational institutions in India are framing lot many regulations in order to improve the quality of Higher Education. In spite of the fact that accreditation is mandatory to get, yet a larger part of private Higher educational institutes still remain non - accredited. Higher Education bears the greatest obligation of molding the eventual fate of country. It goes for development with incorporation and guaranteeing quality. Higher Education is considered as the most vital and honorable undertaking which causes individual to get their complete personal, spiritual, mental and social potential.*

## Introduction:

Education is the way toward facilitating and encouraging learning, or the acquisition of information, knowledge, abilities, qualities, convictions, and propensities. Educational strategies incorporate narrating, teaching, preparing, and coordinated research. Education often as possible happens under the direction of instructors and furthermore students may likewise teach themselves. Education can happen in formal or informal settings and any experience that formatively affects the way one considers, feels, or acts. The methodology of teaching is called pedagogy . Formal instruction is regularly separated formally into such stages as preschool or kindergarten, primary school, secondary school and after that college, university. Over the most recent twenty years, the instructive situation has seen major changes and new ideas, for example, rights-based way to deal with basic training, student qualification, move in accentuation from proficiency and fundamental training to secondary, higher, technical and professional education, the undertaking to expand secondary education, reshape the Higher Education scenario. Ongoing improvements incorporate another stimulus to expertise advancement through vocational education with regards to the development of new technologies in a quickly extending economy in a globalized environment, requirement for innovative methods for student financing, addressing to difficulties of globalization and liberalization, recognition of multi-disciplinary and inter-disciplinary nature of learning and information, effective utilization of open resources and empowering methods for upgrading private investment and funding.

## Higher Education:

Higher Education is the non-mandatory education level. It is normally including graduation, post-graduation and more. Colleges and universities mainly provide tertiary education. On the whole, these are known as tertiary foundations. People who complete tertiary education for the most part gain a decent insight of information. Higher Education regularly includes progress in the direction of an expert dimension. Higher Education is vital to national economies, both as a noteworthy industry in its own privilege and as a wellspring of prepared and taught staff for whatever is left of the economy. Higher Education incorporates instructing, research, and social administrations exercises, one sort of Higher Education is a liberal art education, which can be characterized as a "college or university curriculum aimed at imparting broad general knowledge and developing general intellectual capacities, in contrast to a professional, curriculum.

The Department of Higher Education, MHRD, is in charge of the general improvement of the essential framework of Higher Education area, both in terms of policy and planning. Under an arranged advancement process, the division cares for development of access and subjective enhancement in the Higher Education, through world class Universities, Colleges and different Institutions.

**Reforms in Higher Education:**

There are many Higher Education institutions in India. But in the recent years you can find most of the reforms are happening in AICTE and UGC, which are bringing many measures to improve the quality of Higher Education.

**All India Council of Technical Education (AICTE):**

The domain of AICTE (the Council) covers programmes of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology, at various dimensions.

- **Mandatory Internship:** Every student in technical institute shall do internships for 4 to 8 weeks before completion of the course and it is compulsory, which is implemented in order to provide more practical exposure.
- **Training of teachers:** Each teacher in every one of the specialized training disciplines will compulsorily experience a yearly supplemental class conveyed through SWAYAM entrance typifying all the real points of interest in the field of their investigation. Online courses ought to likewise be arranged and conveyed through the SWAYAM portal for development the instructive strategies to the educators. Similarly, there will be leadership training for the heads of the institutions once in two years. These trainings would likewise be facilitated through the SWAYAM stage.
- **Induction training:** Each student, on admission, will be put through an obligatory enlistment preparing to fortify the key ideas and the required language aptitudes required for the technical education. The model curriculum and the periodicity of this induction training will be independently advised by the AICTE.
- **Revisionofcurriculum:** Each affiliating technical university will comprise subject-wise Industry Consultation Committee (ICC) with the command of look at the current educational modules and for rolling out appropriate improvements in the educational programs each year at stake of results-based instruction. This procedure will be finished in the month of December each time of the courses to be offered in the coming academic year.
- **Industry readiness:** All the students going out of the course will imparted technical and soft skills required for working in the business incorporating administrative abilities, entrepreneurial skills, leadership skills, communicational aptitudes, group working abilities and technical skills. Each foundation will make a different cell for industry establishment cooperation and keeping in mind that applying for expansion of endorsement will submit move made report.
- **Exam Reforms:** The final, most important exam being directed by the establishments will test the comprehension of the ideas and the aptitude – instead of the subject information. A model test configuration would be arranged and imparted to the foundations and the technical universities for reasonable selection. This angle would be checked on at the time of approval.
- **Mandatory accreditation:** At any rate half of the considerable number of technical institutions shall be accredited through the NBA before 2022. Except if there is a credible program every year, the endorsement of the foundations can refuse.

**University Grants Commission (UGC):**

UGC is a statutory Organization of the Government of India by an Act of Parliament in 1956, for the coordination, assurance and upkeep of guidelines of teaching, examination and research in university education.

- **Scheme for Quality and Excellence:** Colleges having 'A' grade accreditation by NAAC are qualified to apply under the plan. It had been identified 15 universities under this scheme till now. The goal of the plan is to reinforce the academic and physical foundation in the engaged area(s) of the university. The plan likewise goes for comprehensive advancement of the university. The plan focuses on the colleges which can possibly accomplish excellence in educating, research and effort exercises, and upgrading the nature of learning and instructing at postgraduate dimension by improving academic and physical framework.
- **UGC skill based Vocational courses, Scheme of community colleges:** The Community College Scheme is to offer ease, high and good quality education locally, that includes both skill development as well as traditional coursework, consequently giving chances to the students to move specifically to work division or to climb in Higher Education part. It offers an adaptable and open training framework which likewise takes into account network based long lasting adapting needs. The community colleges are to offer learning skill blended

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programmes of different durations depending upon the need of local industry prompting certification at different dimensions of NSQF.

- **Bachelor of Vocation (B.Voc) and Master of Vocation (M.Voc):** The UGC has launched a scheme on skills improvement based Higher Education as a major aspect of college/university education, prompting Bachelor of Vocation (B.Voc.) degree with lateral entry and multiple exit options at Diploma/Advanced Diploma level under the NSQF. The B.Voc programme is established in universities and colleges providing undergraduate studies, which would likewise fuse explicit employment jobs and their NOSs alongside broad based general education. After completion of B.Voc one can adopt M.Voc, programme which is established in universities and colleges providing post graduate studies. This would empower the graduates finishing B.Voc/M.Voc to make a significant support in quickening India's economy by increasing fitting business, getting to be business people and making suitable learning.

- **Examination framework:** The University Grants Commission (UGC) is focusing on reconstructing the present examination framework in Higher Education the nation over. To begin with, it has established a board of trustees to look at the examination frameworks followed by the universities and other Higher Education institutes and suggest changes. The Higher education controller is additionally occupied with setting down semester-wise and subject-wise learning results, which won't just be utilized to assess the learning accomplishments of the students yet in addition to fill the holes in the teaching-learning process. "The move is aimed for advancing quality and excellence in the higher education sector,"

- **Online courses:** UGC permits all Higher Education foundations to offer online courses. In January 2108 government ordered that 15% of Indian colleges must convey online degree courses. Accessible information additionally recommends that India is one of the quickest developing on the web instruction markets, pegged to touch USD 1.96 billion by 2021. The UGC (online courses) regulations, 2018, were endorsed a year ago where in Higher Education foundations were permitted to offer online courses for the specific programmes which have been affirmed by the statutory committees. In this manner the course which were being offered in standard mode, open mode, or distance learning mode for graduation where permitted to be facilitated as online courses. Professional educations offered just through the online instruction mode are not recognized. The degrees, diplomas or certificates offered by the UGC recognized open and distance learning foundations should be treated as corresponding degrees of regular institutions. Higher Education institutions would need to exist at least five years and get a base 3.26 NACC accreditation on a 4-point scale to be permitted to hold online courses.

The exam for these online courses would be completed in the delegated mode and would adjust with all UGC standards. The substance of online courses will have least four quadrants – video lectures, e-content, self-appraisal, and an exchange discussion to clear up questions. The conveyance of the program will be through the SWAYAM portal of the administration under which online courses are offered.

- Institutes should not demand to keep the original marks sheets, personal certificates, school leaving certificates and other reports put together by students along with the application form. The reports can be physically confirmed during the time of getting admission but should be come back to the students promptly, keeping the verified duplicates for the institution's records.

- It is not compulsory for the applicants to buy the institution's/course prospects. The institution can charge fees ahead of time just for the semester or the year, for which the student is looking for admission.

- If a student wishes to drop his education in the middle, the institute will refund the fees     paid by the student. Further, if a student wishes to withdraw from the course 15 days before the final date of confirmation, not over 10% of the total expenses will be charged as handling expenses, while the rest will be refunded.

- As per the new standards, if a student serves a course withdrawal notice to the institute after the confirmation day, the amount that the institute can deduct from the student's deposit fees increases.

## Conclusion:

MHRD aims to expand the Higher Education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) of 30% by the year 2020, currently it is 25.2%. While the Indian Higher Education system is one of the biggest in the world, the quality of universities and colleges and the education they offer is not satisfactory. The quantity of Higher Education is limited. Indeed, even the top most Indian establishments don't figure in the worldwide rankings of colleges in the world. This is an issue of real concern and the subject of successive open talk in India.

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It is currently believed that creating World class and National importance universities will boost India's position in global ranking. The quality of students mainly depends upon their ability to think in an innovative and creative way. So that lectures in higher education should aim to develop their student's way of thinking, they should highly aim at implementing the concepts practically, because being highly educated is not just having a good qualification, it's an ability to think in a new way.

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# Skill Development In 21st Century

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**Abstract:**

*The higher education system in India has grown in a remarkable way after independence, to become one of the largest systems of its kind in the world. We now live in an increasingly diverse, globalized, and complex, media-saturated society. Despite of that, the system has many issues of concern at present, like financing and management, adequate infrastructure, technology and research, access and equity, safeguarding of national academic standards, ethical relevance, improvement and enhancement of quality of higher education together with the assessment of institutions and their accreditation. Under-investment in libraries, information technology, laboratories, and classrooms make it very difficult to provide top-quality instruction or engage in cutting-edge era. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. With significant improvements in school education and higher education programs such as SSA, RMSA and RUSA, it is the right time to address the higher education system in the country. The urgent need has been to address the shortcomings of the entire process of converting youth into educated and well-groomed citizens. At present, there is a vast need to analyze critically our higher education system and to measure for making India a knowledge based democratic and wisdom society.*

*For universities to meet the 21st-century learning needs of today's students, it is important they allow students to take an active role in developing pedagogy and sharing their perspective. This paper introduces design-based research aiming to develop a pedagogic approach to support technology-enhanced learning practices at the university level with the focus on teacher orchestration of learning activities and student voice. Drawing from the perspectives of teachers and students who participated in a course focused on learning and 21st-century competencies, four main elements indicating student voice and technology-enhanced pedagogy are presented: increased interaction among university communities, teacher orchestration, technology and collaborative learning. Enabling and hindering factors related to student voice are presented for each element.*

## Introduction:

The 21st century offers life in a borderless world, globalization, internationalization and the explosion of information and communication technology (ICT). The rapid development of technology and information dissemination will result in the expansion of knowledge that will impact the economy, culture and politics of a country. Current explosion of information and technology and knowledge-based economy have changed the implementation of the education system. The era of digital economy requires a workforce that is knowledgeable and skilled to generate innovation and improve productivity of a country.

Education in India is seen as one of the ways to upward social mobility. Good education is seen as a stepping stone to a high-flying career. India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors. Indian higher education system has undergone massive expansion in post independent India with a national resolve to establish several universities, technical institutes, research institutions and professional / non-professional colleges all over the country to generate and disseminate knowledge. The rapid growth in the sector, both in terms of enrolment and number of institutions has thrown up new challenges of maintaining quality of higher education. Various new initiatives are being taken by state and central government to increase the gross enrolment ratio (GER) in higher education. India educates approximately 20 per cent of its young people between the age group of 17-23 enrolled in higher education as compared to 30 percent in China and 91 percent to South Korea. At present, the world-class institutions are mainly limited to the Indian Institutes of Technology (IITs), the Indian Institutes of Management (IIMs) and perhaps a few others such as the All India Institute of Medical Sciences and the Tata Institute of Fundamental Research. There are a small number of high-quality institutions, departments, and centers that can form the basis of quality sector in higher education. None of its universities occupies a solid position at the top. A few of the best universities

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have some excellent departments and centers, and these colleges are countable. These institutions have only one per cent enrolment of the student population.

## 21ST Century Skills:

NCREL and Metiri Group have identified the 21st century skills which need to be acquired by future generation in order to meet the challenges of globalization due to the advancement of information and technology. There are four main domains specified in the 21st century skills namely digital age literacy, inventive thinking, effective communication and high productivity. The digital-age literacy skills in accordance NCREL consist of basic literacy, scientific literacy, economic literacy, technological literacy, visual literacy, information literacy and multicultural literacy. Basic literacy means language proficiency and numeracy at levels necessary to function on the job and in society to achieve one's goals, and develop one's knowledge and potential in this digital age. Scientific literacy means knowledge and understanding of the scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity. Economic literacy means the ability to identify economic problem, alternatives, costs and benefits; analyze the incentives at work in economic situations; examine the consequences of changes in economic conditions and public policies; collect and organize economic evidence; and weigh costs against benefits. Technological literacy means knowledge about what technology is, how it works, what purposes it can serve, and how it can be used efficiently and effectively to achieve specific goals. Visual literacy means the ability to interpret, use, appreciate, and create images and video using both conventional and 21st century media in ways that advance thinking, decision-making, communication, and learning. Information literacy means the ability to evaluate information across a range of media; recognize when information is needed; locate, synthesize, and use information effectively; and accomplish these functions using technology, communication networks, and electronic resources. Multicultural literacy means the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others whereas global awareness means the recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe.

## What Is The 21st Century Skills?

The core abilities needed by people of the 21st century, mainly the students

- ❖ Covers a few aspects which are:
  - i) The learning and innovation skills
  - ii) The information, media, and technology skills
  - iii) The life and career skills.

## What Do 21st Century Educators Have To Learn To Make Learning More Fun And Enjoyable?

What are the ideal traits that characterize the A-1 teacher of the 21st century? What do teachers need to do to be attuned with to the paradigm shifts in education? These shifts that are present in the educational system revolve around these areas:

- The learner
- The access to various forms of information
- The ability to network
- The emergence of a new breed of teachers.

## The Learning And Innovation Skills

- Critical thinking and Problem solving
- Make judgments and decisions
- Solve problems
- Creativity and Innovation
- Think creatively
- Work creatively with others
- Communication and Collaboration
- Communicate clearly
- Collaborate with others

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**Conclusion And Recommendation:**

In line with developments in technology and the explosion of knowledge in the digital-age, the 21st century skills can be cultivated through scientific literacy and science process skills especially for science students. Four domains of 21st century are literacy of the digital era, inventive thinking, interpersonal and social skills and productivity in the production. Through the digital age literacy, teachers should be skilled in the use of multimedia technology, such as construction or use of computer software blog. In this way, the aspect of science process skills can be nurtured indirectly through discussion questions through the blog by the teacher to create 'Classroom blog' with the students' community. Next, the method involves learning through animated explanations of scientific concepts and scientific methods, quizzes, activities, virtual experiments, also can increase the capacity of science process skills of students in which students will be able to see clearly how a process occurs through the screen. For example, the process of learning science through animation can be found at website www.brainpop.com, even teachers themselves can build websites that are appropriate in the context of teaching and learning can foster science process skills. The impact of multimedia is that students can explore new concepts that are closer to their daily experience and explaining the concept of good science. This favorable is a change from the way of thinking to a concrete way of thinking. So, this could indirectly increase students' interest in learning science process skills, and thus make the learning process more effective. This statement is supported by who say that more frequent use of animation in teaching and learning can enhance the learning process better than not using animation. In addition, the activities of design science competition which involves a group of science students can be conducted during the learning process both inside and outside the learning time. Thus, the teaching of Problem Based Learning, known as PBL can also be applied. Next, presentation conducted by students and teachers acting as facilitator can test students' abilities to describe the science process skills through questioning session. Question and answer session between the teacher-student, helps to enhance students' interpersonal skills and soft skills. They can be formed in addition to attract students to use their science process skills. Indirectly, inventive thinking can also be applied to the student.

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## Challenges And Opportunities For Skill Deelopment In Higher Education

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**Abstract:**

*A skill is the ability to carry out a task with determined results often within a given amount of time, energy, or both. Skills and knowledge are the driving forces of economic growth and social development for any country.*

*About 64% of India's population is expected to be in the working age group of 15-59 years by 2026, By the same year, the world is expected to face a shortage of 56.5 million skilled workers, while India is projected to have a surplus of 47 million, Indian government statistics says. For instance, 4.69% of India's workforce is formally skilled, as against 52% in the US, 68% in the UK, 75% in Germany, 80% in Japan and 96% in South Korea. In fellow emerging economy China, skilled workers account for 24% of the workforce. This is noteworthy because the largest contributor to India's economy, the services sector, requires highly-skilled worker.*

*Government of India has recognized the need for a well-defined framework for skill development and has formed various organizations at national and state levels to take the responsibility of skill development and hopefully it's going to give an effective result in future.*

### Introduction:

A skill is the ability to carry out a task with determined results often within a given amount of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be used only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

Education is the single most important instrument for social and economic transformation. A well-educated population, adequately equipped with knowledge and skill is not only essential to support economic growth, but is also a pre-condition for growth to be inclusive since it is the educated and skilled people who stand to benefit most from the employment opportunities which growth provides.

Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment.

### Why skill India?

About 64% of India's population is expected to be in the working age group of 15-59 years by 2026, according to Ernst and Young, a professional services consultancy. India is expected to have the largest workforce in the world by 2025, with an estimated two billion English-speaking people by the end of 2020.By the same year, the world is expected to face a shortage of 56.5 million skilled workers, while India is projected to have a surplus of 47 million, Indian government statistics say. Yet, 30% of India's youth are neither employed nor in education or training, Bloomberg reported on July 7. Unless employed gainfully, India's "demographic dividend" can turn into a socio-economic nightmare.

For instance, 4.69% of India's workforce is formally skilled, as against 52% in the US, 68% in the UK, 75% in Germany, 80% in Japan and 96% in South Korea. In fellow emerging economy China, skilled workers account for 24% of the workforce. This is noteworthy because the largest contributor to India's economy, the services sector, requires highly-skilled workers. Manufacturing, which the government is seeking to boost through its Make in India initiative, also needs trained workers. To address this imperative, Prime Minister Narendra Modi launched the Skill India program on World Youth Skills Day on July 15, 2015, announcing the aim to skill 402 million people by 2022.

The Ministry of Skill Development and Entrepreneurship's estimate for the number of people who needed skills training was more modest – 126.87 million people in 34 sectors across industries by 2022, its

Annual Report 2016-'17 said. Of these, the top 10 sectors would account for 80% of the total requirement, it was estimated. Even as India struggles to provide basic skills to millions of potential job-seekers, it needs to address the challenge of automation and prepare to impart skills for jobs where humans will not be replaced by robots or algorithms. No less than 69% of Indian jobs are susceptible to automation, the labour ministry told the LokSabha on March 27. Automation is already affecting the manufacturing and engineering sectors; factory jobs are more vulnerable to automation than those in the IT companies, the Economic Times reported on June 28.

**Skill Development Initiatives:**

This provides trained workers who can be adjusted dynamically to the changing demands of employment and technologies.

**A. National Council For Vocational Training: (NCVT)** It will be strengthened and re-engineered with a broader mandate and representation. The main functions include:

a) Design, development and maintenance of National Vocational Qualification Framework (NVQF) for Quality control mechanism.
b) Labour market information system and dissemination of information.
c) Monitoring and evaluation on the effectiveness and efficiency of national skill development efforts through appropriate reporting and communication mechanism.

**B. Initiatives Of Ministry Of Rural Development:** The Ministry of Rural Development has launched schemes that aims at empowering young people from the poor and weaker sections of the society through schemes like "Special Projects for Placement Linked Skill Development of Rural BPL youth under SwarnaJayanti Gram Swarozgar Yojana (SGSY-SP) with an objective of ensuring time bound training aimed of BPL families above the poverty line through placement services. Also, Rural Development and Self-Employment Training Institutes (RUDSETI) were launched with an objective of setting up a dedicated Skills development infrastructure in each district in the country aimed.

**C. Ministry Of Urban Development And Poverty Alleviation:** The Ministry of Urban Development and Poverty Alleviation had launched the Swarna Jayanti Shahari ROZGAR Yojana (SJSRY) in 1997 to address the Skill development issues of the urban poor. It had been comprehensively revamped in view of addressing the drawbacks observed in implementation. The revised guidelines had come into effect from 1.4.2009 with three key objectives as under? Gainful employment to the urban unemployed or underemployed poor? Supporting skill development and training to urban poor to undertake self-employment; Empowering the community to tackle the issues of urban poverty.

**D. Social Partners In Skill Development:** Partnerships will be consciously promoted between Government, industry, trade unions, local governments, civil society institutions and all skill providers. It includes training providers, professional societies, Self Help Groups, Cooperatives and NGOs/civil society institutions. Creation of an institutional mechanism and regular consultation with stake holders will form the corner stone of Skill Development Initiative.

**E. Industry Initiatives**: The private sector has been taking various initiatives on its own and in collaboration with the government and international entities, to upgrade in-house training facilities and also to provide training to potential employees to make them job ready. Many large corporations like Larsen & Toubro, Bharti Group, Hero Group, Maruti, ITC, Infrastructure Leasing & Finance Services Ltd. Etc. have established world class training programs.

**F. National Skill Development Policy:**The policy is aimed at empowering workers to get employment, to promote inclusive national growth and to increase competitiveness. The policy covers following:

a. Institution-based skill development.
b. Learning initiatives of sectoral skill development.
c. Formal and informal apprenticeships and other types of training by enterprises.
d. Training for self-employment/entrepreneurial development and adult learning,
e. E-learning, web-based learning and distance learning.

**G. Modular Employable Skills (Mes) Scheme**: The Ministry of Labour and Employment undertook the development of a new strategic framework for skill development for early school leavers and existing workers, especially in the unorganized sector. Skill levels of persons already employed can also be tested and certified under this scheme, i.e., certification of prior/experiential learning. E.g. Vocational Training Providers Upgradation of 500 Government it is. Of which, ?100 domestically funded and 400 World Bank assisted initiatives.

**Challenges:**

There are various challenges for skill development in higher education. Few challenges are as discussed below:

**1. Inadequate Infrastructure:** NSDC has predicted an incremental requirement of 347 million skilled personnel in India by 2022 but the country is faced with a significant skill development challenge as over the next decade, every year approximately 12 million people are expected to join the workforce. In contrast, the country has a total training capacity of around 4.3 million, thus depriving every year around 64% newcomers of the opportunity of the skill development training. It is a major challenge of devising such huge infrastructure setup to bridge this gap.

**2. Low industry interface:** Industry-interface is very essential for any education/training institute as it helps in the assessment of demand for skills in the local area/region and thus updating of course content, Industry linkages have an important role in helping an educational/ training institute to build a strong image in the minds of the students as it ensures them that the course curriculum is in relevance with the practical industry requirements. Most of the training institutes have low industry interface as a result of which the performance of the skill development sector is poor in terms of placement records and salaries offered.

**3. Low Student Mobilization:** The enrolment in skill institutes like ITIs, and polytechnics, remains low as compared to their enrolment capacity. Main reason for this problem is the student mobilization to get trained due to the orthodox thinking, reluctant to migrate and low salaries at entry level. Vocational training is not considered desirable by the students and they prefer a regular degree because it is more valued than a certificate, other things being equal.

**4. Direct admission without assessment:** One of the major causes for low quality of training is the low frequency of pre-assessment or entrance tests before admitting students to the skill training institutes. Randomly choosing training courses may lead to a mismatch between the interests and the abilities of the students as a result of which students are unable to cope with the course requirements and thus drop-outs occur.

**5. Lack of standardization:** There is no standardization of the course curriculum or training delivery systems due to which it is not possible to compare courses across different training institutes which also creates ambiguity among the student about skills which will be imparted under a particular course at some training institute. There is a lack of standardized approach for measuring and evaluating the competence outcomes.

**6. Skills Relevance:** The course curriculum of some of the courses of skill institutes do not provide training that matches the industry requirements due to which they have poor placement records. Thus, such outdated and inflexible curriculum makes some training programs completely redundant leading to supply of specific skills exceeding their demand. Regularly updating the course curriculum and accordingly upgrading training infrastructure is complex and expensive.

**7. Career Counseling:** There is a lack of proper career guidance to the students due to the inadequate placement statistics and weak industry linkages of the training institutes. The institutes are often set up in rural areas but the jobs offered to the trainees are in urban areas. The absence of information on the nature and location of the job leads to uninformed skill acquisition choices.

**8. High Cost:** The cost of the training in high which is not affordable by many of the students aspiring for training. According to the estimates of Planning Commission, around 80% of the individuals who enter the workforce don't have the opportunity for training. Moreover, due to unsatisfactory placement records and low salary offers after the training completion, high training cost does not appeal the target population.

**Recommendations:**

Based on the analysis, the following recommendations are made to improve the quality of training and to reduce the skill gap in India

**A. Evaluation of Training Institutes:** There is an urgent need to provide quality training to the students so enhance their employability. In addition to providing grants to training institutes, NSDC should also develop some techniques to evaluate the performance of such institutes and encourage them to perform better. One such initiative can be to provide incentives to the training institutes based on their performance which can be evaluated based on certain criteria e.g. total number of students placed with acceptable salary packages, industry. Financial assistance can also be provided to such institutes. This will help in increasing competition among the institutes to provide quality training and to get more and more students placed.

**B. Skills survey:** In order to bridge the gap between the demand and supply of the skills, it is necessary to find out the main causes for this gap. Surveys can be conducted to find the exact skill requirement from the employers. Analysis of such surveys would help in designing course structures of the training programs and thus standardized course curriculum or training delivery systems can be developed.

**C. Enlighten students:** Students should be made aware of the existing training institutes, courses offered and career opportunities after course completion. Such information can be made available through newspapers, magazines or centralized portals which list all the recognized institutes, courses offered, placement records along with the institute ranking. This will help the students to choose the right institute and course based on their interests and demand in the market. Moreover it will also help in keeping a check on the fraudulent institutes which are cheating students and are not credible.

**Conclusion:**

The purpose of this study was to examine the opportunities and challenges of skill development in India. An attempt is made to analyze the skill gap and finding of the study clearly reveals that India will face a major challenge of bridging the skill gap over the next few decades. Though Government of India has recognized the need for a well-defined framework for skill development and has formed various organizations at national and state levels to take the responsibility of skill development, still there is a need to put lot more effort to develop skill culture in India. Skill gap can have a serious impact, not only on the employers, but also on the economy as a whole. One of the major concerns is the loss of productivity and revenues as the many of the jobs remain vacant for significant time due to lack of skilled labour. The study highlights how serious it is for the government and other stake holders to work together

Government of India has recognized the need for well-defined framework for skill development and formed various organization at state levels to take the responsibility of skill development. A number of agencies, 17 ministers, several sector kill councils (SSCs), 35 state skill development missions, and some other industry bodies are functioning to achieve the national skill development mission.ForIndia to see about making gains from the seeming liability of its vast population, the demographic potential of its youthful population must be tapped. An ecosystem must be created that enables the skilling and education of youth, and generates opportunities for self-employment/employment /entrepreneurship.

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## Higher Education And Ethics: An Analysis

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**Abstract:**

*Ethics has been derived from the Greek word 'ethos' meaning eccentric. It is the honesty, values, rules or standards central to the demeanors of an individual or particular group. Ethics is a branch of attitude that covenants with morality. Ethics discourses the questions on how a moral can be attained in a specific situation. The unethical base in business management education is responsible for faced in society and environment prominent to the physical and passionate. In today's modest globalization phase, the prominence of education and erudition developed even more momentous, given the overwhelming encounters and deficit in other facets of higher culture edification such as limited material and human assets, demands from the recipients, globalization, issues of governance and management, etc. Deteriorating quality of graduates, increasing antagonism and growing fiats for accountability by official recognition associations, councils, and funding bodies are among the factors that have "enforced" higher education to single-mindedness on quality. This paper examines the importance of ethics while imparting highest quality to education. Universities concentrate on efficiency without looking at values. Deteriorating quality in higher education resulted in dishonest and disrespectful leaders. Ethical comportment is a function moral development, protocols, and ethics drill, which branded several challenges in ethical philosophy that should be communicated.*

**Introduction:**

In today's modest globalization phase, the prominence of education and erudition developed even more momentous, given the overwhelming encounters and deficit in other facets of higher culture such as limited material and human assets, demands from the recipients, globalization, issues of governance and management, etc. Deteriorating quality of graduates, increasing antagonism and growing fiats for accountability by official recognition associations.Ethics has been derived from the Greek word 'ethos' meaning eccentric. Ethical quandaries rise when one's own ethical standards skirmish with those who have some other entity. Ethics is a branch of attitude that covenants with morality. Ethics discourses the questions on how a moral upshot can be attained in a specific situation. The unethical base in business management education is responsible for most of hitches faced in society and environment prominent to the physical and passionate pain of manhood. The prominence by the B-school education on utilitarian perceptions has stemmed in partisan priorities of the management concepts of media causing in sadism, loss of value systems and greed resulting in unethical marketing techniques, financial wasteful consumption and frustration of educationalist. There are several places where most of the aberrations in ethics, values and virtues take place, sometimes even with the connivance of the Apex bodies of Higher education. In India, these are at the regulatory bodies such as AICTE, UGC etc. Institutes of Higher education's, the society, the people and the educators. AICTE (The All India Council for Technical Education) acclaimed the accumulation of Business ethics' determinants of the quality management in higher education are: Academic environment as measured in number of library books, journals national and audio-video aids, computer facilities, etc. Scholarly capital leisurely as integer of faculty, books and research papers published seminars and conferences attended, etc. Physical infrastructure measured as number of classrooms and campus and hostel facilities. Industry interface measured as number of management development programs and consultancy projects fingered the number of industry interactions and professional visiting the institute etc. Placements measured as percentage of students recruited through campus recruitment, average salary offered etc.

However, there are no yardsticks for the measurements of the ethical parameters. Ethics in this context only is measured in terms of sequences being undertaken, ethical drill carried out only with dialogs, debates and discussions of values related to the insinuations of the future leaders. Awkwardly there is no clear course of action by any apex body on quantifying the equivalent. The lamentable aftermath of this hiatus is that several clandestinely owned higher education institutes play with breathes of thousands of management students.

The trend in management education is now moving to a holistic approach that not just focuses on profit maximization but has emphasis to locate business with a larger societal context with myriad stakeholder perspectives to be taken into consideration. This looks at issues like Ethics, Corporate Governance, CSR that are the emerging areas where business education has to adjust to sooner than later. Management education in India needs to focus on maintaining excellence and quality. The teaching standards have to be maintained." The disturbing trend has been the decline in the ranking of management education.

The density for fabricating good results may result in marginalization and omission of some students from the performance tables. This is may not be illegal and certainly decadent. A second observation concedes that some governesses like to be spectacle off and icing on the cake their own performance by debasing others. Such inappropriate reactions on the institute ethos are now serious concern of quality balance score cared while lingering strongly aware of the societal context for proper performance appraisal and evaluation in an era of financial cut-backs and the lack of a good career ladder for teachers.

The education to enrich human life, and who ensures the quality and standard of values maintained but large Catastrophe to bring students to the anticipated ethics in values and beliefs. Universities award degrees and certificates without ensuring the related quality.

Educator's pedagogy does not engage properly teaching methodologies. Evaluation stresses on routine remembrance. Curriculum design is done by the university and little collection of topics and subjects out of the syllabus. The accumulation or presentation of data is not enough to decide the criteria for quality education. Does higher education cater for acquisition of proper skills? How far the university education has helped students integrate with the society?

**Literature Review:**

The problem of professional mistrustfulness among educators and its effects on philosophy. Their concentration is on educators' emotions and distrusts in particular. Teaching is an occupation where professional effectiveness that is classroom discipline is greatly enhanced by the exercise of moral and emotional dispositions that has little to do with technical skills. Ideally a good teacher is one who is a good moral role model for students. They believe that teaching itself is a moral action and teachers are the moral agents.

**Ethical Approach:** Ethical comportment is a function moral development, protocols, and ethics drill which branded several challenges in ethical philosophy that should be taught. This embraces whether ethical philosophy has to be done which is specifically devoted to business ethics or to integrate ethics in other subjects throughout the curriculum. An ethics foundation course, integrating ethics in other subjects across the curriculum, and offering some other initiatives like hosting guest speakers, offering live learning projects, and establishing chairs in ethics in order to expose students to ethics training. The prerequisite is to recognize the significance of honesty, obeying the law, treating people with respect, stewardship and stressing the need for academics and leading by example. These necessities are to be interconnected noticeably with steadiness in hopes for veracity, ethical behaviors, and improved performance. Educators' training should focus on the moral practice of teaching character education, citizenship, life skills and so on. However, research shows there is a variation in teacher efficacy that results from variance in emotions. The ideally good teacher is a person who exhibits pedagogical forecast in dealing with students. This calculation would be based on the Aristotelian thoughtful of an intellectual meta-virtue with moral virtues including emotional virtues as its objects and arbitrating between them.

There is a great need of establishing a system of credits as a proper means of promoting the most widespread student mobility. Credits could also be acquired in higher education contexts, including lifelong learning, provided they are recognized by receiving Universities concerned. The need for integrating teacher education into the quality of education is evident in the discussion of recent years. In the report "Moving towards a Learning society (1995)" the writers have posed a very good question: How can one hope to have a high quality of basic education, if quality is not a prime objective of teacher training? The extensive report on teachers' needs for continuing education has shown that teachers keep up with the times and need

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continuing education not only for changes resulting from administrative reforms but also in order to upgrade their knowledge of their own subject. In the teachers' opinion, continuing education is particularly meaningful when based on both theoretical and practical knowledge. The role of the principal in creating the working culture and atmosphere of the school is central. In developing the quality of education, it is in particular the management competence of the principals that make the difference; therefore, special attention should be paid on the principals' education.

In the qualifications of teachers in higher education institutions both scientific competency and teaching skills are emphasized. The increase in the transparency and contacts with working life in higher education institutions underline the importance of teaching skills. The high standard of equipment in the learning environment is essential for introducing modern information technology and other necessary instruments to the students. Education institutions should be aesthetic and pleasant due to the fact that the students spend a considerable share of their time in them. The level of equipment in both vocational education institutions and the scientific departments of universities have a major influence on how the education serves working life and business life. In building school facilities in the future, more attention should be paid to the increasing amount of cooperation between education institutions and other parties. Working methods geared to activate students require new architectural solutions. The appropriateness of teaching material and the social and scientific relevance is central for the success of education. Quality of materials should be given due consideration, since it is not only inspected printed material, but also acquired through various electronic sources. Teaching material is central when children and young people from their visions of the world. Management education system is evident with dearth of high-quality faculty and institutes. Greater prominence must be done on research configuration amongst Indian faculty. Teaching value schemes must be hands on whereby we have to sensitize the students and must streamline an environment of actual experience. The course prospectus needs to be planned to undertake continuous improvements wherein students would "walk the talk" based on ground realities and hard work. The main intention of teaching Ethics is to help the student to share knowledge, building skills and developing minds of the young managers of tomorrow. It clarifies the concepts of professional to avoid business misconduct thus creating high level of integrity and social awareness. It is the accountability of the educator to help craft a mesosphere of love; trust and security in the academy by understanding the student to develop their character. There is a need to design such a system where excellent quality education is a norm rather than the exception.

**Conclusion:**

In these days the educational institutions of all kinds of higher education neither cared for the community nor respect for others. No importance is given to human relations who are much pertinent matter required for an effective education. There is no encouragement or appreciation of virtues of responsibilities and self-discipline. Long term developments and improvements come by changing the mind-set of the people and unless we are able to bring Ethical changes.

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# Challenges And Opportunities For Skill Development In Social Work Higher Education

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**Abstract:**

Social work education is not an origin of India, even though now a days it is growing very fast. It is an interdisciplinary study, with core and supportive subjects. Along with, the Social work basic subjects the students studies Psychology, Criminology, Sociology, Anthropology, women study, Tribal, Rural and Urban Community, and also studies issues of Medical and Psychiatry, vulnerable groups problems, etc. with these theoretical knowledges they have field work practicum. So social work education seekers have some challenges in getting higher education. On the other hand, they have multiple opportunities for their skill development. In this article the authors discussed about challenges of social work education and opportunities for skill development in social work education.

**Key Words:** Social work higher education, Challenges, Opportunities and Skill Development.

**Introduction:**

To get an education was challenge in ancient period. Like that today to get the higher education with skillful is very big challenge. Social work is an interdisciplinary subject. It has its own methods, an also have different learning process. Thatare theoretical classes in the classroom and field work practicum in an outside of the classroom. Hence, teaching-supervision-practice are creating more opportunities to skill development among social work education seekers. But many challenges are also there.

**Methodology:**

The study follows the qualitative research method. Questionnaire research tool was prepared. The data was collected by primary sources. Data's were collected through survey method. 60 B S W students were identified as respondents. Descriptive research design is used to explain the information.

**Objectives of the Study**

1. To identify the challenges to get skill development in social work higher education.
2. To find out the opportunities for skill development in social work higher education.

### Table No -01: Gender, Caste and Education details of respondents

| Sl. No | Gender / Caste / Leve of Education | Male | | | | | Female | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | GM | OBC | SC | ST | Total | GM | OBC | SC | ST | Total |
| 01 | B.S.W –I | 03 | 11 | 12 | 01 | 27 | 00 | 03 | 00 | 00 | 03 |
| 02 | B.S.W –II | 01 | 10 | 04 | 00 | 15 | 00 | 00 | 00 | 00 | 00 |
| 03 | B.S.W –III | 03 | 05 | 06 | 01 | 15 | 00 | 00 | 00 | 00 | 00 |
| | Total | 07 | 26 | 22 | 02 | 57 | 00 | 00 | 00 | 00 | 03 |

(Source: Field Work)

Table No 01 explains about the details of gender, caste and education of the respondents. All the respondents were from Bachelor of Social Work education who responded to identification of challenges for skill development in social work higher education. Majority of the respondents belongs to male gender. Majority of the respondents belongs to other backward classes caste groups.

By studying this table, we can conclude that in pursuing BSW higher education schedule and backward communities are high in number and female students are very very low in numbers.

Being a government institution, it is helpful to rural students. While observing rural and backward communities we can find that girls are restricted to get higher education. And another reason for low numbers of female candidates is that there is another BSW education institution very close to that area which exclusively meant for female candidates.

## Table No -02: Challenges faced by Social work higher education students

| SL.No | Particulars | Students Responses | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | Strongly agree | Agree | Neutral | Strongly Disagree | Disagree | Total |
| 01 | Less awareness about Social work education | 49 | 09 | 02 | 00 | 00 | 60 |
| 02 | Multidisciplinary subject | 45 | 12 | 03 | 00 | 00 | 60 |
| 03 | Field work practicum | 23 | 13 | 07 | 05 | 12 | 60 |
| 04 | Economic burden. | 32 | 06 | 00 | 10 | 12 | 60 |
| 05 | Lack of trained agency supervisor | 57 | 02 | 01 | 00 | 00 | 60 |
| 06 | Lack of English knowledge | 59 | 01 | 00 | 00 | 00 | 60 |
| 07 | Lack of indigenous literature. | 54 | 05 | 01 | 00 | 00 | 60 |
| 08 | Inadequate knowledge in Social work faculties | 00 | 15 | 28 | 06 | 11 | 60 |
| 09 | Inadequate transport facilities | 42 | 16 | 02 | 00 | 00 | 60 |
| 10 | Inadequate BSW course | 36 | 15 | 05 | 00 | 04 | 60 |

Table no 02 explains about the challenges faced by social work higher education students. Out of 60, 59 respondents responded that they are lacking knowledge of English language to read and understand the social work education literatures which almost all available in English language. 54 respondents' respondents responded that due to lack of indigenous literatures they face nonavailabity of study materials for their easy understanding of the language and issues related to known social atmosphere. Field work practicum being necessary part of social work education to get link between theory and practice and to become well trained professional social worker there must be a trained agency supervisor. But 57 respondents responded that they are lacking trained agency supervisors.

**Opportunities for skill development in social work higher education:**

Skills are very essential in modern life. without skillful, human resource is nothing but waste. Many types of skills are needed. That may hard skills, like computer knowledge, internet accusations, use of social media, various languages knowledge, writing skill, proper documentation, photography, subject analysis, understanding the situations, observation skill, questioning, liaison between different stake holders etc. And those soft skills, like strong communication, leadership, adaptability, problem-solving, listening, team-orientation, strong work ethic, decision making, strategic thinking, skilled collaboration, punctuality, self-motivation, multitasking, conflict resolution, responsible, flexible, organized, work well under pressure, superior time management, competitive,entrepreneurial, integrity, innovation, consistent, creative, energetic, enthusiastic, driven and attention to detail.

In Social work education, many opportunities are there to get the both; Hard and Soft skills. As earlier discussion, the course has different content of theoretical subjects that's may core, supportive, interdisciplinary and various types of practicum, like orientation field work visits, school social work, field work allotment for individual and group for indifferent government and non-governmentorganizations, conducting rural camp, Organising programmes, participating in seminars, conferences, individual conference, group conference, and study tour etc... These are all very helpful to get different types of skills, which will help them to job and lead the life with confident as well as nation building.

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**Regarding Social Work Methods:** Social work have three primary and three secondary methods, among them case work, group work and community organization are called primary methods.

## I. Primary Methods

1. **Case work:** This is also called 'Work with Individuals', It is dealing for understanding of human strength, weakness, behaviors, attitude, emotionality and coping capacities of individuals. And it is helped to solve the Individual problems with the support of various theories.

2. **Group Work: This** is also called 'Work with Groups', It is help full to understanding the group dynamics and Individual behavior among group. In a every group have many sub groups, these roles are very important in group dynamics. This is dealing with types of groups, formulation groups and theories underlying group work practice. These are helped to persons to gain different skills like, understanding the situations, observation skills, questioning,

3. **Community Organization:** It is also called as 'work with Communities', We all know that, "Man is social animal". But understanding the society is very difficult task. And working with different communities like rural, urban, tribal or Hindu, Muslim, Christian, Parsi, Jain, or Budhist etc are criticle. Because every community have their own identity with different customs, culture, traditions and believes.  Community meaning not to stick-on this only, they may student community, doctors' community, teaching community, bankers like this, various we can see, but their thoughts, attitudes, needs, are always indifferent. One who need to live and work with any one of the above is essential to learn community organization skills.

## II. Secondary Methods:
Under this, Social welfare administration, Social Action and social work research are came. These are support to achieve the primary methods objectives.

    1. **Social welfare administration**.

    This is dealing with fundamental aspects pertaining to administration of social organizations. And enhance the skills of administration in different welfare organizations. So, it is helped to learn the planning, organizing, staffing, directing, co-coordinating, reporting, budgeting, evaluation and feedback skills.

**Social Action:** This is one of the important supportive subjects for social work. Basically, different skills and techniques pertaining to social action is dealing. research, education, cooperation, collaboration, competition, organization, disruption, confrontation, arbitration, negotiation, mild coercion, relational, analytical intervention, managerial, communication and training skills and techniques are developed.

## Conclusion:

Everyone requires a hard and soft skills in their personal, professional, and community life. These skills are not easilydeveloping in any person. Training is essential for adopting them. In social work higher education students gets plenty of opportunities to develop professional and life skills. But the essence is the social work education institutions must appoint skilled social work education faculties. And in the same way students should involve successfully in both theory and practical sessions. Both the faculties and students need to be dedicated towards their goal.

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# Challenges And Reforms In Higher Education For 21st Century

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**Abstract:**

The present paper focuses mainly about the challenges, possible reforms and measures to improve higher education in the 21st century. Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

**Key Words:** Education, Challenges, Opportunities, Reforms and Remedies.

## Introduction:

The system of higher education now existing in India was originally implanted by the British rulers in the mid-19th century to serve the colonial economic, political and administrative interests, and in particular, to consolidate and maintain their dominance in the country. It was inherited by the state managers after independence (in 1947) as a colonial legacy, and has been expanded phenomenally during the last five decades. The massive system of higher education in India consists of 214 (198 state and 16 central) universities, 38 institutions 'deemed-to-be universities,' 11 institutes of national importance, 9,703 colleges, and 887 polytechnics. The system now employs 321,000 teachers and caters to 6,755,000 students. Critical appraisals undertaken by the governmental committees and independent academicians have highlighted the crisis confronting the system. While the politicians and policy makers have often spoken about the need for radical reconstruction of the system, what has been achieved in reality is only moderate reformism. After a long period of protected expansion with state patronage until the mid-1980s, a complex turn of events has thrown higher education into a vortex of change. The foremost among such events was the adoption by the Government of India in 1990 of structural adjustment reforms. Influenced by the World Bank-International Monetary Fund combine, structural adjustment has meant the gradual withdrawal of state patronage for higher education and a coterminous privatization of that sphere. However, with the government dithering about the long-term policy to be adopted in this regard, higher education in India is now passing through a period of stunted growth and uncertain future.

**Higher Education in India:** The goals of the higher education, for that matter any education system of any country is expansion with inclusion, ensuring quality and relevant education. To meet these challenges, there is a need for policy to identify the jet issues involved, to build up on the earlier policies, and to take a step ahead. Education neither a privilege nor favour but a basic human right to which all are entitled to be. "In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should eliminate obscurantism, religious fanaticism, violence, superstition and fatalism." India's huge pool of young people might be considered its biggest strength. Unfortunately, India is far from having its act together when it comes to figuring out how to educate these young people.

Government data suggests that only one out of every seven children born in India goes to college. What's more, the nation suffers from both a crippling quantity, as well as a quality, challenge when it comes to higher education. The draft legislation for setting up a 'Higher Education Evaluation and Regulation Authority, 2018' (HEERA)or Higher Education Regulatory Council (HERC), says that the new authority

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will focus on setting quality standards for institutions, specify learning outcomes, lay down standards of teaching assessment and research and evaluate the yearly academic performance of the institutes on clearly laid criteria.

**Challenges in the Higher Education System:** The total population between the ages of 15 and 24 in India is 234 million. If India is to meet its 30 percent GER target by 2020, about 40 million students would be enrolled in the higher education system in 2020. Currently, around 18.5 million students are enrolled in the higher education sector. The problem is that as increasing numbers come out of the high school system, we just don't have the capacity to absorb them into the college system. There is a massive mismatch in the supply-demand, of proportions that have never been seen anywhere or anytime in the world before. The problems that confront higher education in India today are low rates of enrolment, unequal access, poor quality of infrastructure and lack of relevance.

- Presently, education standards of higher education, research and innovative skills for novel ideas are not on par with international community in most of the universities of India.
- There is an increasing gap between education and employability. Many of industrial persons complained about the quality of students coming from colleges. Mostly, students are lacking in job skills.
- As per recent studies, around 50% of faculty are working in colleges based on contract. In long term,teaching with contract faculty has serious implications on quality and research.
- Many of private colleges started to receive funds from UGC and fee refunds from state governments. Specifically, in south India every year, there were many seats vacant in engineering. Permissions for new colleges and existing colleges require more scrutiny then present.

**Coordination and determination of standards**

in institutions for higher education falls under the union list as per seventh schedule of our Constitution. When considering the nation as a whole it is evident that rural India still trying hard to enter the higher education sector. The states are varying in the level of acquiring even primary and secondary education. So, more care should be given to those states which are backward in these areas.

**Reforms in Higher Education:** India's higher education sector has moved from a period of slow growth and low gross enrolment ratios (GERs) to an era of unprecedented expansion. Over the past 15 years, student enrolment has quadrupled to reach 34 million with a GER of 24 percent in 2015-2016. The size of India's education system has now surpassed the United States, becoming the world's second largest after China. Massification of the education system has heavily relied on non-state funding. Market friendly reforms introduced by the state include cost recovery measures in public institutions and the promotion of the private sector to own and operate universities. While privatization started slow, private universities are proliferating, and now account for more than 60 per cent of the enrolment share both in terms of institutions and enrolment. Massification in India is also accompanied by persisting social inequalities and widening regional inequalities in enrolment in higher education.

Reforms to improve quality India established external quality assurance agencies and internal quality assurance mechanisms to enhance higher education quality. Although accreditation is mandatory to obtain public funding, a majority of private higher education institutions still remain non-accredited.

Ranking has been another effort to enhance quality. Indian institutions do not fare well in the world ranking of universities. In response, India initiated a national ranking process with the National Institutional Ranking Framework (NIRF) in 2015. The first results published in April 2016 and 2017 clearly indicated that the top-ranking institutions are mostly public funded central universities. It is currently believed that creating world class universities will boost India's position in the global rankings. This prompted India to plan to support the creation of 20 world class universities in the immediate future. It appears that India, like many other developing countries, is on a fast track towards the reorientation of existing institutions into world class universities.

**Reforms to enhance relevance:** Despite the sector's growth, many employers in India have lost confidence in the quality of the qualifications awarded by the country's universities. It is questioned whether these universities offer the skills and competencies to its graduates as expected in the labour market. In order to regain the credibility and enhance the relevance of university qualifications, India is now in the process of

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developing a National Higher Education Qualification Framework (NHEQF), which is focusing on learning outcomes, employability skills and competencies. This follows the 2013 development of a national skills qualification framework (NSQF).

**Measures needed to improve innovation in Higher Education:** Research cannot be improved merely by regulating universities, instead they need efforts to create enabling atmosphere for which it is imperative to grant more autonomy, better funding and new instruments to regulate work ethic. New initiatives like Hackathon, curriculum reform, anytime anywhere learning through SWAYAM, teacher training are all aimed at improving quality. These need to be effectively implemented. As India wants to transform its universities into world class institutions, it must safeguard the interests of young researchers and thousands of temporary faculty members by expediting the permanent appointments in a time-bound framework and transparent manner. Establish world-class multidisciplinary research universities. Create a master plan for every state and union territory. Each state must establish an integrated higher education master plan to provide an excellent education for all its residents. Attract the best and the brightest talent to be faculty members. One of the fundamental changes India must institutionalize is a radically new compensation and incentive structure for faculty members. A flexibility to pay differential salaries based on market forces and merit must be part of this transformation.

### Conclusion:

Thus, a complete renovation is needed to meet the present demand and address the future challenge that India is about to face. To reap the diverse culture demographic dividend and to maintain peace and social harmony among them quality education with values are the necessary area to focus. The higher education is facing many challenges as pointed above, most the challenges are difficult but are not impossible to resolve. Our goal to be a world power, the resolving and restructuring of higher education is must, then only we will be able to connect the human potential and resources of nation to the fullest and channelize it for the growth of the nation.

In the Union Budget for the financial year 2018-19, Education sector has witnessed an increase of almost 4% in terms of funds allocation. The Union Cabinet has taken a decision recently to give due importance to the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a centrally sponsored scheme launched in 2013 to provide strategic funding to eligible State higher educational institutions.

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## Higher Education in India: Emerging Issues, Challenges

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**Abstract:**

Education is one of the significant factors Instrumental to the development of a country, it should be transformed to the needs of the time and changing scenario of the world. It provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity. This paper is mainly focused on the overall performance of higher education system in India. We try to find out the initiatives taken by the government to raise level of education system.

This paper aims to identify emerging issues and challenges in the field of higher Education in India, Finally the paper concludes here is need of plans requires solutions that combine, employers and youth need of expectations of from various stakeholders' students, Industry, Educational Institutions, Parents and Government.

**Key Words:** Higher Education, Issues, challenges

### Introduction:

Higher education is very important for a developing country like India and it is encouraging to increasing human development. Higher education in India has experienced phenomenal expansion since independence. India has produced scientists, engineers, technologists, doctors, teachers and managers who are in great demand all over the world. Now it is one of the top ten countries in our industrial and technological capacity, It has proved its tremendous potential by its performance in nuclear and space domains. In the coming few decades will be heralded by space craft, satellites, internets and others offshoots of scientific enquires, Higher Education opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing humanity. Higher education provides specialized knowledge and skilled persons for national development. In next few decades, India will have word's largest set of young people. White the correlation between people and higher education is not up to the mark. The increasing youth population cab be a great asset if potential employability is brought to fruition. Conversely, if we fail to provide education and employment then it will open a downside gate for Indian economy. Education is an essential tool for achieving sustainability. The Education Commission 1964-66 described the role of education in social and economic transformation through a statement the density of a nation is shaped in its class rooms. Education creates human capital which is the core of economic progress and assumes that the externalities generated by human capital are the source of self-sustaining economic process.

This paper aims to identify issues and challenges in the field of Higher Education. In India.

### Objectives

- To analyze the current scenario of higher education system in India
- To Identify on the Emerging issues of higher education in India
- To identify on the Emerging Challenges of higher education in India

**Higher Education Scenario in India:** The table 1 reveal that there has been appreciable growth of higher education since 1951. Number of university level institutions and college has growth up from 28 to 677 and 578 to 3800 respective from 1951 to 2015 As a result, the of teachers as well as students has also increased significantly. The growth of student" enrolment is more than the growth of number of teachers over the period of time, may be due to the massive investment by government at school level in from of primary as well as secondary education. Rise in enrolments and institutions at school level, there is mushrooming growth in higher education institutions At the end of 2014 there were 677 Universities and 38000 colleges in India. But still we need more than 1500 universities to cater the demand. The table 1 show that our education system is improving not only in number of.

Colleges and universities but also in enrolment. Most of these universities have affiliated colleges where undergraduate courses are approved and taught. But still, if we compare this improving stat with increasing population, then we have to rethink, is it still improving

**Emerging Issues:** The role of higher education in the emerging scenario of knowledge economy is very crucial and multifaceted for any country in general and India in particular. There are many basic problems faced by higher education system in India. These include Lower level of teaching quality, Financing of higher education, More concentrated on theories and rather than practical knowledge, traditional methods of teaching, Privatization, Inadequate facilities and infrastructure Quota system.

**Lower level of teaching quality:** Our education system is torture by issues of quality in many of its institutions and universities. Many of the issues like lack of faculty, poor quality teaching, Traditional teaching methods, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching are raise question on Indian education system.

**Financing of higher education:** One of the most important things that have to be notices is the issue of financial constraints regarding higher education before the government. Expenditure on education in common and on higher education in particular by the government, is one of the parameters to judge the quality in education for all nation. The state Government have already been spending 20-30 per cent of its revenue budget on education. It cannot afford to spend more. In India, higher education has received less attention in terms of public spending than other level. It is not feasible for India to make massive state investments in research and development that produced research led universities in the wet such as MIT, University of California, Berkeley in the US or University of Cambridge in Britain. More concentrated on theories and rather than practical knowledge Indian education system is more focused on theoretical knowledge rather than practical knowledge. In many jobs there is also a minimum requirement of percentage which is high.

**Traditional methods of teaching:** Professors still stick to those older methods of teaching like board, market. They don't like to make use of audio-visual aids in teaching. Also, they are not up to date with the information available and what global industry demands.

**Privatization:** In the present scenario, privatization of higher education is apparently a fledgling but welcome trend and is essential to maintain creativity, adaptability and quality. The economic trail of liberalization and globalization demands it. In India both public and private institutions operate simultaneously. Approximately 50 per cent of the higher education in India is imparted through private institutions, mainly unaided involving high cost. However, the situation is not so simple. Private providers, in the interest of maximizing profit, have every incentive to 'minimize costs' by compromising on the quality of education provided in their institutions. Last but not least, quality of teaching staff is one of the considerable issues for higher education sector to sustain in the future. Earlier, they were committed to their students to their subjects and to their profession. Today, high salaries are available but the commitment is less. Thus, it is the hour to free the higher education system from unnecessary constraints and political interference.

**Inadequate facilities infrastructure:** In India, many of the universities don't have adequate infrastructure or facilities to teach students. Even many private universities are running courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students.

**Quota system:** Bringing the reservation and quota system for different categories in education lost its quality. Even deserving candidates of general categories are ignored and on quota we have to select another person from reserved category even though he is not suitable.

**Emerging Challenges: The** system of Indian Higher education is the second largest in the world which fulfills the educational requirements of millions of students who come from different sections of the society since it is the student community that can help to generate healthy academic atmosphere in institutions of higher learning.

**Our heterogeneous education system:** based on geographical, rural-urban, rich-poor set up have posed in great challenge for the educational institutions. Varieties of Colleges, universities, technical institutions have produced and different type and quality of Education. Some of them are really imparting qualitative

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education although a few others are doing the dirties. Job. Thanks to UGC, for publishing the list such a fake Universities and Intuitions indulging in educational in educational malpractices.

**Interference of political factors:** Most of the Institutions, imparting education (Aided-non-aided) are owned by the dominant political leaders, now playing key role in governing bodies of the Universities. They have established their own youth cells and encourage student's organization on political basis. They exploit the student's energy for their political purposes.

**Economic Difficulties:** Is one of the most troublesome changes that the present higher education system has imposed on the communities? The numbers of students are coming from the ordinary classes; many of them of them are unable to provide the minimum necessities of life for themselves. Economic miseries have grown due to the increasing prizes, habits of wasting money on luxuries, increasing population, scarcity of food supply, corruption, selfish etc. students hold part time jobs in order to pay for their educational expenses and should divide their attention between a job and college/University education.

**Lack of Moral values:** Rapid growth of science and technology and subsequent industrialization has caused a great and danger to our old moral and values. The younger generations dissatisfaction and revolt is the outcome of a decaying system of values.

**Conclusion:**

In concluding words, we can say that over the period of time, growth have been take place in higher education in terms of institutions, enrolments etc. but it is not sufficient. Indian economy is facing various challenges regarding higher education, which need to overcome through appropriate policy formation and their effective implementation.

The politics is the result and most often the changes are not implemented language has been a similar issue in which government attempted to solve in difficult social and political problem through policy relating to higher education.

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# Challenges And Opportunities For Women In Higher Education

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**Abstract:**

Throughout history, women have had only a limited role in society with restricted opportunities the latter fact, highlighted in this article as 'the women's issue', prevails even in this new era, where we found that gender inequalities continue to primarily disadvantaging this group. Education -that nowadays has been recognized by a number of international conventions as a human right and a development imperative-, is one of the spheres that has suffered this women's issue. As the report states, in the last four decades an almost entirely reversion of the historical process of exclusion of women in HE has occurred and they have gained some more or much access to this level of education. Not with standing this, at barely three years of compliance with the deadline set for the HE sector in the goal 5 of the Dakar Framework for Action 2000 of the Education for All movement, and in the target 4 of the United Nations Millennium Development Goals, the same UNESCO (2012) report has identified two regions in which the HE system persists to be unfair to women, showing still great disparity in disadvantage for them. Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education.

**Introduction:**

Gender studies in the professional realm have long been a heavily researched field, with many feminist texts studying topics including the wage gap and family life. However, female administration in higher education remains largely understudied, particularly on the influence of personal, professional, and societal factors on women. There is a need for studies that seek to understand how gender intersects with the multiple dimensions of women leaders' personhoods, such as family status, marital status, age, race, ethnicity, and sexual orientation, to inform women's career path experiences and leadership aspirations. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building.

We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. Throughout history, women have had only a limited role in society with restricted opportunities.

**The History of Women in Education:**

Christine A. Woyshner, Bonnie Hao Kuo Tai The nineteenth century saw major advances in educational opportunities for women and girls, from the common school movement in the early part of the century to multiple opportunities in higher education at the century's close. In the 1800s, women began to play central roles in education - as teachers and as learners, in formal and informal education settings, on the frontier and in the cities. What did these advances mean for the education of women and girls in the twentieth century? This Symposium looks at developments in the education of women and girls over the course of the twentieth century, including research currently being conducted by and about women who historically have been excluded from mainstream academic discourse. Our aim in presenting this Symposium is to showcase some of the provocative work being done in the area of the history of women in education. We open this issue with Kathleen Weiler's "Reflections on Writing a History of Women Teachers." Weiler presents an overview of some current issues in feminist historiography, contemplating the importance of an awareness of

the nature of knowledge, subjectivity in historical evidence, and the role that language plays in the social construction of gender.

**Higher Education Today: The Challenges:** Five issues are of particular significance: the continued demand for access which has doubled and even tripled in some countries, necessitating a shift from elite to mass higher education; the continued reduction of financial resources and growing accountability measures imposed by governments; the maintenance of quality and relevance and the measures required for their assessment. This problem will grow since student numbers could reach 120 million by the year 2050; the ongoing problem of graduate employment which is forcing a reassessment of academic degrees and diplomas; the growing reality of internationalization in higher education teaching, training and research which deals with the mobility of both people and knowledge.

These phenomena dominate the 1994 Policy Papers entitled Higher Education: The Lessons of Experience and Higher Education for Change and Development, prepared respectively by the World Bank and UNESCO. Against this background, three specific aspects related to higher education and women emerge: - firstly, women graduates must be seen as part of the essential human resource base of each country. As such they have then right to the same access and career opportunities as their male counterparts. Discriminatory practices are not only unjust but a flagrant wastage of valuable expertise which, today, is vital for all nations;- secondly, in higher education itself where reform is the priority, there should be a strong commitment to equipping women with the necessary range of managerial skills to contribute to the overall renewal of this sector; - thirdly, the nature of power, as it is used in positions of leadership and management, may need to be conceived quite differently. Feminine leadership needs clearer analysis and definition and may be preferred as a model more suited to the needs of social development across all sectors including, higher education.

**Women and Higher Education: Key Aspects:** Three main factors are vital: Societal attitudes to women which discourage their participation in decision-making; Their lower enrolments in higher education to date (although here, patterns are rapidly changing in all regions); The absence of a gender dimension in the higher education curriculum. They will certainly not accede to leadership posts in higher education or in society in greater numbers until these issues are addressed.

**Participation in Decision-making:** Decision-making attests to the empowerment of the various actors involved. At the present time, far too few women possess this attribute. Education facilitates empowerment which is essential for the participation of women in all aspects of the development process. Furthermore, higher education provides the expertise usually required for the key posts which shape policy in all fields - hence its particular importance for women is obvious. In the 1993, UNESCO/Commonwealth Secretariat study entitled Women in Higher Education Management identified the principal barriers preventing the participation of women in the decision-making arena: Limited access to education, especially higher education;

**Women's Enrolment in Higher Education:** The past 20 years have witnessed significant - but not sufficient - enrolment of the female population in higher education. This progress has certainly been due in part to specific strategies which have focused attention on the inequalities to be redressed. UN action has been effective in this regard as policy-makers have been sensitized to the rights of women and to the need to open all levels of education to their greater numbers. A closer analysis of higher education statistics reveals the different nature of the problem in different socio-cultural and economic contexts. In general, women's enrolments have improved and may even exceed those of men. Moreover, certain countries have clearly made a strong commitment to facilitating the access of women to higher education.

**Higher Education Governance:** Given the ongoing modernization and reform of this sector, the role of vice-chancellor or rector has undergone radical transformation in recent years. An ideal check-list of qualities and skills needed by the prospective VC or rector might read as follows: Strong record of academic leadership/excellence in research and teaching Leadership skills, including visioning capacities Management skills, Institutional experience, International experience of higher education, negotiating skills to deal with all stakeholders. As the challenges facing higher education grow more complex, it is true that the governance of this sector requires even greater skills. And, these challenges come at a time when top

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leadership itself is under close scrutiny. There is no reason why women should be excluded from this position of leadership and power, provided their capacities are those sought. First and foremost, this principle must be reiterated, accepted and practiced in the field of higher education. Secondly, adequate training opportunities must be given to women to acquire skills which, otherwise, would exclude their candidature from consideration when leadership posts arise.

**Strategies for Future Action: To promote advocacy concerning the access of women to higher education and their participation in this sector:**

1. UNESCO should establish an international observatory on women and Higher Education to monitor their access, participation, and presence in decision-making
2. International NGOs should undertake a critical review of legal instruments to ascertain effectiveness with regard to higher education
3. NGOs, specialized or interested in women and higher education, should pursue training to perfect their advocacy skills in the field of gender at international, regional, national and institutional levels
4. Via NGOs specialized in higher education (e.g. regional rectors' associations and conferences), a Charter of Commitment to Gender Equality should be drawn up for signature by institutional leaders
5. UNESCO should support initiatives to evaluate and follow-up the 4th World Conference on Women (Beijing 1995). These may include symposia and regional activities and a special meeting should be convened in 2000.
6. To promote the presence of women at the decision-making levels of higher education and their employment as graduates
7. Institutions should set up a senior committee to ensure that goals concerning gender equality are attained
8. Equal Employment Opportunity Offices should be established in universities and higher education institutions to monitor the progress of women academics and administrators (e.g. appointment to chairs, HOD posts, senior management posts etc.)
9. Career orientation offices and graduate placement services should adopt special measures to ensure that women students are fully informed of opportunities and obstacles with regard to gender in different professions
10. Higher education institutions and NGOs (notably those representing women and students) should make optimal use of role models and pathfinders as a means to inform and advise women students concerning their career choices. Special attention should be given to fields where women are underrepresented (e.g. sciences, engineering)
11. To promote action research and training, the number of UNESCO Chairs and UNITWIN networks which promote the gender dimension in areas of higher education should be increased
12. UNESCO and other agencies to set up mobile teams of gender experts able to encourage endogenous capacity building at national and institutional levels
13. In certain contexts and instances, quota systems may be considered desirable as a means of moving towards full gender equality
14. A Code of Good Practice in each region should be elaborated to illustrate the promotion of gender equality across different cultural contexts
15. NGOs specialized in higher education and women should run extensive training sessions for students and recent graduates, both men and women, on feminine leadership with a view to creating a more human society
16. The principle of Lifelong Learning for women should be strongly supported and appropriate measures adopted to to permit them to continue their studies, to re-enter the workforce and to harmonize their professional and personal responsibilities.

**Conclusion:**

The world is moving towards greater democracy and market-oriented policies in an effort to improve human development. In this climate, more opportunities should be provided for women to obtain executive appointments. The efforts of specialized agencies, of women's groups and the resolutions of international conferences all contribute towards the recruitment of women for such positions. Clear trends to strengthen the empowerment of highly qualified women are visible in the fields of**research, training, advocacy and networking** and must be further strengthened. These operate both in the higher education domain itself and also in professional activities. The spin-off effects resulting from increased access and participation are life-long and have flow-on benefits for women in all social groups. These thus constitute

the foundations of UNESCO's Global Strategy for Women, Higher Education and Development mentioned earlier and which aims at their enhanced participation in the decision-making process. In conclusion, what is now required is a common vision of social and human development shared by men and women alike. This vision is based on social justice and accords women their rightful place in decision-making

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## Urgent need of Skill Development in Higher Studies

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**Abstract:**

The education is fundamental to all-round human development. Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. The new policy focus on skill development has emerged a result of a combination of factors.

Thus, higher education has a crucial opportunity to affect the future of our society through substantially improving the s kill development of our citizens. In order to have enriched economic growth of the country the vast expansion of the Skill development and Higher Education to enhance the competitiveness of the nation.

**Introduction:**

"Skilling is building a better India. If we have to move India towards development then Skill Development should be our mission"- by Shri Narendra Modi. The dream of making India efficient and skilled is a campaign launched by Prime Minister Narendra Modi on 15 july 2015 with an aim to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan Scheme".

The education is fundamental to all-round human development. Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. The new policy focus on skill development has emerged a result of a combination of factors. The changing demographic profile of the country, with 54% of its population under 25 years of age, the rising aspirations of our youth who seek better jobs and higher incomes, and the growing requirements of industry for an efficient, well trained workforce – have contributed to a focus on skill development.Those were the days where students with higher education was regarded as well-read and highly qualified. But these days higher educated is also facing a great challenge of finding a job of his own interest. This is because of lack of skill development and basically quality education in higher education. This problem has to be founded a solution in the global level in the coming generation.

Across the world, skills development has been addressed with considerable seriousness. Our students are found pursuing degrees in colleges and universities of higher education. All one can do is to turn this into an opportunity, turn universities and colleges into skills development hubs. We have the government intervening by establishing National Skills Development Council(NSDC) and several other skills development initiatives in the pipeline but unless our Higher Education wakes up to this and responds proactively, the youths coming out of it would find it hard to claim a place in the world, and thus the growth of this country will also remain under threat because without the requisite human resource the magic growth is impossible.

**Challenges Faced:**

In our country where there is a large dropout rate of children quitting school atyoung age and a minimal percentage going into higher studies, do we have morechoice than tapping into this small percentage by upskilling them in order torender them readily employable. It's only possible by bringing this scheme in the schooling from high school. If this scheme gets successful, then the whole development of skilled youth starts from the school. Let's also understand that in a large country like India, only government agencies and system cannot accomplish this task of upskilling the youth. Private companies with requisite experience in skills training may also be roped in to expedite the process of enhancing the skills development of youth in colleges and universities. In today's world, particularly in India, the future and relevance of Higher Education is inextricably linked with Skills Development; the earlier Higher Education

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accepts this and acts accordingly, the better it is for the country and its growth. Skills Development is not an additional course that can be added to a university curriculum but it requires to be integrated into the training and education of a youth during his education process.

**Communication Skills Lacking:**

Many skills are useful in work and in considering how to live. However, skills to think critically, to solve complex problems, and to write are fundamental to success in work and in making and executing the many decisions that constitute how a person lives. The recent striking evidence indicates that roughly one third of all students graduating in higher education today have made no progress in developing the critical skills needed for vocational success and for discharging the responsibilities of a citizen in a modern democracy. Youth of rural areas faces the soft skill problems. Though they are skilled in the area of work but fail to be considered. This is due to the lack of confidence in their soft skills level. There is a need for a clear focus on improving the communication which leads to the employability of graduates. This level of problem has to be addressed as early as possible because it's the high time to bring awareness among the public of higher education. What are critical thinking, complex analysis, and writing, and why are they so important? Skills such as reasoning, critical thinking, communication, collaboration are now important in more and more jobs. Special emphasis on verbal and written communication skills, especially in English would go a long way in improving the employability of the large and growing mass of disempowered youth. Higher education is probably the most important institution for developing the skills needed.

**Skill development courses should be made mandatory:**

Possessing a skill can be an end in itself – giving individuals greater self-confidence, self-esteem and dignity, which results from the knowledge that they can stand on their own feet. A skill can also be a means to know every ones area of interest. It can a tool, which helps individuals realise their aspirations by pursing better jobs, leading to stable, sustainable livelihoods. To establish Skills Development Course Centres at university and college campuses and provide specific funds for the same. These Centres should be endowed with the task of training each and every student of the college and university in terms of soft skills and life skills and prepare them for the challenges ahead. The days should come where the employers should come to the doorsteps seeking for the skilled and competent workers. The agencies/authorities for external governance are the Central/State Governments and their organizations/bodies, and national/international accreditation authorities. This includes any policy directive concerning the national agenda/scenario through the statutory bodies like UGC and other bodies responsible for governing the performance of the higher education institutions in terms of course content/duration of courses of study etc, particularly, with respect to matters concerning maintenance of uniformity of norms and standards of higher education. For this purpose, UGC and other statutory bodies for prescribing norms and standards etc with regard to the respective weightages of course contents for various courses of studies of the higher education spectrum. Details include considerations about the number of teaching hours for a given programme of studies etc and prescriptions of various courses of studies at the first-degree level, the postgraduate level and also guidelines for the quality etc for the doctoral programmes. Similarly, the national bodies like research bodies of various departments also give comprehensive directions to higher education Institutions which are of utmost importance to build India as a knowledge society.

Is Higher Education ready for this? This is the key question because the answer will determine the future of this country. For this purpose, the UGC is implementing three schemes viz. Community Colleges, B.Voc Degree Programme, and Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL).

**Skill Loan Scheme for Skilling:** A Skill Loan Scheme was -launched by the Hon'ble Prime Minister on 15-07- 2015 with a view to support youth who wish to go through skill training programmes in the country. Bank of India has been the first bank to notify such a skill loan scheme. A copy of the Bank of India Skill Loan Scheme is enclosed. This is based on a Model Skill Loan Scheme circulated by the Indian Banks Association (IBA) vide circular. This Skill Loan Scheme replaced earlier IBA Model Loan Scheme for Vocational Education and Training. The Scheme guidelines and applications forms have been simplified with a view to reclude paper work and ensure sanction and prompt disbursement of skill loans.

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The objective of the National Policy on Skill Development and Entrepreneurship, 2015 will be to meet the challenge of skilling at scale with speed and standard (quality) is the dream of our Prime Minister. It will aim to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link the skilling with demand centres. In addition to laying down the objectives and expected outcomes, the effort will also be to identify the various institutional frameworks which can act as the vehicle to reach the expected outcomes.

**Conclusion:**

Skilling is a lifelong process. Hence, skill upgradation and reskilling are fundamental components of the skilling cycle. The Ministry also sees a close connection between skilling and entrepreneurship. We seek to create synergies between these two areas, so that our youth can aspire to being job seekers and job creators.News Improving the skill development of students in higher education would contribute substantially to placing higher education as the foremost pillar on which our society is built. The academic world has serious doubts about where our society is going in many respects. However, the students going through higher education become the citizens who determine the nature of our society. Thus, higher education has a crucial opportunity to affect the future of our society through substantially improving the s kill development of our citizens. In order to have enriched economic growth of the country the vast expansion of the Skill development and Higher Education to enhance the competitiveness of the nation. It improves the quality of life of every individual and leads to the benefits of society and individual.

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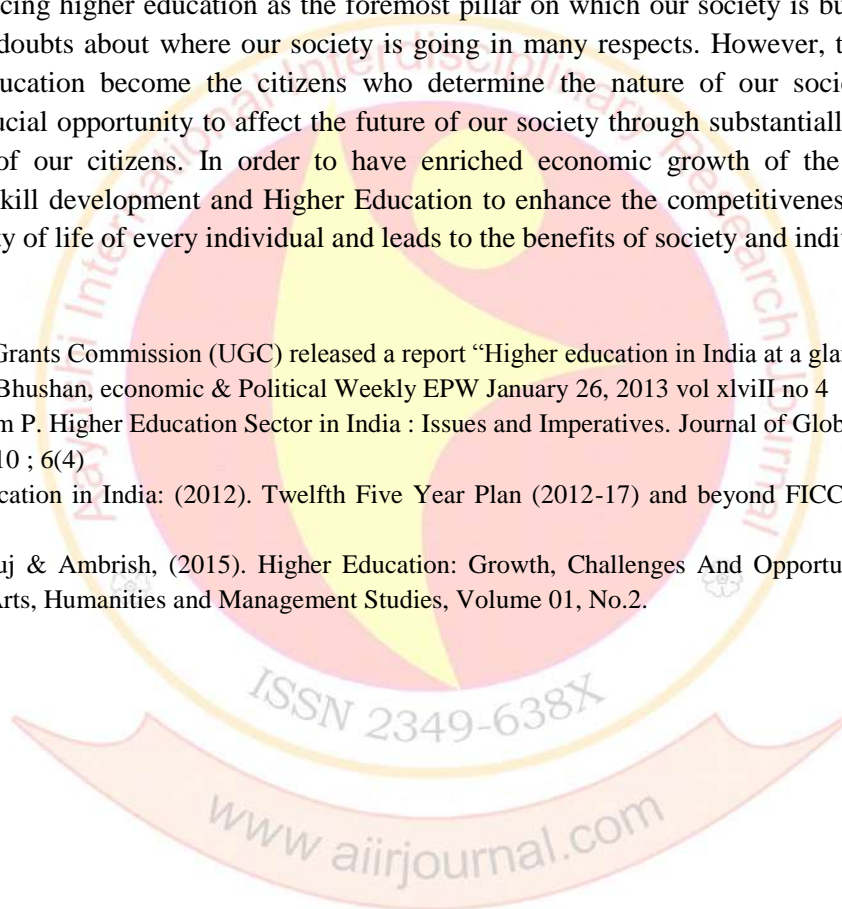
# Skill Development In Education Sector: An Analysis

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**Abstract:**

Higher education in the country is experiencing a major transformation in terms of access, equity and quality. This transition is highly influenced by the swift developments in information and communication technologies (ICTs) all over the world. The optimal utilization of opportunities arising due to diffusion of ICTs in higher education system presents a profound challenge for higher education institutions. In this regard the paper addresses the opportunities and challenges posed by integration of ICTs in various aspects of higher education in the present scenario. The paper argues for addressing the issues through formulation of policies and strategies to accrue following potential future developments in ICTs and to integrate them in education sector to transform higher education.

**Key word:** Digitalization, ICT, Higher education

## Introduction:

The Indian higher education system has witnessed significant expansion in recent years, both in terms of the number of institutions as well as the student enrolment. India has more than 400 universities and over 20,000 colleges, of which almost half were set up in the last decade. Student enrolment has crossed 12.9 million in 2007-08, clocking a compounded annual growth rate of 6.2% since 1985-86. The private sector has enthusiastically participated in the growth of the higher education system with about 63% of the total higher education institutions being private unaided institutions. Though these are clearly positive trends, the Indian higher education system continues to demonstrate many structural shortcomings which in turn create challenges in meeting future expectations. Despite having more higher education institutions than any other country in the world, hardly any feature in the leading institutions in the world. At about 12%, our GER is almost half of that of China, and lower than many developing countries. Inequity is also pervasive in the system, with the GERs of women and backward castes being much lower than the national average.

From where things stand today, we have identified five areas critical to making the Indian Higher Education system future ready. We believe that financial innovation, innovative use of information and communication technologies (ICT), reinvigorating research, thrust on vocational education & training (VET), and regulatory reforms are potential 'Game changers' for the Indian higher education system. Given this backdrop, we have identified certain challenges across these five areas and outlined specific recommendations to improve upon the gaps and strengthen the foundation of the Indian higher education system.

**Statistical Indicators:** The following statistics would reveal the magnitude of the problem

- **Literacy rates:**The 15th official census in India was calculated in the year 2011. In a country like India, literacy is the main foundation for social and economic growth. When the British rule ended in India in the year 1947 the literacy rate was just 12%. Over the years, India has changed socially, economically, and globally. After the 2011 census, literacy rate India 2011 was found to be 74.04%. Compared to the adult literacy rate here the youth literacy rate is about 9% higher. Though this seems like a very great accomplishment, it is still a matter of concern that still so many people in India cannot even read and write. The numbers of children who do not get education especially in the rural areas are still high. Though the government has made a law that every child under the age of 14 should get free education, the problem of illiteracy is lage.Now, if we consider female literacy rate in India, then it is lower than the male literacy rate as many parents do not allow their female children to go to schools. They get married off at a young age instead. Though child marriage has been lowered to very low levels, it still happens. Many families, especially in rural areas believe that having a male child is better than having a baby girl. So the male child gets all the benefits. Today, the female

literacy levels according to the Literacy Rate 2011 census are 65.46% where the male literacy rate is over 80%. The literacy rate in India has always been a matter of concern but many NGO initiatives and government ads, campaigns and programs are being held to spread awareness amongst people about the importance of literacy. Also the government has made strict rules for female equality rights. India literacy rate has shown significant rise in the past 10 years.

- **Growth of educational institutions**: Between 2000-01 and 2003-04, the number of Primary Schools has risen from 6.38 lacs to 7.12 lacs i.e., a simple rate of growth of 3.87 % p.a.. Similarly, in the same period, the number of Upper Primary Schools has risen from 2.06 lacs to 2.62 lacs i.e., a simple rate of growth of 9.06 % p.a. The Plus 2 level institutions during the same period have risen from 1.26 lacs to 1.46 lacs i.e., a simple rate of growth of 5.29 % p.a. . In the same period, the number of Colleges for general education has risen from 7900 to 9400 i.e., a simple rate growth of 6.33 % p.a. With a slow rate of growth in the number of educational institutions, we cannot hope to quickly make a dent on the base line educational status of the population. Hence, the conventional approach must also be aided and supported by the technological interventions through ICT so as to make available the knowledge resources to every learner as per his / her convenience and just in time.

- **Dropout rates**: The dropout rates in 2000-01, 2001-02, 2002-03 and 2003-04 have been 40.7%, 39.0%, 34.9% and 31.5% respectively.

**The traditional methods of learning process:**

The existing view of the learning process emerged out of the factory model of education at the turn of the 20th century and was highly effective in preparing large numbers of individuals with skills needed for low-skilled positions in industry and agriculture. Traditional method of learning involve classrooms with 20-30 students was created along with the concept of standardized instruction for everyone. The traditional, teacher-centered is the expert and the dispenser of knowledge to the students. It is largely a 'broadcast' model of learning where the teacher serves as the repository and transmitter of knowledge to the students. The traditional educational paradigm is often characterized by the following views of learning

- Learning is hard. Many view learning as a difficult and often tedious process. According to this view, if students are having fun or enjoying what they are doing in a learning activity, they probably are not learning.

- Learning is based on a deficit model of the student. The system strives to identify deficiencies and weaknesses of the student. Based on noted deficiencies, students are tracked, categorized, remediated or failed. The impact of the deficit model of student learning is most obvious in compensatory education programs. As implied by the term, compensatory education is designed to make up learning that some children, particularly poor minority children, do not have, but which the curriculum and structure of schooling assume are common to all children. Bruer, in his book, Schools for Thought, notes that research overwhelmingly concentrates on the weaknesses of poor children. Very little research has been done on their strengths.But introduction of Information and Communication Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand-held devices; expands course offerings, experiences, and learning materials; builds 21st century skills; increases student engagement and motivation and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and professional content, resources and systems to help them to improve their own instruction and personalize learning.

**Challenges in adopting new technology using ICT in Teaching and Learning process:**

Implementing ICT in the context of developing country like India face certain constraints such as
1. Physical barriers such as remoteness and an unreliable electricity supply.
2. Scarcity of funds.
3. Lack of staff development
4. Insufficient and inappropriate software.
5. Speed of technological development in remote place where internet connective still not yet established or network not covered.

**ICT Training:** Implementation of ICT without training has no use. For the successful implementation of any project training is must. Selected master trainers undergo training, and they pass on this training to selected trainers, who in turn, train their colleagues at school, district, or state level. Various agencies should be deployed to conduct training to the teacher's, heads of schools and other school administrators. Orientation courses should also be conducted. In addition to this specialized short-term course should also be conducted. Also, in-service training can be done to train the teacher's and should disseminate the necessary knowledge and skills to their colleagues back in their schools or colleges.

**Suggestions:**

For the effective implementation of information and communication technologies (ICTs) to improve teaching and learning methods, the following conditions must be attempted.

- Students and teachers must have sufficient access to digital technologies and the Internet in their classrooms, schools, and teacher education institutions.
- High quality, meaningful, and culturally responsive digital content must be available for teachers and learners.
- Teachers must have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards.
- New possibilities are emerging which already show a powerful impact on meeting basic learning needs, and it is clear that the educational potential of these new possibilities has barely been tapped.
- These new possibilities exist largely as the result of two converging forces, both recent by-products of the general development process. First the quantity of information available in the world-much of it relevant to survival and basic well-being-is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. A synergistic effect occurs when important information is coupled with the second modern advance-the new capacity to communicate among the people of the world. The opportunity exists to harness this force and use it positively, consciously, and with design in order to contribute to meeting defined learning needs *(1998 UNESCO World Education Report, p. 19)*.
- The Concept - Electronic Book: The use of the electronic book or e-book can also introduce and projected. The prime object is to see how the device stores electronic textbooks and links the user to the internet can be used to improve teaching and learning in the classroom. The aim is to replace conventional textbooks by the e-books and thereby eliminate heavy school-bags.

The pilot project can be conducted in selected schools for a period of five months. This can improve computer and technology knowledge, as well as engage students in reading and learning. Another project that involves the creation of web presence, web tools that promote collaboration, and web-based services to the community to obtain sought-after information. Components of services delivered include e-mail, web hosting, electronic discussion and the creation of searchable databases.

**Conclusion:**

Information technologies are the result of knowledge explosion. These include hardware & software technologies and facilitate teaching learning process. Using Information and communication method (ICT) learners are now able to participate in learning communities throughout the world. They are independent and free in choice of their programmes of study and access to the resources. They may learn collaboratively, share information, exchange their learning experiences and work through cooperative activities in virtual learning communities. Information technologies facilitate teaching learning process in more productive fashion. Similarly, the role of teacher is also different in new settings than in the conventional system. Teacher facilitates and guides the learners in their study playing the role of a *coach or mentor*. Now teacher is not at the center of the instruction and sole source of information as in conventional classrooms. He/she decides contents/experiences and/or activities, locates the resources and guides learners how to have access and utilize the information for required outcomes. In nutshell, information and communication techonology (ICT) are restructuring teaching learning process to meet the International standards.

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## Skill Development In India And Higher Eduaction

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**Abstract:**

Today all economies need skilled workforce so as to meet global standards of quality, to increase their foreign trade, to bring advanced technologies to their domestic industries and to boost their industrial and economic development. Thus, skills and knowledge become the major driving force of socio-economic growth and development for any country.

The Planning Commission (12$^{th}$ plan) aims at raising the Gross Enrollment Ratio in Higher Education to 20% by 2017 and 25% by 2022.The XII Plans aims an additional enrollment of 10 million in higher education equivalent to 3 million additional seats for each age cohort entering higher system.

The study also found that both the Government and its partner agencies have under taken various measures for the effective implementation of the skill development system in the economy.

**Introduction:**

The Prime Minister's National Council delineates the policy advice and aims to create nearly 50 core skilled people by 2022 through skill systems that demand a high degree of inclusivity. Higher education reforms under the 11$^{th}$ Five Year Plan saw a nine-fold growth in Government spend on higher education in India, based on recommendations of the National Knowledge Commission (NKC) report (2009). However, improvements in terms of quality of higher education delivery have been in significant. The issues of skills shortages, and unemployable graduates still prevails at large. Education is the key to human resource development and a vehicle for economic growth of a country. But without a support skill for employment or vocational work, the appropriate utility of education cannot be done. Employers are increasingly finding it difficult to find employable youths, even though there are enough educated unemployed. Hence, skill development initiatives of the government should focus on these obstacles and develop the programs accordingly to resolve these hurdles for the complete success of the skill development initiatives.

**Objectives**
1. To study the Education Scenario in India.
2. To study the skill development in India.
3. To suggest possible solutions.

**Methodology:**

The proposed study mainly is descriptive in nature. It is based on secondary data and information which is collected from the concerned sources as per need of the research.

The Indian economy is highly dependent on the availability of jobs and the quality of the labour force. This has resulted in an increased demand for skilled labor over the past few years. India is the world's fastest growing economy, expected to grow at 7.2 percent in 2017-18, and at 7.7 percent by 2019-20. The government of India has ambitious plans to transform India into a competitive, high-growth, high productivity middle-income country.

More than 12 million youth between 15 and 29 years of age are expected to enter India's labour force every year for the next two decades. The government's recent skill gap analysis concludes that by 2022, another 109 million or so skilled workers will be needed in the 24 keys sectors of the economy. At present, however, school leavers have few opportunities to acquire job specific skills; only 2.3 percent of India's workforce has received some formal skills training. To address the issue, skill development has

emerged as a priority sector, and the recently-launched National Skill Development Mission aims to train approximately 400 million people across the country by 2022.

To support the country's vision, the World Bank has approved a US$250 million Skill India Mission Operation (SIMO) to help India's growing young workforce acquire the market-relevant skills needed in today's highly competitive job market. The operation will support the Government of India's Skill India Initiative and attempt to address the dual challenge of ensuring greater access to training as well as providing quality training leading to employment.

It is estimated that by 2023, when the project ends, about 8.8 million youth will have received some market-relevant training that will in turn open up better job opportunities for them in a changing job market. Skill development plays a major role.

**Skill is required**

- To improve employment
- Reduce poverty
- Provide livelihood opportunities
- Enhance productivity
- Promote environmentally sustainable development

The 2001 census shows that over 72.2% of the total population is distributed in over 6, 38, 000 villages, while the remaining 27.8% is spread over 5100 towns and cities. Census 2011 from the national sample survey office indicates that 105 million fresh entrants to workforce will require skill training by 2022 (i.e. around 15 million every year). Some 300 million of the current working population will need additional training over the next 7 years. According to the 12th plan document of the Planning Commission, India's labour force has increased from over 478 million in 2011 to over 502 million in 2017 and over 85% of this labour force has an educational qualification only till the secondary level of which over 55% only have an educational qualification till the primary level and only 2% have had vocational training. A World Bank report states that India is one of the few countries where working population continues to grow till 2050.

Most of the skill training institutes are struggling with the following challenges:
 **a) Mobilizing the target youth:**It is imperative to have the right batch of candidates enrolled in the training institutes who are aspirational and have the right attitude towards career building.

**b) Enabling industry linkages for job placements**:Fostering connects with the industry for placements are a tricky business especially since India has more number of job ready candidates than the actual job opportunities.

**c) Post-placement tracking**: For employers hiring blue collar workforce hailing from rural and semi urban areas, retention is a critical concern. From sudden change of work environments (from informal to formal set up), workload, change of lifestyle, and migration from home district are some of the critical reasons behind poor retention. These challenges need to be addressed swiftly by the government.

Third, unfortunately the skilling process in India has given shape to a revenue generation model for training providers. It is a flourishing business opportunity for the training institutes who are being paid by the government for every enrollment. Needless to say, the urge to increase enrollments has a double facet meaning for the institutes. The fee is paid to the institute in 3 tranches - 30% on commencement of the training batch against validated candidates50% on successful certification of trainees 20% on outcome based on placements.


**Findings / Results**


1. Indian higher education is organized into two streams. i.e. General and Professional. We know that general education gives us an excellent foundation for successful knowledge-based careers, but fails to equip graduates with necessary work skills due to its poor quality. So, graduates require the skills of 3R's and 4 C's. Qualified youths are now requiring the skill beyond the basics of reading, writing and

arithmetic (the '3Rs'). Skills such as critical thinking, communication, collaboration and creativity (the '4Cs') are now important in jobs.

2. India will need to empower its workers with the right type of skills. The average age in the country is 29 and half our population is under 25 years of age. The urgent need of the hour is investing in skill training to create sustainable, inclusive development for all Indians. The problem lies in the fact that we have the lowest proportion of trained youth in the world.

3. The urban rural divide means that many aspiring youths from rural towns do not have access to the same resources and educational unable to complete for employability. The problem of literacy is one spanning all of India, but rural area is most affected and thus often left behind. 'Rural Skill India' is a program has been created to standardize training methods across urban and rural youth.

**Conclusions:**

While the Government of India is hugely investing in skill development initiatives for the future, there is widespread concern among the industry and academia that the efforts may not be sufficient to avoid a skill scarcity in the future. The opportunity for India largely lies with skilling the youth in the country. Hence there is a need to align the efforts of the Government with the Industry that will pave way to successful implementation of the programs, thereby enabling the skilled manpower for the nation by 2020.

The PM has approved the country's first integrated national policy for skill development and entrepreneurship. In his own words, skill development in India should envision the "Creation of an ecosystem of empowerment by skilling on a large scale at speed with high standards and promote a culture of innovation basedentrepreneurship generating wealth and employment and ensuring sustainable livelihoods for all."

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## The Indian Education Sector: Reforms And Steps Required

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**Abstract:**

*Education is one of the significant factors instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world. It provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity. India needs more efficient and educated people to drive our economy forward. There are many Indian around the corner who known for their capabilities and skills. To develop India as an education hub or to become a prosperous partner in global economy, India has to qualitatively strengthen education in general and higher education with research and development in particular.*

*The educational activities have to be involved in the protection of environment through the control of environmental pollution, food adulteration to enhance the life and for the survival of our self and country. University and colleges have to be develop through the proper placement of staffs to their specialized subjects will have the chance of development and satisfactory service .Reform of higher education lead to attain the needful aim and challenges.  Higher education need to upgrade of syllabus as per present situation to solve present problems of the country.*

**Introduction:**

India is famed for population size, complexity and diversity, it may be socioeconomic, geographical, political, cultural, or developmental, all of which effect on every face of life, including education, training, employment and workforce considerations. In the world, India is one of the youngest countries. After China's Workforce of India's is the second largest in the world. Population growth is not an obstacle to economic growth and development. India is still facing several problems like population growth, unplanned rural urban migration causing urban poverty, high school dropout rates illiteracy, unemployment, poverty, medical infrastructure etc. National skill development Programme is the delivery of skills, knowledge and vocational training to youth at the affordable costs to various sections of disadvantaged and low-income groups of society by opening a several training centres at several places. India has, for a long time, recognized the importance of youth in social and economic imperative has made an enormous contribution's in economic development by introducing innovative ways to empower the poor and employment. In the world, India has the one of the youngest population profiles with over 65% of its population below the age of 35 years. Our country recognize the importance of youth in the society so that various step taken to ensure that the workforce of tomorrow has future-ready skills. Therefore, the Honorable Prime Minister Narendra Modi of India in March 2015 introduced a skill India concept and it was launched by them on 15th July 2015 on the Occasion of World Youth Skills Day. Skill India is an initiative of the Government of India. Government of India has initiated various programmes over the years like National Skill Development Mission (NSDP),

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Skill Loan Scheme etc. under skill India. The main objective of the national skills India development programme is to provide employment for the youth by enabling them to undertake viable economic activities. It considers the income generations activities as avenues for providing gainful employment to the youth. Most of the trainees were unemployed during the skill training Programme. But, after taking skill training period, all of them got some employment or they able to generate an opportunities of self-employment.

Government of India taking some important decision to promote skill development Programme by making some international collaboration with developed and industrialized countries like, Germany, U.K.

and Australia etc. it helps to exchange the various ideas for delivering of skills training. U.K. collaborations are: For India, FICCI is a skill provider which consider as the first point contract for U.K. The UK skills forum (UKISF) India, an initiative by the UK India. Joint economic and trade committee (JETCO), The UK India business council acts as secretariat for the UKISF. National instructional media institute, Chennai, central staff training and research institute(CSTRAI), Foreman Training Institute (fit) are the develop institutes which already provide the technical and financial assistance by the Germany since 1958. Institute of technical education of Singapore's and the national capital territory of Delhi's department of training and technical education of the state government has been signed a memorandum of understandings (MOU) to established a world class skills centre in Delhi.

## Review of literature

Aggarwal S. (2016) has written paper which attempts to illustrate the importance on "Central Pillar of Employability: Skill Development". This research paper is an effort to understand the present skill capacity and the challenges faced by skill development system in India along with their solutions. To assessed the level of skill capacity of the Indian workforce with the help of education and vocational training. The present study also found that both the government and its partner agencies have launched various measures/initiatives for the effective implementation of the skill development system in the economy. And still it faces a number of undetermined issues/challenges that need immediate attention of the policy makers. And it also find that these programme are unable to create avenues for casual workers and are not of the scale needed.

Okada A. (2012) has provided on the topic "Skills Development for Youth in India: Challenges and Opportunities". The paper has identified that recent initiative to facilitate young people's transition to the world of work. India facing very complicated and tremendous challenges in bringing up the skills development for youths, for several reasons. This paper has explained an existing skills gap in India between what industries demand based on recent rapid economic growth and the skills that young people acquire through vocational training. It also suggested that India must raise its investment in education and training for youth, which help to promote industrial development and achieve sustainable growth.

Punjani researched on the topic "A study on the requirement of skills development for the success of make in India project". The objective of the study was to analysis the requirement and existing level of skill development in India. The data is collected from secondary sources and used descriptive research design for this research. The study concluded that the existing skill development policy in India needs an urgent treatment. The main findings of the papers are that only 10% of the Indian workforce has formal training in the form of higher education, technical education or vocational training. India has 4.3 million an annual training capacity, which is less than 20% of the industry requirement of 22 million skilled workers a year.

## Reforms And Steps Required:

For overall enhancement of standards and quality of Indian higher education the following reforms should be undertaken.

**Enabling a research environment:** This would involve creating adequate means of research funding and practical application of research. This would also encourage teachers to take research projects of various funding agencies like UGC, CSIR, ISRO, DST etc.

**High quality faculty:** The need of the hour is to create a conducive environment and provide incentives to attract and retain high quality faculty. Also there is a dire need to provide requisite funds to the teachers for attending conferences, seminars, workshops and other events at regional, national and international levels. This is important to keep the teachers abreast with the latest developments taking place in their respective subjects. For this purpose the feedback from students should also be considered.

**Improved technology for education delivery:** ICT in education is proving a change agent in teaching and learning processes. From physical classroom to virtual classroom, ICT has endless possibilities to support teaching and learning experiences. It is high time to adapt changing scenario of ICT in education, and think beyond PPT-OHP multimedia –driven teaching, and leverage potential of technology enhanced learning in

full. From EDUSAT to Smart Classroom and e-learning to virtual classroom, the path leads to quality education for anyone, from anywhere and anyplace. Success of HRD sponsored missions and projects like NMEICT and NPTEL beckon for a prospective future in 'ICT in Higher Education'.

**Employability:** Making education-industry relevant and practical would be the right way to ensure a highly employable talent pool. Emphasis should be laid on making university education more professional/vocational so as to make our pass- outs more acceptable in job markets of the world

**Assessment and Accreditation:** A teacher must be evaluated not only for his teaching but also for his research and extension activities. Regular internal assessment of teachers should be carried out through students. There should be a procedure to carry out regular review and reforms of conventional examination and evaluation patterns. Assessment of all educational institutes by NAAC should be made mandatory and financial support to be provided in accordance with the ranks obtained therein.

**Integration and Interaction:** Integrated efforts should be made by all stake holders in converting our higher educational institutes into the centers of knowledge and excellence. Interdisciplinary education must be fostered at all levels. Academia-industry and academia-society interactions must be enhanced at all levels. There should be greater autonomy to institutions of higher learning. Concept of autonomous colleges needs to be seriously considered. A well-planned and structured interactions to be developed between Centers of Academic Excellences, colleges and universities.

**Extra-curricular activities:** One day per week (preferably Saturday) must be mandatorily put aside for extra-curricular activities like games, study visits, arts and crafts and similar activities at the primary school and secondary school level

**Effective deregulation:** Until today, an institute of higher education in India must be operating on a not-for profit basis. This is discouraging for entrepreneurs and innovators who could have worked in these spaces. On the other hand, many people are using education institutions to hide their black money, and often earning a hefty income from education business through clever structuring and therefore bypassing the rule with respect to not earning profit from recognized educational institutions. As a matter of fact, private equity companies have been investing in some education service provider companies which in turn provide services to not-for-profit educational institutions and earn enviable profits. Sometimes these institutes are so costly that they are outside the rich of most Indian students.

**Allow private capital in education:** The government cannot afford to provide higher education to all the people in the country. It is too costly for the government to do so. The central government spends about 4% of budget expenditure on education, compared to 40% on defence. Historically, the government just did not have enough money to spend on even opening new schools and universities, forget overhauling the entire system and investing in technology and innovation related to the education system. Still, until today, at least on paper only non-profit organizations are allowed to run educational institutions apart from government institutions. Naturally, the good money, coming from honest investors who want to earn from honest but high impact businesses do not get into education sector. Rather, there are crooks, money launderers and politicians opening "private" educational institutions which extract money from the educational institution through creative structuring. The focus is on marketing rather than innovation or providing great educational service – one of the major examples of this being IIPM.

Allowing profit making will encourage serious entrepreneurs, innovators and investors to take interest in the education sector. The government does not have enough money to provide higher education of reasonable quality to all of us, and it has no excuse to prevent private capital from coming into the educational sector.

**Make reservation irrelevant:** We have reservation in education today because education is not available universally. Education has to be rationed. This is not a long –term solution. If we want to emerge as a country build on a knowledge economy, driven by highly educated people – we need to make good education so universally available that reservation will lose its meaning.

There is no reservation in online education – because it scales. Today top universities worldwide are taking various courses online, and today you can easily attend a live class taught by a top professor of Harvard

University online if you want, no matter which country is belong to. This is the future, this is the easy way to beat reservation and make it inconsequential.

**Conclusions:**

Quality assurance in higher education is today the top priority of the policy agenda. Post- secondary education needs to prepare graduates with new skills, a broad knowledge base and a wide range of competencies to enter a more complex and interdependent world. Quality is a multi-dimensional concept and several mechanisms for quality assurance and management at individual and institutional level are needed. Systems of accountability and accreditation with a robust regulatory mechanism are essential to the process of sustaining and improving quality. There is an urgent need for effective de-regulation of Indian education sector so that there is infusion of sufficient capital and those who provide or create extraordinary educational products or services are adequately rewarded.

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# Skill Development in India

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**Abstract:**

Skill development (Skill India) initiated by the Indian government is considered to be as a major policy agenda in the past few years. Countries having higher & better skilled people can easily face challenges and grab opportunities in their work. The demographic status of India consists 54% of population below the age of 25 years, their aspirations and industry demand had led to focus on skill development.

In India, the informal sector employs nearly 90% of the workforce, most of whom are either non-skilled or inadequately skilled, and there is very little investment or opportunity for formal „skilling". According to a National Sample Survey Organization (NSSO) report, two types of vocational training are available in India: (i) formal and (ii) non-formal. According to the NSSO report, vocational training is received by only 10% of persons aged between 15 and 29 years. Out of this, only 2% receives formal training and non-formal training constitutes the remaining 8%. In case of formal training received by that particular age group, only 3% is employed.

## Introduction:

Skill development refers to imparting an individual with required set of skills. Skills and knowledge are important factors for economic growth of the country. Skills are equipped through the process of learning by doing" in the means of on-job-training.

The Indian economies are highly dependent on the availability of jobs and the quality of the labor force. This has resulted in an increased demand for skilled labor over the past few years .India is the world's fastest growing economy, expected to grow at 7.2 percent in 2017-18, and at 7.7 percent by 2019-20. The government of India has ambitious plans to transform India into a competitive, high-growth, high productivity middle-income country.

## Skill development plays a major role. Skill is required:

- To improve employment
- Reduce poverty
- Provide livelihood opportunities
- Enhance productivity
- Promote environmentally sustainable development

## Skill Development Landscape in India:

India is one of the few countries in the world where the working age population will be far in excess of those dependent on them and as per the World Bank, this will continue for at least three decades till 2040. This has increasingly been recognized as a potential source of significant strength for the national economy, provided we are able to equip and continuously upgrade the skills of the population in the working age group.

People need a broad range of skills to contribute to a modern economy. A joint ASTD and U.S. Department of Labor study showed that through technology, the workplace is changing, and identified 16 basic skills that employees must have to be able to change with it. Three broad categories of skills are suggested and these are technical, human, and conceptual. The first two can be substituted with hard and soft skills, respectively.

Skills and knowledge are the driving forces of economic growth and social development for any country. Presently, the country faces a demand – supply mismatch, as the economy needs more 'skilled' workforce and also the managers and entrepreneurs than created annually. In the higher education sphere knowledge and skills are required for a diversity of employment needs in the services, education, health care, and manufacturing sector etc. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and those working in the unorganized sector. As the proportion of working age group of 15-59 years will be increasing steadily, India has the advantage of " demographic dividend ". This paper analyses the skilling efforts through higher education system, initiatives of vocational education and training in universities and colleges under the University Grants Commission. The integration of skills in higher education under the National Skill Qualification Framework and incorporation of skills and ability enhancement courses through Choice Based Credit System for sustainable skill development is also advocated along with the full time vocational degree / diploma programmes and add on courses being offered through Community Colleges, B.Voc and Deen Dayal Upadhyay centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL)

**Comparison with other countries:**

At a juncture when the percentage of employers facing difficulty in finding skilled workforce is as high as 81 percent in Japan, 71 percent in Brazil, 49 percent in US, 48 percent in India and 42 percent in Germany, one wonders what is it that we are turning out from our universities and colleges. India has the largest number of young people (age group of 14-25) and the highest global unemployment rate. Against this, the job market is increasingly being redefined by specific skills. And education, particularly higher education, cannot afford to overlook the new realities of the second decade of the 21st century.

Across the world, skill development has been addressed with considerable seriousness. According to figures of 2008, the percentage of workforce receiving skill training is 96 percent in Korea, 80 percent in Japan, 75 percent in Germany, 68 percent in the UK and 10 percent in India. Moreover, it is estimated that 75 percent of the new job opportunities to be created in India will be skill-based. While the skill set has changed and employers look more for 21st century skills in job seekers, it is required to take a close look at the academic nature of our curricula and their mode of transaction. We have a number of degree holders in the country, but businesses and industries think they are not employable.

Against the oft-quoted figure of 500 million skilled workforce required in India by 2022, sample this: "Of late, employability of graduates coming out of our educational system is becoming a matter of great concern. I am told, only 25 percent of the general graduates across all streams have employable skills," says E Ahamed, Former Minister of State for HRD and External Affairs. We are not Finland that has more than 40 percent of its population going into vocational education. Compared to vocational education, our students are found pursuing degrees in colleges and universities of higher education.

Skill development is not an additional course; it needs to be integrated into the training and education of a youth We have the government intervening by establishing National Skills Development Council (NSDC) and several other skills development initiatives in the pipeline, but unless our higher education wakes up to this and responds proactively, the youths coming out of it would find it hard to claim a place in the world.

Let's also understand that in a large country like India, apart from the government, private companies should also rope in to enhance the skills of our youth.

Skill development is not an additional course; it needs to be integrated into the training and education of a youth. A youth seeking job today is expected to have life and soft skills which he has no clue about till s/he faces an interview. The Planning Commission's Approach Paper to the Twelfth Five Year Plan says:

"There is a need for a clear focus on improving the employability of graduates. Indian higher education is organized into 'General' and 'Professional' streams. General education which is an excellent foundation for successful knowledge based careers, often fails to equip graduates with necessary work skills due to its poor quality. Graduates now require the skills beyond the basics of reading, writing and arithmetic (the

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'3Rs'). Skills such as critical thinking, communication, collaboration and creativity (the '4Cs') are now important in more and more jobs. Accordingly, there is need to focus on the '4Cs'."

Higher education in India cannot live on an ivory tower anymore. Unlike the existing model of university education, skill development may be integrated into the core practices of a university. Youths completing their education should not hunt for a job. The employers should come to the university and hire them.

**Levels of Equivalence in Academic and Vocational Programmers:**

As the CBSE and many other school boards are initiating skill based vocational courses with certification at NSQF Level 4 for students completing 10+2, there may be three types of learners getting admission to first semester of skill based courses under NSQF:

**Category – 1** : Students who have already acquired NSQF certification Level 4 in a particular industry sector and opted admission in the skill based courses under NSQF in the institutions recognized under Community Colleges / B.Voc Degree programme / Deen Dayal Upadhyay KAUSHAL Kendras in same trade with job role for which he / she was previously certified at school level.

**Category – 2 :** Students who have acquired NSQF certification Level 4 but may like to change their trade and may enter into skill based courses in a different trade.

**Category – 3 :** Students who have passed 10+2 examination with conventional schooling without any background of vocational training.

The institutions / community college / KAUSHAL Kendras have curriculum and arrange for skill intensive training / teaching for the learners belonging to the category-2 and 3 mentioned above during the first six months who are assessed and certified for NSQF Level 4 of skill competency by concerned SSC at the end of first semester. However, learners belonging to category-1 do not require such certification as they were already having NSQF level 4 certificates in same industry sector / job role required for specified skill credits.

**Institutional Mechanisms for Skill Development through Higher Education:**

The skilling of youth at higher education level has three tier approaches being implemented in the country; the first one is to incorporate skill component in the regular higher education courses, second is to offer full-time skill based Degree / Diploma courses with major skill credits, and third is to offer short-term skill based courses, orientation and finishing schools. Following are institutional mechanisms implemented for the successful incorporation of skill development based vocational education and training in university and collegiate education system:

- ➤ Multiple entry and exit options.
- ➤ Skill basket for choice based credits in general education.
- ➤ Credit banking system.
- ➤ De-linked course duration.
- ➤ Outcome based assessment.
- ➤ Input and output based credit criteria for general education and skills respectively.
- ➤ Institutional collaboration for credit transfer.
- ➤ NOSs based delivery of skills for national recognition.
- ➤ Finishing schools.

**Conclusion:**

The new educational policy is on its and it may have proper directions for the integrating the skills in higher education and academic equivalence to the skill based courses. The UGC being apex regulatory body has taken many initiatives for making higher education skill based for employability enhance ment and harnessing demographic dividend of the country.

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# Skill Development In 21th Century: Challenges, Analysis And Remedies

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**Abstract:**

In this paper it is an attempt to highlight the Challenges, Remedies and Analysis of Skill development in India. This paper describes the Skill Development Ecosystem, Fundamental Challenges and Remedies of Skill development in India. *Review of Literature*- In order to understand the Skill Development system, the Skill Development Model of India has been studied. *Major objectives* of this research paper are:*1*. To study the present system of Skill Development in India *2*. To study the structure of Indian Education and Skill development. *3.*To know the challenges with respect to the skill development in India *4*. To analysis India's Current Skills. *Method*-Research paper is basically descriptive and analytical in nature and is based on both primary and secondary data according to the need of this study. *Findings-1.* Educating the public on Skilling opportunities, removing the negative VET perceptions. 2 Introducing Vocational Education in Schools 3. Standardization of quality of Education through National Occupational Standards. *Conclusion*- Poverty with high illiteracy rate is a common phenomenon in developing countries, most especially among the rural people, of which women form the majority. However, empowerment men and women through skills training programmes have been seen as a great weapon to curtailing illiteracy and poverty.

*Keywords:* Challenges, India, Skill development, Analysis Vocational and Technical   Education and Remedies

## Introduction:

"Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development"

International Labour Organization this paper reviews the skills development, and considers the challenges facing India's skills development system. Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products/services, and increase efficiency in their production processes or even to the point of improving the whole value chain process. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technologies.

**Skill Development:** Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that Only 2.7 million net additional jobs were created in the country. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education. The country presently faces a dual challenge of severe paucity of highly-trained, quality labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus pertinent both at the demand and supply level.

**Objectives of the Study:** The objectives of the study are

- To study the present system of Skill Development in India
- To review the Indian Education and Skill development structure.
- To know the challenges with respect to the skill development in India
- To analysis India's Current Skills

**Review of Literature:** In order to understand the Skill Development system, the Skill Development Model of India has been studied.

**Method:** Descriptive and analytical in nature and is based on both primary and secondary data according to the need of this study

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## Skill Development Ecosystem in India:

The skill development ecosystem in India is complex, large and diverse, providing varied levels of skills across an extremely heterogeneous population. Skill development in India can be broadly segmented into **Education** and **Vocational Training.** The exhibit below presents the broad framework of Skill Development in India.

Elementary, secondary and higher education is governed by the Ministry of Human Resource Development. University and Higher Education caters to all college education (Arts, Science, Commerce, etc.), while engineering education, polytechnics, etc. fall under Technical Education. University Grants Commission (UGC) is the nodal body governing funds, grants and setting standards for teaching, examination and research in Universities, and the All India Council for Technical Education (AICTE) is the regulatory body for Technical Education in India. Skills in India are acquired through both formal and informal channels. Formal vocational training is imparted in both public and private sector. Some of the major channels of formal vocation training include the government-run Industrial Training Institutes (ITIs), privately operated Industrial Training Centres (ITCs), vocational schools, specialized institutes for technical training, and apprenticeship training by the industry. The private sector participation has been on a rise lately, but the sector continues to be dominated by the public sector. Informal training on the other hand refers to experiential skills acquired on the job.

## Skill Development Challenges in India:

Alongside the daunting challenge of skilling millions of youth entering workforce each month, India also faces a huge challenge of evolving a skill development system that can equip the workforce adequately to meet the requirements of the industry. The workforce needs to be trained across four levels, from the high-end specialized skills for 'White Collar' jobs to the low-level skills of the 'Rust Collar' jobs. Moreover, these skills have to be adequately linked to the available job opportunities.

Several factors have inhibited the skill development eco-system in India to scale up to the desired levels. The skill development system in India is plagued with multiple issues related to awareness, perception, cost, quality and scale. The challenges faced in skill development have been discussed below:

## Inadequate scale, limited capacity:

The existing infrastructure, both physical and human, is grossly inadequate considering the projected demand for skilled labour. While there is a need to create additional capacity in existing institutes, at the same time there is a need to create an adequate infrastructure even in small towns and villages.

In terms of faculty, too, the training infrastructure is inadequate. For instance, corresponding to the current seating capacity of about 1.7 million trainees at ITIs, there is a need of almost 85,000 trainers (considering 20:1 student/faculty ratio). As against this, the seating capacity for various trainers' programme of DGET is just 4,438, which is far from adequate to meet the requirement.

## Awareness, mindset and perception issues:

Skill development in India is way below the requirements due to a lack of awareness on the type of courses as well as information on the ensuing career prospects. More importantly, there is limited acceptance of skill development courses as a viable alternative to formal education. Skilling is often viewed as the last resort meant for those who have not been able to progress in the formal academic system. This is partly to do with the lack of integration between the two options and also due to rising aspirations for white collar jobs which necessitate higher qualifications. Moreover, skill development is often associated with blue collar jobs, which is largely perceived to be of low dignity and provides low wages/salaries.

## Cost concerns:

Skill development initiatives in India continue to be largely dependent upon the government funds or public-private ventures. Owing to high capital requirements and low return on investments, skill development is often looked at as a non-scalable model and remains underinvested. Additionally, a fee-based model also faces challenges as prospective students are often unwilling or unable to pay high fees for training. Even the bank's willingness to lend for skill development activities is low as educational loans are perceived as high-risk products due to uncertainty with respect to future employment.

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**Quality concerns:**

There is a serious mismatch between the industry's requirements and the skills imparted in educational and training institutes, especially for the mid-level skills requiring some expertise on handling of machinery. To tackle this problem, considerable improvement of the quality of training is needed.

The issue relates to the quality of infrastructure, trainers, as well as curricula and pedagogy. In terms of infrastructure, the institutes often lack appropriate machinery to give students hands-on training. Even the course curricula often are outdated, redundant and non-standardized. Additionally, the lack of industry-faculty interaction on course curricular leads to irrelevant training modules. The availability of good quality trainers is also a key concern. The quality of trainers is affected due to limited efforts towards re-training and skill improvement of trainers. There is a lack of focus on development of trainers with a clear career path which can make this an aspirational career choice and can ensure regular adequate supply of good-quality trainers in every sector.

**Skills Mismatch:**

There is a lot of issue related to the skills needed by the industry and the skills imparted through the educational and training institute. There is a lack of industry-faculty interaction because of which the skill set doesn't suit the employer. Though the people may be skilled but they are not employable. It becomes extremely important that the industry professionals are also included during the design of the curriculum.

**No focus on Non-Technical Skills:**

The Vocational Training Centres in India is focusing on developing technical skills only whereas the employers feel the need of having Behavioral Skills also. According to the India Hiring Intent Survey, the employers also focus on Skills like Domain Expertise, Communication, a culturally fit person, values on Honesty and Integrity, Adaptability, focused on Result, Interpersonal skill and Learning attitude. These skills are not covered as an integral part of the skill development. This is a major challenge as it results to a lot of unemployed skilled workforce.

**Mobility concerns:**

In India, educational qualification is generally preferred over vocational training as former is associated with better employment opportunities, in terms of pay as well as quality of work. Additionally, there is limited mobility between formal education and vocational training in India due to lack of equivalent recognition for the latter; a student enrolled in vocational training often cannot migrate to institutes of higher education due to eligibility restrictions.

**India's Current Skill Analysis:**

There are initiatives like Make in India, Digital India and programs focusing on start-ups and funding programs laid on Skilled India. The current skill landscape of India is not very positive. According to the India Skills Report 2015, it was established that India lacks on the development of skills. Of all the students applying for roles in the labour market, a mere 1/3rd of the number had the appropriate skills to match the requirement of the employers. Though we have a sufficient manpower but all are not skilled enough to get a job. The fresh employments opportunities are getting created in the field of core engineering, retail, hospitality, ecommerce and banking but there is shortfall of trained people in the country to fill the positions. Looking at the labour market dynamics, the government has started initiatives to fight this major difficulty. In fact, the Government has given utmost priority to skill development and it will continue to be a vital matter for 10 years. The Skills Gap as per the Figure 3 mentions the expected shortage in the industries in 2022. There will be a considerable growth in the Infrastructure sector followed by the Auto & Auto Components. In order to focus on the Make in India campaign considerable efforts are needed to impart skills in the country.

**Remedies for Skill Development**

➢ **Educating the public**

• Educating the public on Skilling opportunities, removing the negative VET perceptions
• National Media Campaign by NSDC (5 television commercials etc.)
• Push through the Companies' Act mandate of spending 2% of PBT towards CSR

- ➢ **Upwards / Lateral Mobility & Recognition**
- Introducing Vocational Education in Schools (National Skill Qualification Framework)
- Standardization of quality of Education through National Occupational Standards
- Certification and Recognition of Prior Learning
- Access to Funding for Education/ skill development
- Creation of Digital Market place, free online resources, LMIS
- NSDC creating capacity of training providers
- Infrastructure development to enable rural broadband
- Organizing National Skill Awards, World Skills Competition

**Conclusion:**

This paper has examined the challenges and remedies for Indian people to develop their skills. Today, India faces complex and enormous challenges in fostering skills development for youths. Skill development is the most important aspect for the development of the country. It needs a coordinated effort from all the agencies, stakeholders and the students to make it a successful program. The policies, if are able to reach a larger audience will make a difference in the employment scenario of the country. India has a 'demographic dividend' and it has to work toward making it useful for the country. Poverty with high illiteracy rate is a common phenomenon in developing countries, most especially among the rural people, of which women form the majority. However, empowerment men and women through skills training programmes have been seen as a great weapon to curtailing illiteracy and poverty.

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# ICT - A Challenging Path

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**Abstract:**

Institutions, Teachers, Students and Technology are the four strong pillars of today's higher education at UG level. If one is weak the rest all suffers miserably. So, my effort is to discuss all these pillars individually and state their value. But unfortunately, many of these private institutions have been functioning in the urban areas as it is more profitable compared to the rural areas. Very few institutions aim at the educational upbringing of the rural students.

## Institutions:

Many private and government aided and unaided institutions are busy in providing higher education at UG level. These private institutions compete with each other to attract the students. They are very keen in providing adequate facilities along with the installation and the use of the Information and Communication Technology (ICT) in their institutions. Otherwise they can't compete and the demand for their institution will decrease. To be in the race, the private institutions prefer using technology as a part of the teaching aid. So most private institutions have good infrastructure to suit the needs of the younger generation.

The next problem is financial matter. These private institutions have some of the options i.e. UGC has introduced many schemes to help the institutions to provide ICT facility. The private institutions will apply for UGC schemes and are able to get the financial aid. The other option is if the management is financially sound, it will not wait for the government/UGC schemes. One more possibility is the management can search for the sponsors or philanthropists for such financial help. Whatever may be the source of the financial aid many of the private institutions will try to adopt technology in their teaching learning process.

The government institutions do not have any such autonomy in this process. They have to wait for the government approval for everything. The government is also trying to adopt the technology in its institutions phase- wise, however the process seems to be slow. At the same time the government also seems to concentrate more on the urban institutions rather than the rural institutions. Once again here the sufferers are the rural students, whether it is the government or the private institutions. This is the reason why the rural students are not benefited and they are lacking in all the skills, hampering their career. Many a time the institutions are ready with the necessary technological aid but they come across the teachers, who lack interest and strong will to adopt technology in their teaching learning methodology.

## Reasons that hinder the growth of ICT

- Lack of interest
- Lack of funds
- Lack of awareness regarding generating the funds
- Commercialized view
- Illiterate Board of Management
- Shortage of quality teachers
- Lack of training to the teachers.

## Merits

- Recognition as an updated institution
- Demand for the institution
- Increase in the strength of the students
- Tough competitor to the other reputed institutions
- Enhances placement opportunity
- Stakeholders' satisfaction
- Good grading by UGC

**Role of Teachers:**

Globalization has made the teaching and learning of English indispensable**.** The advent of the technology has changed the very approach or the essence of the teaching and learning of English language. Imagine if this teaching and learning process is combined with technology, then the advantages are unimaginable. Even then I strongly believe that this technology can never replace the teacher. The globalized technological era has compelled the English teachers to be well acquainted with new technology of Information and Communication, which increases the efficiency of their profession.

The teacher who is the center of the education system is experiencing a sort of fear and insecurity due to the ever-growing demand of the technology in the teaching process. The senior teachers and the middle-aged teachers are the unlucky ones. These teachers have almost covered their half or more than half of their career. Now at this stage they have to take interest, learn and then adopt the technology in their teaching. Lack of time and interest are the major hurdles of these sections of teachers. The young teachers are exposed to technology at their learning stage. Hence, they claim a better stand when compared to the senior and middle-aged teachers.

The next question that arises is that is it enough if the teachers have only the basic knowledge of this technology? The answer is utterly negative. The teachers should always remember that they are dealing with the younger generation who are always glued and well versed in using this technology in the form of emails, blogs, internet, Facebook, digital libraries etc. So here, can we expect the teacher with elementary knowledge to train the generation? The very purpose of teaching and learning fails. It's high time even the teachers need to explore, this world of technology and befriend it. Otherwise it will be a great psychological burden on them.

The traditional methods of teaching English language are deep rooted in the minds of the teachers and adopting ICT in their teaching methodology is a strenuous job and a challenge also. But is not the need of the hour that ELT needs the specialized forms of teaching to meet the new generations' communication needs? This has led to the radical transformation of the learning environments. So, the role of the teacher has changed because of the new methodologies and the expectations of the new learners.

The entire globe is heading towards digitalization. Hence, we need to redefine the value of ICT. There is no second word that the inclusion of ICT in teaching and learning of English language classes leads to deeper learning. But excessive dependence of ICT is also dangerous. So, a good combination of traditional method and ICT based teaching will be useful to achieve good results.

**Technology:**

Today's ICT field is described as "Powered by Technology, Fueled by Information and Driven by Knowledge". In this context, Language laboratory is an effective audio-visual aid installed in various schools, colleges and universities to teach English language effectively. The use of technology in the classrooms has made teaching and learning interesting, simple and easy. The master computer is connected to the other computers in the lab. The students console gas the facility of receiving the lessons, listening it and to work on it. The computers of the students can be controlled with this master computer.

If we consider other fields like banking, the use of ICT in the field of education is very less. The offices in the education of institutions are computerized to some extent, but we lack miserably in the use of ICT in teaching and learning process.

If the students wish to learn correct pronunciation then the Students' Console has the facility of listening to the original pronunciation, then the students' voice can be recorded and replayed. The student can repeat this exercise 'N' number of times and compare his/her pronunciation with the original one and can be evaluated through the meter. So as to know how much correct is the students' pronunciation. The students really enjoy this activity and learn the correct pronunciation.

Learning grammar and the right spellings is a nightmare for many of the rural students. The teachers can help the students to overcome this drawback through computer games which can teach grammar, reading, writing, vocabulary etc. in a very easy and an interesting manner. The students without any burden will learn these unconsciously

Teaching the students through technology breaks the age-old myth that English, which is a foreign language is difficult and impossible to learn.

Whoever wishes to learn English should know four basic skills in English i.e. listening, reading, writing and speaking. These skills can be taught without the help of ICT but they will be less interesting and less effective. So, let us find out how ICT can help us to learn these four basic skills of English.

**E-Listening:**

E-listening is a technology-based listening. Here the student has to listen carefully to a piece of dialogue, conversation, or lecture etc. After listening the teacher will be asking the questions to verify the attentiveness and the understanding level of the student. This will help the student to grasp the style, accent, voice modulations, pronunciation etc. At the beginning it can be the voice of an Indian speaker and later it can be the voice of the native speaker. This process helps the student for the gradual switch over to the native style. The teacher can observe the progress through various tests.

**E-Reading:**

E-reading is a technology based on reading. Here the student has to read the material displayed on the screen. The teacher can design the material depending on the level of the students like words, small sentences, long sentences, easy paragraphs, paragraphs with difficult words etc. The speed of the display can be decided by the learners' ability and interest. Here the teacher can check the accent, tone, voice modulation, style expressions of the students and while reading mistakes can be easily corrected instantly. Tests can be conducted to check the progress of the students in gearing up the speed of reading, pronunciation, accent, appropriate intonation etc.

**E-writing:**

This is a practice of writings with the help of the screen and writing on the screen. Initially the material displayed on the screen can be directly copied and here the student can learn to hold the pen and to write on the screen and can also concentrate on the handwriting. The next step will be the teacher can give some points and ask the student to develop it. After this, only the titles can be given and the students will be writing the whole topic. The advanced stage will be to give the model on the screen and the students should write what they feel or think by looking at the model. This is the creative writing. The teacher has to guide the students to think in a positive way and to express it in the proper language. Grammar and spelling mistakes should be taken care of at this stage by the teacher.

**E- Speaking:**

E-Speaking is computer enhanced learning. Here some selected video clips of great speakers can be given. The students should listen to these clippings and try to pronounce the words in the style of these great speakers. Before this task, the students should be trained in E-listening. Then only the students can carefully listen and imitate the style of the good speakers. Here also initially it can be the voice of the Indian speaker and later on they can gradually can switch over to the style of the native speaker. Some of the questions can also be asked to the students so that they can build up their confidence in answering to those questions independently in a proper style. Proficiency in pronunciation and the flow of the language can be attained in the most effective manner. This will help the students to develop confidence and the style.

**Students:**

Indian man power is globally accepted and appreciated but the only dark shadow is the deficiency in English communication skills. The students aiming for a bright career or global recognition should develop excellent communication skills. A profession combined with excellent communication skills is a ladder to success. The students who are ambitious of their career know the need of English communication skills and they will certainly acquire it. But my intention is to focus on average rural students, who don't have any exposure, or they are not keen on their professional career. The problem with such students is that neither they know English nor do they know the value of it in their career and life. It is thus the major chunk of rural students that we have to concentrate and train them, so that they too can dream of a good professional life. The task is not only difficult but challenging also. Initially we have to generate interest in them, motivate them, teach them and make them realize how incompetent they will be without proper communication skills

in English. If we concentrate on these rural students and help them to improve their communication skills, then we can hope for the bright future of the rural students also.

We witness the teachers and the parents grumbling that the youngsters are completely immersed in this non-sense box i.e. computer, mobile and etc. are wasting their time and energy. They think that this technology is a bane and it is spoiling the younger generation. Can't we change this bane into boon? Yes, it is possible. So, let us plan to convert this non-sense box into an unimaginable magic box of knowledge. Many of our students use this technology for the face book, games, movies etc. which means they know the technology and they like it. Here is the role of the teacher who is capable of diverting the students' senseless interest into sensible interest. The students at UG level opt for different combinations. So in-between they will be getting free hours in the college. These free hours can be utilized judiciously by offering short term courses in English communication skills, soft skills, phonetic, grammar etc. Once the students are drawn towards ICT learning, then nothing can stop them from acquiring the knowledge.

**ICT based syllabus:**

Now it is time to brainstorm on what to teach in English classrooms so that the students can hone the necessary English language skills. The textbooks filled with prose and poetry does not cater to the needs of the present-daystudent's community. Of course, the prose and poetry teach them the experiences of the life. But prose and poetry at every level of education and for everyone is not at all advisable. During the initial stages of education life experiences can be taught through prose and poetry. But after that the major aspect should be functional English. The curriculum designs should take the feedback from the students, academicians and the professional. Instead of prescribing only the works of great writers we can divert our attention to the simplified versions of Grammar, Vocabulary, Presentation Skills, and Confidence building of the younger generation. It appears that the present syllabus gives more knowledge about the language rather than the proper usage of the language. So, we need to customize English syllabus according to the curriculum should be contextualized and need based.

The rural students are left in the dark age, deprived of basic facilities can they dream of learning English through technology. This does not mean that English can't be taught without technology, but can we ignore the benefit of technology. I do not say that technology has completely changed the students. Good English gives confidence to the students. But, learning through technology plays a vital role, where the barriers are broken and the students can visualize what they read in theory through easy access to a world of experiences.

If many colleges introduce this technological learning, the impact will be immense. This meaningful learning experience will transform lives of many students. The objective of quality teaching and learning can be successful.The Digital India Programme by PM Narendra Modi's government has brought a tremendous change in the country. This can have a very significant impact on the education scenario of the country if the teachers of the nation are adequately prepared to be the harbingers of this change

**Conclusions:**

My view is that the teachers know their responsibilities towards the younger generation. Definitely they will not shy away from their duty. Now the Government and Managements should provide extra time and training for all the teachers. Orientation and reorientation for all teachers is very essential to update their ICT skills. The teachers should be motivated and given sufficient free time to learn and update themselves. Little support to the teachers ensures a great transformation in the teaching learning process.

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# An Investigation In The Growth Of Higher Education In India

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**Abstract:**
It is quite evident that academics as well as policy makers have recognized the importance of human resources in the development of the economy. Education and health are considered to be the prime agents involved in the development of human resources. Education endows people with knowledge, skills and attitudes which would increase their capacity to adapt to the changing environment. Accordingly, some of the alternative policy choices are discussed, including financing higher education from the public exchequer, student loans, graduate tax, student fees, and the role of the private sector. The present study made an attempt to analyse the present pattern of funding higher education in India and to discuss the policy implications. Higher education in India is basically a state funded sector. Thus, the study is based on the secondary data; thereby suggesting to evolve a model of educational growth in India.
**Keyword:** Higher education, financing, economy

## Introduction:

The term Higher Education is ambiguous in nature because it is used in variety of way by different people, different country and in different point of time. In fact, there is no straight forward definition of Higher Education. Indian education ladder starts at 6 years of age. It comprises of 10 years of primary or elementary and secondary stages, 2 years of higher secondary stages, 3 years bachelor's degree, 2 years of master's degree and at least 3 years beyond master's degree for a Ph.D. According to NEP 1968, 1986 this is known as 10+2+3 system. The Post Higher Secondary Education is known as Higher Education in India

It has been found from the writings of Chinese travelers like Fi-Hien, Hiuen-Tsang that there exist ancient seats of learning at Takshashila (5th-6th Century B.C), Kanchipura, Nalanda (5th-6th Century A.D), Odantapuri, Sri Dharryakataka, Kashmira, Vikramashila (800A.D). Among the subjects studied here were grammar, metaphysics, logic etc. In both Sanskrit and Arabic higher learning much secular and scientific learning in law, medicine, mathematics, astronomy etc. was cultivated besides literature, philosophy with the help of books, discussion and memorization. In 1944, recommendation for the establishment of U.G.C and formulation of blue print for Indian Higher Education structure was the major landmark.

## Objectives

1. To study the present pattern of funding higher education in India.
2. To discuss the policy implications of higher education system in India.

## Research Methodology:

The study largely depends on the secondary data from different official sources. Data regarding financial and physical indicators is collected from various budgetary documents, plan documents and annual reports both at the state and district levels.

## Results and Discussions:

Education and health are considered to be the prime agents involved in the development of human resources. Education endows people with knowledge, skills and attitudes which would increase their capacity to adapt to the changing environment. Accordingly, some of the alternative policy choices are discussed, including financing higher education from the public exchequer, student loans, graduate tax, student fees, and the role of the private sector.

**A)** **Present pattern of funding Higher education in India:** Higher education is the most developingsectors of the education system in India. This development can't be possible without financial assistance of government. Government is the major financier of higher education. **Rogers C. (1971)** Higher education is highly subsidized throughout the world, especially in less developed countries. As education is basically a public goods markets cannot ensure the equity and efficiency alone. In a full-fledged market economy government bears large part of cost of public institutions and as well as some part of the cost of

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private institutions. This is because education generates externalities necessary for economic development. The Economic Survey of the year 2017-18 released this week shows that the states and the Union government together have been investing less than 3 per cent of the country's GDP in education.

Today the government funding in higher education becomes a huge burden of national budget in the context of curtailing fiscal deficit. At the start of $1^{st}$ 5 year plan the total allocation for higher education was only Rs.170 million which has now gone beyond Rs.90, 000million in 2004-05. This impressive increase is offset to some extent by the rise in prices (inflation) and rise in enrolment in higher education. The share of education in Gross National Product (GNP) is the most widely used indicator of priority given to education in a country.

**Table-01: Public spending on education as a share of GDP**

| Year | Share of GDP |
|------|--------------|
| 2013 | 3.84 |
| 2012 | 3.87 |
| 2011 | 3.84 |
| 2010 | 3.42 |
| 2009 | 3.31 |
| 2006 | 3.19 |
| 2005 | 3.23 |
| 2004 | 3.4 |
| 2003 | 3.66 |
| 2000 | 4.38 |
| 1999 | 4.48 |

**Source:** CABE Report on Financing of Higher Education

Table-01 states public expenditure on education as a share to GDP. Public expenditure on education consists of current and capital public expenditure on education includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other privates' entities). The above table clearly depicts that over a period of time spending on education as not shown much progress. However, in the periods of 1999 and 2000 the spending on education was 4.48 to 4.38 per cent to its GDP showing higher expenditure than all other periods.

The budgeted total government expenditure on higher education, in absolute terms, grew 23% per year between 2005-06 and 2012-13; on a per-student basis, it grew at 13% per annum. Privatization of higher education has emerged in several forms and types in the recent decade in India7. Privatization within government higher education institutions takes place in the form of introducing self-financing courses within government institutions. Converting government aided private institution in to private self-financing institution. **Martin Carnoy (2014)** studies the state's financing of higher education how it changes as a public/private good and the forces that impinge on states to influence such changes, allowing self-financing private institution with recognition and also without recognition. This may be termed as commercial private higher education institutions. Private players are mainly engaged themselves in setting up of state private universities, deemed university and academic institution with foreign collaboration.

The Economic Survey carries a tacit acknowledgment of the unimpressive investment in social infrastructure. "Being a developing economy, there is not enough fiscal space to increase the expenditure on critical social infrastructure like education and health in India. However, given the limited resources, the Government has consistently prioritized strengthening the educational and health profile of the population.

**B)      Improving Higher Education: Jandhyala B. G. Tilak (2007)** explores a number of serious problems with the recommendations of the National Knowledge Commission. Government expenditure on education, as a percentage of the GDP, has been decreasing consistently even though public investment in social infrastructure is considered critical to economic progress. As per the latest 2011 Census, about 8.15%

(68 millions) of Indians are graduates, with UnionTerritories of Chandigarh and Delhi topping the list with 24.65% and 22.56% of their population being graduates respectively. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000–01 to 2010–11. As of 2016, India has 799 universities, with a break up of 44 central universities, 540 state universities, 122 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 75 Institutes of National Importance which include AIIMS, IITs, IIEST and NITs among others.

## Challenges

- **Financing**–The inability of the state to fund the expanding higher education system has resulted in the rapid growth of private higher education. In addition, diminished governmental financial support adversely affects small and rural educational institutions. A growing number of public institutions are forced to resort to self-financing courses and high tuition costs.
- **Enrolment**–As of 2007, only around 11% of the 18 – 23-year-old population of India, is enrolled in higher education. On the whole, India has an enrolment rate of 9% which is similar to that of other lower middle-income countries. The population that is enrolled in higher education consists largely of urban metropolitan dwellers. Rural enrolment in higher education is very low.
- **Accreditation**-Driven by market opportunities and entrepreneurial zeal, many institutions are taking advantage of the lax regulatory environment to offer 'degrees' not approved by Indian authorities, and many institutions are functioning as pseudo non-profit organizations, developing sophisticated financial methods to siphon off the 'profits.
- **Politics**-Higher education is a high stakes issue in India. It is subject to heavy government involvement. Despite the system's lack of state funding, 15.5% of government expenditure goes toward higher education.

## Suggestions

- **Quality of Education**-Government of India established statutory bodies to ensure quality of education in India. There are some educational institutes in India that provide world class education. Indian institute of technology, Indian institutes of management, Indian Institutes of Science, National Law Schools, Jawaharlal Nehru University and Delhi University are some such Institutes. The government of India is also speeding up the efforts to establish more such institutes that can offer quality education.
- **Gradually phase in methods to link funding**-Starting small and gradually phasing in more concrete links between funding and quality will be important to ensuring a successful transition for India's higher education system. The experiences of other countries suggest that new policies will take time to implement. As capacity develops over time, and as more data are collected, the system can begin implementing performance-based funding mechanisms or performance contracts.
- **Continue efforts to develop and implement a student financial aid system**-In addition to providing access to education for students in need, student loan systems can play a valuable role in linking funding to quality by tying an institution's eligibility to receive student loan funds to quality standards. Widely disseminating data on institutional quality will help students and their families make informed choices in selecting a school.
- **Continue efforts to expand funding for competitive grants**-Research grants have been introduced in India in response to the 12th Five-Year Plan's call to strengthen the nation's research capacity. They can also be used to create a vibrant environment for research innovation and teaching strategy development.
- **Provide funding to states and institutions to build capacity**- under the new "steer and evaluate" model, some countries have developed explicit technical assistance programs to help institutions and states change their governance structures. Others have had success with academic audits, whereby institutions are coached by government officials through the planning and budgeting process.

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**Conclusion:**

It is apparent that the government allocated expenditure on education in a country like India is substantial where 1/3 rd of population is illiterate. The following concern remains critical in the context of higher education of India.

i.      Inadequate expenditure with respect to increased enrolment.
ii.     Inflationary pressure.
iii.    Rising staff salary.
iv.     Declining developmental expenditure.
v.      Immobilization of additional resources.
vi.     Declining share of fees etc.

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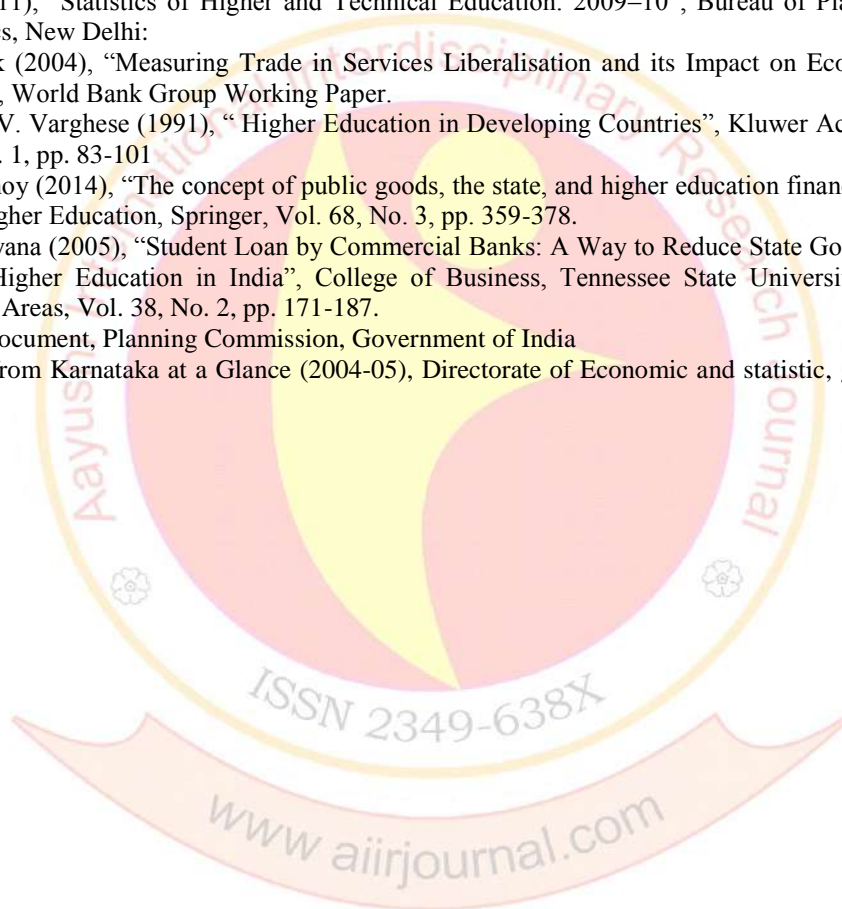
## Higher Education, Skills And The Emerging Labour Market In India

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### Introduction:

India has been marching on a path of high economic growth and in the 12th Plan the aim is to maintain a sustained inclusive growth of 8% GDP level. Sustaining an inclusive development process implies simultaneously meeting multiple challenges such as accelerating agricultural growth, taking major strides in health, education and skill development, achieving energy security, spurring industrial growth, efficient management of natural resources like water and effectively managing urban growth. The engines of growth also demand a major step up in investments in infrastructure at least to a trillion-dollar level during the plan period.

Education is a process of facilitating learning knowledge, skills, values, beliefs etc. So, education determines the country's future as it is having all the powers to change everything. Education sector in India is a mix of government-operated &privately-operated educational institutions and allied education products & services providers. India has a significant young population which calls for a robust education sector to harness potential for human capital. The sector is highly influenced by various government schemes and policies launched primarily to improve the quality of education and the planned expenditure through several schemes.

The education sector in India has witnessed a paradigm shift in recent times. Once operated primarily as a philanthropic or a nation building activity, it has since transformed into a 'sector in its own right. So far, basic primary education and certain specific institutions for higher education, like the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) have been the prominent parts of the Indian education sector. However, due to an increase in competition coupled with the increasing need to provide quality education and generate positive learning outcomes, the Indian education sector is slowly but steadily moving on the reforms track.

### Skill Development:

Having knowledge alone is not adequate to bring the changes, the need of skill to execute properly is important. Now the new ministry introduced "Skill India Mission" for the youth to meet their domestic demands and also for the betterment of economic growth of our nation. Through this mission, Jobless, school dropouts, graduated, uneducated, and women will be given training based on their knowledge and ability which will certify them to get the jobs. For the students it will be starting from the school to provide communication skill, entrepreneurship, problem-solving skills, etc.

Today we rely on information and communication technologies and devices that hadn't even been imagined just 30 years ago. The set of skills we need to participate fully in and benefit from our hyper-connected societies and increasingly knowledge-based economies has changed profoundly too. Skill development acts as an instrument to improve the overall effectiveness and empowers an individual to work more efficiently. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization.

### Objectives of the Study
1. To know about the existing level of Skill Development in India
2. To analyze the requirement of Skill Development
3. To find out the suitable ways to fulfill the requirement of Skill Development

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**Research Methodology:**

Research Design selected for this research is descriptive design. In order to collect desired data, Secondary data method of data collection is adopted in this study. The data were collected from journals, magazines, publications, articles, research papers and websites.

**Labour Market: Some Macroeconomic Context:**

India has delivered strong economic growth relative to many other countries in the past few years, but there are concerns about whether the growth has been inclusive or whether the country is heading for jobless growth. Data from India's Labour Bureau on employment creation suggest that fewer than two million jobs are being created annually, a seemingly dire situation in a country where the working age population grows by some 16 million every year.1 In reality, much of the discussion around jobless growth is not founded on robust data or analysis; indeed, there is a dearth of reliable and timely data on this topic. More fundamentally, we believe the debate around the pace of job creation is a narrow one that does not reflect the labour market goals India should set for itself.

India's economy grew at an average of about 6.6 percent per year between 2011 and 2017. Multiple stresses and strains, such as a rising fiscal deficit, high consumer inflation, the collapse of the mining sector, and a logjam in infrastructure projects, led to a macroeconomic slowdown from 2011 to 2013, when GDP growth fell to an average of 5.6 percent per year. From 2013 to 2017, growth recovered to 6.9 percent per year, making India one of the fastest-growing major economies in the world, although still below its potential and aspirational growth of more than 9 percent per year.

**The Indian perspective:**

India acutely feels the infrastructure deficit, and the government has moved to close funding gaps. Central government spending (both revenue and capital expenditure) on prioritized sectors rose by 1,080 billion rupees ($17 billion), or 55 percent, between 2014 and 2017, when total spending reached 2,991 billion rupees ($46 billion).17 Spending was focused particularly on roads, railways, housing, and rural development, as well as in telecom and power, and "soft" infrastructure, such as education and health care.18 Based on average revenue per labour benchmarks in each sector, we estimate that central government spending could translate to employment opportunities for some 6.6 million workers in 2017 (excluding the impact of the Mahatma Gandhi National Rural Employment Guarantee Act, or MGNREGA), or some two million more compared to the level in 2014. A large share of these jobs is in the construction sector, where an average worker earns 70 percent more than an average farm worker, so this trend is good from a gainful employment perspective.

**Challenges of Existing Structure of Skill Development**

1. The existing institutional structure for skill development includes various agencies with overlapping and conflicting priorities. The government's own estimates reveal that currently, skill development efforts are spread across approximately 20 separate ministries, and 35 state governments and union territories. Given this complex institutional setup, the National Skill Development Agency was created last year to consolidate efforts in this domain. But it mainly has a coordination role, lacks any effective powers and remains significantly under-resourced.
2. The training infrastructure for imparting technical and vocational skills is inadequate. In terms of
3. current capacity, it is estimated that various publicly funded organizations produce 3.5 million trained personnel per annum against the 12.8 million new entrants into the workforce each year.
4. The infrastructure in the skill development sector today is largely government-owned then also, private sector investment hasn't been incentivized.
5. The focus of vocational training offered in India is not matching with the needs of casual workers who constitute 90% of the labour force, resulting in a shortage of skilled workers at the national level. Casual workers, such as construction workers, from rural areas with little or no education and need support and training.

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**Findings / Results:**

India's transition to one of the largest and fastest growing global economies during the last decade has been a remarkable phenomenon. In order to sustain its growth trajectory, an efficient and continuous system of skill development for its workforce is critically imperative for India. Therefore, this section is devoted to portray the current skill capacity of India; the major challenges in the successful implementation of skill development initiatives along with their way outs or suggestions.

**Present Scenario of Skill Capacity of India:**

In order to capitalize the demographic dividend, India will need to empower its workers with the right type of skills. Thus, this section depicts the present skill levels of the Indian workforce in the age group of 15-59 years in the form of their general educational levels and vocational training levels.

1. The drop-out rates of educational institution were estimated to be 50% in the age group of 5-14 years and 86% after 15 years of age and in contrast to this the participation rate of the workforce rises rapidly after 14 years of age and it results in a semi-literate workforce which finds it difficult to absorb higher form of skills.
2. 38% of Indian workforce is illiterate, 25% has education below primary or up to primary level and remaining 36% has an education level of middle and higher level.
3. 80% of Indian workforce does not possess any marketable skills.
4. Only about 2% have received formal vocational training and 8% non-formal vocational training, thereby implying that very few new entrants to the work force have any marketable skills as compared to developed economies such as Korea (96%), Germany (75%), Japan (80%) and United Kingdom (68%).

**Conclusion:**

In-nutshell, it can be said that despite making considerable progress in terms of literacy, high incidence of illiteracy cripples the Indian workforce even today. The above facts are a stark reminder that India's demographic dividend can rapidly convert into a demographic nightmare if skills are not provided to both new and existing workforce. Thus, there is a need for increasing capacity and capability of skill development programs.

In this direction, both the Government and its partner agencies have undertaken various measures/ initiatives for the effective implementation of the skill development system in the economy. But still India faces a number of unresolved issues and challenges that need immediate attention of the policy makers. Hence, the next section deals with some of these bottlenecks along with their way outs.

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# ICT In Higher Education: Opportunities And Challenge

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**Abstract:**

*Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners.ICT has become an integral part of today's teaching learning process. Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. The role of ICT in higher education is becoming more and more important and this importance will continue to grow and develop in 21st century. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. The adoption and use of ICTs in education have a positive impact teaching, learning and research. The use of ICT will not only enhance learning environment but also prepare next generation for future lives and careers. This paper highlights the various impacts of ICT on higher education and explores various potential future developments.*

**Introduction:**

Higher education systems have grown exponentially in the last five decades to meet the demands of quality education for all. This aspect has further gained momentum due to swift advancements in Information and Communication Technology (ICT). Demand for skilled and competent labour is ever increasing in the contemporary globalized society. In this backdrop, access to quality in higher education for all has emerged as determining factor of economic growth and development. In order to increase the access to higher education and improving its reach to the remotest parts of the country contribution of open and distance learning facilities is on the increase. In addition, it is catering to life-long learning aspirations and that too at affordable cost. The last two decades have witnessed the inclusion of developments in ICTs in higher education systems around the world. Even then the challenge to develop a higher education system that is flexible and dynamic so as to holistically integrate the technology in the management and delivery of learning programmes is daunting. The first section presents briefly the present profile of higher education in India. Role of ICTs in higher education and the areas in which they can be integrated to play prominent role are discussed in the second section. The final section explores the challenges in expanding the role of ICTs for future development in higher education.

**ICT overpowering Traditional methods:**

Technology has brought in major changes in the way education is imparted. Teaching and learning process has evolved from being a one-sided activity to an active process involving exchange of ideas. Indulgence of various creative tools and techniques has made the process a collaborative initiative.

Students in today's classrooms are encouraged to participate actively in the learning process and become active producers of ideas and thoughts. "The students are equipped with the correct knowledge, skill and attitude to take full advantage of all the new opportunities that will be available for them in future," according to Dr Bharti Swami from Vidhyashram International School (Jodhpur).

**Trends in Growth of Higher Education in India:**

Though higher education is very old in India, modern higher education in India began with the establishment of Hindu College in Calcutta in 1817. By 1855, there were 281 High Schools and 28 Colleges. To regulate them, three universities; Bombay, Calcutta and Madras were established in 1857 by then British Indian Government. The growth continued un-impeded and by 1947, there were 19 universities, 496 colleges with 2,40,000 students. University Education Commission, 1948-49 (popularly known as Radhakrishnan Commission) emphasized the need for setting up an apex body to coordinate the growth and development of education at the tertiary level and maintenance of standards in education. Thus, the University Grants Commission (UGC) came into existence by an Act of Parliament in 1956.

In the last five half decades, the growth of higher education presents a very impressive picture. There has been commendable quantitative expansion in terms of students' enrolment, number of teachers, colleges, universities and research degrees.

**ICT enabled Education: An Overview:**

The Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer, and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. When such technologies are used for educational purposes, namely to support and improve the learning of students and to develop learning environments, ICT can be considered as a subfield of Educational Technology. ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrolment etc.

In the current information society, people have to access knowledge via ICT to keep pace with the latest developments. In such a scenario, education, which always plays a critical role in any economic and social growth of a country, becomes even more important. Education not only increases the productive skills of the individual but also his/her earning power. It gives them a sense of well-being as well as capacity to absorb new ideas, increases their social interaction, gives access to improved health and provides several more intangible benefits. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling

**In view of ICT, education can be classified in three main categories:**

**E-Learning** or Electronic learning is a general term used to refer to computer-enhanced learning. It is commonly associated with the field of advanced learning technology (ALT), which deals with both the technologies and associated methodologies in learning using networked and/or multimedia technologies. It is also known as online learning. Distance education provided the base for e-learning's development. E-learning can be 'on demand'. It overcomes timing, attendance and travel difficulties. E-learning allows delivery, dialogue and feedback over the internet. It allows mass customization in terms of content and exams. E-education can provide access to the best gurus and the best practices or knowledge available (UNESCO, 2002). It is possible to leverage the online environment to facilitate teaching techniques like role-play across time and distance. It can also facilitate the development of scenarios, which can be rarely witnessed in practice. ICT can play a valuable role to monitor and log the progress of the students across time, place and varied activities.

**E-learning has the following advantages**
- Eliminating time and geographical barriers in education for learners as well as teachers.
- Enhanced group collaboration made possible via ICT.
- New educational approaches can be used.
- It can provide speedy dissemination of education to target disadvantaged groups.
- It offers the combination of education while balancing family and work life.
- It enhances the international dimension of educational services.

**Blended Learning** is the combination of multiple approaches to learning. It is usually used to define a situation where different delivery methods are combined together to deliver a particular course. These methods may include a mixture of face-to-face learning, self-paced learning and online classrooms.

**Face to face Learning** refers to learning that occurs in a traditional classroom setting where a faculty member delivers instruction to a group of learners. This could include lectures, workshops, presentation, tutoring, conference and much more.

**Self-paced Learning** provides the flexibility to learn according to the availability of learners' own time and pace, it occurs in a variety of ways such as: reading specific chapters from text book, studying course material presented through web-based or CD based course, attending pre-recorded classes or sessions, reading articles referred by faculty member, working on assignments & projects, and searching & browsing the internet.

**Online Collaborative Learning** involves interaction between learners and faculty members through the web; this interaction can occur in one of the following modes:

- Synchronous interaction.
- Asynchronous interaction.

Synchronous, means 'at the same time', it involves interacting with a faculty member and other learners via the web in real time using technologies such as virtual classrooms and / or chat rooms. On the other hand, Asynchronous means 'not at the same time'; it enables learners to interact with their colleagues and faculty member at their own convenience, such as interacting through email.

**Distance Learning** It is a type of education, where students work on their own at home or at the office and communicate with faculty and other students via e-mail, electronic forums, videoconferencing, chat rooms, instant messaging and other forms of computer-based communication. It is also known as open learning. Most distance learning programs include a computer-based training (CBT) system and communications tools to produce a vital classroom. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems.

ICTs also allow for the creation of digital resources like digital libraries where the students, teachers and professionals can access research material and course material from any place at any time. Such facilities allow the networking of academics and researchers and hence sharing of scholarly material and leads to quality enhancement in teaching and learning.

### Role of ICT in Higher Education:

Swift growth of ICTs is taking place all over the world. They have emerged as powerful tools for diffusion of knowledge and information. Their introduction and unprecedented use in the higher education has generated varied response. The opportunities can be categorized as the aspects relating to role of ICT for access and equity in education, their role in pedagogy for quality learning and teaching at higher education level and in inducing innovations in approaches and programmes.

### Access and Equity in Higher Education:

11th Plan proposed to achieve the target of 15 percent GER by 2012 through the increase in institutional capacity and increase in 'intake capacity' of existing educational institutions. These efforts are also experiencing the push created in this direction through the consistent rise in enrolment at elementary level and secondary level. The demand for higher education is expected to rise steeply in the forthcoming years under these influences. ICTs lend themselves as an ideal mechanism to bridge this gap by complementing both formal education system as well as distance learning systems (Neeru, 2009).

E-learning is emerging as an important strategy to provide widespread and easy access to quality higher education. E-learning is a generic term referring to different uses and intensities of uses of ICTs, from wholly online education to campus-based education and through other forms of distance education supplemented with ICTs in some way. Although, presently the initiatives for development of e-learning in India are continuing in a sporadic manner, UGC is advocating and making efforts to enhance the quality of higher education by framing policy guidelines for their integration in classroom and other activities.

### Potential Drawbacks-cum-Challenges to Using ICT in Education:

While using ICTs in education has some obvious benefits, ICTs also bring challenges. First is the high cost of acquiring, installing, operating, maintaining and replacing ICTs. While potentially of great importance, the integration of ICTs into teaching is still in its infancy. Introducing ICT systems for teaching in developing countries has a particularly high opportunity cost because installing them is usually more

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expensive in absolute terms than in industrialized countries whereas, in contrast, alternative investments (e.g. buildings) are relatively less costly (UNESCO, 2009).

The four most common mistakes in introducing ICTs into teaching are i) installing learning technology without reviewing student needs and content availability; ii) imposing technological systems from the top down without involving faculty and students; iii) using inappropriate content from other regions of the world without customizing it appropriately; and iv) producing low quality content that has poor instructional design and is not adapted to the technology in use (UNESCO, 2009). Although ICT offers a whole lot of benefits there are some risks of using ICT in education which have to be mitigated proper mechanisms. They are

- It may create a digital divide within class as students who are more familiar with ICT will reap more benefits and learn faster than those who are not as technology savvy.
- It may shift the attention from the primary goal of the learning process to developing ICT skills, which is the secondary goal.
- It can affect the bonding process between the teacher and the student as ICT becomes a communication tool rather than face to face conversation and thus the transactional distance is increased.
- Also, since not all teachers are experts with ICT, they may be lax in updating the course content online which can slow down the learning among students.
- The potential of plagiarism is high as student can copy information rather than learning and developing their own skills.
- There is a need for training all stakeholders in ICT.
- The cost of hardware and software can be very high.

**Conclusion**:

ICT play vital role as a strong agent for change among many educational practices i.e. conducting online exam, pay online fees, accessing online books and journals. Thus, ICT in Higher education improves teaching learning process, provides the facility of online learning to thousands to thousands of learners who cannot avail the benefits of higher education due to several checks, such a time, cost, geographical location etc. Once again ICT serve to provide the means for much of this activity to realize the potential it holds.

There are endless possibilities with the integration of ICT in the education system. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. ICT has enhanced distance learning. The teaching community is able to reach remote areas and learners are able to access qualitative learning environment from anywhere and at any time. It is important that teachers or trainers should be made to adopt technology in their teaching styles to provide pedagogical and educational gains to the learners. Successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their engagement with students in learning rather than acquiring computer skills and obtaining software and equipment. ICT enabled education will ultimately lead to the democratization of education.

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# Skill Development In India:  A Study

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**Abstract:**

This paper reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India's skills development system. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products, services, and increase efficiency in there. Education, research and innovations contribution in to the field of youth production processes or even to the point of improving the whole value chain process and adult education on skills development in India. Skills and knowledge are the driving forces of economic growth and social development for any country. Skill development has always been an important agenda for all the governments India has seen so far. India is one of the youngest nations in the world with more than 54 percent of the total population below 25 years of age. India's workforce is the second largest in the world after China's. For India, skill development is also critical from both socio-economic and demographic point of view. The study in this paper is based on the secondary data. The objectives of the study areto study the skill development system in India and to understand the present skill development policy initiatives in India.
**Key Words:**Skill Development, Education, Policy initiatives.

## Introduction:

This paper reviews the current state of education, skills development, and employment for Indian youth and India's skills development system. The term skills development is used to describe a wider array of institutions and activities influencing employment and earnings. When referring to the preparation of youth and adults for employment, a subtle shift in understanding occurs. In the current scenario, the government is dedicatedly striving to initiate and achieve formal/informal skill development of the working population via education/vocational education/skill training and other upcoming learning methods. India's demographic profile is helping the country to aim for an accelerated economic growth. India is expecting a huge growth in the labour market by having 64.8 percent of the population as the working population.

## Objectives of the study

- ➢ To study the Skill Development System in India
- ➢ To understand the present Skill Development Policy Initiatives in India

## Research Methodology:

This paper is qualitative in nature. The secondary information is used for the analysis of the study problem. The secondary data were collected from the various sources like Journals, Books, News Papers, Articles, etc.

## Skill Development System in India:

According to the International Labour Organization (ILO), "Skill development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization."

India experiences a huge advantage by having a young workforce, which means it high scope of providing manpower to the labour market. The ministry was announced in June 2014. The Prime Minister of India, Shri Narendra Modi felt the need to focus on skill development considering the changes happening in the labour market and hence the ministry was established. It also focuses on bringing all the other ministries to come together and function in a unified manner towards skill development. In India, the skill acquisition is by through two channels which include both formal and informal methods. Both the Public and Private Sector aims at imparting the formal training. Though there is a lot of participation from the private sector on

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skill development but the public sector dominates the skill development programs in the country. The informal channel is more unstructured and can be imparted through working on the job or through experiential learning. (Lavina Sharma and Asha Nagendra).

Skills development is a much broader concept involving a larger, more diverse provider community, and as a result, this development is more difficult to monitor. This will be a challenge as the Report strives to measure skills attainment and its accessibility for the socially disadvantaged. It is not as simple as counting net enrolment rates or years of formal schooling attained. Skills acquired at later stages of the lifecycle after completing formal education come from a variety of sources that are more difficult to track and measure in quantity and quality terms. Skills development is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization. The principles and values of decent work provide guidance for the design and delivery of skills development and are an effective way of efficiently managing socially just transitions.

**Skill Development Initiatives in India:**

The current capacity of Government and Private training institutes are very low in number. It is only million per annum. The course pattern is not as per industry requirement and latest developments of market are not covered in the curriculum which effects employability as Companies have to re-train the apprentices at the time of hiring the number of entrants in the non-farm sector is only increasing every year because of movement of labour from farm to non-farm sector. There has been no change in farm-based jobs. The growth in skill training provided in sectors such as retail, customer services etc. have been uneven. The World Bank (2006:6) has stated that vocational training is considered as stigma in India. It is considered to have a low status due to its linkage with manual work requirement. All these factors are affecting employability. In recent years, India has seen rapid economic growth with the growth of advanced industries and talented skilled Human Resource. With the growing economic growth, it is required to emphasize on acquiring and enhancing the knowledge and skill of the youth of the Nation. (Dr. Jagdish Prasad, Dr. D.G.M. Purohit).

**Challenges faced by Skill Development Initiatives scheme in India**

1. Complicated Set-up of ITI
2. Insufficient Infrastructure
3. Mismatch of Demand and Supply
4. Geographical Problem
5. Lack of Formal Education and Vocational Training
6. Skill development for Women
7. Lack of Labour Market Information System
8. Training of Trainers
9. Basic Infrastructure Challenge
10. Skill-Gap between Informal and Formal Sector
11. Multiplicity of Institutional Framework
12. Placement linked Challenge
13. Private sector Participation
14. Low Educational Attainment
15. Lack of the Vocational Skills University

**Conclusion:**

Skill development is the most important aspect for the development of the country. It gives the education, knowledge and employment for Indian youth. Skills development is a much broader concept involving a larger, more diverse provider community, and as a result, this development is more difficult to monitor.

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## Skill Development In Higher Education

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### Introduction:

The conventional wisdom today is that our main national problem at the college and university level of education is providing equal opportunity for entry for all young people and then retaining in school those entering until they complete their degrees. This view is based on the belief that a college degree is the key to success in American society today. Our current President and the major foundations funding higher education base their current policies on this belief. This conventional wisdom is fine as far as it goes. However, of equal importance is the actual skill development and learning achieved by students while in higher education. The current perception is that our nation does fine on this objective. With this perception, then entry and throughput are the highest priorities for higher education. However, this conventional wisdom is wrong. Disturbing recent evidence indicates that roughly one third of all students graduating in higher education today have made no progress in developing the critical skills needed for vocational success and for discharging the responsibilities of a citizen in a modern democracy. This paper describes this problem and makes recommendations for what we should do about it. The purpose of higher education has remained remarkably constant for the 600 years since the founding of the earliest universities of Bologna, Oxford, and Cambridge. The purpose is to prepare young people for work and to help them understand how to live. Initially, the "work" part was for jobs in the Church and the Court. Today the range of jobs reflects the high complexity of our modern economy. Likewise, questions of how to live have become dramatically more complex. Nevertheless, these questions remain. Many skills are useful in work and in considering how to live. However, skills to think critically, to solve complex problems, and to write are fundamental to success in work and in making and executing the many decisions that constitute how a person lives. Critical Thinking, Complex Analysis, and Writing What are critical thinking, complex analysis, and writing, and why are they so important? Critical thinking starts with a mindset. That mindset at its most fundamental level is a drive to understand reality as well as possible, and to understand why things are as they are. What are the "facts of the case?" What explains why things happen as they do? That mindset insists on "good" explanations. Critical thinking includes the development of these good explanations. Good explanations are consistent with the most fundamental principles we have about how things happen in reality. Good explanations are based on logic and rational thoughts.

Critical thinking does not ignore emotions and intuitions. It pays attention to them. However, it insists that they be valid. That is, they are consistent with what we know about reality and our good explanations about why things happen the way they do. Nobody ever practices critical thinking perfectly. However, it is the basis for our hope for progress in philosophical, political, and economic realms. Why is critical thinking important? For many the answer is obvious from simply the description of what it is. In a survey of employers commissioned in 2010 by the Association of American Colleges and Universities, 81% of the respondents wanted colleges to place more emphasis on critical thinking and analytical reasoning. Strategies and business plans based on a realistic understanding of the situation and on what we know about how consumers and competitors behave have a better chance of leading to business success. Too often such efforts are based on "wishful thinking." Then business success is simply a matter of luck. Applying critical thinking raises the odds above a roll of the dice. Similar benefits flow from approaching with a critical mindset the many day- to- day decisions faced by any operating organization. With regard to the questions about how to live, perhaps the most pressing issues today concern how we govern ourselves under our complex, popular democracy. The backlog of unresolved social and economic issues is growing. The fellow citizens we elect to manage these affairs are not getting the job done. The current level of political discourse in our country reflects neither obvious reality nor long understood principles for getting the job done in a democracy. We as citizens need to bring a critical frame of mind to our current situation and change it. The

fact that we're not doing so suggests we as citizens lack the skills to do so. Higher education is probably the most important institution for developing the skills needed.

In the 21st century, the most important thing is to keep update yourself, one of the major challenges is to constantly update the trainer about the new technological innovations in its field.

## There are several challenges which have been identified in skill development mission.

1.  The issue is to provide access to all in the existing system by increasing the capacity and at the same to maintain the quality of the training.

2.  A link should be created between the industry. the trainer institute, which will help both as the industry will provide the new changes in field of technology which will help to upgrade the knowledge of trainer whereas industries will get candidates as per their requirement.

3.  School education need to be matched with the government efforts in the area of skill development. In our country still education is bas ed on the traditional concept, education does not necessarily provide skill required for the job.

4.  Creation of institutional mechanism for research development, is also one of the major challenges. There is no proper framework to guide and to manage or control to take up the new research. As National Skills Qualifications Framework (NSQF) which organizes qualifications according to a series of levels of knowledge, skills and aptitude And National Quality Assurance Framework (NQAF) provides the benchmarks or set parameters which the different organization involved in education and training must fulfill in order to be accredited to provide education and training/skills activities.

5.  Experiential learning courses, i.e. a mix of classroom and practical training, will help students to retain more. Presently, very few institutions offer such courses in India. Government should try to use this methodology more.

6.  Skill development is not the responsibility of governments, corporate and training institutes alone; students too are equally responsible and need to recognize the changing scenario of employment.

7.  Our country does not have a nation-wide Vocational Education and Training standards, lack of uniformity results in poor productivity. Lack of an integrated on-site apprenticeship training, inadequate industry interface, insufficient financing of the Vocational Education and Training system.

8.  It is found that many ministries imparting skills training are short of infrastructure and qualified trainers, and hence impart substandard training.

9.  Discrepancies were found in formation of Sector Skill Councils, which are responsible for developing and conducting programmes as well as assessing trainees. One of the criteria for establishing a Sector Skill Councils – that a sector has 1 million existing workforce – was itself not strictly followed. For instance, the Media and Entertainment Sector Skill Councils was created despite employing 400,000 people in 2013.

10. A Programme called Recognition of Prior Learning – under which people with prior learning experience or skills were assessed and certified – was abruptly misused. People were certified "after giving 4-5 hours of training" in order to achieve targets.

11. Many ministries lack training infrastructure and impart substandard training. Some of the short-term courses offered are as short as eight hours and neither meet the skills needs of employers nor provide employment opportunities. Even if few are employed, the retention rate is low.

12. In order to appoint more and more trainers, the NSDC and SSCs [Sector Skill Councils] provided training to fresh diploma and engineering graduates 2-5-day training to become qualified trainers. This system questions the knowledge level of trainers.

13. Quality assurance

14. Examination

15. Certification

16. Affiliation

17. Accreditation

Needless to say, that efforts should be on to make the skill development attractive and productive to motivate the youth to aspire for it.

**Conclusion:**

The purpose is to prepare young people for work and to help them understand how to live. Initially, the "work" part was for jobs in the Church and the Court. Today the range of jobs reflects the high complexity of our modern economy. Likewise, questions of how to live have become dramatically more complex. Nevertheless, these questions remain. Many skills are useful in work and in considering how to live. However, skills to think critically, to solve complex problems, and to write are fundamental to success in work and in making and executing the many decisions that constitute how a person lives.

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## Role Of Technology In Higher Education With Effective Teaching

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**Abstract:**

　　*Higher education has long been susceptible to a wide range of market forces and dynamics, with new providers vying to provide educational opportunities to the post–high school population. A wide range of institutional resources enable students to avail themselves of the many sources and combinations of information and knowledge in a market economy.2 With advancements in technology, especially in the post-World War II era, however, the strong market position of traditional higher education providers has become more vulnerable to challenges from new providers with potentially farther reaches. Some observers claim that recent advances in technology will revolutionize teaching and learning practices and delivery systems for higher education. Spreading with the speed and heat of a wildfire, the current spate of technology has been branded a panacea for efficiency, access, quality and other enduring challenges facing higher education. However, as with other movements that sit between revolution and merely fashionable trend, technology may in the end drastically disappoint, rendered a victim of unrealistic expectations. In order to accomplish this aim, the use of technology in the form of blended learning and online education will be utilised to illustrate how technology plays a central role in education today*
*Keywords: technology, effective teaching, higher education.*

## Introduction:

　　Technology has an important impact in all aspects of higher education worldwide. It brings new opportunities and means for improving access and the quality of higher education. Yet, for various reasons the inclusion of how to use technology to improve higher education is uneven from region to region, country within a region, and institutions within a country. Thus, while recognizing and pursuing the important potential to bridge divides and to reduce inequalities in terms of access to knowledge and information, it is important to acknowledge that the risk of exacerbating existing or creating new inequalities is equally high as it requires means, necessary infrastructure and human skills to harness the potential of technology in higher education. The aim of the IAU's action in this area is to pursue that the potential of technology is fully harnessed to improve the quality of higher education and to increase access to knowledge and education for all.

　　Technology has the potential to revolutionize the traditional teaching and learning process. It can eliminate the barriers to education imposed by space and time and dramatically expand access to lifelong learning. Students no longer have to meet in the same place at the same time to learn together from an instructor. Fundamentally, modern technologies have the ability to change the conception of a higher education institution. No longer is a higher education institution necessarily a physical place with classrooms and residence halls where students come to pursue an advanced education. Thanks to recent developments in technology, the standard American image of a college or university as a collection of ivy-covered buildings may need to be revised for the first time since the founding of Harvard in 1636.

　　Computers and telecommunications are the principal technologies reshaping higher education. Due to advances in each of these domains, electronic mail, fax machines, the World Wide Web, CDROMs, and commercially developed simulations and courseware are altering the daily operations and expanding the missions of colleges and universities.

　　Technology can also help to make education a much more interactive and collaborative process. Email, course-based websites, and computer-based chat rooms are some of the technology-enabled resources that facilitate communication and teamwork among students. Research by education scholars has shown that collaborative learning opportunities enhance recall, understanding, and problem solving. Technology can greatly ease the work of collaborative design teams, peer writing groups, and other types of collaborative

learning groups, even among students who do not live in the same geographic area and who cannot meet face to face.

**Technology Can Elevate The Practice Of Teaching In Higher Education:**

With technology, instructors can design new and engaging ways for students to learn. However, developing high-quality, pedagogically sound courses require a significant investment of time and effort. Within institutions and across systems, faculty and instructors can be empowered to invest this time as an important component of their core responsibilities and given instructional design resources to enable them to develop and modify courses. Following are some descriptions of promising practices that can help elevate teaching in postsecondary institutions.

1. **Institutions can foster ongoing professional learning for instructors that supports them in developing their skills as users of technology for teaching in online and blended Environments and enhances their knowledge of research-supported teaching practices:** Some institutions have invested in teaching by providing resources and opportunities through Institutional centres for teaching and learning. These centres can provide ongoing support to faculty to enable a range of assistance, from the availability of instructional designers and technologists to advise for faculty on how to build their courses to providing production Support for modules or full online courses. Other institutions have provided opportunities for faculty to spend time outside of the semester to focus on developing engaging online and Technology-enabled courses. In addition, institutions can invest in research on their own Instructional practices and apply promising practices to course design.

2. **Institutions can create new career ladders for faculty and instructors who master Technology in teaching:** Lower price points of apps and the proliferation or low-cost devices have led to proliferation of technology options for instructors at all levels. However, instructors often do not have the time to investigate or develop expertise in using technology. Some institutions have provided incentives to instructors by rewarding excellent technology-based instruction with employment stability and promotion opportunities, such as tenure track opportunities for teaching faculty, adjuncts, and other instructors. Others have provided professional recognition programs for instructors who lead in implementing and evaluating new technology for both quality and cost-effectiveness.

**Technology As Tools Of Teaching:**

There are various types of technologies currently used in classrooms. Among these are:

**Computer in the classroom**: Having a computer in the classroom is an asset to any teacher. With a computer in the classroom, teachers are able to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new information on websites.

**Class blogs and Wikipedia**: There are a variety of Web 2.0 tools that are currently being implemented in the classroom. Blogs allow for students to maintain a running dialogue, such as a journal, thoughts, ideas, and assignments that also provide for student comment and reflection. Wikipedia, an online encyclopedia, are more group focused to allow multiple members of the group to edit a single document and create a truly collaborative and carefully edited finished product.

**Wireless classroom microphones**: Noisy classrooms are a daily occurrence, and with the help of microphones, students are able to hear their teachers more clearly. Students learn better when they hear the teacher clearly.

**Mobile devices**: Mobile devices such as tablet or smart phone can be used to enhance the experience in the classroom by providing the possibility for professors to get feedback.

**Interactive Whiteboards**: An interactive whiteboard that provides touch control of computer applications. These enhance the experience in the classroom by showing anything that can be on a computer screen. This not only aids in visual learning, but it is interactive so the students can draw, write, or manipulate images on the interactive whiteboard.

**Digital video-on-demand**: Digital video eliminates the need for in-classroom hardware and allows teachers and students to access video clips immediately by not utilizing the public Internet.

**Online media**: Streamed video websites can be utilized to enhance a classroom lesson.

**Online study tools**: Tools that motivate studying by making studying more fun or individualized for the student.

**Benefits Of Technology In Higher Education:**

The advantages of technology for higher education are widely accepted: technology gives institutions the ability to be much more agile; it enhances collaborative learning and helps institutions to maximize opportunities, especially around transnational education (TNE); and it also enhances the student experience by allowing students to adapt to new learning environments and be much more creative. Just as it allows universities to become truly global institutions, technology also allows students to be truly global in their learning.

However, the success of technology in higher education does not just depend on the technology alone, but on our ability to conceive of a problem and make things happen. The UK is blessed to have a higher education sector that is big enough to enable institutions to work together, yet is still not so big that it risks becoming fragmented. This is where the concept of co-operation meets competition, and the unique climate of 'co-competition' the UK higher education system provides could really help to enable technology to effect positive change across the sector.

While technology can help push the boundaries of knowledge forwards in new digital and tech-based disciplines, it can also enhance the broad-based education that universities have been delivering for centuries. The onus is now on us as a sector to systematically address the barriers that are preventing universities from adopting strategies that are genuinely fit for the new digital age.

To drive us forwards, universities need to remember they are ultimately well-positioned to contribute to a world where intangible assets (such as research and development, creative design and educational training) now represent a greater percentage of GDP than tangible assets. With their propensity for bringing together ideas and being particularly good at public administration, universities are at the heart of this new 'knowledge economy'. Technology, if mastered effectively, should support them to be even better in their missions and help them to make a significant contribution to society.

**Effective Teaching With Technology:**

Effective Teaching with Technology in Higher Education is an excellent book for any educator contemplating using the potential of technology to improve their teaching ability and to intellectually enlighten and challenge students. Most previous books that describe how to use media and technology do not link practical applications with the underlying fundamentals. This work, on the other hand, is one of a very few that successfully presents the relationship between theoretical and pedagogical knowledge and between teaching, learning, and the effective use of media and technology.

The use of technology to improve both teaching and learning in complementary ways. As a result, they are uniquely situated to demonstrate how to make the right choices for using media and technology to improve teaching significantly. Quality technology-based teaching demands a high level of expertise and considerable resources and individual effort. Once instructors choose to accept the demands of technology-based teaching and master its use, they must also accept that they will have to be prepared to keep up with continuing rapid changes in it

Overall, Effective Teaching with Technology in Higher Education is an excellent resource and guide for all instructors, trainers, and instructional designers who serve adult learners.

Computers are a prime example of technology that created first-order change, where the basic activities of education remain the same. Computerized equipment allows students to be more precise in their work, and word processing applications make revising drafts of a paper more convenient, just as pocket calculators made mathematical computations easier. Computers have also enjoyed widespread adoption; although many campuses are using this technology, there is variability in campus approaches to

implementation. Some colleges and universities require all students to purchase a computer, whereas others supply equipment for the campus community to share. It is not uncommon for students to own personal computers with CD-ROM drives, multimedia software, and access to the World Wide Web, although estimates of computer ownership and usage.

**The Role of Technology In Designing A Student Centered Approach to Higher Education:**

Just as rapidly changing technology has created new and constantly evolving job types and competencies requiring new skills, it has facilitated significant progress in accommodating the needs of a broader range of students. It can also revolutionize the delivery of education, allowing access to higher education for greater numbers of students at lower cost and with more flexibility. However, for any technology solution to have a transformative impact on student learning and success, it must have as its foundation the specific goals, needs, and interests of the students themselves. While technology can be added to existing structures with the goal of making them marginally more efficient and flexible, technology also offers the opportunity to catalyze more significant reforms to educational structures and practices.

**Conclusion:**

"Technology will play a large role in instigating the changes in both our society in general and education in particular," technology is making significant changes in the way we teach. Technology also enables teachers to integrate project-based learning. With guidance from effective teachers, students at different levels can use these tools to construct knowledge and develop skills required in modern society such as presentation skills and analytical skills.

Every time a new technology comes around, a process of change accompanies its implementation. Higher education, like any other sector in our society, is affected by technology applications and always races to institute the necessary changes to implement it.

Accepting new technologies will assist you as you continue to improve your teaching and learning experiences. The main aim of this article is to show that the technology plays an important role in higher education.

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# The Economy Of Skill Development

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**Abstract:**

India is the second most populous country in the world, with 17.5 per cent of the world's population, second only to China. More than half (60.3 per cent) of India's population falls within the working age category of 15-59 years and about a quarter (27.5 per cent) in the youth category of 15-29 years (Census of India, 2011). The figures today reflect that India has the world's largest youth population comprising around one –fifth of the total world youth population. It is estimated that by the year 2020, the average age in India would be 29 years compared to 37 years in China and US and 45 years in Europe and 48 years in Japan (Chandrasekhar et al. 2006). India's demographic bulge can translate into a demographic dividend lest this human resource takes shape of a productive quality workforce through interventions in the areas of healthcare, education, skill training and creation of sustainable employment opportunities, failing which the supposed demographic advantage could turn into a demographic disaster.

**Keywords:** Working age, Youth population, Skill Development.

**Introduction:**

India is the second most populous country in the world, with 17.5 per cent of the world's population, second only to China. More than half (60.3 per cent) of India's population falls within the working age category of 15-59 years and about a quarter (27.5 per cent) in the youth category of 15-29 years (Census of India, 2011). The figures today reflect that India has the world's largest youth population comprising around one –fifth of the total world youth population. It is estimated that by the year 2020, the average age in India would be 29 years compared to 37 years in China and US and 45 years in Europe and 48 years in Japan (Chandrasekhar et al. 2006). India's demographic bulge can translate into a demographic dividend lest this human resource takes shape of a productive quality workforce through interventions in the areas of healthcare, education, skill training and creation of sustainable employment opportunities, failing which the supposed demographic advantage could turn into a demographic disaster.

Bloom and Canning (2004) using cross country panel data from 1965– 1995, have shown a positive and significant relationship between the growth rate of the share of the working age population and economic growth, but only if the economy is open. The authors argued that the link between population growth and economic growth has to be established through sound institutions, flexible labour laws and good governance. They have presented the cases of Ireland and Taiwan, which have successfully reaped the benefits of the demographic dividend. They have shown that Ireland benefited from lower fertility in the form of higher labour supply per capita and Taiwan benefited through increased savings rates. The authors have shown that Latin American countries too had a similar opportunity for recouping investment but they wasted it due to the lack of relevant policies. Therefore, there are examples of both demographic dividend as well as demographic debacles. The authors emphasized that the realization of the potential benefits associated with the demographic transition appears to be dependent on institutions and policies, requiring the productive employment of the potential workers and savings the transition generates. Bloom, Canning and Malaney (2000) and Mason (2001) conclude that East Asia's 'economic miracle' was associated with a major transition in age structure, while Bloom, Canning and Sevilla (2002) find that much of Africa's relatively poor economic performance can be accounted for by the lack of such a transition. Dhillon and Yousef (2007) argued that it is a nation's success or failure in realizing the economic potential of young people during this 'low dependency ratio' period that can make the difference between sustained and faltering long-term development.

A good number of economies are witnessing increasing numbers of job vacancies but their unemployment rates are not going down. In some cases, they are even mounting. India, being an emerging economy, is also susceptible identically. The new observable fact is that many of the workers who lost their jobs to the economic down turn do not have the skills that the labour market now demands. These skill mismatches mean that unemployed people need much longer time to find a new job, which in turn drives up

long-term unemployment. Skill mismatch entirely impairs the job creation landscape. This particularly affects the young people, who get most of their training and education before they start working or early in their careers. As per a recent study by Boston Consulting Group, India will have a surplus of active population -about 47 million people by 2020. This phenomenon for a nation when major portion of its population is active (in the working age 15-50 years) is referred to as the stage of reaping the demographic dividend. During this phase most of the population contributes to the country's Gross Domestic Product. It's a phase of lower dependency ratio – that refers to the number of children or elderly dependent on each earning person. The lower the dependency ratio - the higher economic growth will be, all other things being equal. It is expected that this phase would soon start for India. When the developed nations of the world would be facing a decline in their 'working population', India would be at the stage of lowest dependency ratio. In today's era of knowledge-based economy, quality of workforce is more important than quantity. In fact, having a lower head count of skilled manpower is much better than a manpower whose larger portion is unemployable. Considering the present situation, is this the future holds for India? And this is one of the biggest conundrums that we as a nation are ever going to face. This paper documents the size of population which comes under the category of youth, the problems of it and how we should overcome these difficulties through policy intervention.

**Objectives**

1. Exploring the size of youth population
2. Forecasting future size of young population
3. Identifying challenges of skill development
4. Suggesting policy measures

### India: Population Aged 0-14 Years

| Year | % | (thousands) |
|------|------|-------------|
| 2015 | 28.8 | 376641 |
| 2020 | 27.1 | 376394 |
| 2025 | 25.4 | 371144 |
| 2030 | 23.8 | 363151 |
| 2035 | 22.4 | 353785 |
| 2040 | 21.1 | 343713 |
| 2045 | 20 | 332902 |
| 2050 | 19 | 321278 |

**Sources:** World Population Prospects: The 2010 Revision, Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, Available at: http://esa.un.org/unpd/wpp/index.htm.

### Population Aged 15-24 Years

| Year | % | (thousands) |
|------|------|-------------|
| 2015 | 65.8 | 861118 |
| 2020 | 66.6 | 923050 |
| 2025 | 67.3 | 981726 |
| 2030 | 67.9 | 1034326 |
| 2035 | 68.2 | 1078019 |
| 2040 | 68.3 | 1111744 |
| 2045 | 68.1 | 1133073 |
| 2050 | 67.6 | 1143065 |

**Sources:** World Population Prospects: The 2010 Revision, Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, Available at: http://esa.un.org/unpd/wpp/index.htm.

## Formal and Informal Employment in the Non-agriculture Sector
## (In millions) for 2009-10

| Workforce | Total | Unorganized | Organised | Share in % |
|---|---|---|---|---|
| **Total** | 460.22 | 387.34 | 72.87 | 100 |
| **Normal** | 33 | 2.26 | 30.74 | 7.2 |
| **Informal** | 427.22 | 385.08 | 42.13 | 92.8 |
| **Share in %** | 100 | 84.2 | 15.8 | |
| **Non-Agriculture** | 215.37 | 145.23 | 70.13 | 100 |
| **Formal within Non-agriculture** | 31.00 | 2.26 | 28.13 | 14.4 |
| **Informal within Non-agriculture** | 184.37 | 142.97 | 41.39 | 85.6 |
| **Share in %** | 100 | 97.4 | 32.6 | |

Sources: Calculated from NSS 55th 61th Rounds, Employment and Unemployment Surveys, by Mehrotra et al. (2012)

## Challenges of Skill Development in India
- Social structure still prevents females from joining the labour force
- The agriculture workforce too has been declining, which is a welcome trend, but these workers are not being absorbed either in the manufacturing sector or in allied sectors.
- Prevalence of Educational mismatch
- Prevalence of Skill mismatch
- Low level of education in the manufacturing sector
- The size of unorganized sectors is very large compare to organised one.

## Policy Measures
- Better handling of land records and settling of land disputes in order to make land acquisition for industry less tedious.
- A balance needs to be struck between flexibility in the job market and the social security of the employees.
- Enforcement of the existing policies to ensure better utilization of existing resources and skill base
- Promotion of innovation in accordance with the demands of the Indian labour market.
- Promoting MSMES in order to export and capture various product markets abroad.

## Conclusion:

India has already marked its presence in the league of trillion-dollar economies. In a time when Human Capital (Resources) is all set to surpass Financial Capital as the critical economic growth engine of the future, a country like India to collect its full demographic dividend, cannot afford a demographic shock – a skills gap. If the research findings are to be believed there would be a demand-supply gap of 82-86% in the core professions; IT industry would face the shortage of up to 3.5 million skilled workers. In short, our markets will grow, creating an increase in jobs and need for skilled manpower, but against the demand there would be a scarcity of skilled workforce. An array of steps is already being taken towards this direction, such as, the formulation of the National Skills Development Policy, delivery of Modular Employable Schemes, up-gradation of existing institutions through World Bank and Government of India funding, as well as up-gradation of training institutes under Public Private Partnership mode, setting up of the National Skill Development Corporation, and the plan to establish 50,000 Skill Development Centers. Apart from

these, several ministries/departments and state governments are engaged in skill development initiatives. It is imperative that a happy marriage between the sources of Man-Power and the destination of Man-power is maintained. For any country, the key to harvest its fullest demographic dividend lies in putting enough money into education and using the working age population to its fullest potential. Our education system should play an increasingly important role in our country's human capital value chains. Unless policymakers, companies, and academic institutions join hands to craft all-inclusive trendy human resource building strategies, we might end up in catching the wrong end of the stick i.e. - A Demographic Disaster.

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# Role Of ICT For Soft Skill Development In Higher Education.

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**Abstract:**
    *Education plays a key role in the development of human being and a society. The advent of Information and communication Technology has brought many changes in the field of education. Skill development has become a buzz word these days in all educational vocational professional institutions and universities. This paper focused on some important soft skills for students, who look forward to a bright and challenging career in the society.*
***Keywords:****Education ICT, Skill Development, Soft skills.*

## Introduction:

    Education is a crucial element for national progress human empowerment and social change A significant development since the previous education policy of 1986/92 is the emergence of Information and communication Technologies which has brought in new dimensions in the field of education soft skills play an important role in successfully career as well as during social interactions in the society.

## Education & ICT:

    Significant changes have taken place in the higher education sector. The educational process is not only mediated by classroom-based curriculum transaction but also by media, both electronic and print, Information a communication Technologies, books and journals etc. The near technologies are transforming the way in which people live, work and communicate. Information and communication Technology (ICT) have brought a transformational change in teaching learning process in all levels of education. The higher education system in India quantitatively grown to become one of the largest systems of its kind in the world. The present society is transforming itself into a knowledge society.

## Skill Development:

    Now a days all institutions are making special efforts to engage their students in skill development has become a buzz word in all educational vocational professional institutions and universities. Today most of the institutions connected with other bodies / groups or forum to have stated organizing seminars, conference and workshops on the topic skill development. Government of India launched many missions like make in India, skill India, Digital India to develop India. Skill Mission has been launched by the prime minister on 15th July, 2015 under skill India to of for courses across 40 sectors in the country. National skill Development Corporation (NSDC) and other agencies have been put in place for successful implementation of this programme to create a complete skilling cultancin our country, the traditional method of teaching like chalk & talk should be replaced by experimental learning activity-based learning, ICT based learning and problem-solving techniques.

## Soft Skill Development:

    Soft skills play an important role in successful career as well as during social interactions in the society they won the combination of people skills, communication skills, Character or personality traits, attitudes, career attribute. Some important soft skills identified by the students are Teamwork & collaboration, Decision making problem solving, Time management and critical thinking skills.

    Teamwork & collaboration is the process of working collaboratively with a group of people in order to achieve a goal. Teamwork introduces a variety of skills for students such as communication, compromise and collective effects ICT based applications and monitoring the students' performance. Consortium helps to access information and achieve their goal.

    Decision making is a process of making a choice between a number of options and committing to a future course of actions. Decision Making plays a vital role in the life of students It diverts the students from

falling into the trap that manages the students and save their career life. It is students and save their career life. It is the ability to distinguish between choice and needs making effective and sound decisions is an art that is learned through life experience. Information and communication technology support the students to take their own decision for future life.

Students need to develop the ability to apply problem solving skills when faced with issues or problems that are new to them. Student have to understand the problem analyse the situation and try to solve the problem with the help of teachers. Teachers should solve with the help of modern teaching aids, workshops and practical training.

Time Management is one of the most important and difficult skills to learn during the student life because of busy with smartphone, social media etc. Students have to use phone for good. There are many tips to manage time for students: 1) Establish priorities 2) know themselves 3) prepare schedule for work 4) sleep well 5) Build in flexibility 6) Responsibility. Development of different kinds of software, mobile apps helps to save the time of the readers, teachers researchers. There is a widespread availability of high-quality open source web tools like E-mails Blogs online does Groups, forms, Translation tool, social networking online exams etc. to enhance teaching process for students the time management and thanking skills are very important to develop their career in the challenging world.

## Recommendations

- Efforts should be made to make ICT an integral part of education across all levels of learning
- To create skilling culture in our country the traditional method of teaching should be replaced by the modern teaching techniques.
- To conduct more seminars/confluences/workshops/training in which lot of sessions should be allotted for discussion on skill development.

## Conclusion:

For soft skill development communication is very important. Both written and verbal communication skills are important for students who look forward to a bright and challenging career in the society. The use of ICT in education remains limited and then is a need to accelerate efforts to use ICT for fostering quality education to use ICT for fostering quality education. The Govt. of India has launched many programmes under "Skill India" National skill Development Corporation (NSDC) sector skill councils, Assessing Agencies etc. are working for the successful implementation of the programme. Students should take the benefit of these programmes to develop their career.

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# Knowledge, Values And Reforms In Higher Education

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**Abstract:**

Higher Education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It has grown in a remarkable way, particularly in the post-Independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access equity and relevance, re orientation of programmes by laying emphasis on health consciousness, values, ethics and quality of higher education. Different strategies and methods of teaching and learning must be employed to ensure equality and value-based education. Emphasis should be laid upon: Improving access to knowledge, promoting knowledge for sustained and inclusive growth and developing world class academic environments for creation of knowledge.

Values are the guiding principles of life which are conductive to all round development of individual. Education must develop human values and should give a purpose. Value Orientation of education should become a serious concern not only to stop the erosion of long cherished values but also to inculcate and foster new values. We should educate our youth by involving them in social and cultural activities, sports, etc., to make them good citizens. The IQAC in our colleges play a vital role in bringing knowledge combined with values and convert it into wisdom in the global citizens.

There is need to evolve a "glocal" perspective, that is, preparing them for both global and local opportunities and challenges. In order that India empowers its human capital and emerges as a globally competitive country, there is an urge for a systemic transformation concerned to the entire knowledge spectrum. Thus the (NKC) was constituted in June 2005.

**Key Words:** Value Orientation, Global, IQAC (Internal Quality Assurance Cell), NKC (National Knowledge Commission)

## Introduction:

Friends, I admit there is immense pleasure in presenting this paper sharing the information collected, consulting various reference books, journals, articles and magazines in accordance with the subject matter.

Prior to presenting my views regarding inculcating values and transition to knowledge society through higher education, I would like to brief the, Evolution of Higher Education System in India:

In the year 1835 Lord Macaulay introduced western education to India. He aimed at promotion of European literature and science among the natives of India. He could thus be credited with giving modern science and English to India, which we consider today to be the great assets in finding our place in the comity of nations.

The first attempt was made in our country to restructure and devise a system of higher education immediately after Independence in 1948 when the Government of India appointed the Radhakrishnan Commission. Incidentally, it was on the basis of the Radhakrishnan Commission Report, that the University Grants Commission was formally set up. In 1966 another effort was made to reform education by the Kothari Commission. It recommended free compulsory education, common school system introduction of the 10+2+3 system of education, vocational education, introduction of moral, social and spiritual values in education. In 1968 a feeble short-lived effort was made and later in 1986, the National Policy on Education (NEP) evolved.

The National Education Policy (NEP) had two distinct features besides reiterating whatever was already there. Firstly, regeneration of universities with higher investment and the second being better integration of educational agencies. Both these efforts correspond to making of a knowledge society.

This National Education Policy on Higher Education stressed upon the principle goals for higher education like Greater Access, Equal Access (or equity), Quality and Excellence, Relevance and Promotion of social values.

Higher Education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore a crucial factor for survival.

**Jacques Delors** (1996, P-16), the chairman of the above Commission observed – "We cannot learn to live together in a global village if we cannot manage to live together in the communities to which we naturally belong – the Nation, the region, the city, the village, the neighborhood".

Obviously, this statement is to be seen in the context of the sweeping globalization and information technology revolution that are going on. Thus we notice that globalization calls for global response in building "**a better**" – "**a less bad world**". This means education is perhaps the most fundamental of these responses. The task of education is to teach at one and the same time the diversity of human race and an awareness of similarities between and the interdependence of all human beings.

Therefore, our youth should have an opportunity to learn and to foster all the essential values to make themselves good citizens of communities, villages, regions, states and nations and also trans–nationalism. More important here is the value of pluralism, which must be inculcated in our youth.

Higher education in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance re-orientation of programmes by laying emphasis on health consciousness, values, ethics and quality of higher education together with the assessment of institutions and their accreditations. These issues are important for the country, as it is non-engaged in the use of higher education as a powerful tool to build a knowledge-based information society of this century.

We all have come down to discuss various aspects of shaping the global citizens and to enhance their sense of citizenship. This is concerned with quality. Out of the different issues figured out in the debate on higher education, these relating to Access equity and quality are the most important. Higher education has a significant responsibility to impart the character of quality in students which has industry utility and social relevance as well. There is a need to evolve a "global" perspective that is, preparing the students for both global and local opportunities and challenges. Therefore, different strategies and methods of teaching and learning must be employed to ensure quality and value-based education.

Dr. Sarvapalli Radhakrishnan states "If ever a truly Indian University is established, it must from the very beginning implement India's own knowledge of economics, agriculture, health, medicine and all other everyday science from the surrounding villages".

Thus, quality education is a multidimensional concept which should embrace all functions and activities, namely, teaching, academic programmes, research and scholarship, staffing, students, infrastructure and academic environment.

Knowledge is the key driving force in the 21st century and India has to emerge as a globally recognized knowledge society in this competitive world. To cater to the needs of the students. India has to focus on reforming the knowledge sectors and improve the education systems. It requires reshaping curriculum., employing trained teachers, innovative structures and harnessing knowledge applications for generating better services. In order that our country outshines its knowledge society the National Knowledge Commission was constituted on 13th June 2005 by the then Prime Minister of India, Dr. Manmohan Singh, under the Chairmanship of Mr. Sam Pitroda. It had a time of three years (2nd October 2005 to 2nd October 2008) The NKC Stressed upon:

- Improving access to knowledge.
- Reinvigorating institutions where knowledge concepts are imported.
- Developing world class academic environment for creation of knowledge.
- Promoting knowledge for sustained and inclusive growth encouraging applications in efficient delivery of public service.

**The NKC stressed the need for;**

- Skill development – an initiative of skilled and job-ready manpower.
- Over hauling the system of vocational education and training.

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- Greater access and quality-based education.
- Improving the quality of Research in Universities.
- Focus on improving professional education including legal management, medical and engineering education, innovation, entrepreneurship. The entire exercise of the NKC is to prepare a knowledge society. There are hindrances like poor, infrastructure, poor human resources, quantity v/s quality, ideology v/s reality diversity of values, behavior and social structure etc.

In ancient times skills were not brought together with values to be recognized as knowledge. Now skills take an upper hand over values and discipline. Today skill-based fields are eye-catchers for the students. Now we need a paradigm shift, that is, a major change from the past or say, reestablishing a balance between learning and skills. The Oxford Dictionary discriminates the two as "Learning" is the knowledge acquired from reading/studying while 'Skills' refer to the ability to do things well. The following picture indicates the interplay of skills learning, knowledge and information. Information is necessary for learning while there is a dynamic interaction between information and learning and knowledge flows.

Today's world does not demand a pile of books as all information is available on the desktop or palm screens. Thus, we need to shift from information learning to learning that generates skill. Therefore, we should,

- Learn how to learn - extract utilizable information from much information that is available around.
- Learn how to live.
- Learn how to communicate.
- Learn how to dare
- Equip oneself to be competent, innovative and an experimental learner of skills.

## A New Paradigm of Education

- A need for rethinking pedagogy and curriculum.
- Establishing a synergy between different strands of knowledge, a doctor can be a musician as well. An engineer can be an artist. This convergence of different streams of knowledge will therefore foster the development of multiple skills.
- The role of a teacher as motivator and mentor must be restored.
- Learning must be an enlivening experience as life without learning is no life at all.

Thus, education is a continuous activity that creates new knowledge to sustain life across temporal and spatial barriers. Knowledge is not a commodity to be bought but it needs to be cultivated in the mind through education. Education is indispensable for 'social stability'. If there is no social stability there cannot be a good life. Without social stability no nation can think of peace. Today education is seamless, that is technology is seamless, learning is seamless, economy, social transformations etc. are seamless.

**Value Addition and Capacity Building**: Values are the guiding principles of life which are conducive to the all-round development of individual. The special responsibility of creating a value-oriented environment resets on parents, teachers, leaders, the government and so on.

**Education and Values:** the word 'education' derived from 'educate' encompasses the enhancement of the learner's personality through values. Education should be imparted on the basis of knowledge wielded by love and values for sustainable development. Rather than the quantity it is the quality of education that is important

To maintain such quality, it requires four Cs viz, Constant Efforts, Courage, Conviction and Commitment. Education is dynamic; it changes with the changing times. Earlier in India the system of education was in the '**Gurukula'** where a child was educated in the **'Gurugraha'**. He participated in the activities in the Guru's home and all the values were passed on to him. These values are of prime importance in education. Today values are deteriorating and it is high time we impart value-based learning to the students. It is a challenge as we have shifted from **Gurukula to Cyberkula**.

Values are our roots and success the fruit, we need to have clearly defined core values, moral, rational and aesthetic values. In schools' children learn moral stories and these inculcate some values in

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them. But as they grow up scoring of marks becomes the priority and morals or values remains neglected or may be ignored. It's time we comprehend the value of Values. As Sarvapalli Radhakrishnan rightly pointed out the mission of education must go by his words.

"The end product of education should be a free creative man Who can battle against historical circumstances and adversities of Nature".

**Conclusion:**

We need to boost the quality of education, create exemplary academic institutions on par with global counterparts. Some reforms in higher education are necessary for the overall enhancement of standards and quality of higher education and for the development of higher education institutions. Merit based student financing, promoting use of ICT, enabling research environment, trained and quality faculty, improved technology for deliverance, employability or making university education more professional or vocational, assessment and accreditation of teachers and also the institutions, integration and interaction, reorientation and consolidation,

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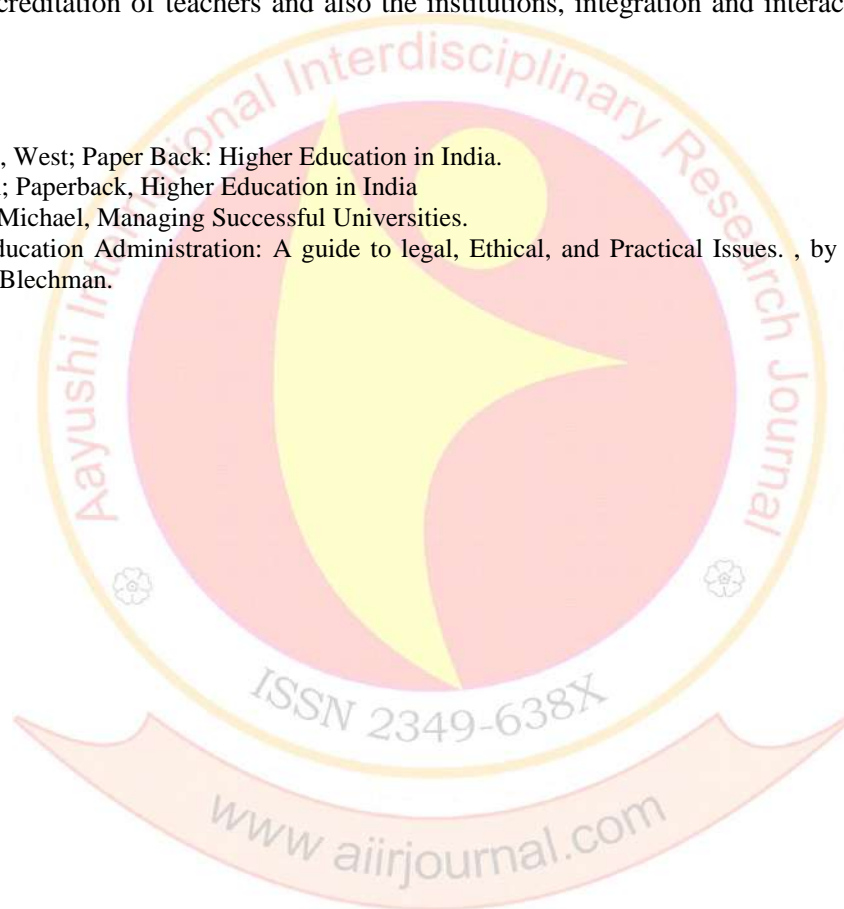
# Innovative And Interactive Teaching Methods For Improving Learning Quality In Higher Education

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**Abstract:**

*Teaching and learning are the two sides of a coin or it is a mirror image of each other. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and overall ratings of the teacher and the course.*

*Teachers use different teaching methods depending on the nature of subject, number of students, and the facilities available in the classroom. Lecture method, Group discussion, Individual presentation, Assignment, Seminars, Workshops, Role play and Case study are various common methods used in classroom teaching. Whereas in distance learning process, the teacher stayed in one location and provide notes & instructions and students learnt lessons by staying another convenient location as required. Internet generation students like to interact themselves in collaborative environment which facilitates the understanding and learning. Hence teacher centered teaching methods are obsolete and students prefer learner centered teaching methods. Many interactive technologies including web based or internet-based learning and teaching are the main feature of the learner centered teaching.*

*This paper illustrates the teaching methods can be used in classroom teaching and online teaching, students' perspective on teaching methods in both approach and effectiveness of these method.*
*Keywords: Teaching Methods, Teaching and Learning Techniques, Learner centered teaching methods.*

## Introduction: Innovative and interactive methods in classroom teaching:

The practice or application of innovative and interactive teaching methods in educational institutions has the potential not only to improve the quality of education, but also to empower students or future generation of the country by strengthening governance and galvanize the effort to achieve the human development goal for the country.

## Developing an effective and amazing Lectures:

Lectures can be bored to the students, if the lecturer is reading or talking in a monotone. This will be worse when you are reading PowerPoint slides while you are lecturing. This is not lecturing and it is simply death by PowerPoint. Preparing for a good and quality lecture is not that much easy and it is a time-consuming task. If you as a lecturer are not enthusiastic about your teaching materials then your students will not be either.

First of all, you need to develop the lecture. You need to prepare for the lecture by reading, reading, and reading. Then only you can find new things related to the topic and you will become a subject expert on the respective area. Then you can do a good lecture and the students are the best people to give a feedback on your lecture and your preparation and organization indicate how confident you are in the subject matters.

Usually, a lecture should have a beginning, a middle, and an end. This is just the basic element of organization. At the beginning of the lecture if you can tell or put on the board or put on the slides the course objectives or the session outline would be good for the students. Then, can start the lecture with an attention-getting opening, such as by posing a question to the students. Even you can start the lecture by telling a story or real-world example related to the topic that you are going to discuss by mentioning the most important concepts of the lecture and why these are important.

During your lecture, ask questions frequently to encourage students to speak up and to motivate them. Always make eye contact and talk to the students. Do not look outside or your lecture notes or PowerPoint slides while lecturing.

Conclude the lecture with a brief summary of the important points you made, and point out what they need to remember for the assignments and exam. Finally follow up the lecture with an in-class exercise or group activity. This gives students an opportunity to apply immediately what they learned.
There are nine (9) qualities identified of a great teacher/lecturer

1. Passion for the subject matter
2. Interested in student learning
3. Encourages students to express themselves
4. Seeks student commitment; calls them by name
5. Makes the subject matter relevant to "life"
6. Involves students in the subject matter
7. Flexible in the class; not afraid to deviate from the lesson plan to maintain student interest
8. Explains things multiple times in multiple ways
9. Cultivates independent thinking among students

There are different teaching methods used in the traditional classroom depending on the nature of subject, the facilities available and the number of students. Various teaching methods, tips and techniques for improving these methods are given below.

**1. Lecture Method**

- It creates new ideas.
- It is good for large class.
- Teacher is experienced and has mastery on subject, explain all points and can answer all questions raised by students.
- Students can ask if they need any clarification.
- Learn through listening
- Teacher explains all points.
- Students give their input
- Teacher discuss whole topic in the class in easy language so students can easily understand the topic.
- It creates new ideas.
- Teacher knows all the students so he/she can use suitable strategies for the class to make them understand.
- Teacher is experienced and has mastery on subject and can answer all questions by students.
- Teacher share information with students so it creates interest in students.
- Students are more involved and participate when teacher ask question.
- Teacher provides notes.
- Students easily understand every point.
- Students share knowledge with teacher.
- Teacher is role model for students.

**2. Group discussion:**

- More participation of students.
- Students listen to other's opinion & express their opinion.
- Discuss with teachers the points that were missed during discussion.
- Students learn on their own & find out key points.
- Students exchange their ideas.
- Students get point of view of all and not only those who always speak.
- After discussion when students give their presentation, teacher corrects their mistakes.
- Students can make their own notes.
- The learning is more effective.
- They don't have to rely on rote learning.
- Develops creativity among students.
- Students have time for preparation of topic.
- Students should have material and knowledge before discussion. Suggestion
- Only those students participate who have confidence rest do not participate.
- Concepts become clear after discussion.
- Every student gives his/ her opinion.

## 3. Individual presentation

- Students first thoroughly understand the topic before giving presentation i.e. mastery on topic.
- It increases confidence among students.
- Good way to learn for only one student who is presenting.
- Students search lot of books to collect material
- Teacher's supervision is important

## 4. Assignment

- It enhances the ability of research on any topic as the students search topic from different books, websites etc.
- Active learning

## 5. Seminars

- Give Chance to meet other people of same profession.
- Motivate and make student active in learning.
- Interested method.

## 6. Workshop

- Give Chance to meet other people of same profession.

## 7. Role play

- Interesting method
- Creative thinking is encouraged.
- Students think beyond their knowledge.
- Students enjoy the situation
- Active learning
- Easy to learn

## 8. Case study

- Active learning
- Creative thinking is encouraged.
- Students think beyond their knowledge.

A questionnaire is prepared to obtain the students' perspective on different teaching methods (as mentioned in the above) are used in the traditional classroom and online teaching via Learning Management System (LMS) or Virtual Learning Environment (VLE).

**Reasons for selecting Classroom Teaching and Online Teaching Methods**

Through the survey form, we further collected information of reasoning to select traditional classroom teaching methods or an online teaching method in IT and Management disciplines. Following table indicates major reasons of selecting the above approach.

**Table 1 –Reasons for selecting Classroom Teaching Methods and Online Teaching Methods**

| Discipline | Classroom Teaching Methods | Online Teaching Methods |
|---|---|---|
| IT | 1. Lecturer's physical<br>2. appearance is preferred<br>3. Lecturer's personal touch and attention are needed<br>4. Prompt reply or solution is received for a problem | 1. Saves time and convenient for learning<br>2. Can access at any time and from anywhere<br>3. Assignment can be uploaded in softcopy form<br>4. Even during absence, can refer to the lecture materials<br>5. Online version of reference books are available<br>6. Related videos are effective on topics<br>7. Immediate results or marks can be received through online quizzed |

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| Management | 1. Lecturer's physical <br> 2. appearance is preferred <br> 3. Revisions sessions can be done <br> 4. Lecturer's personal touch and attention are needed <br> 5. Issues with the Internet connection will not be affected <br> 6. Student-Teacher interaction is high | 1. More effective |
|---|---|---|

**Conclusion:**

Based on the critical evaluation of survey outcomes, it is evident that the preference for teaching approach and the methods of teaching are differ based on the subject discipline. Majority of students in the faculty of Management are interested in classroom teaching but the majority of students in the faculty of IT preferred online teaching practices.

A good reason for the difference is that the students in the faculty of IT are used to the technology as they are in the discipline and other students in the management discipline are not that much conversant with the technology. Another reason is that most of the Lecturers in the

Faculty of IT use Learning Management System (LMS) effectively. As a policy, faculty of IT provides less number of handouts (hardcopy form) and therefore students are committed to use online materials and involved with activities through LMS to fulfill some requirements of their modules.

Identifying learner types and use of appropriate innovative and interactive teaching methods, it is easy to improve the quality of learning and ultimately produce a good graduate.

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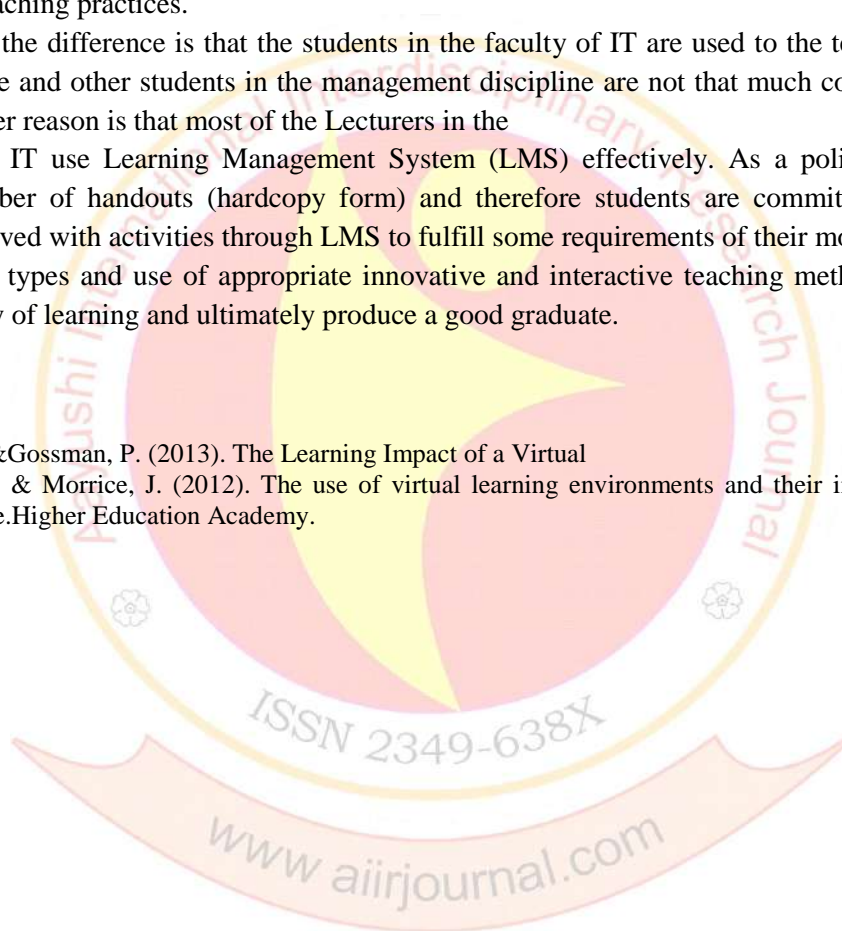
# Importance of ICT, Technology in Imparting Soft Skill in Youth, Training and Employment Opportunities to Accomplish Human Development

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**Abstract:**

Appropriate soft skills play an important role in a successful career as well as during social interactions in the society. These skills are also highly sought after by employers recruiting fresh graduates.Amidst all the talk of how artificial intelligence, automation and robotics are reshaping the workplace, it's easy to overlook the humble 'soft skill'. In way of definition, the English Cambridge dictionary says soft skills are: "people's abilities to communicate with each other and work well together".The rapid urbanization is leading to an unsteady increase in youth population in metropolitan and urban areas, particularly in developing countries like India. The impacts of job and training availability, and the physical, social and cultural quality of urban environment on young people are huge, and influence their health, life-styles, and well-being. Besides this, globalization and technological developments are affecting youth in urban areas in all parts of the world, both positively and negatively.The aspect of empowering students with a set of soft skills" that will be readily used in the world of work has is often brought up as a weakness in the current Higher Educational (HE) System in India. In practice this requires a multitude of qualities, including but not limited to: creative thinking and problem solving, analytical skills and critical thinking, ethics and integrity.  What role, then, do soft skills have in the digital age?

The broader aim of this paper is to investigate successful practice principles for the information and communication related training and income generation opportunities for young people to promote youth entrepreneurship. It reviews the role of ICTs for vocational skill development and employability. It discusses the issues surrounding the development of the digital divide and emphasizes types and the importance of developing ICT initiatives targeting young people, and reviews some of the successful policy implementations on ICT-based initiatives from both developed and developing countries that offer opportunities to young people for learning, skill development and employment.

*Keywords*: Soft skills, invisible learning, strategy, ICT, Developing country

## Introduction:

Due to a variety of factors, today's business environment is becoming more complex, uncertain and competitive. All types of organizations consider human resources as their key asset, which plays a critical role in organizational performance and success. Most employers are likely to hire, retain and promote persons who are dependable, resourceful, ethical, having effective communication, self-directed, willing to work and learn, and having positive attitude.The rapidly advancing information and communications technologies (ICTs) helps in addressing social and economic problems caused by the fast growth of urban youth populations in developing countries. ICTs offer opportunities to young people for learning, skill development and employment. But there are downsides, young people in many developing countries lack in having broad access to these new technologies.  The main purpose of this study was to investigate students' perceptions of the importance of soft skills for their education and employment. The top five important soft skills identified by the students were: teamwork and collaboration, decision-making, problem-solving, time management and critical thinking skills. This paper suggests certain measures for improving soft skills of students which may also help improve their employment perspectives.

At present, India holds third rank in GDP(PPP). How-ever with a population of approximately 1.3 billion, India secures only 133rd position in case of per capita GDP(PPP). India has 0.8 billion employable population which is 60% of total population, but only 25% of the above figure has the required skills to get a job in the market. Employability can be increased only by skill development training. India is recognized as one of the youngest countries in the world. According to 2011 census, 15-59 age groups constitute 62.5% of total population. It is a source of hope to the aging developed nations. According to a research it is predicted that by 2020, India will have a surplus of active population. More active population means lower dependency ratio. Thus, it will enhance the economic growth of the country. However, in order to adjust and address more effectively to the opportunity and challenges better levels of skill is required.

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Many of these young people are in the process of making, or have already made, the transition from studies to work. During the last two decades all around the world, these young people, as new workers, have faced a number of challenges associated with globalization and technological advances in labor markets [2]. The continuous decrease in employment in the manufacturing domain has made many of the young people facing three options: getting jobs in the informal economy with insecurity and poor wages and working conditions, getting jobs in the low-tier service industries, or developing their vocational skills to benefit from new opportunities in the professional and advanced technical/knowledge sectors. Moreover, in developing countries like India, although the overall literacy rate is modest (67%), a large portion of young people are not able to choose among any of these options causing long-term unemployment, which makes them highly vulnerable.

**Knowledge economy, skill, education and training:**

The knowledge economy is an economy that can apply its fast-increasing knowledge effectively in work and social situations to increase productivity and general well-being, and to create and apply new knowledge. In the knowledge economy, any country's greatest asset is human capital and nations need to take time to invest by benefiting from new technological opportunities through educational or employment programs for their people. Unarguably an important factor with regard to much of the structural unemployment in developed countries has been the mismatch between skills and newly created jobs. In most of the Pacific Island Countries, Indonesia and the Philippines, 25 percent or more of the youth population is unemployed. Youth unemployment is affected by both demand and supply issues. Low levels of technology use have led to weak demand for better educated youth, resulting in unemployment in skilled categories. Even developing country like India is facing scarcity of skilled human capital across most sectors. It is strongly reliant on foreign skilled workers in the areas of engineering, mining and construction. There is also a noticeable shortage of soft skills including ICT. According to the survey by Asian Development Bank (2012), there are huge skill shortages in public as well as private sectors and as a result there is a sharp increase (336%) in the number of work permits issued to foreign workers from 2001 to 2009.

**The role of ICT for vocational skill development:**

The production and use of ICTs have become the influential force of change in the modern world. ICTs have dramatically reshaped employment markets around the world. The increasing importance of knowledge for economic development and the greater capacity to classify information and knowledge are rapidly increasing. The number of unskilled, semi-skilled and entry level jobs in a wide variety of sectors have reduced and the demand for relevant, often high-level, skills is growing. Large organizations both in the public and private sectors have shed millions of low skill required positions.

The Rural Communications Project under progress and expected to be complete by 2021 should improve access to telecommunications infrastructure and services in rural and remote areas of rural India. With over 460 million internet users. India is the second largest online market, ranked only behind china. By 2021 there will be about 635.8 million internet users in India. ICTs are playing a pivotal role in reforming the ways in which most of the traditional services are produced, traded and delivered, as well as offering opportunities for the generation of new activities and employment in many service industries. ICT has been extremely important in generating strongly diverging forces for the young workers. It contributed to the automation of processes making some workers unnecessary and closing off jobs many young people could have expected to begin their careers with. ICT changed the economics of many sectors reducing the importance of scale, facilitating an expansion in employment in small and medium enterprises (SMEs), and created new skilled employment opportunities through a number of ICT training initiatives. In the knowledge era continuous education and training is the only way for job security, especially if the education and training is in ICT-related skills. If they demonstrate enterprise and creativity there are vast opportunities for the young people. Equitable access to information, knowledge (know-how) and education is one of the most vital principles in the emerging global knowledge economy. ICTs are practical tools in narrowing knowledge gaps between countries, regions and also people by providing new frontiers in the areas of

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information exchange, intellectual freedom and online education. ICT can make a great contribution to human development, but only for those that have access. ICT access and usage differ mainly by socio-economic status, and not because of personal preferences, and because many crucial social and economic benefits may grow from greater access to and usage of communication technologies, such communication differences constitute a serious 'divide' between segments of a society.

**The digital divide:**

The pace of technological development in the new knowledge economy has created more powerful ICTs and rising demand on workers with advanced (ICT) skills. However, just because the technology is available does not mean everyone can get the training and develop skills in it. Those who cannot access necessary information and training, and cannot keep up with technological revolution will be left behind and vulnerable as knowledge economy has already imposed chaos in unskilled and semi-skilled employment. In developed and some of the developing countries, governments and non-governmental organizations (NGOs) have been working on a wide range of ICT initiatives to close the ever-growing digital divide. These initiatives include but are not limited to:

a)  Providing public ICT access through libraries and community centers;
b)  Offering ICT skill training programs;
c)  Providing ICT access and training to disadvantaged target groups including people with disability and their caretakers;
d)  Distributing free computer training resources through libraries, shop fronts and community centers; and
e)  Providing subsidized electronic gadgets to learning community through government initiatives. For instance Government of India is planning to distribute low cost tablet devices to the student community.
f)  Establishing computer reuse schemes to provide affordable refurbished computers to people on low income and non-profit community groups [13]. Successful examples and strategies on ICT initiatives targeting youth

The employment market for young people has changed significantly over the past two decades under the combined impacts of globalization, market liberalization and the adoption of ICTs into work places. ICTs are playing an essential role in providing novel training and employment opportunities for youth. There are a number of successful initiatives from both developed and developing countries that endeavor to provide support for young people in developing skills and employment opportunities. Some of these initiatives are clustered and presented in eight groups.

**These groups include initiatives on**

(a)  Providing ICT and skill training;
(b)  Education through ICT;
(c)  Narrowing the digital divide;
(d)  ICT employment generation through entrepreneurship;
(e)  Promoting public-private partnership to generate employment;
(f)  Using ICT-based employment opportunities for disadvantaged youth;
(g)  Bridging the gap between the knowledge economy and the informal sector; and
(h)  Putting young people in charge.

**Initiatives on providing ICT and skill training:**

The first group of initiatives primarily focuses on providing ICT and training. ICT training could offer particular advantages to young people starting a business (i.e. SMEs) in both developed and developing countries. One of these advantages is that ICTs offer potentially low-cost forms of communication with high-income markets or large domestic markets. Another one is the greater range of opportunities the application of new communication-based technologies can offer for servicing the needs of the disadvantaged

people (e.g. remote, poor). One of the many successful initiatives that provide skills training including ICT is the Australian Technical and Further Education (TAFE) institutions. They are publicly-funded postsecondary organizations that provide a range of technical and vocational education and training courses and small business courses including niche areas, such as viticulture, aquaculture, ICTs and biotechnology. Each State and Territory in Australia has its own TAFE system, and TAFE programs provide industry-relevant, leading-edge skills that can help get people into the workplace faster, upgrade existing skills, or prepare them for further tertiary studies.

Another example can be Self-employed women's association (SEWA), India. It is a trade union in India for poor, self-employed women workers who earn a living through their own labor or small businesses and do not obtain regular salaried employment with welfare benefits like workers in the organized sector. Most of the members of SEWA are young women under the age of 25. SEWA's main goals are to organize women workers for full-employment whereby workers obtain work security, income security, and social security (at least health care, child care and shelter). SEWA has been one of the first organizations in India to realize the potential for harnessing ICT to help women in the informal sector. It has sought to develop the organization's capacity to use computers by conducting awareness programs and imparting basic computer skills to its team leaders. Government, NGOs and Private organizations may consider imparting ICT related skills training through their training divisions across the country. Universities may consider offering vocational training programmes with emphasize on usage of ICT tools to bridge the skill gap.

**Conclusion:**

Promoting youth employment and employability requires important integrated effort that includes actions in the areas of education, skills development, job supply and support for young low-income entrepreneurs, particularly in the knowledge intensive sectors. It is clear that there is an extensive potential for ICTs to generate employment for young people. However, this potential will not be realized unless a country has a range of supporting strategies in place, including an enabling environment. ICTs offer developing countries the opportunity to close the gap with developed countries and narrow the global digital divide. Applying ICTs in education is a key to provide young people with ICT skills. The participation of young people in the development and implementation of initiatives involving the use of ICTs to generate employment is likely to be a key factor in the success of such initiatives. Mentor support for starting ICT-related enterprises is an important service that governments, NGOs or international organizations could organize to provide advice and guidance to young entrepreneurs. Partnership with international organizations such as United Nations and its agencies may help in implementing new best practices. Investing only on technology is not the solution of the young population's problems, investing on social and human capital makes a better change.

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## A Study of Higher Education System In India

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**Abstract:**

Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral, spiritual, issues facing humanity. it contributes to the national development through dissemination of specialized knowledge and skills. it is therefore a crucial factor for survival. Being at the apex of the educational pyramid it also has key role in the producing teachers for the educational system. higher education is a key element in the demographic dividend and also that it intends to make optimum utilization of human resource specifically in age group of 15-59years.indian higher education system which includes technical education is one of the largest in the world. just after the united states and china. Formal education system can be categorized in to three namely primary, secondary, and territory education. Territory education is the wider term, it is higher education plus vocational education. Secondary education begins expose students to the varied rules of science. Humanities and social sciences and also to vocational streams. this is also an appropriate, stage to provide children with sense of history and national perspectives and give them opportunities to understand their constitutional duties and rights as citizens. India's higher education system is the third largest in the world.

**Keyword**: modern education system, present higher education system, need for imparting value of education, education policies and programmes.

### Introduction:

India's higher education system is the third largest in the world next to the united states and china the main governing body at the tertiary level is the university grant s commission, which enforce its standard advises the government, and helps coordinate between the centre and the state.. Accreditation for higher learning is overseen by 15 autonomous institutions ,established by the University Grants Commission (UGC). As per the latest 2011 Census, about 8.15% (68 millions) of Indians are graduates, with Union Territories of Chandigarh and Delhi topping the list with 24.65% and 22.56% of their population being graduates respectively.. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000–01 to 2010–11. Indian higher education is in need of radical reforms. A focus on enforcing higher standards of transparency. strengthening of the vocational and doctoral education pipeline, and professionalization of the sector through stronger institutional responsibility would help in reprioritizing efforts and working around the complexities. The rise of IT sector and engineering education in India has boxed students into linear path without giving them a chance to explore and discover their passions. Concerted and collaborative efforts are needed in broaden student choices through liberal arts education.

### Evolution of Higher Education System in India:

The origin of education in India can be traced to the Vedic age. Brahmans', and Upanishads revealed the highest knowledge to mankind through our ancient rashes. **During the Gupta period-** India became a center of higher learning with Nagaland (All branches of knowledge) Takshila (study of medicine) and Ujjain (study of astronomy) among other. During the advent to Buddhism saranath university became a great center of learning to study Buddhism. Ajanta was also a great place of learning art architecture, and painting. Indian society thrived and its economy also dominated the world under this kind of education system.

### Mughal education system:

Consisted of primary and secondary school, and even colleges. colleges were established at Fate pure Sikri, Agra, Delhi and other places. Education system based on Hindu philosophy also existed side by side. In 2006 Singapore, china India, Japan, and other nations announced a proposed plan to restore and revive the ancient as Nalanda International University.

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## Developments Modern education system:

Indian higher education system has emerged as one of the largest in world in terms of number of institution as well as student enrolment India is third largest in the world in terms of student enrolment our modern education system

## Indian education development related acts:

Charter Act-1813, Elphinstone Report-1823, Macaulay's Miniutes-1835, Woods Dispatch-1854, Hunter Commission-1882-1883, University Commission-1902, National Council of Education-1905, Resolution on Education Policy-1913, Saddler Commission-1917, Hartog Committee-1929, Sapru Committee-1934, Abbot Report-1937, Wardha Scheme of Education-1937, Sargent Report-1944,

## Higher education after Independence:

Government of India took several initiatives to improve and promote higher education in the country after independence.

- Radhakrishnan Commission -(1948-1949
- Mudaliar Commission-(1952-1953)
- Kottaricommiossion-(1964-1966 )
- Education Subject In concurrent List-(1979)
- National Policy on Education-(1968 and1986)
- Gnanam Committee- (1993)
- Sam Pitroda Committee-(2007)
- Yashpal Committee
- Sharma Committee
- Dr.AnilKakodkar committee
- K.B Pawar Committee

**Regulatory and policy Frame work structure of Higher education In India-Education is in concurrent list where both central and state government can legislature.** Education as part of concurrent list provides equal power to the Central and state government in regulation

- Central Govt.-MHRD and other Ministers-Regulatory bodies or professional councils, example- UGC, AICTE
- State government-Department council of higher or Technical education
- Higher Education institutions
- Accreditation bodies NAAC, NBA

**Categorization of University in India** –Universities can be set up only through legislation or the deemed route. At present the main constituents of university level institutions are listed**- state universities.36**. **Deemed universities-123, Central universities-47, Privet universities-282**
**Improve the Indian Education system**

- **Skill-based Learning:** As of now, the Indian education system is such that everyone is forced to study science and math. If this system can be revamped to identify the strengths of a student, then they can be given appropriate training in the chosen field. This will ensure that the child shines in that particular field.
- **Rural Education:** A sad thing about the Indian education system is the fact that its focus is only on urban clusters. There are hardly any decent centre's of learning in the rural areas. This is especially true in terms of higher education. If a country has to actually develop, urban and rural developments have to go hand in hand.

- **Teacher Training:** India has a very good quality of dedicated teachers. However, the sad fact here is the fact that after they join this service, they receive little or no training. In such a situation, giving them periodic training will not just ensure that they are updated with the changing times, but will also improve the entire education scene of the country by leaps and bounds.

- **Infrastructure:** As in every other sector, the Indian education sector is one that suffers from the acute death of infrastructure. Most of the government schools do not even have proper chairs, tables, restrooms, let alone a playground, libraries and laboratories etc.

## Values of education:

Value education the process by which people give moral values to each other it can be an activity that can take place in any human organization during which people are assisted by other, who may be older in a condition experienced to make explicit our ethics in order to assess the effectiveness of these values and associated behavior for their own and others long term well-being and to reflect on and acquire other values and behavior which they recognize as being of self and other. There is a difference between literacy and education.

## Schemes and programmes of Higher education:

Higher education is the shared responsibility of both the central and state. The coordination and determination of standard in institution is the constitutional obligation of the central government. The central govt provides grants to UGC and established central universities in the country. For example, Scheme of apprenticeship, National scholarships post-doctoral research fellow, empowerment of persons with Disabilities scheme, SaaksharBhart adult education, RastriyaUchchtarShikshaAbhiyan (RUSA) for development of higher education launched in 2013.

## Conclusion:

Finally, I conclude that India as emerging in Education field and also achieving in various parts, Higher education is the most important in our life. Therefore, everyone has right got higher education.

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# Ethical Values And Professionalism In Higher Education-An Overview

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**Abstract:**

Following the recent global financial crisis and the collapse of major organizations such as Lehman Brothers, and the earlier corporate failings of Enron and HIH, there has been a shift of focus towards the role of ethics education in the formation of business professionals. In other professional settings, such as policing and medicine, similar major crises have highlighted the significance of the early development of ethical practice in emerging professionals. This paper considers the nature of professional ethics for an emerging professional, arguing that professional ethics should be a key factor in cooperative education programs. The paper considers the role of values and ethics education in empowering the emerging professional to shape and change their workplace. Building on this argument, the paper suggests foundational elements of an approach to professional ethics in cooperative education programs concluding with a suggested research path for further exploration of the content and nature of such an approach.

*Keywords*: professional ethics; value education; professionalism; critical moral agents

## Introduction:

Today, possessing knowledge and having the ability to use knowledge in a world-wide arena is critical to personal and societal advancement. Likewise, having a skilled and globally focused workforce is perhaps the most important ingredient to any organization's competitiveness in a world where competitors can come from next door or around the world. Any entity that does not support an environment that attracts, sustains and retains creative, imaginative, and globally resourceful individuals will eventually fall behind. The role of higher education in such nurturing is most apparent as universities and colleges are considered by many to be the primary suppliers of such.

Administrators and teachers all over the world are debating on the issue of reservations of teaching post for the members of deprived section of society. The policy of reservations of teaching post in higher education is against its spirit of imparting excellence to the members of deprived classes and takes away from selecting meritorious on the posts of excellence. Similar is the opinion on the time bound promotions to all teachers on the basis of disguised merit and documents.

Posting and promotion to higher positions must be the rewards and it should look to the fellows as reward or return of values. The purpose of higher education is not to acquire skill of earning more and more money and higher posts in the system but to cultivate in a discipline of values for excellence and wisdom so that one can get fitness to serve the society and the nation in a better way to promote the cause of humanity in him and in the society as well. Now, the time is mature enough to good bye the corporate ideology for which any means that enhance capital is good. Money is value only when it is earned through honest and proper labour and distributed in proportion. One can realize money as value only through higher education. It earned by wrong means is thievery, the way of a rogue. Without realizing the values of and in higher education one cannot lead a meaningfully satisfied educated life.

## Values education:

Value education is the process by which people give values to others It can be an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behavior, to assess the effectiveness of these values and associated behavior for their own and others' long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others.

Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organizations. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics

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while others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behavior for themselves and their community.

## Ethical Principles and Faculty Roles:

A useful way to examine the relationship between ethical principles and expectations for faculty is to apply the principles to a variety of faculty roles. Five faculty roles were chosen: advisor, instructor, curriculum planner, researcher, and mentor.

## The Advisor:

The graduate advisor is significant and powerful in the life of a graduate student. How the advisor fulfills that role and how the student reacts to it can be influenced by the principle of autonomy. Most graduate programs have a measure of rigidity inherent in their expectations for graduation, but doctoral-level programs, in particular, usually include some flexibility. How much freedom does the advisor allow students in choosing specific courses or in designing the focus of their total professional training program? The process of making these decisions is as related to autonomy as is the content of the decisions. Some students may not have enough information to make decisions about course selections, some may prefer direct guidance, and others may need an abundance of structure.

Graduate advisors make significant contributions to the welfare of their students. By fulfilling their role as academic advisor and assisting students in selecting courses, designing programs, choosing projects, and distributing workload, graduate advisors provide useful information and counsel to students. The advisor needs to match the template of the profession's and the program's expectations with the student's individuality and goals. How much should the student bend to match the program's mold, or how much should the mold be adapted to meet the individual student's goals and abilities? If professional growth is influenced by or reflects personal growth, how much responsibility does the advisor have to understand the graduate student as a person and to advise the student from that perspective? Perhaps the advisor need not provide counsel on issues broader than academic concerns, but the advisor needs to be aware of how a student's personal life interacts with his or her academic life.

## Instructor:

Educators profess concern about individual differences, but it is problematical whether this concern is articulated as fully as it might be within graduate education. How receptive are graduate faculty to student requests for alternative modes of learning and evaluation, or for alternative materials? No matter how specialized the graduate program, students bring a wide variety of interests and talents to the program. How frequently is the faculty open to changing assignments, suggesting special readings, or letting students "test out" of course requirements?

How instructors ask and respond to questions in the classroom reflects both their tolerance for differing opinions within the class- room and how much they encourage student autonomy. It is the instructor's responsibility to promote autonomy as well as to recognize it by allowing expressions of differing opinions and by raising and openly discussing ethical questions. Instructional practices need to encourage students to formulate, honor, and defend their own ideas.

## Curriculum planner:

The curriculum is a living embodiment of the faculty and their ideas. It can be as vibrant or as dormant as the faculty. As curriculum planners, faculty have the responsibility to see that courses are appropriately sequenced and to consider the entry-level skills of students (i.e., to build on strengths and eliminate weaknesses). In order to foster student autonomy, curricula must be sufficiently broad so students will be aware of what is available and can explore and determine what might be appropriate subspecialties. A curriculum designed to support and foster autonomy might not be completely elective, but it would include core courses that develop a comprehensive sense of what a profession is about. Acknowledging expediency and efficiency is important when designing and implementing a curriculum. Fully individualized

instruction is an ideal, although perhaps not an attainable one. Nevertheless, adhering to the principle of autonomy necessitates a curriculum that provides different avenues for reaching the same goals. If the professor is not master of the curriculum, he or she is still master of how that curriculum is implemented through teaching. The potential power of the curriculum for reflecting and promoting autonomy cannot be overestimated.

## Researcher:

A graduate student can be subtly or directly influenced by the kind of research conducted by his or her advisor. Matches occur sometimes because of mutual interest; often, however, the student is vulnerable to pressure to pursue a topic congruent with the advisor's interests, and the principle of autonomy is in jeopardy. Decisions by master's degree students to do a thesis or not may be directly influenced by the advisor's available time and interest. The doctoral student's topic for research, the choice of the relevant theory to test, and the selection of the research methodology will be affected by the advisor's interests, biases, and skills. An appropriate balance between independence and dependence and a match of readiness level and degree of autonomy are critical when these issues are being considered. Too much freedom with no structure may result in the student floundering in a morass leading to be- wilderment and delay if not ultimate withdrawal. Like other issues related to autonomy, the extreme so f no freedom and complete freedom are hazardous to the full development of the student's professional growth.

## Mentor:

The mentor role may overlap with other roles, particularly the advisor role. Nevertheless, if advising is viewed as limited to academic concerns, then mentorship warrants separate attention and has been studied for its applications to undergraduate students and for its importance to women in academia. The mentor can be an explicit guide, a model, and a friend. Graduate students seek guides, often use faculty advisors as models, and benefit from friendships with faculty. Faculty mentors need to recognize the value of their role and need to be aware of its responsibilities. The mentor can promote student autonomy by discussing the options for career and personal development and by giving the student a balanced picture of the advantages and disadvantages of various career and personal decisions. Mentor scan do this best if they have a good understanding of the student as a person and as a potential scholar.

## Ethics Matters:

Managing Ethical Issues in Higher Education is designed to help UK higher education institutions (HEIs) tackle ethical matters within and throughout their organizations. It is written for anyone who wishes to develop or has responsibility for developing or revising an institution's approach to ethical issues.

The focus of this guide is on the ethical behavior of an institution and its staff and students. It does not cover the teaching of ethics in the curriculum.

Universities and colleges are complex and autonomous organizations, each with a distinct history and culture. Ethical issues and priorities will not be the same in all institutions and each HEI will need to tackle ethical concerns in a way that makes sense for its own organization.

## Illustrative framework which covers issues that institutions may wish to consider

1. Ethical issues arise in any and all of an institution's operations, from purchasing and estate management to research and teaching.
2. Most HEIs have defined their mission and values. Addressing institution wide ethical principles will help to ensure that these aims and values are put into practice in the day to day running of the institution.
3. It is up to individual institutions to determine what is and is not appropriate behavior for their organizations. What is acceptable for one organization may be unacceptable to another - and both for entirely logical and legitimate reasons.

4. Any ethical policy framework must evolve out of the institution's mission and values. It must also be consistent with and work alongside existing ethics-related documents.

5. Addressing institution-wide ethical principles and practices is a major undertaking and requires time, resources, commitment and leadership.

6. Simply publishing a framework will not ensure ethical behavior. The framework needs to be put into practice through training, monitoring, review and reporting.

## Governance:

Having a consistent approach to ethical issues is a fundamental part of good governance and HEIs are coming under increasing scrutiny in this area.

## Upholding an organization's mission and values:

Translating mission and values into action and monitoring them for effectiveness allows institutions to demonstrate that they are upholding those aims and values.

- **Guidance for staff:** It is vital that both professional and support staff know how they are expected to behave and can deal with any ethical dilemmas that may arise.
- **Guidance for students:** HEIs have some responsibility for the welfare and behavior of their students. Students need to know both their rights and their responsibilities.
- **Risk and reputation:** Tackling ethical issues can help to highlight potential risks, prevent future problems and safeguard an organization's reputation.
- **Legislation:** Addressing ethical concerns helps organizations to interpret legislation and to ensure that they follow both the letter and the spirit of the law.
- **Pressure from students and other interested parties:** Students, unions and other groups are increasingly interested in the environment, fair trade, ethical investment and fair treatment of staff and other individuals.
- **Recruiting staff and attracting students:** Having a clear ethical stance may contribute to making an HEI more attractive to potential staff and students
- **Encouraging funding, sponsorship and business involvement:** Companies increasingly ask suppliers and business partners about their commitment to ethics and transparency. Addressing ethics may therefore make an institution more appealing to potential business or funding partners.

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## Role Of Ict In Soft Skill Development Among Students

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**Abstract:**

The main objective of this paper is to understand the concept of ICT (Information Communication and Technology) and also analyze the role of ICT in the soft skill development among the students. Earlier a lot of importance was given to the development hard skills among students this was the reason we had the job-oriented courses which focused mainly on the development of job-related skill. But today that is not the case, as equal importance is given to the soft skills too, if one has to be successful in his professional life. This is still the more endorsed by the very fact that today even a professional course like engineering emphasizes on professional English which is equipping the engineers with the required soft skills and makes them industry ready. Soft skills are nothing but the personal traits, characteristics and competencies of how individual relates to others and is often used as a synonym for people skills or interpersonal skills. These are intangible and professional skills. The various soft skills include communication skill, presentation skills, initiation, self-motivation, teamwork etc. In the past these skills were developed through more conventional ways of teaching like the classroom teaching but today ICT has come like a boon, as a teaching aid for soft skills. ICT includes any communication device or application, including: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. Today ICT is playing an important role in developing the soft skills among the students. It has become all pervasive, right from the television at home; to cell phones everywhere we go. Hence this is paper is an effort to understand the role of ICT in the soft skill development among the students.

**Key words:** ICT (Information, Communication and technology), soft skills, students, National Knowledge Commission

## Introduction:

ICT includes any communication device or application, including: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. Today ICT has immerged as a powerful tool in every sector and is driving the world towards the converging commonality.

Today there are various changes taking place in the world's economic expansion. One of the changes that bring the challenge to the organizations is the emergence of global market in order to be successful in the long term. The moment we talk about global market one thing that comes to our minds is the international standards of functioning as well as the upgraded skill set. Today an individual has to acquire not just the technical skills but he has to develop soft skill if he has to be successful in his career.

## Soft Skills:

An individual to be employable has to poses both hard skill as well as soft skills. hard skills are more job specific and are directly related to the job where as soft skills are the personal traits, characteristics and competencies that inform to how an individual relates to others and is often used as a synonym for people skills or interpersonal skills. A teacher might be an expert in his area of knowledge but he cannot be a good teacher till the time he has good soft skills i.e skills like good communication, interpersonal skills etc.

## Importance of Soft Skills for Students

- **Helps to socialize:** Man, by nature is a social animal. It is right from school that children are taught to interact with one another, from a very young age. Social etiquette is something which is very important indeed. Soft skills are important for children as it helps them to make friends and form a meaningful relationship with others.

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- **Helps them in understanding the lessons:** It is important that the students have soft skills, because if they do not have soft skills, they would not be able to understand the lessons being taught to them and they would not be able to absorb everything which is being taught. It is their language skills as well as their cognitive ability which allows them to process new information, arrange it in a proper manner and make sense of it.

- **They are needed for making presentations:** In the course of their schooling, students are required to give a number of presentations. Right from a young age, students are encouraged to come forward and answer in class and even speak the minds on topical issues.

  Therefore, these important skills for students, because they require them at times like this, when they need to form opinions and deliver these opinions, supporting it with adequate arguments as well as examples.

- **They need soft skills to express their ideas during examinations:** At regular intervals there are exams conducted where students have to prepare adequately and write down answers according to the questions which are being asked.

  **Few of the soft skills that the students have to develop**

- **Problem Solving:** Problem-solving will help in controlling situations that may get out of hand. This skill helps one come up with solutions for different scenarios

- **Creative Thinking:** Thinking creatively is of great importance as it leads to the expansion of the imagination. Students need to be creative in their approach in every aspect and it helps them understand the world in a better way

- **Teamwork:** Working together will always help them give better results. With the advent of MNCs, they also have to learn to work with people from different cultures.

- **Decision-making:** Students have to learn how to make decisions within the given time. By doing so they will have a stand of their own and will not have to depend on other people.

- **Inter-Personal Skills:** Once you understand yourself, you will start noticing how other people work. Skills that help you understand the intelligence and behavior of other people with whom you work are called interpersonal skills. These skills are helpful when it comes to working in groups.

- **Communication Skills:** This skill is required for every individual. This is a basic skill required for everyone to communicate. One has to understand how to face people who are aggressive and how to talk to people who can be sensitive. Students will find communication skills very helpful, if they develop them, as it will be useful in almost all the areas.

- **Leadership Skills:** For a student, one will always have decision to make. Whether she a follower or a leader. There will be opportunities like class election, and student union election and club president or representative leader that will test who the majority of people like and think should be a leader. But leaders can also come forth due to situations.

- **Positive Attitude:** With a positive attitude, students should consider some key areas that will help them develop a positive attitude such as high energy, enthusiastic, confident, cooperative, patient, respectable, and respectful and sense of humour.

- **Listening Skills:** A good listener enjoys the highest degree of respect in a society. Students should rate this as the first skill that should be refined because it is very important while pursuing a higher education. One should hone this skill by involving actions such as nodding their head and making eye contact.

**Soft Skills and ICT:**

ICT is the buzz word. Today we can't even think about life without ICT. It has become all pervasive. Hence ICT goes a long way in developing soft skills.

- ICT as a part of the curriculum: ICT as a part of the curriculum helps include the latest technology and methods into teaching learning process. A very basic technique like power point presentation also helps the students to enhance their presentation skills.

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- Use of Gadgets: The teaching learning process has to become tech savvy. Like the use of projectors, tablets etc. in the classroom. This will go long way in making the students employment ready and will also help them develop a positive attitude for the technology. This will also help them solve the problems more scientifically.

- Group Assignments: The students should be given group assignments. Unlike before the students can be in touch with each other even after the official hours. Thanks to the technology like mobile which has made it possible. This will also help them develop interpersonal skills as they have to work with other group members. It also will equip them for latest trends of work like work from home and flexi timing

- Digital Library: A digital library is a collection of documents in organized electronic form, available on the Internet or on CD-ROM (compact-disk read-only memory) disks. Depending on the specific library, a user may be able to access magazine articles, books, papers, images, sound files, and videos. Digital library provides access to better and latest information in a more structured manner i.e. we can easily move from the catalog to the particular book then to a particular chapter and so on. It also helps in networking i.e. it can provide the link to any other resources of other digital library very easily thus a seamlessly integrated resource sharing can be achieved.This in turn will help the students improve their decision-making skills.

- Online learning: Today ICT provides a wide platform for the students to learn by themselves. It helps them improve their soft skills with the help of tons and tons of information available not just on the intent but also Television. Yes, today television has dedicated channels to teach communication and develop the soft skill of the students.

- Psychological Tests: there are numerous Psychological Tests that are available online which help the students to test various aspects like emotional quotient, decision making ability, leadership skills etc.

## Conclusion:

Soft skills are the personal traits, characteristics and competencies that inform to how an individual relates to others and is often used as a synonym for people skills or interpersonal skills. unlike before a student has to develop not just his hard skills but also the soft skills like problem solving, communication, teamwork, decision making, interpersonal skills, leadership skills etc. Till the time one doesn't develop these skills he cannot excel in both his personal as well as his professional life.

ICT can help add value, manage the teaching learning process in turn help to improve not just the hard skills but also the soft skills. Today ICT is used extensive at the higher education level. Today it has become a part of the curriculum both at school as well as college level. It plays a pivotal role in improving the soft skills of the students.

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## ICT Induced Skill Development In Higher Education

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**Abstract:**
        *"Education is the most powerful weapon which you can use to change the world" these golden words said by great human being Nelson Mandela.  Today absolutely education is the most important driving agent of social, economic, political and cultural development in any country.  Information Communication and Technology (ICT) is a powerful tool in education process which makes teaching-learning process much easier, healthier, friendly, flexible and effective.  The innovative usage of ICT enhances the quality of higher education and enriches the students' knowledge tremendously.  Today usage of audio-visual aids, internet, power point presentation, becomes most essential part in our teaching-learning process.*
**KeyWords:** *ICT, Higher education, tool, teaching-learning process, effectiveness, upgrading, skill, socio-economic development, interactional relations.*

### Objectives of the study
- To identify the role of ICT in higher education
- To understand the importance of ICT in higher education
- Toexamine the issues and challenges in implementing ICT in higher education

### Methodology:
        The study is primarily based on secondary data collected from various books, working papers, journals, government documents, seminar and conference reports, MHRD reports, Aishe reports and websites. It is descriptive in nature.

### Introduction:
        "Technology like art, is a soaring exercise of the human imagination said by Daniel bell, ICT enables student's imagination power, creative thinking ability, technical knowledge, confidence level and communicative skills. ICT act as informative tool, a situating tool, a constructive tool and acommunicative tool. ICT removes the communication barriers in our education system. ICT enables the powerful learning environment. It is very essential to all. But unfortunately, most of the teachers in India not using ICT properly because they are facing different kind of problems in their teaching learning place.

### Role of ICT in higher education:
     ICT develops conducive atmosphere, co-operation, good interaction and communication between students and teachers, students and students, students and society.  It promotes teacher andlearners thinking ability, responsibility, efficiency, equity, quality, management, pedagogy, access, competency, research and innovation.

1. **ICT as a new trend-setter in higher education:**Today education become more competitive it requires more updated teachers and learner's ICT enhanced this requirement and make them updated to compete present circumstances.
2. **ICT as a socio-economic development agent**: ICT promotes research and innovation.Today teachers assigning some project works to students. While they conducting research, they are identifying problems and solutions of the society. So many university and college teachers also conducting various researches it boosts socio-economic development in society.
3. **ICT in teaching-learning process**:Teaching-learning process dramatically improved while using ICT. It replaced conventional teaching instead of one-way teaching using chalk and talk teaching

by using innovative methods like projectors, audio-visual aids, power point presentation, virtual laborites, creation of database access to expert lectures etc.

4. ICT enhanced administration work also ICT avoids manual work and paper work. It makes administration work very simplifier using electronic items and many more applications (APPS)

5. ICT modifies the concept of teacher centred learning to student centred learning by providing plenty of opportunities and facilities to students. Now students are 24*7 completely easily read anything which is related to his curriculum and syllabus in a mobile or internet

6. ICT makes universities and colleges as research centers. Today most of the universities and colleges engaging in conducting various researches to all the fields which helps lot of people in society.

## Issues and Challenges of ICT

1. **Corruption**: Corruption is one of the important barriers in implementing of ICT in higher education. Each level of administrative area not working honestly, they are always trying to get their commission.

2. **Insufficient funds**:ICT requires hardware, software, projector, internet, audio-visual aids, other essential materials and accessories which demands huge funds. But the cast of many types of equipment's substantially high and cannot be provided by the stake holders (Afshari, Bakor 2009)

3. **Teachers attitude and beliefs about ICT**:ICT's success is completely depending on teachers and learners' attitude. But many of teachers they have lack of knowledge about ICT and they have their own perception about teaching-learning process. This mindset should be changed

4. **Language problem**:ICT is in English. India is multi-lingual country, here students learning more than one language. ICT is not completely available in local languages so it makes difficult to the students to understand ICT.

5. **Political factor**:Implementation of ICT is depending on government decisions and political leaders wish. But allocating of sufficient funds for educational sector and ICT does not seem to be very attractive to the leaders.

## Major Findings:

- ICT affect the delivers of education and enable wider access to the same
- ICT enables the learners to access the education regardless of time and geographical barriers
- ICT improves various types of skills in learner as well as teacher
- ICT makes teacher as a facilitator
- ICT makes administrative work much easier and accurate in higher education
- ICT promotes research and innovation I higher education
- ICT makes present days education as student centric
- E-Shodh Sindhu, e-yantra, Khan academy, courseraudemy, E-pathasala, virtual classrooms, virtual labs, Mitocw, National digital library, swayam, Moocs and many more ICT related online virtual classess as well as courses started it empower the teacher as wel as learner in a strong way.

## Recommendations

- ICT based all resources are available in English only which is most strong barrier for rural students. so, resources in ITC it must be developed in local languages.
- By conducting faculty development programme (FDP), induction programme, orientation programme, and such similar kind programmes to the teachers and give them to knowledge, usage and importance of ITC in education
- Stake holders must be involved in this new education method without any bious
- Basic infrastructure of colleges must be improved
- The government should formulate policies for encouraging ICT in higher education

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- Effective implementation of ICT is also one of the major aspects because lot of corruption is there. It should be avoiding.
- India has one of the largest education systems in the world consisting of over 47 central universities, 345 state universities, 235 state open universities, 123 Deemed universities and 41.435 colleges are in India according to UGC as on 2016 so make India as digital India with only effective usage of ICT in higher education. So, policy makers without any prejudice understand it and implement it in a proper way.

**Conclusion:**

"Technology is of course a double-edged sword, Fire can cook our food but also burn us" according Jason Silva. It is absolutely right. Today updation and upgradation of knowledge is very essential to all teachers and learners. ICT makes world smaller and plenty of information available in our small electronic devices we have to use it but we have to use in proper way then only it will very useful. ICT makes education student centric and student friendly. It enables their communication skills, creative thinking, research orientation, interaction, interactive learner and many things now without ICT we unable to imagine our education. Higher education institutions are major agents in the community and can be perceived as models for society in the pursuit of sustainable development.

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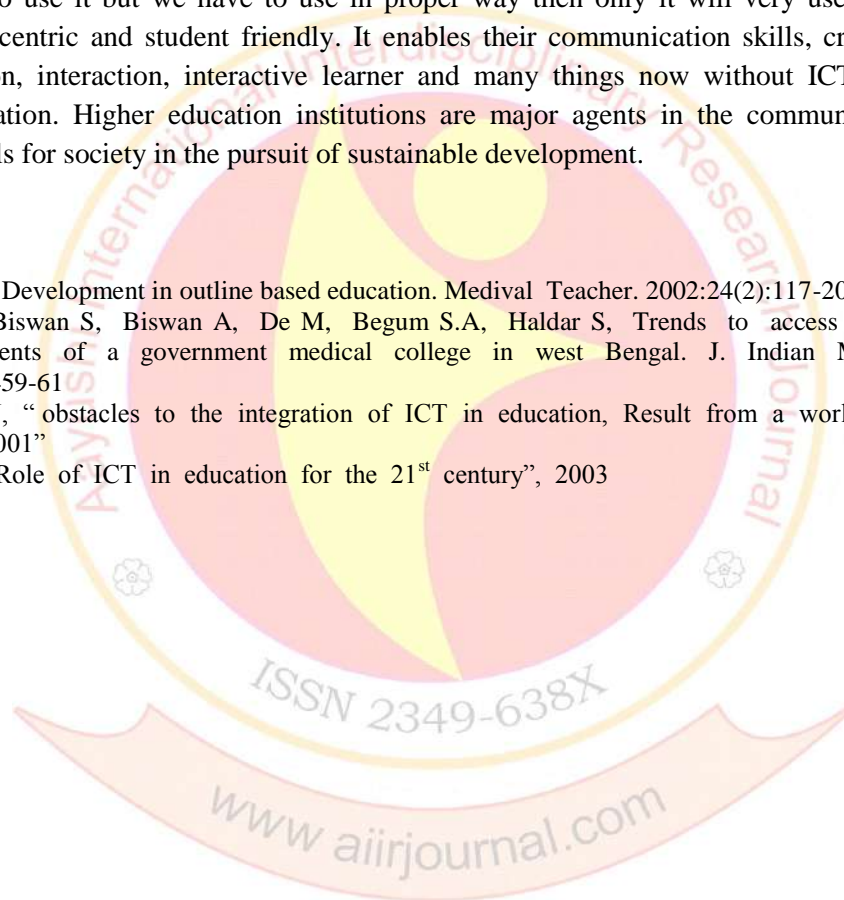
# Skill Development In 21st Century

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**Abstract:**

In the early 21st Century, having knowledge is not enough; this generation students will need to be able to think critically, adapt to changing situations, and learn from their choices. The term "21st Century Skills" has been around for many years and does not necessarily consist of one single, agreed-upon set of skills Instead, the term has frequently been used to define " what students should know and be able to do to enter the workforce and make decisions in the modern world. Technology provides effective ways that students can develop these important problems solving, critical thinking, and communication skills. There is consensus among these researchers that educational technology is not being used enough to inculcate these 21st Century skills in institutions. Since this current generation students differs from generations prior with regard to the increasing need for the skills mentioned above, these students must develop for success. They are as fluid as the needs of the 21st Century global economy, and they also indicate the fundamental need for education to inculcate responsiveness to the rapidly transforming, intimately connected global economy. Choice-based assessments have been demonstrated to be the best gauge for teachers and educational leaders of the extent to which a student has gained not only content knowledge, but also the vital "21st Century Skills" of problem solving, critical thinking, and communication skills. Clearly, there is evidence to suggest that the needs of students are changing as the world they will enter into changes, and choice-based assessments are poised to meet this need better than more traditional forms of assessment.

**KeyWords:** Learning Methods, Pedagogy, Collaboration, Skills, Learning

## Introduction:

21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies. This is part of a growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing, digital society. Many of these skills are also associated with deeper learning, which is based on mastering skills such as analytic reasoning, complex problem solving, and teamwork. These skills differ from traditional academic skills in that they are not primarily content knowledge-based.

During the latter decades of the 20th century and into the 21st century, society has undergone an accelerating pace of change in economy and technology. Its effects on the workplace, and thus on the demands on the educational system preparing students for the workforce, have been significant in several ways. Beginning in the 1980s, government, educators, and major employers issued a series of reports identifying key skills and implementation strategies to steer students and workers towards meeting the demands of the changing workplace and society.

The current workforce is significantly more likely to change career fields or jobs. Those in the Baby Boom generation entered the workforce with a goal of stability; subsequent generations are more concerned with finding happiness and fulfilment in their work lives. With this employment mobility comes a demand for different skills, ones that enable people to be flexible and adaptable in different roles or in different career fields.

Skills that enable people to be flexible and adaptable in different roles or in different fields, those that involve processing information and managing people more than manipulating equipment—in an office or a factory—are in greater demand. These are also referred to as "applied skills" or "soft skills", including personal, interpersonal, or learning-based skills, such as life skills (problem-solving behaviors), people skills, and social skills. The skills have been grouped into three main areas:

- **Learning and innovation skills**: critical thinking and problem solving, communications and collaboration, creativity and innovation
- **Digital literacy skills**: information literacy, media literacy, information and communication technologies (ICT) literacy

- **Career and life skills**: flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability

Many of these skills are also identified as key qualities of progressive education, a pedagogical movement that began in the late nineteenth century and continues in various forms to the present.

## The Skills:

The skills and competencies that are generally considered "21st Century skills" are varied but share some common themes. They arebased on the premise that effective learning, or deeper learning, a set of student educational outcomes including acquisition of robust core academic content, higher-order thinking skills, and learning dispositions. This pedagogyinvolves creating, working with others, analyzing, and presenting and sharing both the learning experience and the learned knowledge or wisdom, including to peers and mentors as well as teachers. This contrasts with more traditional learning methodology that involves learning by rote and regurgitating info/knowledge back to the teacher for a grade. The skills are geared towards students and workers to foster engagement; seeking, forging, and facilitating connections to knowledge, ideas, peers, instructors, and wider audiences; creating/producing; and presenting/publishing. The classification or grouping has been undertaken to encourage and promote pedagogies that facilitate deeper learning through both traditional instruction as well as active learning, project-based learning, problem based learning, and others. A 2012 survey conducted by the American Management Association(AMA) identified three top skills necessary for their employees: critical thinking, communication and collaboration. Below are some of the more readily identifiable lists of 21st century skills.

## Common Core:

The Common Core Standards issued in 2010 were intended to support the "application of knowledge through higher-order thinking skills.

## Scans:

Following the release of A Nation at Risk, the U.S. Secretary of Labor appointed the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the skills needed for young people to succeed in the workplace to foster a high-performance economy. SCANS focused on what they called "learning a living" system. In 1991, they issued their initial report, What Work Requires of Schools. The report concluded that a high-performance workplace requires workers who have key fundamental skills: basic skills and knowledge, thinking skills to apply that knowledge, personal skills to manage and perform; and five key workplace competencies.

## Fundamental Skills

- Basic Skills: reads, writes, performs arithmetic and mathematical operations, listens and speaks.
- Thinking Skills: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
- Personal Qualities: displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

## Workplace Competencies

- Resources: identifies, organizes, plans, and allocates resources
- Interpersonal: works with others (participates as member of a team, teaches others new skills, serves clients/customers, exercises leadership, negotiates, works with diversity)
- Information: acquires and uses information (acquires and evaluates, organizes and maintains, and interprets and communicates information; uses computers to process information)
- Systems: understands complex inter-relationships (understands systems, monitors and corrects performance, improves or designs systems)
- Technology: works with a variety of technologies (selects technology, applies technology to task, maintains and troubleshoots equipment.

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**The Four Cs:**

The P21 (Partnership skills) organization also conducted research that identified deeper learning competencies and skills they called the Four Cs of 21st century learning:

- Collaboration
- Communication
- Critical thinking
- Creativity

The University of Southern California's Project New Literacies website list four different "C" skills:

- Create
- Circulate
- Connect
- Collaborate

**Conclusion:**

21st Century skills have always been important, they've become essential in a worldwide market that moves faster by the day. These skills all double back to one key focus. With that in mind, the world has entered an era where nothing is guaranteed.

As a result, students need to learn to guide the change that'll inundate their lives. At the very least, they need to learn how to react to it.

In today's life, falling behind means becoming obsolete. That's a familiar concept to all of today's students as tomorrow's advancements make today's miracles quaint or unimpressive. Today, the only consistency from year to year is change.

With 21st Century skills, the students will have the adaptive qualities they need to keep up with a learning environment that's constantly evolving.

Multiple agencies and organizations have issued guides and recommendation for implementation of 21st century skills in a variety of learning environments and learning spaces. These include five separate educational areas: standards, assessment, professional development, curriculum & instruction, and learning environments.

The designs of learning environments and curricula have been impacted by the initiatives and efforts to implement and support 21st century skills.

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# Teachers And Students- TQM

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**Introduction**:

Quality assurances in higher education have very often emphasized the quality of the contents of the curriculum. Change in the content of syllabus need not guaranty quality. Up gradation in syllabus have not resulted in any improvement of the quality of education. Generally the best way of taking the quality of education to classroom through platform teaching which is expected to go through many changes.

The technological improvement in the process of the transfer of information has made the great demand on strategies of teaching learning processes. Use of modern equipment's and communication revolution has made the world smaller from the point of view of knowledge. This has made the transfer of information through lecturer method ineffective. Therefore, there is need for leading a group of learners through innovative strategy. Keeping in mind the fact that lecturing as a strategy for transfer of knowledge have several impacts on the learners and some of them have been lost because of the type a knowledge revolution that the present youth are going through, it is improvement that the strategy itself is updated in its implementation.

Transfer of information has to happen not only for its own sake but also for identification and development of different type of skills. Hence every leader in the classroom ought to become aware of different strategies to be adopted in the transfer of knowledge or information. Once this strategy adopted, its methods have to be designed in such a way that the strategy become effective. The success of the strategy and methods will depend upon the different techniques used.

The teacher leader stresses the need for developing all three skills- technical, conceptual and human relations. For the teacher, human relation skills are more important than the first two. However we cannot deny that the technical skills to perform in the classroom are prerequisite for every teacher. The technical skills to perform would be important for their success in passing information, but also developing necessary competencies in them. For this point the technology of teacher ought to get updated to suit the needs of the pupils of the day.

**Strategies: -**

Different strategies are necessary to develop different areas of Human resources especially competence, skills and ability .A strategy is part of action with specific details of people, process, schedules, goals & the instructions for performing with each other. Strategy's become a very successful when the planners give due importance to the specific details unless the strategies is well founded and well defined the steps and techniques that follow may be fail.

**Methods:**

Methods are the ways or the procedure or the systems of performing the strategy so as to achieve the goal. Methods decide the success of the strategy into implementation .Strategy can have different methods for its implementation. **w**hat mater is the specific details of each of the steps or the ways or the procedures or the systems of performing the strategy.

**Technique:**

Any strategy or its methods can be implemented only when techniques are established .Techniques are the tools used to meet the goals .A technique works only when the skills needed are available. Skills themselves can be developed only through repeated performance. Identifying the needed tools and developing the skills to use them help in the implementation of the methods using the designed strategy.

**Action Plan:**

Strategy, methods & techniques functions only when there are action plans linked up. Action plan get implemented only when people, process and products are well defined. Goals have to be set clearly and the schedules are drawn up with realistic calculations of the total five needed for functioning.

The teacher is next in power to the parents in influencing any scholar. The teacher through processes of teaching influences the willing learners. The quality of the teacher gets reflected and the impact to influence the student is extended. The technique used in classroom to pass information support to the influence processes. The knowledge and the use of different techniques of performing in the classroom need to be evolved to understand the significance of their impacts on the classroom performance of the teacher. Hence it is important that a teacher's technical skill of managing a classroom is enhanced for    greater effectiveness

Teacher an intellectual performer needs communication skills that are public speaking skills. It has a great bearing on the intellectual performance while speaking from the platform. The methods adopted or the techniques used ought to influence the lecturer not only to listen but also to participate by interacting with the lecture and among & between other learners. Hence the teacher's competence to perform in the classroom needs greater amount of development.

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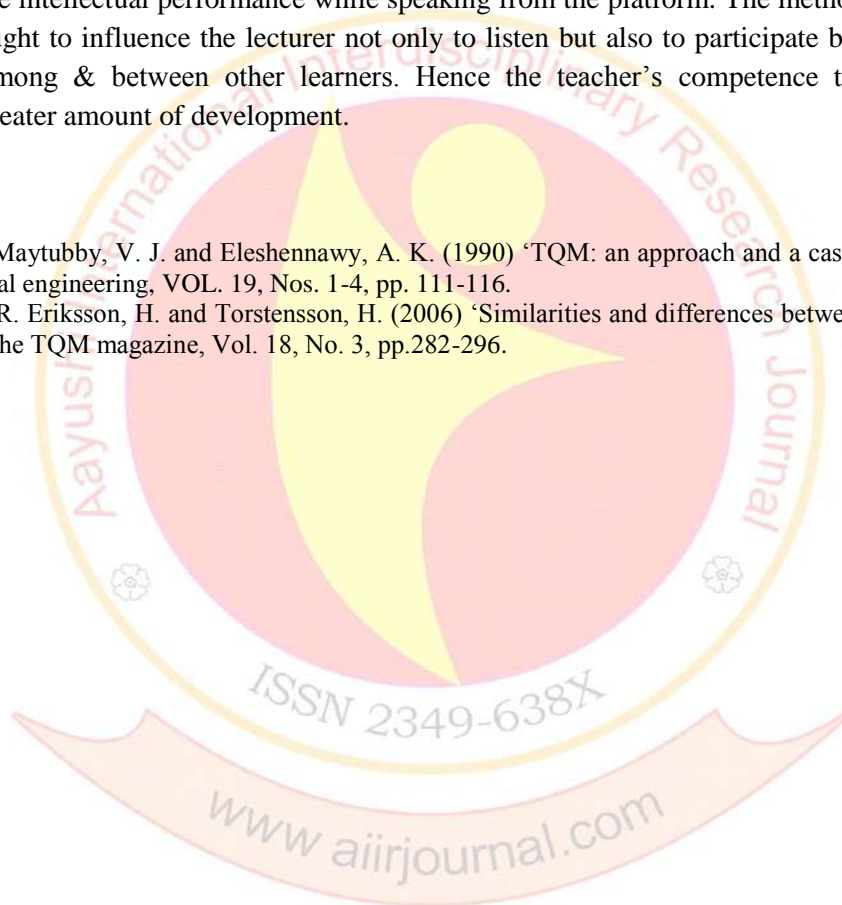
## Skill India-The Mission For Skill Transformation In Youth

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**Abstract:**

In the year 2010, the total world population aged above 65 years was about 530 million which is now growing rapidly and it is estimated that the global population aged 65 and above shall reach to 1.3 billion by 2040. Promptly ageing population can result in severe labour shortage across the global. It is expected that the world's largest economies like US, France and Germany may suffer due to the acute scarcity of skilled workers. But India is one of the largest labour-surplus countries in terms of its working age group (15-65 years) populations worldwide. Hence it is vital to focus on imparting and promoting the skill sets of such young population as the countries with sophisticated and enriched levels of skills offers more jobs to such youths. This paper attempts to exhibit the significance of skill based programmes and how these programmes have helped to transform the country by creating skilled labour force, thereby helping in transforming the economy. The main objectives of this study are; To understand the present skill development policy initiatives in India, to highlight the importance of skills for the youth. From the study, it was found out that skill India programmes have helped to transform the youth to by making them employable. Finally, it was concluded that Skill Development in India is the most essential aspect for every citizen of the nation as with booming technologies, organizations up-scaling & a transitioning era as of such today.

**Key words:** *Skill India, global population, ageing population, labour shortage, skilled workers, skill sets and economic transformation.*

**Introduction:**

Many young people never finish their schooling. But even those with a university degree have no guarantee of finding work that will provide them with a living wage. Courses often have a strong theoretical focus, offering qualifications that fail to correspond to the skills and capabilities sought by the labour market. Experts refer to a 'skills mismatch'. In particular, graduates lack real-world skills and work- place experience. Since its inception Over 10.09 lakh people out of 33.93 lakh trained under Skill India Mission's Pradhan Mantri Kaushal Vikas Yojana (PMKVY) have got jobs, with Uttar Pradesh, Madhya Pradesh, Haryana, Rajasthan and Tamil Nadu reporting highest placements. Out of total 33.93 lakh (approximately) trained candidates, 24.13 lakh have been trained under Short Term Training, 9.08 lakh under Recognition of Prior Learning and 0.72 lakh under Special Projects across the country in various sectors as per the Ministry's data. Out of these candidates, 10.09 lakh candidates have been reported placed in various sectors across the country. The following table 1 gives list of top ten states who fared well in PMKVY.

| State | Trained | Certified | Placed |
|---|---|---|---|
| **Uttar Pradesh** | 5,19,616 | 4,14,421 | 1,58,053 |
| **Madhya Pradesh** | 3,05,577 | 2,45,452 | 98,971 |
| **Haryana** | 2,57,160 | 2,11,998 | 96,375 |
| **Rajasthan** | 2,79,734 | 2,31,931 | 95,911 |
| **Tamil Nadu** | 2,41,106 | 1,91,950 | 73,231 |
| **Telangana** | 1,26,432 | 1,04,633 | 57,509 |
| **Punjab** | 1,50,034 | 1,27,269 | 56,846 |
| **West Bengal** | 1,45,840 | 1,16,603 | 46,668 |
| **Delhi** | 1,50,231 | 1,16,945 | 46,537 |
| **Andara Pradesh** | 1,03,495 | 85,046 | 41,414 |
| **India** | **33,93,548** | **26,93,372** | **10,09,538** |

Source: https://skillindia.nsdcindia.org/

**Literature review**

Seema Pandey (2016) says private sector plays a major role is overcoming the gaps in Government policies. However, their motive is to expand and scale up their very own enterprises. Thus, their process of skill development may vary. She further adds that there is a lack of innovation in Skill development programmes. Krunal K. Punjabi (2016) says in order to make "Make in India" project successful, various corrective measures should be taken to bridge the gap between existing and required skills and also to improve the implementation of skill development initiatives and hence there is a need of skill India programmes. RadhikaKapur (2014) says the kind of skills the individual learns depends upon his capabilities and interests; leadership skills are meant for leaders, the management within the organizational structure, or leaders in any organization in whose hands the authority is vested, for them it is essential to understand the leadership skills. In India, the concept of skill development has been largely recognized and many programs and policies are being formulated to initiate this concept not only amongst the individuals in urban areas but in rural areas as well. The shortage of skilled labour across various industry sectors is impeding the growth of Indian industries. According to NASSCOM, each year over 3 million graduates and post graduates are added to the Indian workforce. However, out of total graduates, only 25 percent of technical graduates and 10-15 percent of other graduates are considered employable by the rapidly growing IT (Information Technology) and ITES (Information Technology Enabled Services) segments (Mehra, 2007).

**Research gap:**

From the literature it was understood that there is a need for the missions like Skills India because the youth of India lack skills needed for doing a job effectively. After the year 2015 when this mission was initiated by the prime minister, there have been not researches conducted on how does this mission help the youth to transform themselves and hence this research is taken.

**Objectives**

1. To understand the present Skill Development Policy.
2. To highlight the importance of skills for the youth.
3. To analyse how Skills India helped to transform youth.

**Research methodology:**

The descriptive research methodology has been adopted for this research and the data used for this study is secondary and has been collected from different research articles, reports, websites, newspapers, etc.

**Skill India:**

Skill India is supposed to be a multi-skill programme. It was launched in March 2015. Like all other programmes. The main purpose is to generate opportunities, space and scope for the improvement of the talents of the Indian youth and to develop more of those sectors which have already been put under skill development for the last so many years and also to recognize new sectors for skill development. The population of India is about 1.3 billion, of which about 0.8 billion is in the working age group - India in 2020 is surely something the world can look forward to". (CII, People strong and Wheebox, 2013). This new programme hence aims at offering training and skill development to 500 million youth of the country by 2020.

**Current status of Skills and unemployment in India:**

The biggest contributing factor to growing income disparities is unemployment. Unemployment is a global problem, with more than 73 million youth unemployed worldwide. In India, the unemployment rate among youth is almost 13 percent (compared to 4.9 percent overall). Underemployment is even higher. 40 percent of employer's blame skill shortage for entry-level vacancies. The imperative for skilling young people is well-recognized and has been flagged as a national priority for almost a decade, with significant initiatives being launched by the government. The sad part is that only 10 percent of the total workforce in

the country receives some kind of skill training. The flowing pie chart clearly depicts the skills required by employers.



**Skill required by employers**
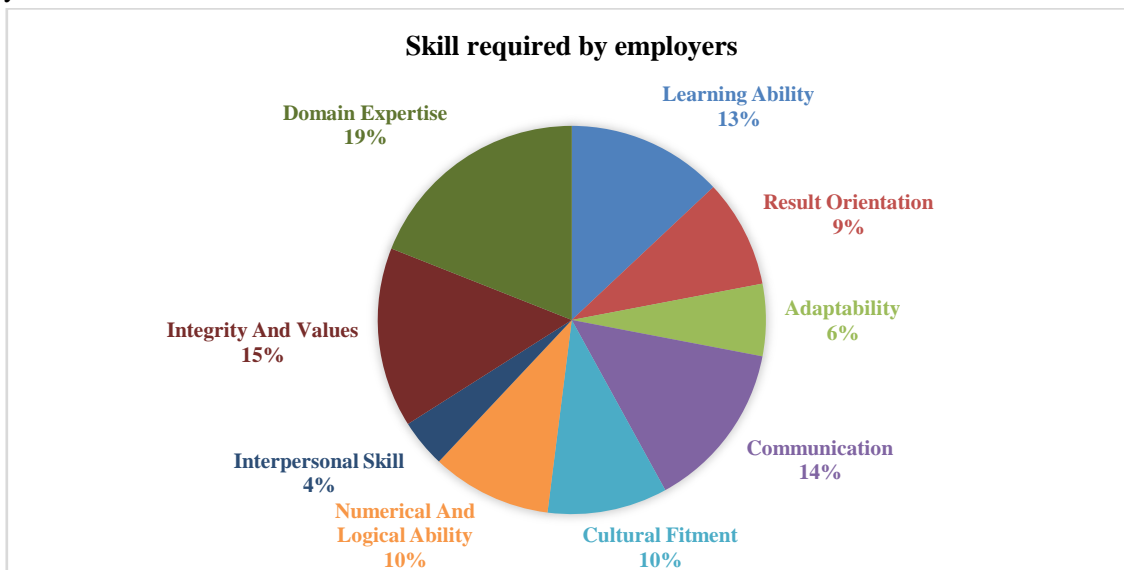
Source: skillindia.gov.in

According to the Centre for Monitoring Indian Economy (CMIE), there are currently nearly 31 million unemployed Indians. Less than 5% of workforce in India has undergone formal skill training. The unemployment level at different education levels is shown in the following table 2 and it can be observed that it is highest in higher secondary, diploma holders and graduates and post graduates.

| Level of education/year | Incidence of unemployment for 15 years and above age group | |
|---|---|---|
| | 2009-10 | 2017-18 |
| **Not literate** | 0.3 | 0.2 |
| **Literate without formal schooling** | 0.3 | 0.3 |
| **Below primary** | 0.7 | 0.5 |
| **Primary** | 1.2 | 0.4 |
| **Middle** | 2.1 | 1.1 |
| **Secondary** | 2.7 | 1.3 |
| **Higher secondary** | 5.2 | 4.3 |
| **Diploma/certificate** | 9.6 | 7.8 |
| **Graduate** | 6.9 | 5.9 |
| **Post graduate** | 6.7 | 4.7 |
| **All level of education** | 2.0 | 1.1 |

Source: MHRD report 2018

Government intervention in higher education is seen as one important way to achieve an equitable and egalitarian society. India has taken many steps to increase the enrolment in schools, colleges and universities. And the following chart shows it clearly. The number of Central and state universities, deemed universities, colleges etc.,

According to OECD, the employment rate for a given age group is measured as the number of employed people of a given age as a percentage of the total number of people in that same age group. Employed people are defined as those aged 15 and over who report that they have worked in gainful employment for at least one hour in the previous week or who had a job but were absent from work during the reference week while having a formal job attachment. Looking at the employability in different age groups in India in the following graph, it is clear that 18-21 years of age group are more employable and 26-29 years' age group are less employable.

**Age wise employability in %age**

**Gender Wise Employability %Age**

Source:https://data.oecd.org/emp/employment-rate-by-age-group.html
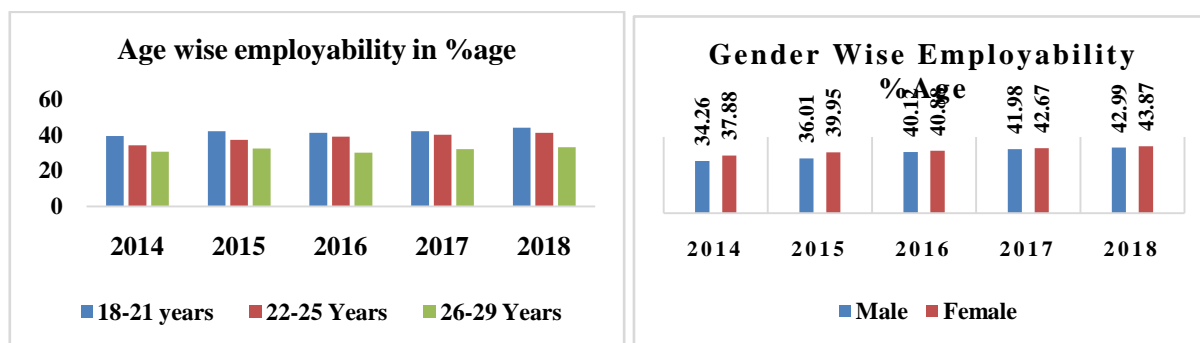
**Findings**

i.   There is a huge gap between the skill expectations of the industry and globe and the skill possessed by the youth.

ii.  The employability rate in the engineer graduates is declining even after this mission followed by B.Sc. and M.Sc. graduates because these students are least exposed to the skills improvement programs. Polytech and B.com graduates are more employable because of the market demand.

iii. The incidence of unemployment is more in graduates and post graduates because they lack proper skill set.

**Recommendations**

i.   The State Government shall be responsible for administrative, financial control and for disbursal of fund to skill development centres / vocational training providers and the utilization of fund.

ii.  At the State level, in every state a wing of NSDA (National Skill Development Agency) should be established to provide the linkage between NSDM (National Skill Development Mission) and training providers to work in line with the policy.

iii. Practical exposure needs to be given by the industry experts to the young graduates in order to prepare them for India's high paced growth and investment climate in India. The curriculum in the educational institutions is not up to the mark. It has to move as fast as the pace of industry change. There is a need to imbibe technology in education and our teachers too need to imbibe technology and new methodologies to create modern and effective approaches to teaching and learning.

iv.  There is a need to promote various research projects to bright students and promoting e-learning and skill development programmes in engineering and masters of science colleges.

**Conclusions:**

After the extensive research it was concluded that Skill development in India is the most elemental aspect for every citizen of the nation as with booming technologies, organizations up-scaling & transitioning era as of such today. This initiative was taken to facilitate its target of imparting requisite skills training to 500 million people by 2022. There is a huge gap in the skill requirement and that gap can be filled by offering them skill based programmes. And the training offered by the institutes should be based on the need of the industry and global market. There should be an apex institute in every state that can fulfil the academic curriculum design, assessment and certification as per the global standard. The target to train 500 million people by 2022 is a big challenge for the government and this can be can be achieved through effective use of schemes proposed for restructuring of Skill Development Mission.

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# Role Of ICT For Soft Skill Development

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**Abstract:**

      The rapid urbanization is leading to an unsteady increase in youth population in metropolitan and urban areas, particularly in developing countries. Besides this, globalization and technological developments are affecting youth in urban areas in all parts of the world, both positively and negatively. The broader aim of this paper is to investigate successful practice principles for the information and communication related to skills and training to promote youth. It reviews the role of ICTs for skill development. It discusses the issues surrounding the development of the digital divide and emphasizes types and the importance of developing ICT initiatives targeting young people, and reviews some of the successful policy implementations on ICT-based initiatives from both developed and developing countries that offer opportunities to young pupils for learning & skill development.

      The importance of soft skills development is increasing with every day. Soft skills are personal traits, suggesting how cordially and effectively you interact with others. This paper describes the upcoming of a new type of skill, the ICT-enhanced skill. It is important that pupils master these skills. So teachers must be prepared and they also have to develop learning materials. The I\*Teach project offers a methodology for teachers to develop and teach ICT-enhanced skills.

*Keywords:* Soft Skills, ICT-enhanced skill, I\*Teach methodology.

## Introduction:

      The rapidly advancing information and communication technologies (ICTs) helps in addressing social and economic problems caused by the fast growth of urban youth populations in developing countries. ICTs offer opportunities to young pupils for learning, skill development and employment. But there are downsides, young pupils in many developing countries lack in having broad access to these new technologies. At the beginning of the twenty-first century, there are over a billion young pupils between the ages of 15 and 24, of which 85 percent live in developing countries and mainly in urban settings. Many of these young pupils are in the process of making, or have already made, the transition from studies to work. During the last two decades all around the world, these young pupils, as new workers, have faced a number of challenges associated with globalization and technological advances in labour markets.

## Skills:

      In secondary education the pupils learn in three domains. They have to acquire knowledge, they have to master skills, and they have to develop an attitude towards their own education. This paper addresses the area of skills. In the type of skills that pupils have to develop one can distinguish three categories. The first category consists of the course-related skills. During math-class pupils learn how to solve quadratic equations. In chemistry they learn how to handle glassware and how to perform a titration. It is quite obvious that the responsibility for this kind of skills lies with the teacher of that course. Next category is the ICT-skills. During the last two, three decades ICT has conquered the world and has occupied an increasing place in everyday life, at home, at work, in entertainment, in school. So in education attention has to be paid to working with ICT, and knowing the basic concepts. Most pupils learn in the schools how to work with file systems, with operating systems, and text editors. Schools organize these lessons, often given by a specially appointed ICT-teacher.

      Third is the category of soft skills. Also known as people skills, soft skills play a very crucial role, especially in the corporate world. Hence, soft skills development is becoming an integral part on the professional front.

      For once, even critical technical knowledge like SQL, SAP, business development, or mathematics can be acquired to face the industry. However, soft skills are not easy enough to be adopted. It is only after continuous and multidisciplinary learning that soft skills can be developed.

These are general skills, needed not only to complete successfully an educational career but also to become a modern citizen.

**Four most important soft skills are**

1. **Interpersonal Skills:** Interpersonal Skills is nothing but the ability to interact and communicate at par with other people. The key to excel in it is "great communication". When you're not able to strike a cord well with people you're meeting for the first time, it is said that you lack interpersonal skills.For most individuals, it is very difficult to get the social interaction simulated at the very first meet. However, only few of them are able to excel in having and showing they have such communicative skills.What matters more is the way you communicate, and how well you're able to influence, listen, and negotiate with others.

2. **Confidence:** Undoubtedly, you can have second thoughts on almost every other thing. However, the thoughts of having second thoughts shouldn't hold you back. Confidence is that fine line between going for something in first attempt and doing away with the idea of it.

3. **Ethical Aptitude:** Soft skills development also do include an ethical aptitude towards organization and its pupils. Practicing moral ethics at workplace is a way of applying fundamental values to professional situations.A planned approach with ethical aptitude helps in excelling at resolving workplace concerns in a professional and effective manner. That is: identifying the problem, collecting and analyzing facts, understanding consequences, assessing alternatives, and then taking a decision.

4. **Critical Thinking:** With logic as basis, we need to showcase soft skills development while taking a particular decision.Below are important tips to garner critical thinking
   - Understand the logic and other probabilities behind your decision
   - Identify all your assumptions and cross verify their aspects
   - Collect enough data to regard or disregard your assumptions
   - Perceive a situation from every possible angle
   - Consider the individuals around you — your co-workers, buyers, suppliers, employees, seniors, partners, etc.
   - Think for both long and short run

Skills to think of in this respect are for instance information skills, presentation skills, team working skills, and project working skills. These skills are related to the needs of the modern society, where citizens are expected to learn life long, to develop continuously, and to invest in their own education. In the educational institutes it is not always clear who is teaching what skill, if they are taught at all. In the process of mastering these skills pupils are starting to use ICT more and more, although not always in the most appropriate way. These three facts (increasing importance of soft skills in school and society, unclear responsibility for these skills in schools, and the increasing use of ICT) urge educational professionals to think of ways to solve these problems. They must try to exploit the possibilities of ICT in order to raise the soft skills to a higher level of proficiency. They must teach ICT-enhanced skills.

**ICT-enhanced skills:**

One cannot think away ICT from modern society. It is there and it has its influence everywhere, period. So the mere existence of ICT forces to rethink some aspects of educational practice. But that is a rather negative approach. ICT can also be seen as a challenge and an opportunity to new instructional design. The area of soft skills, the topic of this paper, can benefit strongly from ICT, both in acquiring the skill and in executing the skill. ICT can make a task, related to a soft skill, easier or simpler or quicker to do. A team of pupils writing a report together, that will be a tedious task without ICT. Assembling the parts, making annotations and revisions, managing the versions, lay-out, all these important aspects of collaborative writing are very difficult in the pen and-paper world. Using ICT can also deepen the skill. It offers the opportunity to perform on a higher level. A professional multimedia presentation with text, sound, images, movies, animations is unthinkable without ICT. A skill can be performed broader by using ICT. It can combine skills, or can force to use in a new area. We can practice collaboration skills in a classroom, but

ICT offers the possibility to collaborate on a broader scale. Research, Reflections and Innovations in Integrating ICT in Education 226 International co-operation is within reach. This requires extra communication skills and language skills. It also has a strong multicultural dimension, required for the citizen in modern society. As ICT has such an impact on the essence of the soft skills a new terminology is introduced, the ICT enhanced skills. Profitable and proper use of ICT in acquiring those skills and fulfilling the skill related tasks doesn't come easy. It requires a sound and methodological approach.

**Conclusion:**

ICTs offer developing countries the opportunity to close the gap with developed countries and narrow the global digital divide. Applying ICTs in education is a key to provide young pupils with ICT skills. The participation of young pupils in the development and implementation of initiatives involving the use of ICTs to generate employment is likely to be a key factor in the success of such initiatives. Mentor support for starting ICT-related enterprises is an important service that governments, NGOs or international organizations could organize to provide advice and guidance to young entrepreneurs. Investing only on technology is not the solution of the young pupil's problems, investing on social and human capital makes a better change.

So, as we see, soft skills development mainly involves inculcating four major areas including interpersonal skills, confidence, ethical aptitude, and critical thinking. These skills are not only high in demand, but also as we get ready for another Industrial Revolution. Soft skills are influenced by the existence of ICT. It is necessary to design instruction to take advantage of ICT in improving the soft skills: ICT-enhanced skills. For acquiring skills, not only ICT-enhanced skills, the adagium is valid: learning by doing. The developed tools may support teachers in their job of tutoring ICT-enhanced skills. But to proof it more research has to be done. The effects and the benefits of the multi-linguality have to be researched, too. And it is also an open question: does this method contribute to the correct attitude of pupils towards learning in general and life-long learning in particular?

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# Skill Development Through Higher Education: UGC Initiatives

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**Abstract:**

Skill and knowledge are forces of economic growth and social development for any country. For India, skill development is essential from both socio-economic and demographic point of view. India needs an educational system which is of high quality, affordable, flexible to the individuals and to the society as a whole. Skill development aimed at increasing employability and efficiency of workforce. It is estimated that 4.69 per cent of India's total workforce has undergone formal skill training compared to 52% in USA, 75% in Germany, 80% in Japan and 96% in South Korea. From this global scenario government realizes the need for taking comprehensive step for skill development. The 12th Five year plan has laid a special emphasis on expansion of skill development programmes in higher education. To fill the skill deficiency UGC has launched a scheme on skill development based higher education as a part of College/University education. This paper attempts to study the present skill capacity, UGC initiatives and challenges in front of skill development initiatives.

**Key words:** Skill development, Challenges, India, Higher education

## Introduction:

Education is the key to human development and a vehicle for economic growth of a country. But without a support of skills for employment or vocational work, the appropriate utility of education cannot be done. Higher education and skill development plays a crucial role in enhancing human capital of the country and pushing the economic growth and sustainable development. India has gradually evolved as a knowledge-based economy due to the abundant human capital. However, to make India internationally competitive and to boost its economic growth there is a need to further empower the human capital. The government of India designed a policy framework to develop skills in the country via education, vocational education, skill training and other learning methods. Despite of the education and training in the country, there is still shortage of skilled manpower to address the increasing needs of the country. The 12th Five year plan document of the planning commission has recommended setting up of Community colleges to facilitate easy access to underprivileged students. Government has taken several initiatives. In line with that UGC has taken certain initiatives regarding skill orientation and vocational orientation to the whole higher education system.

As compared to western countries where there is burden of an aging population, India has a higher proportion of working age population. The average age of India's population by 2020 is projected to be the lowest in the world-29 years compared to 37 years in China and USA, 45 years in West Europe and 48 years in Japan. The global economy is expected to witness shortage of young population of around 56 million by 2020. India will be the only country with a youth surplus of 47million. India's demographic transition makes it imperative to ensure employment opportunities for millions of youth each year. Skill development is equally important as over the years jobs have become more skill intensive with changes in technology as well as increased inter-linkages across economic activities. It has been felt necessary to align higher education with emerging needs of the economy so as to ensure that the graduates have adequate knowledge and entrepreneurship. In view of this, University Grants Commission has launched various schemes on skill based higher education as a part of college/university education.

## Objectives of the study

1. To study the skill development system in India
2. To analyse the UGC initiatives in implementation of skill development schemes in college/university education
3. To know the challenges faced by the colleges to run the skill based courses.
4. To suggest the possible solutions

**Data and Methodology** - For this study data and information has been collected from Journals, UGC annual reports, AISHE reports and websites.

**Findings / Results**

- **Skill development system in India:** India has a large, diverse and complex model of skill development. The skill development in India can be broadly segmented into education and vocational training. The Ministry of Human Resource Development governs the educational and vocational training in India. It governs the elementary, secondary and higher education in the country. Universities and higher education centers focuses on college education. The functioning of Universities and colleges is governed by UGC. The technical institutes are regulated by AICTE.

  The frame work is based on competency modeling which is considered to be highly effective method of mapping the skills needed for particular role.

- **Present scenario of skill capacity and Status of Higher education in India:** India lags behind in imparting skill training as compared to other countries. Only 10% of the total workforce in the country receives skill training. Further 80% of the entrants into the workforce do not have the opportunity for skill training. The 12th five year plan aims to increase the percentage of workforce with formal skills to 25% at the end of the plan. It is estimated that 50-70 million jobs will be created in India over the next five years and about 75% to 90% of these additional employment avenues will require some vocational training. There is also need for increasing capacity of skill development programmes.

**Higher educational institutions**

**Table 1: Growth in number of HE institutions**

| Year | No of Universities | No of Colleges | Stand Alone Institutions |
|---|---|---|---|
| **2013-14** | 723 | 36,634 | 11,664 |
| **2014-15** | 760 | 38,498 | 12,276 |
| **2015-16** | 799 | 39,071 | 11,923 |
| **2016-17** | 864 | 40,026 | 11,669 |
| **2017-18** | 903 | 39,050* | 10,011 |
| **\* No of colleges have reduced in 2017-18 due to deletion of colleges that have not registered even after getting AISHE code** | | | |

Source: All India Survey on Higher Education 2017-18 (AISHE)

The above table shows that the number of Universities has increased from 723 in 2013-14 to 903 in 2017-18 by almost 24.9%.Whereas the number of colleges has increased from 36634 in 2013-14 to 39,050 in 2017-18 by about 6.6%.

**Student enrolment in higher education:** Table 2 shows the growth of student's enrolment in higher education.

**Table 2: Total enrolment in Higher Education**

| Year | Total Enrolment |
|---|---|
| **2013-14** | 32.3 million |
| **2014-15** | 34.2 million |
| **2015-16** | 34.6 million |
| **2016-17** | 35.7 million |
| **2017-18** | 36.6 million |

The above Table indicates that the enrolment of students in higher education is showing increasing trend. The Indian higher education system has undergone massive expansion enrolling over 1 million students each year.

- **National policies/Legislation on skill development:** The government of India has notified National Policy on Skill Development and Entrepreneurship 2015 to provide an umbrella framework to all skilling activities carried out in a country and link skilling with demand centers. This policy supersedes the policy of 2009. The policy links skills development to improved employability and productivity in paving way forward for inclusive growth in the country.

- **National Skill Qualification Framework (NSQF):** NSQF is competency-based framework that organizes all qualification according to a series of knowledge, skills and aptitude. NSQF was notified on Dec. 2013. Its functions include approving NOS's/QPs, approving accreditation norms, prescribing guidelines to address the needs of disadvantages sections and alignment of NSQF with international qualification frameworks.

- **National Quality Assurance Framework (NQAF):** The NQAF for skill development places particular emphasis on the evaluation and improvement of the outputs and outcomes of skill development in terms of increasing employability, improving match between demand and supply and providing better access to lifelong learning. The NSDF is designed to be used across states, sectors and provides structure within which all bodies operate.

- **Initiatives undertaken by UGC for skill development:** UGC has taken certain initiatives regarding skill orientation and vocational orientation to the whole higher education system.  UGC had launched a scheme on 27th February, 2014 for skill development based higher education as a part of college/university education, leading to Bachelor of vocation (B.Voc.)  degree. There are schemes like community colleges and, in the higher education institutions, the DeenDayalKaushalVikas Kendra for promoting skill-based education. The UGC has already started the B.Voc (Bachelor of Vocational) programme, masters of vocational programme and also Ph.D programmes in vocational education. UGC has given funds to around 500 institutions including universities and colleges for B. Voc. Degrees, community colleges and DeenDayalUpadhyayaKaushalKedra.There are 64 centres of DeenDayalUpadhyayaKaushalKendra,more than 200 centres of community colleges and B. Voc. degrees. UGC has allocated Rs. 500 crore for these centres.

**Objectives of the schemes are**
   a.  To provide judicious mix of skill relating to a profession and appropriate content of general education.
   b.  To ensure that the students have adequate knowledge and skills, so that they are work ready at each exit of the point of the programme.
   c.  To provide flexibility ofstudents by means of pre-defined entry and multiple exit points.
   d.  To integrate NSQF within the undergraduate level of higher education in order to enhance employability of the graduates and meet industry requirements. Such graduates apart from meeting the needs of local and national industry are also expected to be equipped to become part of the global workforce.
   e.  To provide vertical mobility to students coming out 10+2 with vocational subjects and community colleges.

**Types of courses:** Various courses have been introduced to provide skill-based education under National Qualification Framework. UGC has launched Certificate courses, Diploma, Advanced Diploma, Degrees, Advanced studies and Research level.

- NSQF Level 4 - Certificate Course - 6 Months
- NSQF Level 5 - Diploma Course- 1 Year
- NSQF Level 6 - Advanced Diploma- 2 Years
- NSQF Level 7 - B. Voc. Degree - 3 Years
- NSQF Level 8 - P G Diploma- 1 years
- NSQF Level 9- M. Voc. Degree - 2 Years
- NSQF Level 10 - Research Level - M. Phil/Ph. D

UGC provide horizontal and vertical mobility to the students of vocational stream at 10+2 level in various courses at undergraduate level. The multiple entry and exit enable the learner to seek employment after any level of award and join back as and when feasible to upgrade qualification/skill competencies to move higher in job profile or in the higher educational system.

**The following are the major initiatives of UGC in the field of skill development in higher education in the country.**

1. **Scheme of Community Colleges**: The Community College Scheme offers knowledge skill mixed programmes of different durations depending on the need of local industry leading to a certification at various levels of NSQF starting from certificate to advanced diploma level. 199 institutions under the scheme of community colleges are running courses in 83 trades of various industrial sectors.

2. **B. Voc. Degree Programme** – UGC has launched Bachelor of Vocation (B. Voc.) as a part of skill development prgramme in higher education. It is a degree with multiple exits such as Diploma/Advanced Diploma under the NSQF. The B. Voc. Programme is focused on universities and colleges providing undergraduate studies which would also incorporate specific job roles and their National Occupational Standards along with broad based general education.

3. **Knowledge up gradation Centers for Skilled Human Action and Learning (KUSHAL)** – In 2014 UGC has approved guidelines for the establishment of KUSHAL in universities and colleges during 12th Five Year Plan. These centers offer programmes from certificates to research level. Hundred such centers were proposed to be established during 12th plan in universities/ colleges recognized under section 2(f) and 12 (B) under the general development assistance from UGC.

4. **Credit framework for skill development based vocational courses** – UGC guidelines for community colleges/B. Voc. Degree programmes and of KUSHALs provide for credit based modular programmes wherein banking of credit is permitted to enable multiple exit and entry. Specific credit based assessment and award system has been incorporated giving sixty percent weightage to the skill component and forty percent weightage to general education component.

5. **MoU with NSDC** – UGC has signed MoU with National Skill Development Corporation (NSDC) for skill development based vocational courses. Under this MoU NSDC will ensure timely completion of post training assessment and certification of skill component through NSDC approved sector skill councils, extend expertise in the field of skill training, assessment and industrial requirement.

**Challenges before skill development initiatives**

1. **Low enrolment of students** - Colleges struggle to attract students to vocational courses promoted by skill India. In the first year 2014-15, 354 students had enrolled in various subjects under B. Voc. In 2015-16 this figure was at 280. Many colleges have faced difficulties in conducting B. Voc. due to lack of student enrollment for the course.

2. **Lack of awareness about the courses** – Students lacks the information about the courses as well as the career prospects. There is limited acceptance of skill development courses as a viable alternative to formal education.

3. **Mindset and perception issue** - Skilling is viewed as the last resort meant for those who have not been able to progress in the formal academic system.

**Recommendations**

- There is a need to create awareness about the importance of courses to all the stakeholders including students, parents, industry as well as the trainers. National campaign may be launched to create awareness and promote skilling. With the increased thrust on 'Make in India' programme, there is a need for improving India's skill development mechanism.

- There is a need for an expert resource center for guiding the institutions. Expert resource center may be formed by UGC for guiding the institutions to implement the B. Voc. scheme, Kaushal Kendra scheme etc.

- Novel ideas may be developed to utilise the existing infrastructure for skill development purpose.

**Conclusion:**

UGC has taken many initiatives for making higher education skill based programmes. To make India internationally competitive and to boost its economic growth, a skilled workforce is essential. For

transforming its demographic dividend, an efficient skill development system is the need of the hour. It needs coordinated efforts from all agencies, stakeholders and the students to make it a successful programme. The enrolment of the students for the vocational courses has becomes challenging task. Many students are not aware of the schemes which lead to low mobility towards such a programme. There is a need to create awareness among students about the importance of the course. B. Voc. is highly significant and emerging course which will be beneficial for the country and as well as for the individual.

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## Challenges and Opportunities For Skill Development In Higher Educatuon

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**Abstract:**

Education is the nation strength. Indian higher education system is the third largest in the word. Next to the United States and China. And equal ant importance is the actual skill development and learning achieved by students while higher education. The India has been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and make higher education system much better.
*Keyword: Education system, Skill development, Challenges and Opportunities.*

**Introduction:**

India's higher education system is the word third largest in terms of students, next to China and the united States. Skill may be broadly classified into hard skill and soft skill and knowledge are driving forces of economic and social development for any nation.

"Skill development means skill an ability and capacity acquired through deliberate systematic and sustained efforts to smoothly and adoptively carryout complex activities or job functions involved in ideas (cognitive skills),things (technical skills),and or people (interpersonal skills) see also competence".

**Education System in India:** There are five levels of education system in India .they are given below

- **Primary school:** (classes 1 to 5) (age 6 to 11), Communication skills, attitude, adaptability and IT skills.
- **Middle school** (classes 6 to 8) (age 11 to 14), Above skills plus self-management, team work, creativity.
- **Secondary education:** (classes 9 to 10) (age 14 to 15), Above skills plus stress management, self-motivation.
- **Upper secondary:** (classes 11 to 12) (age 15 to 17), Above skills plus initiative, interpersonal sensitivity.
- **Higher education :**(graduation or professional programs), Above skills plus commercial awareness, problem solving, lifelonglearning.

**Higher Education Institutions In India**, (universities and colleges )

| Types of  institutions | number |
| --- | --- |
| **Central universities** | 45 |
| **State universities** | 321 |
| **Deemed universities (private or public)** | 129 |
| **Private universities** | 187 |
| **Institutions of national importance(public)** | 67 |
| **Affiliated colleges (public or private)** | 35539 |

Source: UGC

In India is the most of the formal skills related training is given through the government or private industrial training institutes (ITI's) these are the training institutes which provide training in technical fields and are constituted under directorate general of employment and training (DGET). Above the table shows state wise number of government/private industrial training institutes (ITIs) with seating capacity in India and it can be clearly seen that they have the capacity to in train 1552452 students per year And Indian education and training system has a potential for skill development. At present the employment capacity of higher education system of India is a around 20 million but limiting this to the technical and vocational

qualification. Mainly comprising of ITI/ITC engineering. Polytechnics, the country has a total training capacity of around 4.3million.

## Skill Development In India

- At a juncture when the percentage of employers facing difficulty in finding skilled work force is as high as 81% in Japan, 71% in brazil , 49% in Us, 48% in India and 42% in Germany, one wonders what is it that we are turning out from our universities and colleges.
- India has the largest number of young people (age group of 14 to 25) and the highest global unemployment rate.
- Against this , that job market is increasingly being redefined by specific skills.
- And education particularly higher education can notafforded to overlook the new realities of the second decade of the 21$^{st}$ century.
- And we have a number of degree holders in the country , but business and industries think they are not employable.
- Against the oft-quoted figure of 500million skilled workforce required in India by 2022,sample this :
- Of late, employability of graduates comingout of our educational system is becoming a matter of great concern. I am told, only 25& of general graduates across all streams have a employable skills, "says E ahamed, former minister of state for HRD and external affairs.
- We are not Finland that has more than 40% of its population going into vocational education. Compare to vocational education, our student are found pursuing degree in colleges and universities of higher education.

## Challenges:

It our 69$^{th}$ year of independence still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lot of problems and challenges in our education system. Some of basic challenges in higher education system in India are discussed below:

- **Structure of higher education:**Management of endian education face challenges of our centralization, bureaucratic structures and lack of accountability, transference, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased.
- **Enrollment:**The gross enrollment ratio of (GER) of Indian in higher education is only 15% which is quite low as compare to developed as well as, other developing countries. With increase of enrollment at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.
- **Infrastructure:**Poor infrastructure is another challenge to higher education system of India particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large number of colleges which are functioning on second or third floor of the building on ground or first floor they exist readymade hosieries or photocopy shops.
- **Political interference:**Most of the educational institutions are owned by the political leaders, who are playing key role in governing bodies of universities.
- **Equity:**There is no equity GER among different sects of the society. According to previous studies the GER in higher education in India among male and female where is to great extent. There are regional variations two some stateshave high GER while as some is quite behanding the national GER which reflect a significant imbalance within the higher education system.
- **Quality:**Quality in higher education is multi dimensions, multi-level and a dynamic concept. insuring quality in higher education is amongst the foremost challenges being faced in India today.
- **Faculty:**Faculty shortages and inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years.

- **Accreditation:**Has per data provided by the NAAC, as of June 2010, "not even the 25% of the total higher education institutions in the country where accredited.

- **Research and innovation:**There are insufficient resources and facilities as well as limited numbers of quality faculty to advice students. most of the research scholars are without fellowships are not getting their fellowships on time which directly or indirectly affected their research.

- **Direct admission without assessment:**One of the measures causes for low quality of training is the low frequency of free assessment or entrance test before admitting students to the skill training institutes.

- **Skill relevance:**The course curriculum of some of the courses of skill institutes do not provide training that matches the industry requirements due to which they have poor placement records.

- **Career counseling:**There is lack of proper career guidance to the students due to the inadequate placement statistics and weak industry linkages of training institutes.

- **High cost:**The cost of the training in high which is not affordable the many of the students aspiring the for training. More ever, due to unsatisfactory placement records and low salary offers after the training compulsion, high training cost does not appeal the target population.

- **Low industry interface:**Most of the training institutes have low industry interface as a result of which the performance of the skill development sector is poor in in terms of placement record and salaries offered.

- **Low student mobilization:**Student mobilization to get trained due to the orthodox thinking, reluctant to migrate and low salaries and entry level. Vocational training is not considered desirable by the students and they prefer a regular degree because it is more valued then a certificate, other things being equal.

## Opportunities:

India is a large country. With an estimated population of young people aged between 18 to 22years to be around 150millons.

- The sheer size of the market offers huge opportunities for development of the higher education sector in India

- India now boasts of having more than 33000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades.

- Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all government spending in the educational sector, it is just two insufficient to meet the growing requirements.

- There for, higher education sector has now been identified as one of the promising areas for private and foreign investment it offers immense investment opportunities in both non-regulated segments.

- New age learning tools it is easy for country like India to overcome these problems and bring a paradigm shift in the countries higher education sectors with such a vibrant country with huge population of properly educated, the possibilities are endless.

- If knowledge is imparted using advanced digital teaching and learning tools, societies made aware of where we are correctly lagging behind, our country can easily emerge as one of the most developed nation in the world.

- There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. there are opportunities of India to collaboration at national and international level on areas of systematic reforms, including quality assurance, international credit recognition, and unified national qualification framework.

- The need to enhance the employability of graduate is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry, research skills and the wild range of transferable skills, including English.

- The need to build a stronger relationship and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshop conduct,seminars) which enable debate and dialog with other countries of the world.

**Suggestions**

- Universities and colleges are both public private must be away from political relationships.
- Favoritism, money making process should be out of education system.
- Higher educational institutes need to improve quality and reputation.
- There should be good infrastructure of colleges universities which may attract the students.
- Changing the seminar examination system in higher education.
- There is need to focus on the graduate students by providing them such courses in which they can achieve excellence.
- Government must promote the collaboration between national higher educational institutes and top international institutes.

**Conclusion:**

Education is the life blood of the person. So, if improving the educational system and skills empower it will help to facing the varies challenges in higher education. Finally, to reach and achieve the future requirements there is an urgent need to relook the financial resources etc.

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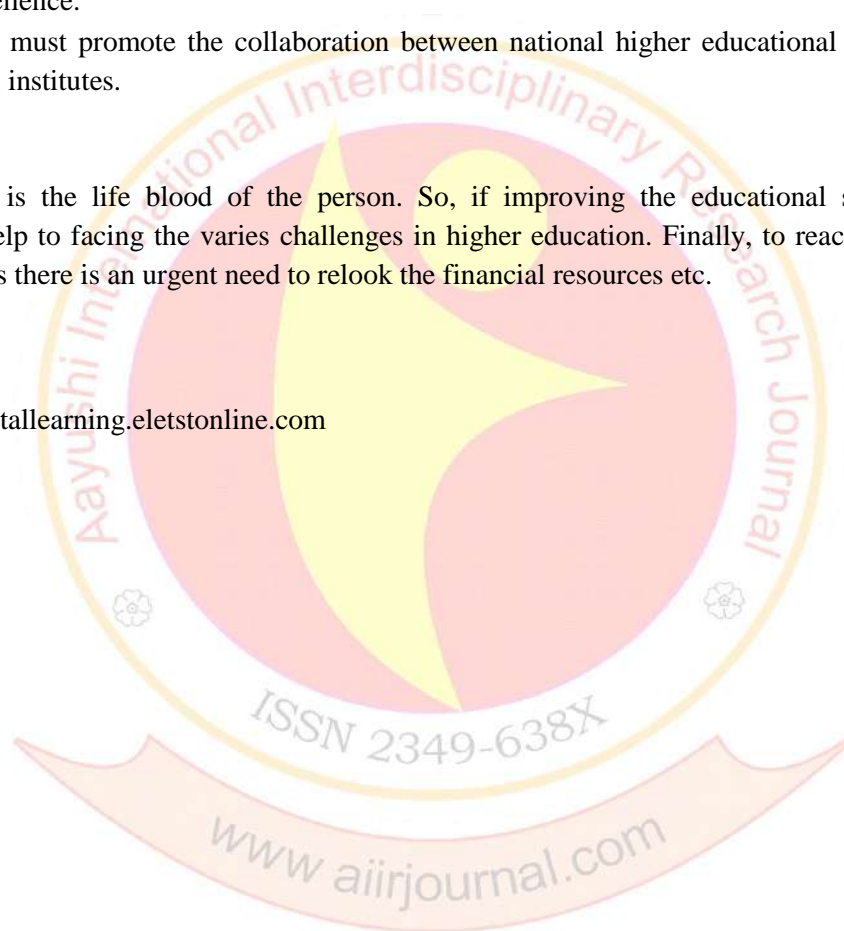
## Development of Skills Through Higher Education

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### Introduction:

After two decades of formal educational training which includes schooling, higher secondary, college, masters then a PhD, who after toiling through the academic rigours lands an individual into unemployment, there is a question to be answered – Who is responsible?

Why are the individuals unable to cope with the labour requirements of the society? Are they not trained properly such that they can use their own hands or capacities to earn their own livelihoods? Are the individuals unable to place themselves in the job market? Are unable to run their ancestral properties? According to NAASCOM-McKinsey report, in India only 25% of fresh engineers; and a mere 10% of fresh graduates are actually employable! Then what is employability? How can the individuals be made employable? The facilities with which young people are induced to acquire knowledge, without study or labour, is not education. It occupies but does not enrich the mind. It imparts a stimulus for the time and produce a sort of intellectual keenness and cleverness, but without an implanted purpose and a higher object then mere pleasure, it will bring with it no solid advantage. In such cases knowledge produces but a passing impression, a sensation, but no more; it is in fact the merest epicures of intelligence – sensuous, but certainly not intellectual. Thus, best qualities of many minds, those which are evoked by vigorous effort and independent action, sleep a deep sleep, and are often never called to life, except by the rough awakening of sudden calamity or suffering, which in such cases, comes as a blessing, if it serves to rouse up a courageous spirit that, but for it would have slept on. The experience gathered from books, is but a nature of learning; whereas the experience gained from actual life is of the nature of wisdom; and a small store of the latter is worthy vastly more than any stock of the former.

### The Goal of Education:

The chief object of education is not to fill the mind with other men's thoughts, and of passive recipient of their impressions of things, but to enlarge our individual intelligence, and to render us more useful and efficient worker in the sphere of life to which we may be called. Many of the most energetic and useful workers have been but sparing readers. It is not, then, how much one may know that is of importance, but the end purpose for which one knows it. The object of knowledge should be to mature wisdom and improve character, to render individuals better, happier and more useful; more benevolent, more energetic, and more efficient in the pursuit of very high purpose in life. Students must be taught to help themselves be and do, and not rest satisfied merely with reading and meditating over what other men have been and done.Their best light be made life, and best thought action by providing a proper environment of growth both physical and intellectual within the confines of the institutional campus.

### Skill Transmission:

The perspective is somewhat different as far as skills are concerned, because a skill which is not transmitted to a new generation will simply disappear, this is what makes education so different from the traditional transmission of knowledge. The knowledge of specific principles which have developed in a certain period can easily be forgotten for a while and then be recalled at a later time. Skills, however, cannot be stored in the same way. They cannot be easily abandoned and recalled; they have to be transmitted in order to survive and this is why training is so important. Skills must be transmitted from teacher to pupil, from master to apprentice, from one generation to the other. In understanding how academic institutions have been created, one understands better how skills have been transmitted, and how skills have been affected by this very transmission through the centuries.

**Why Skills development is required:**

Quality manpower forms the backbone of a developed economy. Excellence in manpower development and utilization of superior skills shapes the future which contributes silently in world development. The educational diet being handed out at our educational institutions is not a lean diet, by any standards. It is rich in content, but appears somewhat imbalanced in emphasis. Like the diet of the ignorant affluent, it is often more decorative than functional, catering rather to the palate than to the needs of the body growth. Before analyzing the shortcomings in the existing system, it is necessary to be clear about the objectives. Technology does not accumulate like scientific knowledge through history. Science has developed through the accumulation of knowledge over centuries and mankind has reached new understanding and new insights into the nature of reality by adding one discovery to another. This is in fact one of the characteristic features of our civilization. Nobody can argue that the world has not changed dramatically in the recent years, and continues to change with amazing speed. Yet, we have not changed the basic approach to educating our children for the past 200years. Will our current approach to education be adequate to equip these children to face the emerging world? Can we continue with our assembly-line approach to teaching our children, rather than acknowledging and nurturing the unique gifts and talents that each one of them represents? Should education be restricted primarily, to the first 20-25 years of our lives? Or should the focus shift to a life-long learning? Alvin Toffler, in "The Third Wave" describes mass education as being built on the industrial age factory model to teach basic reading, writing and arithmetic, a bit of history and other subjects – the overt curriculum. Beneath it was the covert curriculum that was far more basic. It consisted of three courses – punctuality, obedience and repetitive work – the basic training requirements to produce reliable, productive factory workers. Will the 21st century world requires just these capabilities?

**Limits of human intelligence:**

There are no physical limitations to inner vision. The psychic faculties of man know no barriers of space or time. A world of marvelous phenomena awaits to be at the command of the human mind are dormant power that can bring about a transformation in the world and improve the quality of life. When the goal of education is coincided with the goal to develop socially useful developed human minds, it would boost the productivity of the educational institutions, which in turn would help nurture individual minds in their own way, as it would give a chance to the individuals to explore their own selves. If education helps the individuals to determine their purpose, functions and powers as human being.

Coinciding the goal of education to developing socially useful developed human minds, by breaking the boundary walls of the enforced curriculums and allowing the inflow of various ideas from individual minds, would boost the performance of the educational institutions. The function of general behavior. They are victims of local pressures and national obsessions. But human beings tend to lose their creativity when they feel and nothing gets better, they cannot improve anything, their daily life is controlled by pressures and they hear from philosophers' echoes of their anxiety and despair. The challenges, the values of spirit, the pursuit of truth and the practice of love which have nourished the great pages of history do not seem to be relevant to an age steepened in science, deserted by religion and deprived of even humanist ideals. The two-legged creature seem to have reached the height of irresponsibility. Though human is rooted in nature, they also exceed nature. Regarding the future there is nothing sure or predestined or guaranteed. The only certainty is that the good will prevails over evil.

**Human Development and the Environmental Conditions:**

No individual in the universe stands alone; he is a component part if a system of mutual dependencies; and by his several acts he either increases or diminishes the sum of human good now and forever. Every act we do or word we utter, as well as every act we witness or word we hear, carries with it an influence which extends over, and gives colour, not only to the whole of our future life, but makes itself felt upon the whole frame of the society. We may not, and indeed cannot, possibly trace the influence working itself into action in its various ramifications amongst our children, our friends, our associates; yet

there it is assuredly, working on forever. And herein lies the great significance of setting forth a good example, - a silent teaching which even the poorest and least significant person can practice in his daily life. There is no one so humble but there he owes to others this simple but priceless instruction. Even the meanest condition may thus made useful; for the light set in a low place shines as faithfully as that set upon a hill.

## Obstructions in skill development:

Though human being is termed a reasoning animal; their conduct is not guided by logic and reason. Passions, vanity, honour, and short-term interests often govern their beings are not the helpless pawns of natural forces. There is an element in man which cannot be accounted for by nature. Humans have advanced across the centuries through creative evolution. They need courage to change to scrap old prejudices, old approaches to international problems. By mastering the evil forces, one gets the freedom of mind to dream and develop the harnessing new energies through which one can raise human wellbeing to undreamt of levels. As men are freed from the battle of physical existence, they will press forward in their struggle against ignorance, suspicion, malice and hatred. Our intellectual achievements are unparalleled. It is seen that humans have the capacity for monstrous deeds, the susceptibility of even the gifted to delusion and of the seemingly decent persons for malice and hatred. To exist is to be self-conscious being vividly aware of oneself and engaged in a great personal adventure. All historical facts are acts of men. Men make history. The world is subject to time, historicity, and change. Life is haunted by death, beauty by decay. Nothing abides; everything passes away. Impressed by the vanity of our projects, the futility of our achievements, the restlessness of temporal life, its confusions and contradictions, its ultimate nothingness, the Buddha tells us that each one has to pass through it all in order to fulfill himself and recognize at the depth of all struggle the lasting peace of nirvana. A bushel of wheat has two possible destinies to be pounded and made into flour and become bread; or be sown in the ground, to germinate and become a plant, and give a hundred grains for one that is sown. Man is not a complete final being. He is a being who can transform himself, who can be born again. We must have vivisa(future), faith, sraddha(respect), that there is something superior to the things of this world. Mere faith, blind unthinking faith, will not do. We must have knowledge. By reflection we convert the product of faith into a product of enlightenment. But mere theoretical knowledge is not enough. We cannot get life eternal by mere textual learning. We must embody these principles in our own life, criteria, conduct is equally essential.

## Conclusion:

Taking all of these into consideration, there is a requirement for the construction of a gyroscopic and intelligent educational system where the sensors of the system automatically warn the management to place it in the right direction. The students are to be trained in such a way that they can choose own way of learning aligning to their own lifestyle. In an era where one day the technology is innovated, the day after it is outdated; it is very difficult to find the requirement of the future generation. In the race to fight against this technological aggression, speed and flexibility is vital. Thus, designing for flexibility, reliability, quality and relevance in Higher Education is a must to survive and let the society survive. In the manufacturing industries quality failure meant life and death. It brought to mind the proverb from Poor Richard's Almanac: "A neglect may breed great mischief. For want of a nailthe rider was lost". Thus, for the want of a proper training and skill development once a bright student would be reduced to a pauper.

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# Skills Development and Higher Education In India

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**Abstract:**

The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China. Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost important. India need well skilled and highly educated people who can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. The current study aims to highlight the challenges and to point out the opportunities in higher education system in India.

*Keywords:* Education, skills development, higher education system opportunities

## Objective To Study

- To study the skills development and higher education in India and its impact and growth

## Research Methodalogy:

The descriptive research methodology has been adopted. Secondary data has been used for the study through websites.

## Introduction:

Skill development is an important driver to address poverty reduction by improving employability, productivity and helping sustainable enterprise development and inclusive growth .India is facing a paradoxical situation where on the one hand ,youth entering the labour market have no jobs; on the other hand, industries. are complaining of unavailability of appropriately skilled manpower.

The employment sector in India poses great challenge in terms of its structure which is dominated by informal workers, high levels of under employment, skill shortages and labour markets with rigid labour laws and institutions.

## Higher Education:

Higher education refers to a level of education that is provided by universities, vocational universities, community colleges, liberal arts colleges, institutes of technology and other collegiate level institutions, such as vocational schools, trade schools and career colleges, that award academic degrees or professional certifications.

Tertiary education level is higher than that attainable on completion of a full secondary education. The generally accepted definition of Higher

Education is that which requires a minimum condition for admission, the successful completion of secondary education or the evidence of an

Attainment of an equal level of knowledge (Terry, G. and T. B. Thomas, 1979).

## Skills Development And Higher Education- Overview

- The Indian education sector has been recognized a" sunrise sector" for investment in the recent past.
- Post-independence India has witnessed an above average growth in the number of higher educational institutions vis-à-vis its populations.
- The higher education sector owing to is huge potential holds very promising prospects.

- There are three principal level of education qualification within the higher education system in the country:
  1) Graduation level
  2) post -graduation level
  3) Doctoral degree
- The institutional frameworkconsists of universities established by an
- Act of parliament central universities or state legislature   state universities
- Demanded universities
- Institutes of national importance
- Colleges affiliated to the universities (both government –aided and unaided)

**Meaning Of Skills Development And Higher Education In India:**

Skills development is the process of 1) identifying your skill gaps and 2) developing    and honing these skills. It is important because your skills determine your ability to execute your plans with success Imagine a carpenter trying to build a house. He has the row materials but lacks good wood working tools. he has however, a flimsy hammer and a small screwdriver. without the right tools like a hand saw he can't turn these raw materials into house building pieces.

**Features Of Skills Development And Higher Education**

1. Access to higher education shall be expanded at least 5% of age group 17-23 by the year 2020
2. merit shall be the only criterion for entry into higher education
3. access to higher education therefore shall be based on entrance tests
4. reputed degree colleges shall be given autonomy and degree awarding status
5. students from backward areas ,who clear entry tests would compete amongst themselves
6. in order to eliminate violence all political activities on the campus shall be banned

**The Education Policy**

- Policy declare that education will be made free and universal up to class 10th for all children throughout the country in both government and privately managed school
- Private schools will be suitably supported for the less of fees incurred by them
- The earlier objectives of compulsory education were discarded
- The policy proposed to construct 61000 additional class rooms for primary classes, train 150000 teachers ,and  recruit an additional 75000 teachers through the national literacy corps

**Objectives**

- To help the students identify their potential/strengths
- To make the student aware of the career avenues available in different disciplines
- To facilitates the students identify the required for particular career option
- Inspire students to assess themselves and not wait for other to determine their self-worth or values

**Advantades**

- It gives way to increase confidence, improve productivity and gives proper direction for our country youth
- There should be balanced growth in all sectors and all jobs
- Skill development spread in all area may be its rural and remote areas also

**Findings**

- The syllabus in not relating to in particle life
- India will require  huge number of skilled manpower in the next decade

- Our graduates do not possess skills required by the industry

## Recommendations

- The government should start the different programs for the skills development in colleges and universities
- The government should make the policy of free education for all up to 12th standard
- They should provide all the facilities for student higher education that can help the students for building the career.

## Conclusion

- Children in the present generation are more focused towards their career
- E-education is becoming popular in the present scenario.
- It's time for India to think of the current educational setup demand and change
- The government should take step towards the skills development programs in the government colleges and universities
- The skills and higher education that can help the present generation building the good career and developing the nations by human resources

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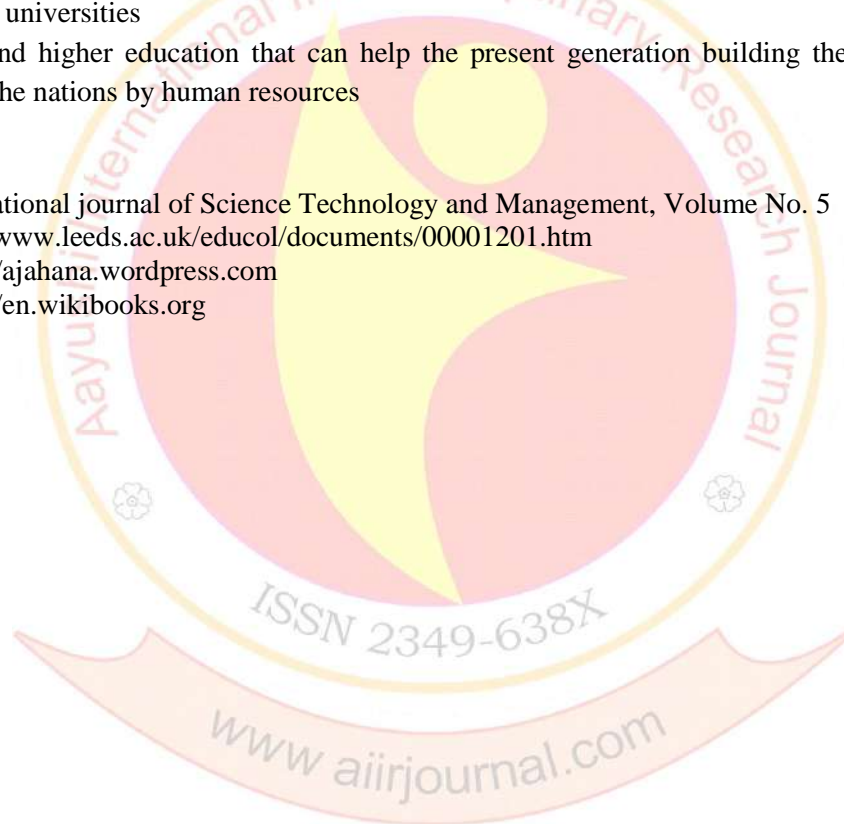
# Empowering Women Through Skill Development - Challenges And Opportunities

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**Abstract:**

Women form a significant proportion of this work force in India. The key strategy for women's empowerment and gender equality is to combine policy and institutions at the local level. The aim of skill development, particularly in case of women, is not merely to prepare them for jobs, but also to improve the performance of women workers by enhancing the quality of work in which they are engaged. There are few major challenges, which need to be addressed for building a conducive ecosystem, of skill development for the women workforce. It is argues that the empowerment practice has to go beyond its focus on women to gender. Women are seriously underrepresented in many occupations, thus, policies are needed to fight exclusions in the labour market by reducing the incidence of discriminatory practices. With this background, it is important to ensure women empowerment through skill development in the development programmes and thereby strive to have a conducing atmosphere for their effective participation

*Keywords*: Skill, Women, Empowerment, Challenge

## Introduction:

Women constitute the backbone of any nation. Till today women in India were considered as the home makers whose responsibilities was restricted to only cooking and taking up other household chores, the world now sees them with the different eyes and the a new respect. Rural women entrepreneurship in India has come a long way from women working in part time (Magadum).

A quiet revolution is taking shape right now among women. Unlike the Quiet Revolution that began in the 1970s which saw women leave the home and enter the workforce in droves, women today are leaving the workforce in droves in favor of being at home. But unlike generations of women before, these women are opting to work in the home not as homemakers— but as job-making entrepreneurs. It is a general belief in many cultures that the role of women is to build and maintain the homely affairs like task of fetching water, cooking and rearing children. Since the turn of the century, the status of women in India has been changing due to growing industrialization, globalization, and social legislation. With the spread of education and awareness, women have shifted from kitchen to higher level of professional activities.

## Objectives of The Study

1. To know about the existing level of Empowering Women through Skill Development in India
2. To analyze the requirement of Empowering Women through Skill Development - Challenges and Opportunities
3. To find out the suitable ways to fulfill the requirement of Empowering Women through Skill Development

## Significance of The Study:

This paper helps to understand the requirement ofEmpowering Women through Skill Development - Challenges and Opportunities in India, to make our manpower employable for the international investors who start their business under "Make in India" project. It is an attempt to know the gap between existing and required level skill development in India.

## Research Methodology:

Research Design selected for this research is descriptive design. In order to collect desired data, Secondary data method of data collection is adopted in this study. The data were collected from journals, magazines, publications, articles, research papers and websites.

**Limitation:**

The research was limited to the secondary data available in journals, magazines, publications, articles, research papers and websites only.

**Role of Government to Develop Women Entrepreneurs in India:**

The growth and development of women entrepreneurs required to be accelerated because entrepreneurial development is not possible without the participation of women. Therefore, a congenial environment is needed to be created to enable women to participate actively in the entrepreneurial activities. There is a need of Government, non- Government, promotional and regulatory agencies to come forward and play the supportive role in promoting the women entrepreneur in India. The Government of India has also formulated various training and development cum employment generations programs for the women to start their ventures. These programmes are as follows: In the seventh five-year plan, a special chapter on the Integration of women in development‖ was introduced by Government with following suggestion:

- **Specific target group:** It was suggested to treat women as a specific target groups in all major development programs of the country.
- **Arranging training facilities**: It is also suggested in the chapter to devise and diversify vocational training facilities for women to suit their changing needs and skills.
- **Developing new equipment:** Efforts should be made to increase their efficiency and productivity through appropriate technologies, equipment's and practices.
- **Marketing assistance:** It was suggested to provide the required assistance for marketing the products produced by women entrepreneurs.
- **Decision-making process:** It was also suggested to involve the women in decision-making process. The Government of India devised special programs to increases employment and income-generating activities for women in rural areas. The following plans are lunched during the Eight-Five Year Plan:
- Prime Minister RojgarYojana and EDPs were introduced to develop entrepreneurial qualities among rural women.
- Women in agriculture‘scheme was introduced to train women farmers having small and marginal holdings in agriculture and allied activities.
- To generate more employment opportunities for women KVIC took special measures in remote areas.
- Women co-operatives schemes were formed to help women in agro-based industries like dairy farming, poultry, animal husbandry, horticulture etc. with full financial support from the Government.
- Several other schemes like integrated Rural Development Programs (IRDP), Training of Rural youth for Self employment (TRYSEM) etc. were started to alleviated poverty.30-40% reservation is provided to women under these schemes. Economic development and growth is not achieved fully without the development of women entrepreneurs.
- The Government of India has introduced the following schemes during Ninth Five-Year Plan for promoting women entrepreneurship because the future of small scale industries depends upon the women-entrepreneurs:
- Trade Related Entrepreneurship Assistance and Development (TREAD) scheme was launched by Ministry of Small Industries to develop women entrepreneurs in rural, semi-urban and urban areas by developing entrepreneurial qualities.
- Women Component Plant, a special strategy adopted by Government to provide assistance to women entrepreneurs.
- SwarnaJayanti Gram SwarozgarYojana and SwaranJayantiSekhariRozgarYojana were introduced by government to provide reservations for women and encouraging them to start their ventures.

- New schemes named Women Development Corporations were introduced by government to help women entrepreneurs in arranging credit and marketing facilities.
- State Industrial and Development Bank of India (SIDBI) has introduced following schemes to assist the women entrepreneurs. These schemes are:
  - (i) MahilaUdyamNidhi
  - (ii) Micro Cordite Scheme for Women
  - (iii) MahilaVikasNidhi
  - (iv) (iv) Women Entrepreneurial Development Programmes
  - (v) Marketing Development Fund for Women

**Challenges Women Face to Achieve Skill Development at all Fronts:**

The main challenges faced by women achieve skills are at administrable level, socio-economic background, political etc. Some of the challenges faced by women are as follows:

- **Lack of Confidence:** Due to differential socialization social norms, morals in the family rural women lack confidence, support, and decision-making powers needed for the growth of an entrepreneur. Decision making power related to business activities is less due to economic dependent and domination of male headed society.
- **Dual Responsibility**: With the dual roles as, wife and mother women unable to manage the enterprise effectively because of lack of time, concentration and overburdened personal obligations.
- **Finance Problem:** There is no sufficient fund to execute enough programmes to meet numerous political and our rural areas. The multiplicity of schemes is not adequately listed nor is there networking among agencies. As a result, clients approaching one institution are not made aware of the best option for their requirements.
- **Illiteracy among Rural Women:** The literacy rate of women in India is found at low level compared to male population. The rural women are ignorant of new technology or unskilled. They are often unable to do research & gain the necessary training. The uneducated rural women do not have the knowledge of measurement and basic accounting.
- **Need of Training and Development:** Indian families and society provide training to a girl to make her as a good wife rather than to uplift her as an entrepreneur she is not allowed to develop network with other business men, which is considered as a sin and bad culture.
- **Political Interference/Political Patronage**: Most of the contracts awarded by the Agency went to loyalists and political lackeys of the political leaders. Projects locations are always influenced by political consideration and not where they are mostly needed by the poors.
- **Un-Cooperative Attitudes of Implementing Authority:** This has become a serious constraint, of recent. Since most of these Contractors are Political Stallwarts, they can hardly complete one single project given to them according to specification and design. The projects are either executed haphazardly or unduly delayed or absolutely abandoned on the pretext of "unavailability of funds".
- **Insufficient Professional Personnel:** The Agency executed most of its Programmes through 'contractors due to paucity of personnel especially the highly skilled and professional staff like the Economists (only one), the Accountants (only two), the Statistician (only one), and the Lawyers (none) and others. Even the few monitoring staff available has no sufficient assets to use for projects monitoring which are running for the upliftment.
- **Lack of infrastructure and widespread Corruption:** There are also the other problems for the rural women. Rural women lack training and advisory services on managerial and technical skills to solve production problems. Here more than 70 percent of enterprises are micro- and small enterprises but their growth and the competitiveness is greatly challenged by a lack of business management, marketing and technical skills besides the overall weak infrastructure and complicated legal frameworks for business processes, especially in global online transaction context.

**Suggestions for Improvement and Implications for Change:**

There are several suggestions and implications for the overall improvement of the TVET and skill development programme in India, with particular focus on concerns related to women´s skill development, that were highlighted at the GEPD Forum II.19 Below are some of the main suggestions, clubbed under the following heads: (A) policy level changes, (B) societal changes (C) local level changes, including changes required in the training institutions (D) M&E.

**A. Policy level changes**
1. Gender sensitive policy:
2. Skill development programmes to be run by one ministry:
3. Revisiting the Apprenticeship Act:
4. Up gradation of the craftsmen training   scheme:
5. Provision of vocational training in schools:  at

**B. Changes at the level of society :** Identifying and     making efforts  to change basic and        nuanced socio- cultural   values with a view to eliminate existing biases that women in the country face when seeking employment. Greater efforts are needed in the form of awareness programmes, counseling of families to assuage their fears with regards to training of women, and investment in personality development of women to be able to analyze and challenge discriminatory practices. It is equally important to recognize the structural changes in the Indian economy and changing gender norms of our society indicating slowly but steadily changing life-style aspirations of youth, both men and women.

**C. Changes at the level of provision of training and skill development**
- **Gender  sensitive training:**  women face complex ground realities, including low levels of literacy, discriminatory social customs and traditions, limited hours available for training and work, and limited exposure and unfamiliarity with new technology. Hence, the need to make the skill development process accommodating and flexible to encourage women to enroll. "The training may have to incorporate teaching of basic skills such as numeracy, problem solving, communication, learning to learn, and team work and, other deeply impacting skill such as behavioral skills, including building self-esteem, self-organizational and negotiating capacity for employment purpose.
- **Support services beyond training:** Providing employment opportunities to trainees after the completion of training will go a long way in assuring sustainable livelihood options and economic independence, especially in case of women. By ensuring that NSDC funded organizations place at least 70% of its trainees, NSDC has been able to facilitate employment of many workers to a large extent. But the target of productively employing workers is gigantic in India, and these efforts need to continue and achieve goals at a high rate to have any impact.

**D. Monitoring and Evaluation:** Enrolment in training and providing employment opportunities alone would not be sufficient. It is crucial to evaluate the progress and the quality of training provided in order to check discrepancies, whether it is between the needs of the trainees and the nature of training provided, or between the kind of skill being imparted and the demand from the local industry. A proper monitoring and evaluation system consistent with gender equality perspective would help in informing corrections needed in time and assure quality of training for sustainable skill development.

**Conclusions:**

Empowerment of women is necessary for socio-economic development. Increasing literacy rate among women helps in better development of children. If women are given the opportunities they can excel themselves. Gender equality has to be established as a crosscutting issue in international development. Many private sector actors have placed working with women as core objective of their business and corporate social responsibilities.

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# Challenges and Opportunities For Skill Development In Higher Education

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**Abstract:**

Skills are central to improve employability and livelihood opportunities, reduce poverty, enhance productivity, and promote environmentally sustainable development. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. This paper reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India's skills development system. The majority of young people have limited access to education and training, and most find work in the informal sector. In recent years India has rapidly expanded the capacity of educational institutions and enrolments, but dropout rates remain high, and educational attainment remains low. While India has a well-institutionalized system of vocational training, it has not sufficiently prepared its youth with the skills that today's industries require. Thus, to speed its economic growth and take advantage of its "demographic dividend" the country has recently embarked on drastic policy reforms to accelerate skills development. These reforms have led to important changes, both in the national institutional framework and at the institutional level. Lack of formal vocational education for large segments of this population leads to poor working conditions, low income levels and workforce inertia hindering economic evolution.

**Key Words**: Skill Development, Developed Countries, Developing Countries, Challenges, Opportunities and Strategies

## Introduction:

India is now the world's fastest-growing large economy, having outpaced China over the past year. The IMF predicts a robust growth rate of 7.6% for India's economy over 2016 and 2017 (WEF 2016). India now ranks 39th among the world's most competitive economies, up 16 places from last year—the biggest leap for any country in WEF's Global Competitiveness Report 2016-17. The Government of India has ambitious plans to transform the country into a competitive, high-growth, high productivity middle-income country (World Bank 2017). As India embraces globalisation and international links in shaping a more competitive and open economy and society, the country needs a well-rounded, future-ready graduate workforce, which is capable of contributing to productivity and capacity building across key sectors of the economy. Key challenges in scaling up workforce productivity and economic development initiatives are often related to the quality of the graduate workforce. Unemployable graduates may have a negative effect on workforce productivity levels, which in turn poses challenges to capitalising on the recent economic growth of the country.

## Progress on Skills Development In India:

The Government of India has made significant changes to the governance of skills development in the country, in what is already a complex skills landscape. The creation of the Ministry of Skill Development and Entrepreneurship (MSDE) in 2014 was a significant statement of intent to address this challenging landscape and an opportunity to develop the next generation of globally-aware and workforce-ready talent for India. Following the establishment of MSDE, the Skill India initiative was launched in 2015 with the aim to skill and up-skill over 400 million people in different areas. New certification and assessments systems are currently implemented alongside efforts to improve the quality, capacity and standardization of training (British Council 2016). More recently, the Government has launched 50 India International Skill Centres (IISC) set up through the National Skills Development Corporation (NSDC) with courses in foreign languages to prepare the young Indian workforce for global careers. The dominant emphasis in research, policy and practice in India has been on the development and delivery of basic skills which, whilst important, are not enough in addressing the multitude of challenges and opportunities that the country is facing. Recent initiatives by MSDE suggest that higher-level and graduate-level skills should be

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given equal if not higher attention as they can play a significant role in developing the capacity of the Indian workforce to address the country's priorities and challenges across the social, economic and environmental agendas. Yet, recent evidence from research and practice points to India's graduate unemployment challenge and poor graduate-level skills record. The British Council's Overview of India's Skill Development Landscape highlights that as many as 90% of graduates from Indian Higher Education institutions are considered unemployable with subject-level graduate unemployment reaching as high as 75% in the case of engineering graduates.

**Skills Development And Indian Higher Education:**

With its 33 million students across tens of thousands of colleges and universities, India has the second largest Higher Education system in the world, second to China. Indian Higher Education institutions have a key role to play in the process of developing skills, attributes and competencies that are relevant for the industry, not just in India but also internationally. Amidst current challenges related to graduate unemployment and scaling up of Higher Education provision, universities are central to the response to India's growing knowledge economy needs to develop industry-ready talent with a combination of technical, entrepreneurial and soft skills. The graduate unemployment challenge is particularly acute outside of a very small number of top-tier Higher Education institutions in the country, such as Indian Institutes of Technology (IITs) and India Institutes of Management (IIMs). Outside of that elite group, both average salaries and the proportion of students and graduates on placements and internships fall sharply. In addition to the expansion and focus on graduate employability, the quality of Higher Education provision will also be imperative in moving forward, particularly with India's opportunity to become a key source of global graduate talent. India's aspirations to develop highly employable talent to join the global workforce, particularly in economies that are likely to face an acute shortage of talent towards 2030 have been highlighted by the Federation of Indian Chambers of Commerce and Industry (FICCI). Challenges remain ahead, due to the lack of skills development opportunities and targeted employability interventions across the majority of Higher Education institutions across India.

**Challenges:**

With the positive outlook on higher education, India also needs to make concerted efforts to address the following challenges to create an environment for education.

- At present, private sector institutions account for 59 percent enrolments in higher education. The initial objective of most of these private institutions is to provide a service, so students could get a degree, and subsequently, a good job. Many education specialists call it the "service model" of education. Although these institutions attract a large number of students due to the high demand of industry relevant courses, quality is what they miss out on. This is a crucial challenge to overcome to enable institutions and students to be innovative and flexible in their approach towards higher education.

- Another challenge in the context of higher education is financial constraints. Expenditure on education and related infrastructure is the key parameter for the government to judge the quality of education. State and central governments can only attribute about 20-30 percent funds from their total budgets on education. Much higher and stable investments are needed to cater to the growing demand. Although, government initiatives have led to foreign direct investment in education, but the strict permissions and policies hinder the flow of investments to a large extent.

- The Indian Education System faces an issue of quality teaching as well. Traditional methods of teaching, more focus on theoretical learning, lack of practical exposure, outdated curricula and pedagogy, and separation of research and teaching are some factors under the purview of this challenge in the higher education sector. Lower levels of teaching quality, no quality assurance, and lack of novel teaching aids for teachers puts the value of education provided in India far behind than that of the institutions in the West.

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- The curriculum was often too theory-based, and lacked opportunities for practical application of knowledge in the real-world.
- There was a lack of an enabling environment where entrepreneurship, innovation and world leading research culture can thrive.
- Internationalization, a critical enabler of employable graduates, was not embedded into the heart of the institutional vision, mission and purpose.
- The lack of an employer engagement framework for collaboration and input into the design, development and delivery of Higher Education.

Overall, there was a consensus amongst us that there is much more to be done within Higher Education to tackle the graduate talent gap and to ensure Indian graduates have the opportunity to develop industry-relevant and graduate-level skills.

**Opportunities:**

Corresponding to these challenges, the Indian government, as well as private institutions, have realized the need to reform higher education sector with future forward policies and measures. Some opportunities in the context of higher education in India are specified below.

- With prominent business firms taking the interest in higher education and a steady stream of investors backing educational start-ups, a strategic approach will lead to collaboration between education and entrepreneurship. Enhancing employability of graduates, private institutions liasoning with international organizations can improve the quality of programs they offer. Links to the industry, research skills, a wide range of transferable skills, and vocational skills provide potential interest to investors to engage with the Indian education market.
- Collaboration with foreign institutions and use of the digital medium in the classroom, such as video lectures, foretell huge possibilities for online and blended learning, instructional design, teacher development, management and support systems. Government and institutions in India are creating more opportunities in higher education for streamlined learning to enhance preparedness for the entry of fresh graduates in the market.
- A strong integration of knowledge with co-curricular initiatives to support better learning and teaching is essential to improve standards of higher educational institutions. Today's demanding and diverse environment requires both students and teachers to be adept at multi-tasking and possess the knowledge to apply theoretical knowledge to real-world problems. Co-curricular activities, such as workshops, seminars, industrial training, internships, etc. provide a multi-disciplinary and multi-faceted approach to learning and teaching. Such initiatives are a fruitful opportunity in the context of higher education.

The demand for higher education and educational reforms in India will provide a multitude of challenges and opportunities in the higher education sector to international institutions and educational businesses. With rapidly widening middle class, this transformation is being driven by economic and demographic change. For higher education in India, excellence, equity, and expansion are three keys which constitute a challenge as well opportunity for the higher education system.

**Conclusion:**

The purpose of this report was to explore the current higher and graduate-level skills landscape in India from the perspective of a wide range of stakeholders. Generally, we advocated the expansion of the higher level skills development agenda through proactive investment and collaboration but also the quality and relevance of this skills provision within Higher Education through the setting of international and professional standards that respond to the rapidly changing world of work and incorporate key international developments. The enhanced skills provision in the Higher Education sector which included establishing an enabling environment to nurture the development of partnerships between Higher Education and employers—both within India and overseas—in order to internationalize the curriculum and embed practice-based education. To date, the skills development agenda in India has been largely directed at the

development and delivery of foundational life skills. Some recent developments and initiatives led by MSDE, however, point to a shift whereby higher-level skills are gaining recognition as they often contribute to a higher economic productivity and well-being, promote innovation and develop the capacity for the Indian workforce to address the country's social, economic and environmental challenges and opportunities. For now, it opens up a dialogue on the importance of the design, development and delivery of higher-level skills development interventions in India and further afield. We will build on the initial insights in this to develop a fuller understanding of how key stakeholders, can work together to bridge the education to employment gap through a focus on higher-level skills development.

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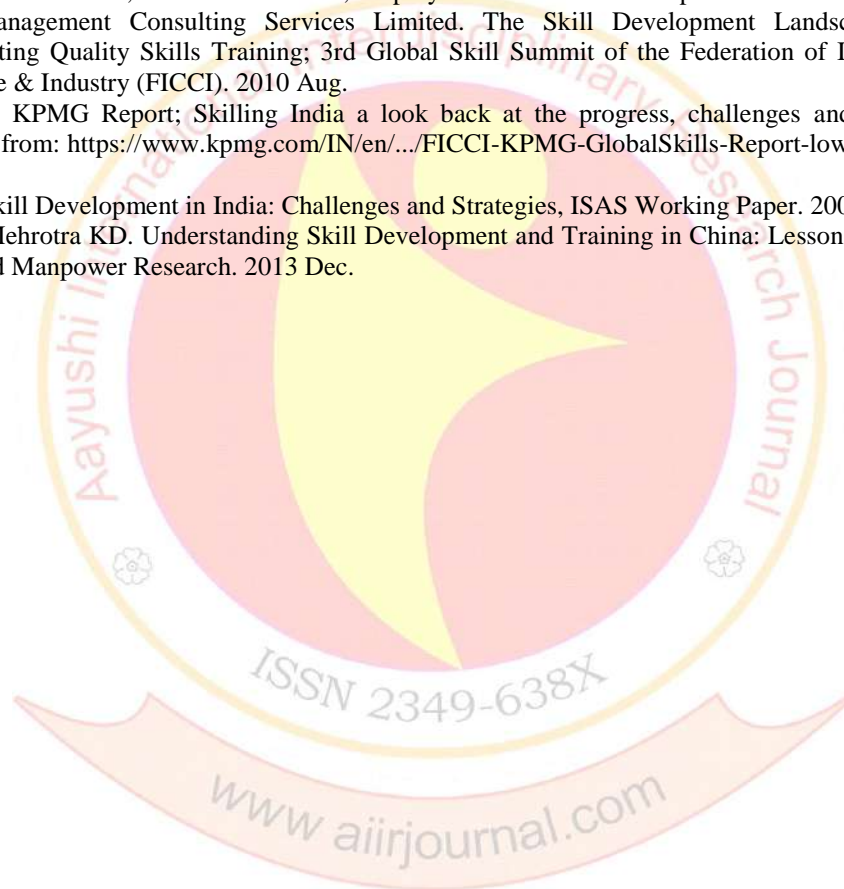
## The Role Of Language In Skill Development

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**Abstract:**

*Language is basically a system of communication where sound or signs convey objects, actions and ideas. The history of language dates back to many thousands of years. Language is primarily spoken not written. But the development of the writing medium and later the printing system went a long way is the dissipation of knowledge and without which humans would have remained in the dark about the ways of life and the thought processes of their ancestors. Language is the key to human lives. They can eliminate misunderstanding by using it as an instrument to transfer communication among people. Malinowski suggests, language is "the necessary means of communion; it is the one indispensable instrument for creating the ties of the moment without which unified social action is impossible." Language can thus be said to be at the core of humanity.*

Language is an extraordinary gift of God. It is part of what makes man fully human. In fact, Aristotle says man is a rational animal and that what sets him apart, what raises him above the animals, is that he has the ability to reason, and it is very clear that he cannot reason without language. "Aristotle was convinced, however, that meaning was no less an integral part of language than the sounds which bear the meaning and that language depends no less on the rational powers of man by which meanings are constructed than on the 2 physiological organs by which sounds are formed. Language is necessary in order for man to be a rational creature.

Language skills are a business requirement not only for large international corporations but also everyday life in small and medium-sized businesses. Many startup businesses again are born global, directly targeting international markets. The need for language skills has also expanded across different personnel groups. In addition to management and specialists, language skills are now a requirement at the operational level as part of the basic professional skill set.

"Language permits its users to pay attention to things, persons and events, even when the things and persons are absent and the events are not taking place. Language gives definition to our memories and, by translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love, into fixed principles of feeling and conduct" –Aldous Huxley,

Language is far more than vocabulary, grammar, usage, and mechanics. In essence, language is the way we think. We learn to make logical statements. We learn to identify arguments and analyze them. We learn to see beauty through words. Through language, we process the universe around us. We remember all that has gone before, and we imagine all that is yet to be.Language as Skill

Language is essentially a skill. It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, etc., which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. Swimming, playing, etc. are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action). Language is a complex skill involving four sub-skills, which are as follows

**Writing:**

Everybody knows what writing is by the standard definition in a dictionary. The issue here is the development of the skill of good writing. The purpose of writing is to document and communicate. Written language is one of the most fundamental building blocks of all civilization. Numerous civilizations died because they did not develop a written form for their spoken language. The test of successful writing is whether the audience understands what the writer intended to say in an efficient way. Thus, the writing has to be clear. If the writer's thought is not clear to start with, then the writing cannot be clear. Thus, successful writing is tied to good critical thinking and to good analysis, if problem solving is the purpose. The increasing complexity of today's world has made good writing more important than ever. Issues are more difficult to explain and address. Thus, spoken language is more prone to misunderstanding and

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incompleteness. Issues require more reflection, yet there's less time to reflect. Reflection requires the information considered to be in the permanent form of writing. Lack of time requires clear, concise writing. Sometimes, of course, matters move so fast that oral communication is the only vehicle possible. In the survey of employers cited above, 89% of respondents wanted colleges to place more emphasis on written and oral communication. Language is absolutely central to your learning: without it, you cannot make sense or communicate your understanding of a subject.

You will need to develop your language skills, and specifically, you're academic English, in order to:

- understand and make the most effective use of your study materials
- develop the specialized language and vocabulary relevant to your subject
- interpret assignment questions and select relevant and appropriate material for your response
- write well-structured and coherently presented assignments, without plagiarism
- communicate your needs to your tutors
- work productively with other students.

The skill of communication includes listening, speaking, reading, writing, and non-oral skills: Reading, writing, speaking and listening – the four foundational skills of language learning.

### Listening:

Listening is a receptive language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. The listener has to get oriented to the listening portion and be all ears. The listener is also required to be attentive. Anticipation is a skill to be nurtured in Listening. In everyday life, the situation, the speaker, and visual clues all help us to decode oral messages. In due course of listening, be in a lookout for the sign post words. Thirdly one should be able to concentrate on understanding the message thoroughly. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help them with the right pronunciation of words. To equip students with training in listening, one can think about comprehending speeches of people of different backgrounds and regions. This intensive listening will ultimately help a student to understand more on the accents to be used and the exact pronunciation of words.

### Speaking:

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. We must take into account that the level of language input (listening) must be higher than the level of language production. In primary schools elocution and recitation are main sources to master the sounds, rhythms, and intonation of the English language through simple reproduction. The manifestations of the language in games and pair work activities are encouraging source to learn to speak the language. This assists the learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. This skill could be improved by understanding Para-linguistic attributes such as voice quality, volume and tone, voice modulation, articulation, pronunciation etc. This could also be further enhanced with the help of debates and discussions.

### Reading:

Reading is a learning skill. It helps you improve all parts of the English language – vocabulary, spelling, grammar, and writing. It helps to develop language intuition in the corrected form. Then the brain imitates them, producing similar sentences to express the desired meaning. Using skimming or scanning technique to read quickly is highly effective. While reading underlining of key words is a must. Reading Skills help the students grasp the content and draw conclusions. The students should also make it a point to familiarize themselves with the jargons and new words by making reading a habit be it reading newspapers, articles, books, magazines etc

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**Writing:**

Writing provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely. To write flawless language one should excel in the Writing Skills with the help of various methods. Importance should be given to composition and creative writing. One should also focus on coherence and cohesiveness when it comes to writing a language.

With these four skills addressed equally while learning English, the learners can be assured of having good communication skills, a great necessity in today's competitive world.You can't build a house without a strong foundation that's if you want the house to stay upright in all weather, Similarly, you won't become a well-rounded speaker of a language without building upon the four foundations of language learning.

**Conclusion:**

Getting mastery over any language means getting mastery over the four basic skills of that language i.e. LSWR. To be a good speaker one should be a good listener. It has been scientifically proved that unless one is able listen one cannot speak and it is true with English language too. For the better convenience and sticking to the plan of teaching these skills in an integrative way 'Listening' and 'Speaking' skills have been integrated together and rest of the two skills i.e. 'Reading' and 'Writing' have been blended together while producing the modules. In today's business world with its complexities and manifestations, the skill of listening is paramount. It is paradoxical, but true that our "normal" way of listening is not all that normal! And therefore one fails to communicate if he/she fails to listen. Good listening is an art. It needs passion, patience and practice. These are the skills one learns formally by going to schools and colleges. All of us read something or the other in our working life. And we should cultivate this good habit.

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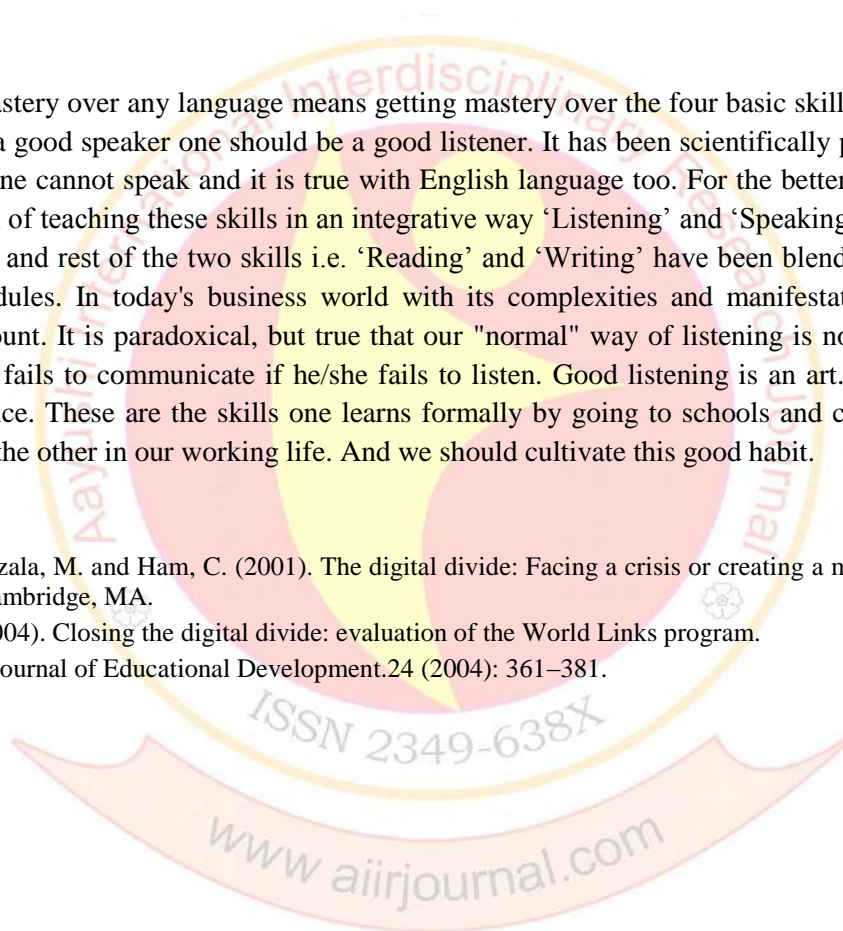
## Challenges and Strategies for Women in Technical Education: in India Context

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### Abstract:

women education in India has been given a lot of importance in all Five-Year Plans with special emphasis on technical and vocational education with a view to enable the women to be economically independent and become better homemakers. It also aims at making a tremendous impact on the quality of life of women folk. Therefore, polytechnic education for women is very important part of education. Higher and Technical education of women in India plays an important role in improving living standards and prosperity of the country. Women constitute 48% of the total population of India. Women's constitute valuable human resource of the country. Their development and growth in the socio-economic area also sets step for sustainable growth of the economy. The principle of gender equality is protected in the Indian Constitution. Indian constitution also empowers the State to adopt measures of positive perception in favour of women by making various helpful laws and schemes and policies for women. The education to everyone, EFA programme was launched in 2002 by the Government of India after its 86th Constitutional Amendment made education from age 6-14 the fundamental right of every Indian child.

*Keywords:* Women, Technical Education, Challenges, Opportunities, India

### Introduction:

India has huge talent reserves and with the changing economic scenario, various opportunities arise in the context of higher education. Globalization, knowledge and competition have intensified the need for highly skilled workforce in both the developing and developed nations as it enables them to accelerate the growth rate of their economy towards higher trajectory. Today all economies need skilled workforce so as to meet global standards of quality, to increase their foreign trade, to bring advanced technologies to their domestic industries and to boost their industrial and economic development. Thus, skills and knowledge becomes the major driving force of socio-economic growth and development for any country. Realizing the need for up-skilling the vast proportion of youth and developing an ancient employable force, India is on the path of qualitative development. According to an India Brand Equity Foundation report, the higher education sector in India is the largest in the world, enrolling over 70 million students.   Along with government initiatives, private institutions and businesses are taking keen interest to groom the right talent. As India moves towards a digital age, challenges and opportunities in the higher education sector are also circumscribed by advancing technology. This includes a shift to e-learning and introduction of various industry relevant courses, such as digital marketing,

### Need and importance of Women education:

There is a huge gap between male (82.14%, in 2011) and female (65.46%, in 2011) literacy rates in India. Low women literacy rate has a huge negative impact on the overall growth and development of the society where women are majorly responsible for child care and development. As per research results, it is proved that children who are taken care by educated mom are well-nourished and have all-rounded development. Though slow, in the last decade (2001- 2011) the gender gap is seen to be narrowing rapidly women literacy rate has been growing at 11.8% and men at 6.9%.

### The importance of women education is briefly summarized below:

- Economic and financial development and prosperity
- Economic empowerment
- Improved quality of life
- Dignity and honor
- Justice for rights
- Choice to choose a profession for women:

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- Alleviate poverty of India
- Improved health
- Improved standard of living
- Develop capacity of women
- Benefits of Women Education

**Benefits of women education**

- Educated women are able to take charge of their future for benefits of their family and society as a whole.
- Women can earn better and contribute to their family income by taking equal
- financial and economical responsibility
- Well educated women help reduce child and maternal mortality with better
- understanding
- Educated women are better equipped herself to take care of their children's growth and education for better development of society and nation.
- Women are included in key decision-making positions, they take holistic decisions for the development and growth of the society and her family.
- Women in politics ascent to have different growth dimensions.

Educating a boy is educating a person…Educating a girl is educating a nation' this statement is 100% true statement. (Think vidya 2015).

**Why Education is Crucial for Women?**

A woman with education is a powerful person; she has the power to educate the children in her family, guide them in taking effective decisions, contribute economically and gives valuable inputs for improvement on home and society both .Empowered women contribute to the development of the society, community and nation in several ways.   In most of the developing world around the world including India, women are often deprived of education opportunities. In spite of, women constitute 48% of the total population in India the women literacy rate in urban area is 79.11% as against 88.76% males, and the figures are even lower in the rural situation where 57.93% women are literate as against 77.15% literate males. In 2014, India GDP growth ranges between 4.6% – 5.3% (1st – 3rd Quarter) and this growth percentage can be significantly improved if women are educated and starts contributing equally economically.

**Objectives of The Study**

- To study need and importance of women technical education.
- To study the challenges and Strategies for skill development system in India.
- To suggest possible solutions to overcome the obstacles.

**Data collection and Methodology:**

For this study descriptive methods are followed and secondary data has been collected. Data and information has been collected from various books, Research Article, Magazines, Research Journal, E-journal, Report of UGC, and Report of the higher education, Websites and etc.

**Present Scenario of Skill Capacity of India:**

In order to capitalize the demographic dividend, India will need to empower its workers with the right type of skills. Thus this section depicts the present skill levels of the Indian workforce in the age group of 15-59 years in the form of their general educational levels and vocational training levels. The drop-out rates of educational institution was estimated to be 50% in the age group of 5-14 years and 86% after 15 years of age and in contrast to this the participation rate of the workforce rises rapidly after 14 years of age and it results in a semi-literate workforce which finds it difficult to absorb higher form of skills. 38% of

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Indian workforce is illiterate, 25% has education below primary or up to primary level and remaining 36%has an education level of middle and higher level. 80% of Indian workforce does not possess any marketable skills.

**Importance of technical education:**

views about the importance of technical education in aiding women in India women education in India has been given a lot of importance in all Five-Year Plans with special emphasis on technical and vocational education with a view to enable the women to be economically independent and become better homemakers. It also aims at making a tremendous impact on the quality of life of women folk. Therefore, polytechnic education for women is very important part of education. According to the report, only four percent girls were receiving education. This report laid emphasis on enhancing the facilities of vocational and technical education for women.

**Challenges before Skill Development Initiatives in India:**

Despite various concentrated efforts, there is still a long way to bring the skill development mission to completion due to the presence of certain serious key challenges in the path of the mission. Some of these hindrances along with their possible solutions are outlined is **Demand & Supply Mismatch:**labour-force mismatch. According to the Manpower Group (USA), in Germany, USA, France, and Japan, the percentage of employers who find it difficult to fill jobs is 40%, 57%, 20% and 80% respectively as compared to Indian employers (67%).

**Low Educational Attainment:**

Vocational training in India is primarily imparted through the government and private industrial training institutes (ITIs). There are total 9,447 (in 2012), with a total seating capacity of 1.3 million. The total number of ITIs has increased at a CAGR (2007–2012) of 11.5%, while the total number of seats has increased at a CAGR (2007–2012) of 12.2%. Current annual training capacity of India is 4.3 million, which is 20% less than the industrial requirement of 22 million skilled workers a year.

**Vocational Training:**

India is progressively moving towards knowledge economy, where skills are widely recognized as the important lever of economic growth, but the perception about vocational education is still doubtful i.e. it is generally meant for those who fail to get admission in the formal system. Thus, it still need time to be considered as a viable alternative to formal education. The current capacity of vocational training is 31 lakh against an estimated annual capacity of 128 lakh workers whereas the overall national target of skilling is 50 corer of workers by 2022 i.e. India needs to impart vocational training to at least 300–350 million people by 2022 which is significantly lower than the government target of 500 million.

**Skill development for women:**

In India, women also form an integral and substantial part of the workforce; but the working percentage rate of women in total labor force is declining. The share of women workforce (between 25-54 years of age) is about 30% in 2010 as against 39% in 2000, which is quite below as compared to 82% in China and 72% in Brazil. All it depict the under-representation of women in the workforce and results in the wastage of the demographic dividend to India.

**Approach of self-assured:**

In order to unlock the full potential of women workforce in India, the need of the hour is to bring about an employment revolution along with a skill development revolution. The planners should focus on women specific policies for their effective participation in the employment market. As it would help India to meet its skilling target and reap benefits of having the largest workforce by 2025.

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**Private sector participation:**

The current situation in respect to the participation of the private sector is as follows: The private sector is not involved adequately in curriculum development and policy formulation related to educational and vocational training. Mostly private sector institutes are located in urban areas therefore rural population remains lags behind. Furthermore, due to high cost of these institutes the weaker or disadvantaged section also unable to get proper skill training.

**Approach of self-assured:**

In India, as compared to large firms, the micro, small and medium enterprises (MSME) find it difficult to invest in skill development institutions and this result in deployment of semi-skilled workforce in many MSME firms. Majority of ITI/ITC do not offer job placement services i.e. they struggle for appropriate employment except in areas with high economic activity. Lack of correlation between demands of local economy and provisioning of skills by local institutions create an employment gap and lead to job related migration. It also gives rise to social tensions due to the skilled unemployed phenomenon. Majority of the current government schemes of India like Swarnjayanti Gram SwarozgarYojana (SGSY), Roshini and Himayataimed at providing employment to around 75% people at above minimum wages; while in reality significant number of trainees are still not able to get jobs or some dropped due to inadequate wages or poor working conditions etc. For instance, in case of Himayat scheme which was launched as a training-cum-placement program for the unemployed youth of J & K in 2011, with a view to train 100,000 youth in 5 years and to provide jobs to at least75% of them results in the following

**Recent Trends and Discussion:**

In recent times there has been a change in the aspirations of young persons. Both men and women are in a hurry to finish studies and start earning. Money making has become the most important value for them. The revolution in values cuts across strata, i.e. young person's even from the upper and middle strata want to earn as early as possible. The daughters of city based professional parents have really undergone a sea change in their socialization. Parents are giving the best education to their daughters and expect them to be independent and follow careers. This revolution in values contrasts with those values which dominated prior to the nineties, i.e. education and its linkage to the job market early on in life was only for those men who needed jobs and was certainly not for women. In this changed situation, the priorities of women have also changed. They too want professional education and are, therefore, entering the so called masculine disciplines.

**Conclusion:**

In 21st century education is widely recognized as the new opening for economic security, safetyman opportunity particularly for girls and women. In India education of women is necessary because an educated woman has high skills, the self-confidence and the information, An educated women wants to become a better paternal, worker and citizen for the overall development of India. When woman is financially in dependent she has the ability to live life on her own terms.

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# Role Of Languages In Skill Development

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**Abstract:**

The development of languages skills in young children is a multi-step technique that is each fascinating and complicated. The improvement of language skills in kids is a manner that starts at start and maintains for numerous the first five years of a infant's lifestyles. In these early years, the brain is rapidly developing as it takes in and tries to make feel of many points of interest and sounds. Language may be written, spoken and nonverbal altogether, however it is entire cause is to speak our thoughts, ideas, emotions and wishes. Language abilities refer to our potential to collect words and realize sentence structures, which in turn, allow us to talk with and talk with different human beings.

In-order to emerge as a nicely-rounder communicator one desires to be talented in each of the 4 language abilities. these four capabilities supply freshmen opportunities to create contexts wherein to apply the language for exchange of real statistics, proof of their personal capability and most vital self-belief. Listening and reading are the receptive abilities because novices do not want to produce language, they receive and apprehend it, those abilities are every now and then known as passive talents. The efficient abilities are speaking and writing due to the fact beginners are applying these competencies in a want to produce language. There are strong demands for English across society due to its perceived financial and social cost. There also are numerous policy tasks and interventions that promotes English language gaining knowledge of programmes as part of abilities improvement. at the same time as skills development and English language coaching are in high demand, there are issues approximately how this demand can be met. To be able to discover whether or not as part of abilities improvement is well worth the funding, this record explores the evidence exists approximately the connection between education, English language abilities, skills development and financial development.

**The Significance of Language Abilities:** Language is clearly vital on your studying; without it, you cannot make feel or communicate your knowledge of a subject. We are able to need to develop our language competencies.

- Recognize and make the simplest use of look at materials.
- Increase the specialized Language and vocabulary relevant to problem.
- Interpret challenge questions and select applicable and suitable material for response.
- Write well-based and coherently offered project, without plagiarism.
- Work productively with different students.

**The role of language in Social, Emotional, and Cognitive Skills Development:**

Language skills play in our usual improvement: language abilties permit us to place our mind into words (cognitive abilties), to position words to our feelings (emotional capabilities), and to talk those mind and feelings to the people we stumble upon day by day (social skills). Social abilities and language capabilities are interrelated. Language acts as a way for a child to hook up with the world. She now not best says sure phrases but also chooses specific phrases to mention to certain people and uses positive facial expressions and hand gestures. It is right here that the clean difference can be made between the language of a typically developing infant and that of a child with autism. Despite the fact that an autistic toddler is aware of how to say the phrases that make up sentences, her speech is hardly ever accompanied via nonverbal social cues, such as facial features, eye contact, or body gestures. Many human beings locate this gap between speech and manner rather awkward and unsettling. unfortunately, this frequently in an autistic person being solid out from the broader social global.

It is rare to learn a new language for the sole purpose of reading it's literature; it is much more common to acquire a new language to converse with people from other cultures. Language powerfully influences which people we socialize with and how we do so. Therefore, children whose social skills are impaired should be taught how to use language in pragmatic ways to benefit from such training. To be accepted in relevant social groups and have friends require more than a collection of certain socially positive

behaviours. To be socially successful, one must have adequate emotional, cognitive, and Communication skills. It is important to ensure that youngsters with autism now not most effective learn how to use language for expressing their mind and feelings, but also the way to use it accurately in a realistic way to begin conversations, keep and shift subjects, ask questions, and touch upon others' statements, if they do, they may be a ways more likely to advantage from social skills schooling. This training the use of language correctly to expand friendships and engage in social activities, such as speak me to pals at the telephone or participating in extra-curricular sports. It's miles rare to research a new language for the sole reason of reading it's literature; it's far a great deal greater common to acquire a brand new language to speak with humans from other cultures. Language powerfully impacts which human beings we socialize with and how we do so.

**The Role of Language in Children's Cognitive Development:**

Vygotsky described improvement modifications in kid's thinking in terms of cultural tools; they use to make experience of their international. typically, they use technical equipment to change items or advantage mastery over the environment. moreover, they used psychological tools to organisedbehavior or thought. Society shapes a child's thoughts via the transmission of tools which might be appropriate for their subculture. Each the lifestyle and the kid's experience are necessary to recognize children's cognitive development Vygotsky believed that Language was one of the most critical mental gear that impact children's cognitive development. He diagnosed that there are three one-of-a-kind levels within the kid's use of language. firstly, language is an essential issue for conversation.

**Role of Listening in Language Development:**

Listening is a receptive language ability which inexperienced persons usefully discover the maximum tough. This often is because they sense beneath unnecessary strain to apprehend each word. The listening portion and be all ears. The listener is also required to be attentive. Anticipation is a ability to be nurtured in listening. In everyday life, the scenario, the speaker, and visible clues all assist us to decode oral messages. In due course of listening, be in a lookout for the sign post words. Thirdly one has to be capable of deal with understanding the message thoroughly. Listening abilities may be more advantageous with the aid of that specialize in making the scholars pay attention to the sounds of that specific Language. this would help them with the right pronunciation of words. To equip students with schooling, possible reflect on consideration in comprehending speeches of human beings of various backgrounds and regions. This intensive listening will ultimately assist a pupil to apprehend more at the accents for use and the exact pronunciation of words.

**Role of Speaking in Language Development:**

Language is a tool for conversation. We speak with others, to express our thoughts, and to recognize others' thoughts as nicely. We need to remember that the extent of language enters (listening) must be higher than the extent of language manufacturing. In number one faculties elocation and recitation are main sources to grasp the sounds, rhythms, and intonation of English language via easy reproduction. The manifestation of the language in video games and pair work sports are encouraging source to learn to speak the language. This assists the inexperienced persons to begin to manipulate the language via presenting them with a sure amount of desire, albeit inside a fairly managed scenario. This talent will be improved by using knowledge paralinguistic attributes consisting of voice great, volume and tone, voice modulation, articulation, pronunciation etc. this can also be in addition better with the assist of debates and discussions.

**Role of Reading in Language Development:**

Studying is a learning ability. It facilitates you improve all elements of the language vocabulary, spelling, grammar, and Writing. It allows to expand language instinct within the corrected shape. Then the mind imitates them, generating comparable sentences to specific the preferred meaning. using skimming or scanning technique to read quickly is notably powerful. while reading underlining of key phrases is a must.

Reading abilities help the students grasp the content material and draw conclusions. the scholars must also make it a point to familiarize themselves with the jargons and new phrases by means of making reading a habit be it studying newspapers, articles, books, magazines and so forth.

**Role of Writing in Language Development:**

Writing presents a learner with physical proof of his achievements and he can measure his development. It allows to consolidate their draw close of vocabulary and shape, and complements the other Language capabilities. It allows to understand the text and write compositions. it could foster the learner's capacity to summarize and to apply the language freely. To put in writing ideal Language one must excel in the writing abilities with the assist of diverse techniques. significance must receive to composition and innovative writing. One has to additionally cognizance on Coherence and cohesiveness when it comes to writing a language.

**Conclusion:**

As a conclusion, l would really like to say that assisting college students develop the four basic linguistic abilities and improving their communicative competence in English is our basic purpose. although, at number one college level those 4 capabilities do now not have same weight: some are extra important than others. speaking and listening are a good deal more applicable, particularly within the first and 2d cycle of primary training. other than growing the four skills, the English magnificence need to be a laugh for our college students because if they prefer English elegance they may experience influenced to study and preserve studying. The strong ideals about the strength of English make it all of the more crucial for coverage makers and task implementers to talk clean messages approximately the fee of fundamental schooling and that abilities in English are only probable to be of cost if a strong instructional base is in area. English language education, if a part of abilities improvement, should construct on first language literacy and numeracy, and support additionally the improvement of well-known employability abilities.

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# Women Empowerment Through Skills Development Programmes & Vocational Education

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**Abstract:**

    *Women participation and empowerment are fundamental women's rights to enabling women to have control over their lives and put forth influence in society. Women often face discrimination and gender inequalities, with some women experiencing multiple discrimination and exclusion because of factors such as background or caste. Vocational Education and training are essential mechanism of any strategy to improve farm and nonfarm productivity that improves rural incomes. Skill is the bridge between job and workforce. Women often have different training needs than men, since they are more likely to work as contributing family workers, subsistence farmers, home-based micro entrepreneurs, or low-paid seasonal labourers, in addition to handling their domestic work and care responsibilities. Skills development is a key to improving household productivity, employability and income-earning opportunities for women and also for enhancing sustainable rural development and livelihoods. The main objective of this paper is to study the skills development through vocational training along with various measures such as Pradahanmantrikausalvikasyojna, national skills Development Corporation, national skills development mission. Ministry of labor and employment has taken a number of initiatives in the field of skill development and employment. The secondary data was used for the study and it was concluded that the Skill Development programmes & Vocational Education has helped youth to get jobs.*

*Keywords: Women empowerment, Skills development, Vocational Education, productivity, Employability, National Skills Development Mission*

## Introduction:

    Skill & knowledge are the two driving forces of economic growth and social development in a country. The National Skill Development Mission launched by the Ministry of skill development & entrepreneurship or Skill India is a campaign launched by Prime Minister Narendra Modi on 15th July 2015 which aims to train over 40 corer people in India in different skills by 2022.

    Women participation and empowerment are fundamental women's rights to enabling women to have control over their lives and put forth influence in society. Women often face discrimination and gender inequalities, with some women experiencing multiple discrimination and exclusion because of factors such as background or caste. Vocational Education and training are essential mechanism of any strategy to improve farm and nonfarm productivity that improves rural incomes. Skill is the bridge between job and workforce. Women often have different training needs than men, since they are more likely to work as contributing family workers, subsistence farmers, home-based micro entrepreneurs, or low-paid seasonal labourers, in addition to handling their domestic work and care responsibilities. Skills development is a key to improving household productivity, employability and income-earning opportunities for women and also for enhancing sustainable rural development and livelihoods.

    Women form an integral part of the Indian workforce. According to the information provided by the office of Registrar General & Census Commissioner of India, as per Census 2011, the work participation rate for women in rural areas is 30.02 per cent as compared to 15.44 per cent in the urban areas. In so far as the organized sector is concerned, in March, 2011 women workers constituted 20.5 percent of total employment in organized sector in the country which is higher by 0.1 percent as compared to the preceding year. As per the last Employment Review by Directorate General of Employment & Training (DGE&T), on 31 March, 2011, about 59.54 lakh women workers were employed in the organized sector (Public and Private Sector). Of this, nearly 32.14 lakh women were employed in community, social and personal service sector. In India, women often have limited access to education and to skills because of cultural norms about their role. Other sensitive groups are rural communities and people with disabilities, because of limited access to vocational education and training.

**Objective:**

- The main objective of this paper is, To study the skills development of women through vocational training along with various measures undertaken by the Government.

**Scope of vocational training and skills development programme:**

Vocational Training programme aim to provide skills and confidence to women from economically backward families and help them to achieve economic and social independence. Women have always been marginalized and relegated to the status of subjugated class in the Indian society. Due to lack of specific implementation of plans, local communities especially women have remained outside the scope and benefits of government schemes and programmes. Women have not actively participated in their emancipation due to their lack of economic independence and illiteracy. There is a need to address the issue by raising the status of women.

Vocational Training programme is introduced to enhance livelihood opportunities of women who are at a disadvantageous position and have a scant exposure to technical skills and knowledge. The vocational training program aims to develop entrepreneurial skills among women.

**Skill training programme for Women:**

The main aim of this programme is to enhance the quality of life of women through increased knowledge and skills. The Foundation also realized that merely imparting literacy would not be sufficient. The women need vocational training or skills also to uplift their status. They should be able to stand on their feet and provide for their families.

Example: Employment to Rural Women

Azad India Foundation has provided employment to the 35 rural women who work as literacy teachers and health animators in non-formal centers. This has led to enhance confidence level among them.

**Vocational Training for Women:**

Skill development for employability will be used as an agent of change in promoting women's employment. Women face a multitude of barriers in accessing skills and productive employment, remaining on the job due to effect of globalization or otherwise and advancing to higher level jobs, as well as returning to the labour market after a period of absence spent, for example, in raising children.

a. A policy of non-discrimination will be pursued vigorously to provide equal access for women to skill development and employment.
b) This Policy will aim to raise women's participation to at least 30% by the end of the 11th Plan.
c) Proactive measures that overcome barriers and facilitate participation, such as hostels for women, scholarships, transport, training materials and loans, will be made available on a large scale.
d) The Women's Vocational Training Programme will be expanded and the institutional network providing training facilities exclusively for women, so that they can obtain skills with high wage and self-employment potential will be greatly expanded.
e) In order to promote skills and employability of women, the sectors which employ a large number of women will be identified. These may include construction, home-based traditional crafts or piece rate work, financial and health service as well as agricultural sectors.
f) Gender stereotyping in vocational courses will be eliminated to encourage women's participation in non-traditional occupations, including existing and emerging technological fields.

Directorate General of Training (DGT), an apex body under MSDE that works towards development and coordination of vocational training and employment services at the national level, has trained over 1.84 Lakh women candidates during these years (2015 till date).

**Ministry of Skill development and entrepreneurship:**

MSDE has adopted a distinct several aspects or approach through various schemes and initiatives to strengthen equality of women via skill development. This is achieved by

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- improving employability and income-earning opportunities
- enhancing financial security
- promoting sustainable development and livelihood

MSDE's flagship scheme – Pradhan MantriKaushalVikasYojna (PMKVY),in its two phases, has achieved an incredible milestone of 17.72 Lakh women trainings, including 8.63 lakh trainings under PMKVY-1 (July 2015 – June 2016) and 9.09 Lakh under PMKVY-2 (July 2016 till date). With emphasis on women empowerment and improving employment opportunities, the scheme being implemented by National Skill Development Corporation (NSDC), encompasses skill development via short-term training programs, special projects and recognition of prior learning, covering over 250 courses. The scheme has witnessed proportionate enrolment of women (1:1). The employment numbers are equally commendable with over 50% of the trained women securing placement as well. Some of the women-centric projects have been – carpet weavers in Rajasthan (Jaipur Rugs Foundation), dairy & poultry farmers (pan-India), bakery and apparel training for Bru-Tribe (North East), retail program for Amazon Meri Saheli (North East), etc.

National Skill Development Corporation (NSDC), the executive arm of MSDE, has also been executing fee-based trainings via its wide network of more than 350 training partners. The organisation has been instrumental in training more than 16 lakh women in the short/long-term courses (3 months to one year), accounting for more than 40% women amongst total trained candidates. Some of the prominent choices of skill training for women have been IT and ITES (Information Technology Enabled Services) Banking and Financial Services, Building, Construction and Real Estate Services, Education and Skill Development Services, Textiles and Clothing, Electronics and IT Hardware, Beauty and Wellness, Healthcare and Retail.

**Steps for skill development;**
- ❖ Identification and counselling
- ❖ Skill mapping & vocational training
- ❖ Employment and Market linkage
- ❖ Leading to economic empowerment

**Key findings**
- Directorate General of Training (DGT), an apex body under MSDE that works towards development and coordination of vocational training and employment services at the national level, has trained over 1.84 lakh women candidates during these years (2015 till date).
- National Skill Development Corporation (NSDC), the executive arm of MSDE, has also been executing fee-based trainings via its wide network of more than 350 training partners. The organisation has been instrumental in training more than 16 lakh women in the short/long-term courses (3 months to one year), accounting for more than 40% women amongst total trained candidates.

**Suggestion:**

Government should more focus on the rural areas; to empower women's in rural areas by opening the more and more skill development training centres. As the workers migrate from the rural and predominantly agricultural sector to other urban sectors, India realises that it has the need for a well thought out and executed strategy to provide a new set of skills through vocational training in order to effectively absorb this additional workforce and sustain economic growth. However, it is necessary to also build a robust infrastructure of trainers and training institutes for the same.

**Conclusion:**

National Skill Development Corporation (NSDC), The organization has been instrumental in training more than 16 lakh women in the short/long-term courses (3 months to one year), As per the last Employment Review by Directorate General of Employment & Training (DGE&T), on 31 March, 2011, about 59.54 lakh women workers were employed in the organized sector (Public and Private Sector). Of

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this, nearly 32.14 lakh women were employed in community, social and personal service sector. So overall, we can conclude that the women employment is increasing because of skill India development programmes.

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## Higher Education In India Challenges And Opportunities

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**Abstract:**

*The world has realized that the economic success of the state is directly determined by their education system. Education is the Nation's Strength. A developed nation is inevitably an educated nation. Indian Higher Education system is the third largest in the world, next to the China and United States.  Although there have been lots of changes to higher education system of India, but equally have lot of opportunities to overcome these challenges and to make higher education system much better.  This paper includes the key challenges that India is currently facing and point out the opportunities in higher education system in India and also includes some initiatives taken by the government to meet those challenges. For this Secondary Data has been used.*

***Key Words:*** *Education, Challenges, Opportunities, Colleges, Universities.*

### Introduction:

The 21st Century is the age of knowledge based economy, and centre stage of the change. Higher education system has not escaped the impact and is in the process of challenge, there by challenging the traditional system of education.   India's Higher Education system is the third largest in the world. In future India will be one of the largest education hubs. India's highest education system has witnessed a tremendous increase in the number of Universities, University level institutions and Colleges since in independence. As per the latest 2011 census, about 8.15% (68 millions) of Indians are graduates. India Higher Education system has expanded at fast pace by adding nearly 20,000 colleges and more than 8 million students in decade from 2000-01 to 2010-11.

As of 2016, India has 799 Universities, with breakup of 44 Central Universities, 540 State Universities, 122 Deemed Universities, 90 Private Universities, 5 institutions established and functioning under the State Act and 75 institutions are of National importance which include AIIMS, IIT's, IIEST and NIT's among others. Other institutions include 39,071 colleges as Government Degree Colleges and Private Degree Colleges. Distance learning and open education is also a feature of the Indian higher education system and is also looked after by the Distance Education Council. Indira Gandhi National Open University is largest university in the world.

### Objectives:

Following are the some important objectives of the study:

- To analyze the present status of Higher Education System in India.
- To highlight the Challenges and Opportunities faced by the Higher Education System in India.
- To examine the efficiency and quality concerns of Indian Higher Education.
- To analyze the major initiatives undertaken by the Government of India.

### Higher Education in India:

Next to China and United States, India has the third largest higher education system in the world in terms of size and its diversity and largest in the world in terms of number of educational institutions. After Independence Indian Higher Education attain a massive growth.

In the Indian System, higher education starts after the 10+2 (i.e. 10years of Primary and Secondary Education flowered by 2 years of Senior Secondary Education). Framework of higher education in India is very complex. It includes various type of institutions like Universities, Colleges, Institutes of national importance, polytechnics etc.Under the Department of Higher Education there are several regulatory bodies' research councils which are responsible for the higher education in India.

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**Regulatory Bodies**

- University Grant Commission. (UGC)
- All India Council for Technical Education. (AICTE)
- Council of Architecture. (COA)
- Central Board of Secondary
- Education (CBSE)
- Indian Institute of Advanced Studies. (IIAS)

**Research Councils**

- Indian Council of Historical Research. (ICHR)
- Indian Council of Social Science Research.(ICSSR)
- Indian Council of Philosophical Research. (ICPR)
- National Council of Rural Institute. (NCRI)
- Project of History of Indian Science Philosophy and Culture. (PHISPC)

**Growth of Higher Education:**

As Higher Education system grows and diversifies, society is increasingly concerned about quality of programs, public assessments and international rankings of higher education institutions. India has always been a land of scholars and learners. In ancient times also India was regarded all over the world for its universities like Taxila, Nalanda, Vikramashila and its scholars. By independent India had 20 Universities, 500 colleges enrolling about 2,30,000

students. Since independence India has progressed significantly in terms of higher education statistic. This number has increased to 833 universities and 40,026 colleges up to 2017.

Central Govt. and State Govt. are trying to nurture talent through focusing the number of colleges and universities for the expansion of higher education. There is no doubt in the fact that much of the progress achieved by India, which is come from Private sector. UGC is the main governing body that enforces the standards, advises the government and also helps and coordinates between Central and States. Gross Enrollment Ratio in Higher Education is reached 25.02% in 2016-17. And also Govt. has a target to reach it 30% in 2020. Therefore Govt. of India has taken initiatives to increase awareness about higher education in the society of our country.

**Issues in Indian higher education:**

As India strives to compete in a globalized economy in areas that require highly trained professionals, so the quality of Higher Education becomes increasingly important. The role of higher education in the emerging scenario of knowledge economy is very crucial and multifaceted for any in general and India in particularly. There are many basic issues faced by higher education system in India.

**Challenges in Higher Education in India:**

It's our 72years of Independence, but still our education system has not been developed fully. We aren't able to list a single University in top 100 Universities of the World. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lots of problems and challenges in our education system. Some of the basic challenges in higher education system in India are discussed as under

- **Demand and Supply Gap:**According to the recent report of HRD Ministry, presently about 12.4% of students go for higher education from the country. If India were to increase that figure of 12.4% to 30%, then it would need another 800 to 1000 Universities and over 40,000 colleges in the next 10years. Addressing a higher education summit organized by the Federation of Indian Chambers of Commerce and Industry (FICCI), HRD Minister KapilSibal said "We will need 800 new Universities and 40,000 new colleges to meet the aim of 30% GER (Gross Enrollment Ratio) by 2020. Government alone can't meet this aim".

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- **Quality Education:** Quality and quality of highly specialized HR determine their competence in the Global Market. According to a recent government report 2/3 of India's colleges and universities are below standard. Quality in higher education is a multi-dimensional, multilevel and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education still large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our Universities are not in a position to mark its place among the top Universities of the world.

- **Enrolment:** The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolment at school level, the supply of higher education institutes is insufficient to meet the growing deemed in the country.

- **Teacher Vacancies:**According to UGC, the total numbers of Sanctioned teaching posts in various Central Universities are 14,699 for Professors, 4,731 for Associate Professor and 9,585 for Assistant Professors. Out of the total sanctioned teaching posts, 5925 (35%) Professor posts, 2183 (46%) Associate Professor Posts and 2,459 (26%) of Assistant Professors posts are vacant.

- **Inadequate Infrastructure and Facilities:**Apart from the highly recognized higher education institutes in India most of the colleges and Universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sport facility etc. which is desirable to rank the quality institution.

- **Structure of Higher Education:** Management of the Indian Education faces challenges of over Centralization, Bureaucratic structure and lack of accountability, transparency and professionalism. As a result of increase in number of affiliated colleges and students the burden of administrative functions of Universities has significantly increased and the core focus on academics and research is diluted.

**Investments/ Recent Developments in Indian higher education:**

The total amount of Foreign Direct Investments (FDI) inflow into the education sector in India stood at US$ 1.75 billion from April 2000 to June 2018, according to data released by Department of Industrial Policy and Promotion (DIPP).The education and training sector in India has witnessed some major investments and developments in the recent past. Some of them are

- Indian education sector witnessed 18 merger and acquisition deals worth US$ 49 million in 2017.
- The Ministry of Human Resource Development, Government of India is also planning to rise around Rs 1lakh crore (US$ 15.52 billion) from private companies and high net worth individuals to finance improvement of education infrastructure in the country.
- India has signed a loan agreement with World Bank under 'Skills Acquisition and Knowledge Awareness for Livelihood Promotion' (SANKALP) Project to enhance institutional mechanisms for skills development.

**Government Initiatives:**

Some of the other major initiatives taken by the Government of India are

- In August 2018, Innovation Cell and Atal Ranking of Institutions on Innovation Achievements (ARIIA) were launched to assess innovation efforts and encourage a healthy competition among higher educational institutions in the country.
- In August 2018, Government of India launched the second phase of 'Unnat Bharat Abhiyan' which aims to link higher educational institutions in the country with at least five villages. The scheme covers 750 such institutions.
- The allocation for school education under the Union Budget 2018-19 is expected to increase by 14 per cent, to focus on accelerating existing schemes and quality improvement.

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- In order to boost the Skill India Mission, two new schemes, Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) and Skill Strengthening for Industrial Value Enhancement (STRIVE), have been approved.
- The Eke Bharat Shreshtha Bharat (EBSB) campaign is undertaken by Ministry of Human Resource Development to increase engagement between states, union territories, central ministries, educational institutions and general public.
- Prime Minister Mr. Narendra Modi launched the Skill India initiative.The initiatives launched include various programmes like: Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Policy for Skill Development and Entrepreneurship 2015, Skill Loan scheme, and the National Skill Development Mission.

**Higher Education-Road Ahead:**

In 2030, it is estimated that India's higher education will

- Adopt transformative and innovative approaches in Higher education.
- Reduce state-wise, gender based and social disparities in GER 5%.
- Emerge as a single largest provider of global talent, with one in four graduates in the world being a product of the Indian higher education system.
- Be among the top five countries in the world in terms of research output with an annual R&D spent of US$ 140 billion.
- Various government initiatives are being adopted to boost the growth of distance education market.

The Government of India has taken several steps including opening of IIT's and IIM's in new locations as well as allocating educational grants for research scholars in most government institutions. Furthermore, with online modes of education being used by several educational organizations, the higher education sector in India is set for some major changes and developments in the years to come.

**Findings**

- There is a lack of educated educators and poor quality of curriculum.
- Higher education is shared responsibility of both the centre and the state.
- Low employability of graduates, only a small share of Indian graduates are considered employable
- Vast diversity among the institution in terms of structure, course offered, faculties and departments.
- Increase in self financed private institution.

**Suggestions:**

The following suggestions are put forth for the improvement of quality of higher education in India.

- Need based job-oriented courses should be provided in colleges and universities that would fulfill the skill based educational needs of the society.
- Students from economically backward families should be given subsidized education.
- Government should encourage foreign universities to come to India and to set up independent operation or collaborate with existing Indian institution.
- The government improves the quality of formal education, particularly in government run institutions.

**Conclusion:**

This paper revealed the current scenario of higher education in India. The challenges related to demand-supply gap, enrolment, and privatization etc indicates that the situation of higher education sector is not praise worthy. However, the key initiatives from the government side provide comprehensive solution though not adequate. Accordingly, the thrust of public policy for higher education in India has to be to maintain the high standards of education keeping pace with developments that take place in the fields of knowledge and technology.

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# Role of Skill Development in Higher Education

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**Introduction:**

The skill development ecosystem in India is skewed towards a formal education system with limited vocational training. While the vocational training is in a dismal state both qualitatively and quantitatively, the higher education system itself is grappling with issues related to scale and quality. Moreover, there is a disconnect between the formal education system and work requirements, compounding the challenges related to the skill gap. A concerted action is thus required on the supply side to ensure sustained employability of the Indian youth. Extensive efforts to skill the workforce are required, both in quantity and quality. Transforming the skill development ecosystem and making it responsive to needs of both industry and citizens. requires a scalable, efficient and comprehensive vocational training ecosystem to meet future requirements. The policy brief looks into the bottlenecks associated with women's livelihoods and the importance of skill development interventions to tackle the same. Policy provisions for skill development of women have also been encapsulated.

According to a Mckinsey Global Institute study, India could boost its GDP by $2.9 trillion by 2025, if female workforce participation rate is improved by 10 percentage points. This would be equivalent to bringing 68 million more women into the non-farm labour force. According National Sample Survey Organization (NSSO), there are over 30 lakh unemployed women in India in 2012. As on December, 2013, a total of 1.65 crore women had registered on employment exchanges. However, only 58.8 thousand women had been placed through these exchanges in the same year.

Improving participation of women in the workforce would require improvements in access and quality of education, skill development and employment opportunities available to women. The government of India is running several programs to enhance job opportunities in India- such as the Prime Minister's Employment Generation Program (PMEGP), National Livelihoods Mission, DeenDayalUpadhayay Grameen KaushalyaYojana (DDUGKY), Pradhan Mantri Kaushal Vikas Yojana (PMKVY) along with several entrepreneurship development programs. With a pressing need to harness the demographic dividend that India enjoys, special focus has been skill development initiatives.

**Skill Development Challenges in India:**

Alongside the daunting challenge of skilling millions of youth entering workforce each month, India also faces a huge challenge of evolving a skill development system that can equip the workforce adequately to meet the requirements of the industry. The workforce needs to be trained across four levels, from the high end specialised skills for 'White Collar' jobs to the low-level skills of the 'Rust Collar' jobs. Moreover, these skills have to be adequately linked to the available job opportunities. Several factors have inhibited the skill development eco-system in India to scale up to the desired levels. The skill development system in India is plagued with multiple issues related to awareness, perception, cost, quality and scale.

***Inadequate scale, limited capacity:*** The existing infrastructure, both physical and human, is grossly inadequate considering the projected demand for skilled labour. While there is a need to create additional capacity in existing institutes, at the same time there is a need to create an adequate infrastructure even in small towns and villages. In terms of faculty, too, the training infrastructure is inadequate. For instance, corresponding to the current seating capacity of about 1.7 million trainees at ITIs, there is a need of almost 85,000 trainers (considering 20:1 student/faculty ratio). As against this, the seating capacity for various trainers' programme of DGET is just 4,438, which is far from adequate to meet the requirement.

***Awareness, mindset and perception issues:*** Skill development in India is way below the requirements due to a lack of awareness on the type of courses as well as information on the ensuing career prospects. More importantly, there is limited acceptance of skill development courses as a viable alternative to formal education. Skilling is often viewed as the last resort meant for those who have not been able to progress in

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the formal academic system. This is partly to do with the lack of integration between the two options and also due to rising aspirations for white collar jobs which necessitate higher qualifications. Moreover, skill development is often associated with blue collar jobs, which is largely perceived to be of low dignity and provides low wages/salaries.  The perceived 'stigma' associated with skill development has resulted in low enrolments in vocational education courses. The aspirational mismatch that exists in India can be gauged from the example of the construction sector, which has a huge requirement of workforce with low level skills. For instance, the construction sector in Punjab faces a shortage of workers locally, and depends on the migrant workforce from Uttar Pradesh, Bihar and Jharkhand.

*Cost concerns:*Skill development initiatives in India continue to be largely dependent upon the government funds or public-private ventures. Owing to high capital requirements and low return on investments, skill development is often looked at as a non-scalable model and remains underinvested. Additionally, a fee-based model also faces challenges as prospective students are often unwilling or unable to pay high fees for training. Even the bank's willingness to lend for skill development activities is low as educational loans are perceived as high risk products due to uncertainty with respect to future employment.

*Quality concerns:*There is a serious mismatch between the industry's requirements and the skills imparted in educational and training institutes, especially for the mid-level skills requiring some expertise on handling of machinery. To tackle this problem, considerable improvement of the quality of training is needed.  The issue relates to the quality of infrastructure, trainers, as well as curricula and pedagogy. In terms of infrastructure, the institutes often lack appropriate machinery to give students hands-on training. Even the course curricula often are outdated, redundant and non-standardised. Additionally, the lack of industry-faculty interaction on course curriculae leads to irrelevant training modules.  The availability of good quality trainers is also a key concern. The quality of trainers is affected due to limited efforts towards re-training and skill improvement of trainers. There is a lack of focus on development of trainers with a clear career path which can make this an aspirational career choice and can ensure regular adequate supply of good-quality trainers in every sector. While there is a need to constantly upgrade the training infrastructure and pedagogy, it is very expensive. This restricts the pace of modernisation and upgradation. Likewise, the process of standardisation is challenging in India. A significant portion of total employment falls under the unorganised segment, where it is extremely difficult to sensitise the employers on the importance of occupational standards, job roles and qualification packs.

*Mobility concerns:*In India, educational qualification is generally preferred over vocational training as former is associated with better employment opportunities, in terms of pay as well as quality of work. Additionally, there is limited mobility between formal education and vocational training in India due to lack of equivalent recognition for the latter; a student enrolled in vocational training often cannot migrate to institutes of higher education due to eligibility restrictions.  However, under the on-going National Skills Qualification Framework (NSQF), attempts are being made to address the mobility issue by recognition of prior learning and establishing a credit system for skills, knowledge and experience gained by an individual either formally or informally. NSQF is expected to enable multiple-entry and exit between vocational education, skills training, general education, technical education and job markets.

**Key Issues and Challenges in Skill Development:**

As noted earlier, the aim of skill development, particularly in case of women, is not merely to prepare them for jobs, but also to improve the performance of women workers by enhancing the quality of work in which they are engaged. The NSDC has identified a few of the *major* challenges, which need to be addressed for building a conducive ecosystem, of skill development for the women workforce. These are as follows,

1. The large number of women who need to be trained since currently only 2% of the        female workforce is formally trained,
2. Inadequacies in the quality and relevance of TVET (technical and vocational employment training in India),
3. Inadequate Infrastructure, acute shortage of trained women workers, poor quality of training,

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4. Lack of mechanisms to judge and certify quality,
5. Inequity in access to TVET for women
6. Low level of education of potential women trainees that limits training of women in the formal sector,
7. Lack of recognition of prior learning of potential women trainees
8. Relatively high opportunity cost of learning involved for training women.

1. *Relevance to the labour market:* This requires communication with markets about their needs. Nearby public and private employers should take part in developing the curricula and invest in it. A local market study is useful for learning about current and future employment needs. Training should be demand-driven.

2. *Gender capacity building:* All teachers and employers participating in training programmes should receive gender training so they avoid stereotyping and are aware of social constructions and norms. As part of developing competencies, there should be an analysis of the relative participation of young men and young women and equality of resources provided. One objective should be to promote each gender's participation in non-stereotypical areas.

3. *Development of competencies:* Analysis of the necessary competencies and sub-competencies should be made nationally and locally. This will ensure they reflect the standardization necessary to make them nationally acceptable while also taking local context into account. The employers who will validate the skills developed by trainees should participate in certifying the competencies.

4. *Development of 'soft skills':* Employers need workers with attributes such as timeliness, productivity, networking ability and teamwork. In many countries, it will take time to inculcate these qualities. Customs should be respected, but trainees need to learn the qualities that industries require. This also helps employers to adapt their practices and expectations to the local context.

5. *Long-term funding:* Funding from international donors is often short term, so other sources of funding must be found. But empowering young women and addressing long-standing gender discrimination requires long-term commitments. Ongoing government support is needed, and international funding agencies also should consider longer-term commitments to protect initial costly investments in infrastructure, materials and teacher training. But requiring trainees to pay might be counterproductive for females, because families who have to pay are more likely to pay for males. One possibility is a system of grants for girls' participation, which would help to motivate families.

6. *Access for trainees:* Easy and affordable access and availability of transportation to the site are important, especially where the training centre is located at a distance. Mobile training centres can also be considered. Another way to reach trainees is to integrate vocational training into the formal school system. Plans for such an approach must consider the timing of the training to address security concerns that could affect the participation of young women and girls.

**Conclusions:**

The New Policy on Skill Development and Entrepreneurship contains several initiatives which, if implemented earnestly, will go a long way in minimizing the demand-supply gap and challenges related to skill mismatch with industry requirements. With increased thrust on manufacturing under the 'Make in India' programme, the need for revisiting and improving India's skill development mechanism becomes all the more critical. It has been globally recognised that an efficient vocational education and training plays a critical role in the industrial development and manufacturing success, as in the case of economies like Germany and China. The study of skill development models of three countries done in this report highlights some best practices that can be utilised in India's skill development eco-system. Integration of skill development with formal education system, mobilisation of students for skill development by removing misapprehensions and perceptions about vocational trades, investing in creation of new training capacities for students as well as teachers, utilisation of idle public infrastructure to provide skill training in remote corners of the country, encouraging industry to actively participate in training through provision of

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apprenticeship as well as through direct involvement in curriculum design and teachers training, adopting innovative skill development delivery mechanisms are the much-needed steps to meet the skill related challenges today. There is a scope of international collaboration and assistance in India's skill development initiatives at almost all levels, including for creating awareness and capacities, setting standards, improving quality, as well as providing placement opportunities.

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## The Indian Education Sector: Reforms And Steps Required

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**Abstract:**

Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

**Keywords:** Economic Growth, Higher Education, University, Reforms, Innovation, Financing, Research, deregulation, skill

## Introduction:

Higher education is very important for a developing country like India and it is encouraging to increasing human development. Higher education in India has experienced phenomenal expansion since independence. India has produced scientists, engineers, technologists, doctors, teachers and managers who are in great demand all over the world. Now it is one of the top ten countries in our industrial and technological capacity, because of the significant contribution of manpower and tools provided by higher education, especially, technical education. India has already entered into the era of knowledge explosion. It has proved its tremendous potential by its performance in nuclear and space domains. In the coming few decades will be heralded by space craft, satellites, internets and others offshoots of scientific enquires. Higher Education provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing humanity. Higher education provides specialized knowledge and skilled persons for national development.

In next few decades, India will have world's largest set of young people. While the correlation between people and higher education is not up to the mark. The increasing youth population can be a great asset if potential employability is brought to fruition. Conversely, if we fail to provide education and employment then it will open a downside gate for Indian economy.

The global ranking of universities is based on an assessment of the institutional performance in the areas of research and teaching, reputation of faculty members, reputation among employers, resource availability, share of international students and activities etc. Most of the top ranking institutions are located in the USA and UK. The Indian universities do not find a place in the top 100 positions in the global ranking of universities. Even the top ranking institutions of India appear low in the global rankings. As per the Times Higher Education Rankings 2016-17

As a measure of quality assurance India established accreditation agencies in 1994. The institutions of higher education were supposed to approach the accreditation agencies to get their institution or programme accredited.

## Reforms Andsteps Required:

For overall enhancement of standards and quality of Indian higher education the following reforms should be undertaken.

**Enabling a research environment:**This would involve creating adequate means of research funding and practical application of research. This would also encourage teachers to take research projects of various funding agencies like UGC, CSIR, ISRO, DST etc.

**High quality faculty:** The need of the hour is to create a conducive environment and provide incentives to attract and retain high quality faculty. Also there is a dire need to provide requisite funds to the teachers for attending conferences, seminars, workshops and other events at regional, national and international levels. This is important to keep the teachers abreast with the latest developments taking place in their respective subjects. For this purpose the feedback from students should also be considered.

**Improved technology for education delivery:** ICT in education is proving a change agent in teaching and learning processes. From physical classroom to virtual classroom, ICT has endless possibilities to support teaching and learning experiences. It is high time to adapt changing scenario of ICT in education, and think beyond PPT-OHP multimedia –driven teaching, and leverage potential of technology enhanced learning in full. From EDUSAT to Smart Classroom and e-learning to virtual classroom, the path leads to quality education for anyone, from anywhere and anyplace. Success of HRD sponsored missions and projects like NMEICT and NPTEL beckon for a prospective future in 'ICT in Higher Education'.

**Employability:** Making education-industry relevant and practical would be the right way to ensure a highly employable talent pool. Emphasis should be laid on making university education more professional/vocational so as to make our pass- outs more acceptable in job markets of the world

**Assessment and Accreditation:** A teacher must be evaluated not only for his teaching but also for his research and extension activities. Regular internal assessment of teachers should be carried out through students. There should be a procedure to carry out regular review and reforms of conventional examination and evaluation patterns. Assessment of all educational institutes by NAAC should be made mandatory and financial support to be provided in accordance with the ranks obtained therein.

**Research in education:** Research in India is basically an elitist idea. Analysis in the least levels ranging from the undergraduate level within the science and technology fields ought to be inspired. Even the infrastructure offered for analysis and development is poor and archaic.

**Focus on skill based education:** Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. "Give a man a fish and you feed him one day, teach him how to catch fishes and you feed him for a lifetime." I believe that if you teach a man a skill, you enable him for a lifetime. Knowledge is largely forgotten after the semester exam is over. Still, year after year Indian students focus on cramming information. The best crammers are rewarded by the system. This is one of the fundamental flaws of our education system.

**Education for all:** It is high time to encourage a breed of superstar teachers. The internet has created this possibility the performance of a teacher now need not be restricted to a small classroom. Now the performance of a teacher can be opened up for the world to see. The better teacher will be more popular, and acquire more students. That's the way of the future. Read here about why I think that we are closing on to the age of rock star teachers.We need leaders, entrepreneurs in teaching positions, not salaried people trying to hold on to their mantle.

**Re-define the purpose of the education system:** Our education system is still a colonial education system geared towards generating babes and pen-pushers under the newly acquired skin of modernity. We may have the most number of engineering graduates in the world, but that certainly has not translated into much technological innovation here. Rather, we are busy running the call centers of the rest of the world – that is where our engineering skills end.

The goal of our new education system should be to create entrepreneurs, innovators, artists, scientists, thinkers and writers who can establish the foundation of knowledge based economy rather than the low-quality service provider nation that we are turning into.

**Conclusion:**

Indian higher education is in need of radical reforms. A focus on enforcing higher standards of transparency, strengthening of the vocational and doctoral education pipeline, and professionalization of the sector through stronger institutional responsibility would help in reprioritizing efforts and working around the complexities The rise of IT sector and engineering education in India has boxed students into linear path

without giving them a chance to explore and discover their passions. Concerted and collaborative efforts are needed in broaden student choices through liberal arts education

Only after implementing positive changes, India can march forward on the road to development and become an example for the world. That is what Indian Higher Education System should strive for. I couldn't agree more with this: "Give a man a fish, and you feed him for a day; teach a man to fish, and you feed him for a lifetime."

Remember that if we keep feeding people without teaching them how to feed themselves, we are not doing them a favor. We need to teach everyone to become independent and explore their potential. There is always a difference between education and learning. We all have to grow individually to contribute to the development of the country at the macro level.

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# Green Marketing For Clean Environment A Conceptual Approach

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**Abstract:**

   Green Marketing activities have received proper concern by both government and the consumer public. Green Marketing envelops the products of both agriculture and industry. Government regulations relating to Green Marketing for consumer protection relate to (i) reduction of production of harmful goods or by-products (ii) modification of consumer and industry use of consumption of harmful goods (iii) or ensuring that consumers are able to evaluate the environmental composition of goods. Green Marketing has assumed significance as it ensures new markets to producers, increase in profits and ensuring competitive advantages to producers. There is a positive impact of green marketing on Corporate Social Responsibility, opportunities for competitive advantage, government compliance and sustainable development. Green marketing has been evolved in three phases viz 'Ecological', 'Environmental' and 'Sustainable'. The practice of Green Marketing came into prominence in the late 1990s and 2000. Green Marketing is faced with short-run and long-run challenges. Short-run challenges include ecological and social issues. Long-run challenges relate to the pursuit of sustainability. However Green-Marketing helps in reducing detrimental impact on the environment and the consumers.

*Key words: Green Marketing, Ecological, Environmental, Sustainable*

## Introduction:

   Clean environment issues have been the focus of the government policies relating to various economic sectors like industry, agriculture, services and other social activities. Green Marketing activities have been receiving proper concern of both – the government and the consumer public. However people have a narrow view of green marketing referring only to the promotion or advertising of products with environmental characteristics such as phosphate-free, recyclable, refillable, ozone friendly and environmental friendly traits.

## Green Marketing – Conceptual Dimensions:

   Green Marketing envelopes the products produced by not only agriculture but also industrial products as well. Concern for Green Marketing has also been towards the consumer goods and services. Governments have been showing concern towards environmental marketing which are designed to protect consumers and the society. Government regulations are designed to protect consumers in several ways viz;

1. Reduction of production of harmful goods or by-products or
2. Modification of consumer and industry's use of consumption of harmful goods or
3. Ensuring that all types of consumers are able to evaluate the environmental composition of goods.

   Green Marketing has been conceived as marketing of products that are presumed to be environmentally safe according to American Marketing Association. This perception includes broad range of activities which include product modification, changes in production process, packaging changes as well as modifying advertising. *J Ottman* has perceived that green marketing can lead to product improvement that can enhance marketability, improve overall performance and become a potent new source of innovation. *Ottman (1993)* has suggested that, from an organisation standpoint there is need for integrating environmental considerations into all aspects of marketing – new product development and communications and all points in between. According to him, this requires support of cross-functional reams with marketers at the helm. He has suggested others besides suppliers and retailers new stakeholders including educators, members of community, regulators and non-government organisations.

   The success of green product will depend upon the fact that consumers are clearly aware of the environmental issues to which the product is addressed.

**Significance Of Green Marketing:**

There is a wide spread recognition of protection of environment among the consumers. This has led to the emergence of the Green Marketing as a separate discipline. It focuses on the emerging and growing market for products and services which are sustainable and socially responsible. Green Marketing is significant in various ways. There is the advantage of creating access to new markets due to environment conscious products and services. The production units realise an increase in their profit substantially and they also enjoy competitive advantage over products produced by companies who do not care for the environment. Green Marketing is significant in terms of its impact on;

- Corporate Social Responsibility
- Opportunities for Competitive Advantage
- Government Compliance
- Green Marketing Mix
- Sustainable Development

**Evolution Of Green Marketing:**

The need for Green Marketing was felt as early as in 1975 for the first time with the conduct of 'workshop' on "Ecological Marketing" by the American Marketing Association. A book on Ecological Marketing was published by *K E Henniston* and *Thomas C Kineor* in 1976. These writers were largely concerned with the industries having most severe environmental impact and with developing new technologies to alleviate particular environmental problem. *Ben* and *Jery's* 'The Financial Report' contained greater thrust on Corporate Social Responsibility in 1980 though the company's concern on environment impact that it may have in the production of ice cream. Two more books were published on Green Marketing by *Ken Pettie (1992)* in UK and *J Ottoman (1993)* in USA.

The concept of Green Marketing has evolved into three phases named as "Ecological", "Environmental" and "Sustainable".

I. The first phase of Green Marketing termed as 'Ecological' coincided with the period during which all marketing activities were concerned to help environmental problems.

II. The second phase 'Environmental' Green Marketing coincide with the shifting of focus on clean technology and involved designing of innovative new products which take care of pollution and waste issues.

III. The third phase of Green Marketing called 'Sustainable' Green Marketing came into prominence in the late 1990s and early 2000.

**Challenges In Green Marketing:**

Twofold challenges in Green Marketing have been identified – Short run and Long run challenges. Challenges in the short run relate the ecological and social issues as significant external influences on the companies and the markets within which they operate. Companies have to respond to challenging customer needs, new regulations and new social order. It reflects in increasing concern about the socio-environmental impacts of business. The second challenge relates to long run when the pursuit of sustainability will demand fundamental changes to the management paradigm which underpins marketing and other business functions.

**Conclusion:**

Green Marketing is an initiative in the direction of integrating marketing theories with the theory of economics. Hence, an environmentally committed organisation may produce goods which have reduced their detrimental impact on the environment. They may be able to pressure other supplier to behave in more environmentally responsible fashion. Green Marketing enables the final consumers and industrial buyers also to have the ability to pursue organisations to integrate the environment into their corporate culture and ensure all organisationsminimise the detrimental impact of Green Marketing in the light of sustainability seems to be holistic. It also appears to be simple. However it can be extremely difficult to translate into action. The study by *Ottman (1993)* reveals that one of the most challenging barrier existing among the

consumers about the green products is the confusion in the market place. Marketers are prone to take undue advantage of such confusion and make false or exaggerated 'Green' claims. Hence, it is observed that popularity of Green Marketing approaches has been under sever criticism.

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# Skill Development In India Through Feminist Perspectives

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**Abstract:**

   The conventional wisdom today is that our main national problem at the college and university level of education is providing equal opportunity for entry for all young people and then retaining in school those entering until they complete their degrees. This view is based on the belief that a college degree is the key to success in Indian society today. Our current President and the major foundations funding higher education base their current policies on this belief. This conventional wisdom is fine as far as it goes. However, of equal importance is the actual skill development and learning achieved by students while in higher education. The current perception is that our nation does fine on this objective. With this perception, then entry and throughput are the highest priorities for higher education. However, this conventional wisdom is wrong. Disturbing recent evidence indicates that roughly one third of all students graduating in higher education today have made no progress in developing the critical skills needed for vocational success and for discharging the responsibilities of a citizen in a modern democracy. This paper analyses how to eradicate and solve this problem and makes recommendations for this important issue.

**Key words:** Higher Education System, Skill development, Women empowerment

## Introduction:

   Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that during the seven-year period of 2005-2012, only 2.7 million net additional jobs were created in the country. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education.  The country presently faces a dual challenge of severe paucity of highly-trained, quality labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus pertinent both at the demand and supply level. To meet the demand side challenge, consistent efforts are being made towards expansion of economic activities and creation of large employment opportunities. On the supply side, a simple look at the projected youth population provides a fair reason to believe that India has the strength to cater to this demand. However, the employability quotient is questionable and remains a major area of concern. Already huge gaps exist between the industry requirements and the level of skills of workers due to varied reasons including inadequate training infrastructures, inappropriate mix of skills and education, outdated curricula, limited industry interfaces, limited standards, etc.

## Objectives of the Study

1.  To study need and importance of women technical education.
2. To study the Empowering Women through Skill Development Challenges and Opportunities in India
3.    To suggest possible solutions to overcome the obstacles.

## Data collection and Methodology:

   For this study descriptive methods are followed and secondary data has been collected. Data and information has been collected from various books, Journals, Magazines, Article, Research Journal, E-journal, Report of UGC, and Report of the higher education, Websites
   .

## Skill Development and Women's Empowerment:

   Majority of the workforce in India is in the informal sector. Low income women workers in the informal sector, due to the irregular nature of work and little bargaining power, are amongst the most vulnerable groups in the Indian economy. The *National Policy for Skill Development and Entrepreneurship, 2015* envisions skill development as a vehicle for women's empowerment. To impart skills to women, the government has taken steps like the *Skill Development Initiative Schemes* under Directorate General of

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Employment and Training developing over 10,000 training providers under which 12.6 lakh woman have availed benefits. There are 402 women ITIs and 1134 women wings in ITIs, which provide training to 1,41,907 women annually (*Lok Sabha Starred Question 226*). Furthermore, vocational training schemes for women are being run by 10 Regional Vocational Training Institutes (RVTIs). The government has proposed to open 8 more. Given below are some of the policy provisions for skill development with a special focus on women.

**National Policy on Skill Development and Entrepreneurship:**

The National Policy on Skill Development highlights that in order to improve the productivity of the economy, participation of women in the labour force needs to be improved. Below are the major takeaways from the policy. The policy provides a roadmap for skill development, including the setting up of Ministry of Skill Development and convergence of skill development initiatives of other Ministries. It also outlines various interventions that the government must take up to catalyze skill development for women. Some of the proposed interventions are enlisted below. The policy highlights the need to improve access to skill development for women. According to the policy,

**Additional training and apprenticeship seats** will be set up exclusively for women. While the skill development infrastructure in India is vast, we need to create facilities dedicated to women. This also includes increasing the pool of women trainers. As per the policy, mechanisms

**To provide certification to women trainers** would be put into place. New institutes for training of women trainers will also be promoted. The policy mentions the need for gender mainstreaming of training. Women participation in vocational education and training is low as compared to men. In order to bridge the gap, the policy identifies the

**Need for special delivery mechanisms** such as mobile training units, flexible afternoon batches along with on local needs based training. The policy envisions

**Incorporation of women related issues in the guidelines for skill training procedures**, such as issues of safe and gender sensitive training environment, employment of women trainers, equity in remuneration, and complaint redressal mechanism.

While Digital India is gaining momentum, there is need to incorporate ICT for providing skill development solutions as well. The policy announces the **promotion of an internet or mobile based platform for women employment.** The platform would connect skilled women and employers. It would focus on women willing to re-enter the workforce after a break and those affected by migration. The government of India is implementing several schemes on skill development. Given below are some of the schemes which have a special focus on women's skill development.

**Deen Dayal Upadhyay Kaushalya Vikas Yojana (DDU-KVY) :**

DDU-GKY, the erstwhile Aajeevika Skills, is the skill training and placement program of the Ministry of Rural Development (MoRD) carried out as part of the National Rural Livelihoods Mission (NRLM). The DDU-GKY focuses on providing high quality skill training opportunities through Project Implementing Agencies (PIAs) to rural poor youth, though there is a special focus on women as mentioned below. It has an outcome-based design and the PIAs are required to place a minimum of 75 percent of those who are trained in jobs providing regular monthly wages. Also, there are special programmes for skill development under DDU-GKYH running in Jammu and Kashmir (Himayat), Left Wing Extremism Affected Districts (Roshni) and 10 percent of the programme funds are dedicated to the North-Eastern states.

The programme provides funding support for placement linked skilling projects ranging from INR 25,696 per person to over INR 1 lakh. Andhra Pradesh and Tamil Nadu have been recognized as Resource States under the scheme as they have successfully implemented skilling programmes. The scheme has *special focus on women* and outlines provision to improve quality of impact amongst women beneficiaries **Improving Coverage-** The scheme *mandates that 1/3rd of the seats would be covered by women*. Gram Panchayats will have to undertake special efforts to improve participation of women under the programme by

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conducting special counseling sessions. To enhance coverage, the upper age limit for women has been revised up to 45, as against 35 years.

**Support to Training and Employment Programme for Women (STEP)**
**The Key Sectors under to STEP are**

- Agriculture
- Horticulture
- Food Processing
- Handlooms
- Tailoring and Stitching
- Handicrafts
- Computer and IT
- Gems and Jewellery
- Travel and Tourism
- Hospitality

**Conclusion:**

The emerging global economy demands more high-skilled and better-educated quality workers than earlier years. While there is tremendous need to expand vocational education system, including through open schooling to meet the learning needs and skill development challenges, particularly of women, it is highly essential to maintain quality and ensure that the training is responsive to market demands. There is also the necessity of collaboration with industries to make the curriculum market and employment oriented so that learners get adequate employment. Each component of the vocational programme needs to be seriously reviewed given that large percentage of potential employees requires quality training to match the global competitiveness. NIOS has the unique provision of offering academic along with vocational courses. This makes education holistic with the integration of academic with vocational courses and thus, learners are provided education for life as well as livelihood. However, there is need to make the courses linking to job opportunities and market realities and ensure that the learners get decent employment.

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# Role Of Higher Education In Skill Development

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**Abstract:**

　　　　Education is one of the most powerful instruments for reducing poverty and inequality in a country like India. It is the key to enhance India's competitiveness in the global economy. The linkage between higher education and national development is so strong that it has been widely believed that the nation does well so long as everything is well with the institutions of higher learning.

　　　　India is an agro based country with wealthy natural resources. This is where our Indian Highe Education and Scientific Research should concentrate on and give importance to these aspects while developing the curriculum in Indian Universities. The academic programs in Higher Education should therefore include scientific and technological methods and procedures to develop rural economy, exploiting the natural resources available in plenty in the rural India. Higher Education should offer programs for the empowerment of rural youth, men and women. This approach will transform Indian population as effective human resources empowering them will knowledge and skill.

**Key words:** Higher Education, National development, Skill Development, Human resources,Employability.

## Introduction:

　　　　Skilled manpower and a steady supply of knowledgeable and trained workforce are the pre-requisites for rapid industrial and economic growth. The economic development of a country depends on the effective and constructive exploitation of the available natural resources in the country. An individual using his sixth sense tries to understand the natural laws and makes technological evolution to improvise his living style. He needs knowledge and skill for the effective utilization of the natural resources to develop the economy of the country. Knowledge and skill to the people are expected to be given through higher education and scientific research in an effective manner. The human beings become human resources only when they are equipped with knowledge, skill and human values through higher education. Countries with good number of human resources and well established scientific research facilities flourish well in economic growth. India is a young economy and this is evident form the fact that an average Indian will be only 29 years old as compared with 37 years in China and 48 years in Japan. 65% of the Indian people will be in the working age group and this age advantage for India is expected to continue for at least three decades till 2040. It is therefore necessary to create more and more jobs for the next decade to provide gainful employment to this young population. The public and the private sector together may not be able to generate employment on such a large scale. It is therefore necessary to actively focus on providing a suitable environment for entrepreneurial thinking which can help in creating sufficient jobs and self employment opportunities to absorb the youth.

**Higher Education:** In order to bridge the industry academia gap – NSDC has developed a unique model to integrate skill based trainings into the academic cycle of the Universities. These are based on National Occupational Standards set by industry through sector skill councils. The job roles offered are designed to be progressive in nature – from Level 5 – level 7 on National Skills Qualification framework. The key highlight of the model are as given below:

- Based on state skill gap report – identification of Sectors and job roles
- Development of implementation model and Integration into time table as per university norms
- Training of Trainers by Sector Skill Council
- Curriculum Alignment and Capacity Building workshops
- Student orientation sessions to take an informed choice of sector/job role based on career aspiration
- Standardised Training Delivery by NSDC Training Partners
- Internships and On- the – job Training
- Assessment and certification by Sector Skill Council

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Academia recognise the benefits of this model for integration of industry recognized skills with regular studies and post assessment the studentsreceive industry endorsed and recognized certificate.

## Concept of Skill Development:

Skill development is an initiative and a top priority of the Government to re-emphasize focus on providing training and employment opportunities to the young population to make them ready for a job. Skill India has become a national program to impart employability and entrepreneurship skills to the youth. It is said that India has the world's youngest workforce and there are over 10 million new entrants in the job market every year. However, only 2% of this workforce has employable abilities. The Industry is not able to find employable workers. Industries often complain about shortages of skilled technicians. Therefore companies can play a major role in the skilling initiative by providing apprenticeship training in necessary skill sets, earn while your learn scheme etc. Indian Industry and policy makers have realized the fact that India is facing a skill and knowledge crisis, giving rise to the formation of the National Policy on Skills Development. The policy envisions the establishment of a National Skill Development Initiative which will empower all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to decent employment and ensure India'scompetitiveness in the global market.

## Need for Skill Development:

India's transition to a knowledge-based economy requires a new generation of educated and skilled people. Its competitive edge will be determined by its people's ability to create, share and use knowledge effectively. A Knowledge economy requires India to develop workers – knowledge workers and knowledge technologists who are flexible and analytical and who can bethe driving force for innovation and growth. To achieve this India needs a flexible education system consisting of basic education to provide the foundation for learning, secondary and tertiary education to develop core capabilities and core technical skills and further means of achieving lifelong learning. The education system must be attuned to the new global environment by promoting creativity and improving the quality of education and training at all levels. In a globalized economy, a large pool of skilled workers is indispensable for attracting foreign direct investment. Developing skilled workers enhances the efficiency and flexibility of the labour market. Skilled workers are easily absorbed into the economy and their job mobility isimproved. It is crucial to invest in quality secondary and tertiary education and in vocational education and training if India's economy is to develop and remain competitive in world markets. Employers all over the world seek recruits who can handle 4 Cs – communication, collaboration, creativity and critical thinking. Any education or skilling system must therefore, provide trainees with these skills and the ability to adapt to changing circumstances, so that they will be able to handle the demands of future jobs.

## Importance of Skill Development:

India is an agro based country with large rural population. India has its strong economic hold in the agriculture sector. India ranks second worldwide in farm output. Agriculture and allied sectors like forestry, logging and fishing accounts for 16.6% of the GDP. India's total cultivablearea is 1,269,219 km**2** (56.78% of total land area); total water surface area is 3, 14,400 km**2** and it receives an average annual rainfall of 1,100mm. Irrigation accounts for 92% of the water utilization. Thus, India is an agro based country with wealthy natural resources. This is where our Indian Higher Education and Scientific Research should concentrate on and give importance to these aspects while developing the curriculum in Indian Universities. The academic programsin Higher Education should therefore include scientific and technological methods and procedures to develop rural economy, exploiting the natural resources available in plenty in the rural India. Higher Education should offer programs for the empowerment of rural youth, men and women. This approach will transform Indian population as effective human resources empowering them will knowledge and skill. The Economic survey, 2012-13 observed that by the year 2021, 64% of the country's population will be in the working age group of 15-59 years and in 2016, the working age population will increase by 63.5 million, of which majority will be in the age group of 20-35 years. This demographic dividend can be

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reaped only if this young population is healthy, educated and skilled. However, creating jobs is the biggest concern. The number of workers dependent on agriculture is reducing, they are migrating to the cities for jobs, but there is no creation of new jobs to absorb them. Also more jobs which are being created are in the informal/unorganized sector. Although the Government program, MGNREGA is intended to fill the job deficit for a certain period of time, it is important to focus on longer term inclusive growth strategies. Therefore to boost job creation, more banking and regulatory support is essential to help micro, small and medium enterprises to grow faster. To reap the benefits of the above mentioned demographic advantage a co-ordinated strategy for skill development has beenformulated involving key stakeholders like the Central Ministries, State Governments, National Council on Skill Development (NCSD) and National Skill Development Co-ordination Board (NSDCB). It is estimated that, India needs to create around 1 to 1.5 crores jobs per year for the next decade to provide gainful employment to India's young population. To generate employment on such a large scale there is a need to actively focus on providing a suitable environment for entrepreneurial thinking; this can help in creating sufficient jobs and self employment opportunities to absorb the youth. If the Indian youth is to be made more 'employable', it is necessary to understand their aspirations and match these with the requirements on the demand side. The youth needs to be counseled of their career paths so that, they are able to make a proper choice based on their aptitude.

**Critical Thinking, Complex Analysis, and Writing:**

What are critical thinking, complex analysis, and writing, and why are they so important? Critical thinking starts with a mindset. That mindset at its most fundamental level is a drive to understand reality as well as possible, and to understand why things are as they are. What are the "facts of the case?" What explains why things happen as they do? That mindset insists on "good" explanations. Critical thinking includes the development of these good explanations. Good explanations are consistent with the most fundamental principles we have about how things happen in reality. Good explanations are based on logic and rational thought as we understand them.

Critical thinking does not ignore emotions and intuitions. It pays attention to them. However, it insists that they be valid. That is, they are consistent with what we know about reality and our good explanations about why things happen the way they do. Nobody ever practices critical thinking perfectly. However it is the basis for our hope for progress in philosophical, political, and economic realms.

Why is critical thinking important? For many the answer is obvious from simply the description of what it is. In a survey of employers commissioned in 2010 by the Association of American Colleges and Universities, 81% of the respondents wanted colleges to place more emphasis on critical thinking and analytical reasoning. Strategies and business plans based on a realistic understanding of the situation and on what we know about how consumers and competitors behave have a better chance of leading to business success. Too often such efforts are based on "wishful thinking." Then business success is simply a matter of luck. Applying critical thinking raises the odds above a roll of the dice. Similar benefits flow from approaching with a critical mindset the many day- to- day decisions faced by any operating organization.

With regard to the questions about how to live, perhaps the most pressing issues today concern how we govern ourselves under our complex, popular democracy. The backlog of unresolved social and economic issues is growing. The fellow citizens we elect to manage these affairs are not getting the job done. The current level of political discourse in our country reflects neither obvious reality nor long-understood principles for getting the job done in a democracy. We as citizens need to bring a critical frame of mind to our current situation and change it. The fact that we're not doing so suggests we as citizens lack the skills to do so. Higher education is probably the most important institution for developing the skills needed.

**Complex Analysis:**

Complex analysis is a skill of application and action. It provides a method for resolving complex issues. This method is superior to assertion and opinion. It starts with a good conceptual understanding of the issue being addressed or the question being asked. Clarifying the issue or the question is often an important part of this first step.

Then a complex problem is broken down into manageable pieces where facts, figures, and principles can be brought to bear on specific parts of the problem and solutions for these component pieces can be developed. Judgment is still needed in most cases. However, by breaking the problem down, these judgments can be rendered on individual pieces of the problem where facts, figures, and principles can be used to support application of judgment. These judgments can be taken with more confidence than judgments at the level of the problem as a whole. At that level, such judgments amount to little more than opinion. Needless to say, we live in a world dominated by opinion and not complex analysis.

The final step is the synthesis of the results of the analysis of the individual pieces into a solution for the problem as a whole. This synthesis uses the logical and empirical relationships among the parts of the problem to generate an overall solution. Because the solution for one part of a problem often affects the solution of other parts, the synthesis usually involves tradeoffs in reaching a final solution. These tradeoffs involve judgment.

## Writing:

Everybody knows what writing is by the standard definition in a dictionary. The issue here is the development of the skill of good writing. The purpose of writing is to document and communicate. Written language is one of the most fundamental building blocks of all civilization. Numerous civilizations died because they did not develop a written form for their spoken language.

For this paper we are talking about writing that is descriptive or that makes an argument. The test of successful writing is whether the audience understands what the writer intended to say in an efficient way. Thus the writing has to be clear. If the writer's thought is not clear to start with, then the writing cannot be clear. Thus, successful writing is tied to good critical thinking and to good analysis, if problem solving is the purpose.

The increasing complexity of today's world has made good writing more important than ever. Issues are more difficult to explain and address. Thus, spoken language is more prone to misunderstanding and incompleteness. Issues require more reflection, yet there's less time to reflect. Reflection requires the information considered to be in the permanent form of writing. Lack of time requires clear, concise writing. Sometimes, of course, matters moves so fast that oral communication is the only vehicle possible. In the survey of employers cited above, 89% of respondents wanted colleges to place more emphasis on written and oral communication.

## Conclusion:

The integration of new technologies and the recognition of the 21st century skills of design thinking, problem solving, analytics and entrepreneurship will necessitate to the approach to school curricula and open doors to even greater synergy between industry and education. For India, skill Development is critical from both socio-economic and demographic point of view. For the economy to grow at 8% to 9%, with a targeted growth rate of 10% for secondary, 11% for tertiary and 4% for agriculture sectors, a multi-faceted and highly efficient skill development system is imperative. But, before going in for any skill development program, it is important to determine the current skill capacity, the major obstacles in the way of skill development programs along with their possible solutions. One of the tasks towards 'Make in India' mission is to significantly improve the quality of the educational institutions, so that its graduates/products are able to contribute to a large extent. All kinds of skills need to be developed so that graduates are ready to participate fully in the various aspects of mass-manufacturing and commercializing.

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## Skills Development: Challenges and Opportunities for Youth in India

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**Abstract:**

Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products/services, and increase efficiency in their production processes or even to the point of improving the whole value chain process. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technologies. In turn, all these have changed the nature, contents, and types of skills that industry demands. As a result, most countries recently moved to reform their education systems, to upgrade the skills of their workforces.This paper is an attempt to reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India's skills development system.

**Introduction:**

Today, education faces the rising challenges of standardized testing, strained budgets, teacher retention, and global workforce competition. Businesses have begun to take a more targeted approach in their corporate social responsibility programs and are seeking to impact areas that have a correlation with their own business goals. For many businesses, education is an important part of their plans, since the needs exist in all geographic areas, across all subject areas, and for all kinds of people. The bottom line is that educational outreach efforts have the capability to make a real and lasting difference for all players involved. Values are the guiding principles of life that contribute to the all-round development of an individual. Values also add a good quality to the life and it should also contribute to the welfare of family, the community and the nation.In general high ethical values must have the utmost importance in the process of internal operation of every university, as well in determining the role a university plays in society. But unfortunately we may witness the neglect of ethics or even the erosion of ethics in higher education in the global scale. Ethical considerations do not play a significant role in university life, and universities are not always run ethically.

Globally, the Indian Education sector is amongst the largest, with an extensive network of more than 1.4 million schools (with over 200 million students enrolled) and more than 850 universities and 40,000 higher education institutes and is expanding rapidly in light of rising income levels and growing demand for quality education in the country. Further, India also has the world's largest population in the age bracket 3 to 23 years which highlights the large addressable market for this sector. Education sector in India is a mix of government-operated & privately operated educational institutions and allied education products & services providers. India has a significant young population which calls for a robust education sector to harness potential for human capital. The sector is highly influenced by various government schemes and policies launched primarily to improve the quality of education and the planned expenditure through several schemes.

**Significance:**

Education, in general, and higher education, inparticular, plays a key role in the realization of India's extraordinary potential andaspirations for economic and technological development. With massive efforts in recent years by the Government in India and policy support to private institutions, the gross enrolment ratio in higher education has crossed 17.0 percent in 2011-12 and is close to 19.0percent in 2012-13 with some variation depends upon the source of data. It is poised to cross 25.0 percent by the end of the twelfth Five year plan that is, by 2016-17 and is expected to reach 30 percent mark by 2021.22.In order to promote economic and industrial development in a country, the essential requirement is the capacity to develop skilled manpower of good quality in adequate number. According to population projections based

on the 2011 Census figures, in 2020 nearly 150 million of India's population will be between the age-group 18 to 23-the target age group for Higher Education.In the present era of globalization, when pressure of competitions becomes enormous in society, the material education often welcomes different degrees of demoralizations both in public and private life.

**Objectives of the Research:**

This research paper has the following objectives:
1. To deliberate upon the present scenario and challenges before higher education
2. To understand the governance of higher education in India
3. To review the access and equity related issues to higher education in India

**The key role of higher education for India's future:**

A well developed and equitable system of higher education that promotes qualitylearning as a consequence of both teaching and research is central for success in the emergingknowledge economy. It is widely acknowledged that education contributes significantlyto economic development.Quality in Higher Education has become a primary agenda of the countries worldwide. In thecontext marked by expansion of higher education and globalization of economic activities, educationhas become a national concern in developing countries with an international dimension. The role of higher education is not limited to fostering the economic development ofnations and providing opportunities for individuals, it extends also to promotion of culturaldiversity, political democracy and trade. Emphasis is rightly placed on how higher educationcan better serve society and promote international cooperation. Five issues, quantity/quality, regulation, privatization, staffing, and studying abroad form the core of this note on the state and the prospects of highereducation in India. Other issues may well be equally critical or even more so; amore encompassing account would certainly have to include such issues as

1. The provision of education, higher and otherwise, to disadvantaged groups in Indian society (the issues of "inclusion" and "affirmative action")
2. The quality and relevance of the curriculum of both at UG and PG level in higher education,
3. The role of NAAC and assessment and evaluation agencies , and
4. The research environment, both within and outside institutions of higher education.

**Skill Development:**

In India, the bulk of employment is in rural areas and in the unorganized sector, and almost all manufacturing firms are in the informal sector. Given the highly-stratified and segmented nature of the labor market, Indian youths must acquire education, training, and skills if they are to find decent jobs and experience any social mobility. Thus, with rapid economic growth, demand for education is likely to grow further at all levels in coming years. However, access to education, training, and employment opportunities is still largely determined by youth's socioeconomic backgrounds, gender, and geographic locations.

**Challenges:**

Though India has made significant progress in terms of enhancing access to and participation in all levels of education, the overall picture of education development in the country is mixed and there are many persisting concerns and challenges relating to access to and participation in education, quality of the education imparted, equity in education, system efficiency, governance and management, research and development, and financial commitment to education development. In India, the Ministry of Human Resource Development (MHRD), Department of Higher Education is the Apex body of governance, acting more as an umbrella organization. Indian higher education consists of fifteen regulatory bodies performing overlapping roles in addition to influences from few other ministries too.

- The public spending is low in spite of 10 fold increase in the XIth plan with Rs 2.2 trillion deficit for planned expansion of higher education as estimated by the Planning Commission

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- The Sectors suffers from imbalanced growth across the country: The rural areas, which represent about 65% of the total population, have just 20% of the total professional colleges. Similarly about 58% of all Higher Education Institutions (HEIs) are located in six states of south India.
- R&D expenditure is low at 0.81% of GDP compared to 1.13% in China & 2.60% in US.
- The student- teacher ratio at 26 is high compared to other developing country
- Shortage of teaching staff continues to impact the quality of Higher Education.
- Lack of appropriate Industry-academia.

**Governance towards Colleges infrastructure:**

The quality of the institution matters for the growth and development of a country. One of the main factors that contribute to the development of teachers working in the higher education sector is the institution in which they are working. A key issue is how one builds better institutions. Unfortunately, colleges as they are now are not the top tire institutions capable of doing research which is one of the two emerging expectations from the higher education from the higher education system. As of now they work like glorified tutorial institutes preparing the students for the university examinations. The undergraduate first degree s offered whether in the university or in the colleges are not more than glorified sub- degrees when compared to that of others with 4 years requirements.

**Conclusion:**

The existing skill development policy in India needs an urgent treatment. The institutional structure needs simplification with greater investment in training infrastructure and an emphasis on supporting a casual labour force that needs to be accompanied with incentives for private sector participation too. To make India internationally competitive and to boost its economic growth further, a skilled workforce is essential. As more and more India moves towards the Knowledge economy, it becomes increasingly important for it to focus on advancement of the skills and these skills have to be relevant to the emerging economic environment. For transforming its demographic dividend, an efficient skill development system is the need of the hour. Therefore to achieve its ambitious skilling target, it is imperative to have holistic solutions of the challenges instead of piecemeal interventions.

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## Higher Education Sector In India: Challenges Of Sustainability

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**Abstract:**

India, even after 70 years of its independence, is far away from the goal of universal literacy. There are number of college in the country, but they don't have proper basic infrastructure. However on a positive note, India is engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. Indian professionals are considered among the best in the world are in great demand. This signifies the inherent strength of Indian education system. The present paper is an attempt, to identify and discuss a number of problems & challenges faced by 'Higher Education' in India. The paper is an outcome of a review of a substantial number of secondary sources on the current problems and challenges of higher education in India.

*Keywords: Indian higher education, Current scenario, Research, enrollment, Issues and challenge*

### Introduction:

HE vision of higher education in India is to realize the country's human resources potential to its fullest with equity and inclusion, the nation has embarked upon initiating a number of development-linked strategies to promote higher education. As a result of which the higher education sector, in recent decades, has witnessed a tremendous growth in many aspects such as its institutional capacity, enrolment, teacher-student ratio, etc. The rapid expansion of the higher education system as a whole has brought several pertinent issues related to equity, efficiency, excellence and access to higher education in the country. Though contributions of private unaided colleges and universities in meeting the demand for higher education are appreciable, the mushrooming growth of these institutions has resulted in the largest system of higher education with the weakest quality.

This paper presents a bird's eye view of the structure and salient features of higher education sector prevalent in India. An attempt has also been made in this paper to discuss the trends in the growth of enrolment and funding of highereducation in India institutions, organizations and individuals in India. Specifically, the secondary sources include Annual Reports of UGC, Planning Commission, Education Department of Ministry of Human Resource Development, Economic Survey and other journals, books and websites. As these secondary sources have obvious limitations of sampling and dimensional studies, the present study could only be a macro analysis of higher education system in the country as a whole. Essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities.

The idea of equalizing educational opportunities also lies in the fact that "the ability to profit by higher education is spread among all classes of people. There are great reserves of untapped ability in the society; if offered the chance they can rise to the top. A great deal of talent of the highest level is, in fact, lost by an in egalitarian system of education" (Balachander, 1986).

### Opportunities in Higher Education:

India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 million. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now boasts of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades. The year 2012 witnessed 21.4 million enrollments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the promising areas for private and foreign investments. It offers immense investment opportunities in both non-regulated and regulated segments (Nexus Novus, 26 July, 2013). Indian higher education system is growing very fast irrespective of various challenges but there is no reason that these Challenges cannot be overcome. With the help of new-age

learning tools, it is easy for country like India to overcome these problems and bring a paradigm shift in the country's higher education sector. With such a vibrant country with huge population properly educated, the possibilities are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world. There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. There are opportunities for India to collaboration at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework. Equality of educational opportunity in higher education is considered

**Issues And Challenges – An Analysis:**

India has been a multi-cultural, multi-religious, and multi-linguistic society. Every State has a different and distinct identity. Dealing with various aspirations of such people in a democratic country is indeed a challenge to the Govt of India. The various issues are outlined here:

**Lack of quality education:**

In the top 100 universities list by 'Times Higher Education World Reputation Rankings', none of the Indian universities could be found in the list. In the 2017 rankings by the HRD ministry, only 2,995 institutions (6%) participated from around 51,000-strong higher educational institutions in India. There is severe regional imbalance too. In the overall rankings, of the 100 best institutions, 67 are from just eight states. Among the best 100 universities, 40 are in three states. Among the best 100 colleges, 77 are from just five states (Nanda, Prashant K. 2017).

**Corruption in education:**

Corruption in Indian education system has been eroding the quality of education. It is one of the major contributors to domestic black money. Payment to Management at dark rooms and seeking admissions is increasing. 'Get full salary in the account, pay back part to Management by blank signed cheques is also a practice in some private schools.

**No proper value education:**

Value education is not offered in the schools and colleges. If offered, religion and hatred are spread in the name of value education. Many of the doctors, lawyers, CAs, politicians and Govt servants who are supposed to be the saviors of the society, suffer from serious charges of corruption. Old-age homes are increasing. Suicides are increasing. The meaning of love is eventually changing. The education-led technology, inventions and innovations are being misused.

**Poor Women's education:**

Women have a much lower literacy rate than men. Conservative cultural attitudes prevent girls from attending schools. Despite Govt's attempts to provide incentives viz. midday meals, free books and uniforms, girls' attendance is poor. Though the minimum age for marriage is eighteen, many girls get married much earlier. Therefore, at the secondary level, female drop-out rate is high.

**Lack of Facilities :**

As per 2016 Annual Survey of Education Report, 3.5% schools in India had no toilet facility while only 68.7% schools had useable toilet facility. 75.5% of the schools surveyed had library in 2016, a decrease from 78.1% in2014. Percentage of schools with separate girls' toilet has increased from 32.9% in 2010 to 61.9% in 2016.74.1% schools had drinking water facility and 64.5% of the schools had playground.

**Curriculum issues:**

There are many different curriculum systems that confuse the students who wish to achieve the same objective such as Engineering, Medical and Business Administration. At the higher education level, there is no uniformity in the syllabuses taught for the same programmer. Syllabus revision is done quite often without considering the contemporary requirements of industries. There is lack of diversity in the subjects one can take in colleges. Flexibility to cross over streams is also lacking.

**Public school workforce absenteeism:**

Teacher absenteeism in India is exorbitant. World Bank estimates show the cost in salaries paid to absent teachers is US $2 billion every year. In a study by Kremer, etc, they found 25% of private sector

teachers and 40% of public sector medical workers were absent during the survey. Absence rates among them ranged from 14.6% in Maharashtra to 41.9% in Jharkhand.

**Train the trainers continuously:**

A teacher is an entrepreneur and creator. The performance of a teacher should not be restricted to classroom. It

**Solutions: A Way Forward**

**Give more significance to primary and secondary education:**

Primary education is the backbone of education system of a country. If the teachers at primary and Secondary level are unskilled, not qualified and less-paid, all further studies will be in stake. Hence, more attention is required on primary education rather than higher education. Presently, higher education institutions compete to get quality students. The weaker and less reputed colleges end-up with poor students. This affects consecutively the employability of youth, and creates a class-divide.

**Give importance to technology in education:**

India has to embrace computer and high speed internet technology. Our educational delivery Mechanisms should take the wealth of human capital to the masses. The models of brick and mortar schools, colleges and universities will have to be integrated and interlinked with ICT. The Governments should invest more in technological infrastructure that will ease the knowledge accessibility.

**Encourage innovation and creativity:**

The system should reward those who deserves highest academic honor. The crammers should not be rewarded. Our testing and marking systems need to be built to recognize original contributions, creativity, problem solving and innovation. Ranks should be awarded accordingly.

**Personalize the education:**

Indian education system is built on the assumption that if a thing is good for one child, it is good for all. Needs to be opened up for the world to see with internet. There has to be leaders in teaching positions, not salaried people holding their mantle. Hence, regular training is a necessity.

**Change the aptitude to teach:**

Teaching jobs are widely regarded as safe, well-paid and risk-free jobs. Most of the teachers do not want to change. As they become experienced, they get septic, and not even think of the nature and need of the students. Understanding the present generation is the necessity Guidelines should be made in this direction.

**Provide quality education with character:**

Education without character is abortion and will create divisions in the society. A country that lowers the quality of education and allows score competition in exams will collapse. The mystified doctors, less skilled engineers, cowardly judges, money minded accountants, greedy businessmen, inhuman preachers and ignorant teachers cannot serve for the economy's growth. They will soon and surely doom the society with their unethical practices which no one can resist.

**Recommendations**

- Indian Govt needs to invest heavily in infrastructure and teachers' training. At least 8-10% of India's GDP Must be invested in the education sector.
- Malnutrition affects the children's ability to learn. Poverty and nutrition deficiency should be taken care of, which is the bounden duty of the Govt.
- Teachers should encourage creativity in students. The latter should be exposed to economic, environmental and societal problems.
- The strength of a class should not be more than 25 at school and 50 at higher education. A child cannot get the required attention of a teacher if the strength is unreasonable.
- Exams should be tuned to assess the student's understanding of the subject.
- Syllabuses learnt by students should be the same when the same exam is to be appeared.

- Extracurricular activities, sports activity, NSS, NCC, etc should be started compulsorily at school level.
- Education oriented excursions/tours should be made a part of the curriculum.

**Conclusion:**

Education is a country's lifeline, and it has to be given more importance than defense in any country. There is a dire need for revolutionary changes in the India's education system, not only in the syllabus and pedagogy, but also in the attitude towards the test and marks system. India can use its vast human resources productively if the learning system is made effective. As a child is born, it is painted with religion and caste by the cowardly society and is bombarded with all biased thoughts and unruly philosophies. Every child has unlimited potential and it should be allowed to be free from our ill thoughts. It should be taught to reduce the inequality. We can do a lot. But we are not working with required seriousness. If the Govt schools are failing, it is primarily because of non-availability or absence of teachers, no headmasters for governance, lack of initiatives by teachers, lack of guidance to students, lack of infrastructure, increased involvement of politicians and more bureaucratic control. Indifferent parents including Govt schoolteachers, MPs, MLAs and ministers send their wards to pvt schools. It is a shameful situation. The government will have to work on it seriously.

The system of education should be learner-centric rather than mark-centric. Children must be allowed to choose subjects according to their interests. They should be encouraged to research on their own from library books and the Internet and share them in the class. This will help them to develop self-confidence, self-dependence and openness to criticism. Employability is a serious problem today. Somehow people get degrees and become unemployed or underemployed. The quality of education is directly linked to the resources available and it is important for the Govt to improve resource allocation to bring about qualitative changes in the field of education.

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## Vocational Training Providers In India- Critical Evaluation

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**Introduction:**

According to International Labour organisations, "Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development". Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. The country presently faces a dual challenge of severe paucity of high-trained, quality labour as well as non -employability of large section of the educated workforce that poses little or no job skill. Vocational trainings are the one of key forces of economic growth and social development for any country. India has largest technical manpower in the world. India is expected to be home to a skilled workforce of 500 million by 2022.

About 12 million persons are expected to join the workforce every year. This talent pool needs to be adequately skilled. The skill development issue in India is thus pertinent both at the demand and supply level .To meet the demand side challenges, consistent efforts are being made towards expansion of economic growth and creation of large employment opportunities.

In pursuance of Hon'ble Union Finance Minister's announcement in 2005-06 Budget Speech, Ministry of Labour and Employment undertook development of a new strategic framework for skill development for the school drop-outs and existing workers especially in the informal sector in close consultation with industry, micro enterprises in the informal sector, State Governments, experts and academia. This was essential considering their educational, social and economic background.

The key features of the new framework for skill development are:

❖ Demand driven short term training courses based on Modular Employable Skills (MES) decided in consultation with Industry.
❖ Flexible delivery mechanism (part time, weekends, full time, onsite/ offsite)
❖ Different levels of programmes (Foundation level as well as skill upgradation) to meet demands of various target groups.
❖ Training to be provided by Vocational Training Providers under the government, private sector and industrial establishments
❖ Optimum utilization of existing infrastructure to make training cost effective
❖ The services of existing or retired faculty or guest faculty to be utilized
❖ Testing of skills of trainees by an independent assessing body that would not be involved in conduct of the training programme to ensure that it is done impartially

Accordingly, with the inclusion of above features, a new scheme namely "Skill Development Initiative" for imparting Vocational Training to 1 million persons over a period of 5 years and thereafter 1 million per year with an outlay of Rs. 550.00 Crores has been taken up. The scheme has been operationalised after the approval of CCEA (Council for Curriculam, Examination and Assessment) on 24th May 2007. The training under SDI scheme was envisaged to be provided by various **Vocational Training Providers (VTPs)** under Central Government, State Governments, Public and Private Sector and Industrial establishments. It was decided that initially 1896 Govt. ITIs and 3218 private ITCs affiliated to the National Council for Vocational Training (NCVT) will be eligible to participate in the scheme as VTPs.

The **training** under SDI (Skill Development Initiative) scheme will be provided by various VTPs under Central Government, State Governments, Public and Private Sector and Industrial establishments. The National Council on Vocation Training plays a key role in the formation of training curriculum, policies, standards, as well as in certification by means of the trade test. The National Skill Development Corporation has been set up under Public-Private Partnership (PPP) mode as a Section-25 Company under the Ministry

of Finance to provide viability gap funding and coordinate private sector initiatives. The Prime Minister's National Council on Skill Development has been formulated to coordinate action on skill development.

**Eligible Vocational Training Providers**

The applicants fulfilling the following conditions are eligible to apply:

1) Educational / Training Institutes: Any educational/ training institute fulfilling any of the following criteria:
2) ITIs / ITCs affiliated to NCVT on or before the date of submission of the application.
3) Institutes approved by Councils under Central Government Ministries like All India Council of Technical Education / Medical Council of India / Indian Nursing Council / National Council for Hotel Management and Catering Technology / Any other on or before the date of submission of the application.
4) Colleges / Institutes affiliated to a university set up by a Central or State / UT government or recognized by University Grants Commission.
5) Schools / Institutes approved by Central or State Boards of Secondary Education (or equivalent) or Boards of Technical Education.
6) Distance Education Institutions (DEIs) that are approved by Distance Education Council (DEC) of India on or before the date of submission of application.
7) Institutes approved by International Air Transport Association (IATA) and International Civil Aviation Organisation (ICAO).
8) Organizations/ Institutes set up by Government
9) Companies/Firms providing training under Apprentices Act, 1961
10) Companies/Firms /Registered Societies/Trusts engaged in providing training

**Evaluation of a VTP**

Separation of training delivery and assessment functions are aimed at ensuring quality. Performance of the VTPs would be closely monitored based on the output and outcome of training provided by them. Rating would be awarded to the VTPs from 2nd year onwards based on following criteria:

| Grading | Pass rate of trainees who appeared in tests during a period of 6 months (April – September , October- March) | Employment rate of passed out trainees |
|---|---|---|
| A | 80% and above | 80% and above |
| B | 60%- 80% | 60%- 80% |
| C | Less than 60% | Less than 60% |

List of VTPs along with ratings would be provided on the SDI/ MES website. Registration of the VTP would be cancelled if it gets 'C' grade, in two consecutive times. The VTP would be able to apply for a fresh registration not before one year from the date of cancellation of the

**Critical Evaluation:**

Every year 5.5 million students pass out of class X, of which 3.3 million go to XI, leaving 2.2 million out of the education stream. Those who drop out after class Vlll are approximately 20-21 million. Available formal training capacity of the country is only 2.3 million students. This leaves a gap of 18.7 million. The ITI System needs to be revamped to fill up this gap. Among persons of age 15 years above only 2% had any type of technical degree /diplomas/certificates. The proportion was only 1% in rural areas and 5% in the urban. In India we have identified only about 170 skills and only 2-3% of the youth (15-29 years) goes for formal vocational training .The proportion of persons (15-29 yrs) who received formal vocational training was the highest among the unemployed. India is far behind in introducing new and innovative skills in VTPs to attract young children as compared to many developed countries.

There are many reasons behind this slow progress in performance of our VTPs.

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1. **Predominance of Private Institutions:** It is evident from the above Chart 3 as many as 8248 Vocational Training providers are from Private unaided institutions whereas 1571 are belong to the government's institutions. Most of the Private institutions are involved in VTPs for commercial reasons. The effective implementations of programs are secondary for them. Due to this attitude most of the private VTPs the skill enhancement schemes of the government lacks the proper and efficient implementation.

2. **Lack of training Infrastructure**: Infrastructure, both physical and manpower is an issue with training providers. They do not find the right trainers given the low incentives associated with teaching and also remote locations that these institutions are located in .also quality trainers might be a big component in the overall cost structure for a training setup but their absence directly impacts the bottom line. Similarly, gestation periods are very high to achieve breakevens unless it is an established brand. These institutions also lack the right kind of machinery to give students hand on training. Curriculum in these training institutions is often outdated and lacks the industry connects.

3. **Mismatch between youth aspirations and jobs**: Finding student to fill the classroom and getting the people to accept the job has been a difficult task. Skill gap studies conducted by NSDC across various states clearly depict such trends. Therefore the alignment of aspirations Vis-à-vis jobs on offer extremely important.

4. **Mobilisation:** Mobilisation of students to get trained has been a major concern. The traditional mindset, low willingness to migrate, low salaries at entry level, lack of recognition of long-term premium associated with skilling, inability to pay for training, lack of employers endorsements and illiteracy have made the workforce less responsive towards skilling initiatives.

5. **Industry Collaborations:** From an industry point of view and specifically in the unorganised segments the employer does not distinguish whether an employee has picked up skills on the job or he has acquired them through formal training and hence skill premium or any other financial incentives are lesser known components of the skilling eco system. Some of the known companies such as Larsen and Toubro have invested in their own skilling centres and are training people in very specific job roles such as bar benders, steel fixing and masonry. There is great need to get the industry and employer's proactive participation. In a country where approximately 83% of employment comes from the unorganised segment it is an uphill task to sensitise the employers on the importance of the occupational standards, job roles and qualification packs.

6. **Scalability:** Getting the right kind of partners, effective stakeholder managementfrom the corporate sector who didn't realise the opportunity in this space till very recently scaling up. The other issue is identifying the right training partner who can meet the requirement of the industry and can fit into the new skilling ecosystem. Scaling up of these partners is another challenge that needs to be addressed considering markets behave differently from state to state.

7. **Quality concerns:** This issue relates to the quality of infrastructure, trainers, as well as curricula and pedagogy. In term of infrastructure the institute often lack of appropriate machinery to give students hands on training. Even the course curricula often are outdated, redundant and non- standardized. The availability of good quality trainers is also key concerns.

**Conclusion:**

Vocational Education and Training is an important element of nation's education initiative and component for socio – economic growth of ant country.. For vocational to play its part effectively in the changing global environment, it is imperative to redefine the objectives of vocational education and training and make it flexible ,contemporary ,relevant ,inclusive and creative VTPs provide higher and specialized skills are better placed in the world of work.

Today India faces complex and enormous challenges in fostering skill development for youths. In India the bulk of employment is in rural areas and in the unorganisedsector and almost all manufacturing firms are in the informal sector. Developing proper teaching and learning material for vocational education training keeping in view the requirement of different trades. create awareness and provide all possible

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information in various fields. Create certain key locations /centres where all such type of information's are provided. we should try to organise need based training programmes for special groups .these programmes will may helpful  them to  the economic and social development

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## Higher Education Sector In India: Problems And Prospects.

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### Introduction:

Higher Education provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing humanity. Higher education provides specialized knowledge and skilled persons for national development. Higher education being the highest point of education provides quality researchers, teachers and professors for better education system. Literacy being a key for socio-economic progress, Indian literacy rate has grown to 74% (2011 Census figure), with recent reports of 80% literacy approaching the world average rate of 84%.As of February 2017, statistics from the UGC website states that, there are **789 universities**, **37,204 colleges** and **11,443** stand-alone institutions in India, which makes India's higher education system in the world third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field. Today over 60% of higher education institutions in India are promoted by the private sector.

### Objectives:

Following are the objectives aimed through this platform of "one day interdisciplinary International Conference"

- Accommodates diversity and protects learners from inferior and non-relevant skills development for people from all socio-economic backgrounds and genders;
- Improve the quality of all education and training in India by inclusive quality frame work
- Provide greater transparency and consistency across the entire skill development system

### The National Quality Assurance Framework aims to

a. Improve the consistency and industry relevance of NSQF graduates through closer partnerships with industry and other social partners;
b. Accommodates diversity and protects learners from inferior and non-relevant skills development for people from all socio-economic backgrounds and genders;
c. Provide a structure for continuous improvement of the overall education and training system in India;
d. Improve the quality of all education and training in India, even those delivered by institutions that have limited resources, by an inclusive quality framework, which permits such institutions to achieve the quality standards laid down in the NQAF.
e. The objective is not to exclude large number of participants in the skills development process by an exclusive framework that set benchmarks that exclude education and training provision;
f. Develop a skilled India of highly valued productive multi-skilled workers; and Provide greater transparency and consistency across the entire skills development system as it provides a common framework for the system as a whole to improve, monitor andevaluate the management, provision and outcomes of skill.

### Research Methodology:

This paper is basically descriptive and analytical in nature. In this paper an attempt has been taken to analyze the challenges, need and opportunities for skill development in India. Data used in it is purely from secondary sources according to the need of this study.

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**Need for Skill development:**

Development of Skill in Higher education supplies trained and skilled manpower to the different sectors of the economy. Out of four major factors of production i.e. men, money, machinery, and material, we may only have competitive advantage over the men i.e. our human resource or manpower, because quality manpower may provide tremendous output. Hence, the development of the country depends on its quality manpower. It is very much important for the government to invest in education, training, and skill development programs as a whole to supply quality manpower in the requisite number to different sectors. At the same time, government must take initiatives to measure and control the institutions providing higher education, training, and skill development programs to control over the quality supply of skilled manpower.

**Challenges in Higher Education in India:**

Even after 71th year of independence still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. Various governments changed during these seven decades. They tried to boost the education system and implemented various education policies but they were not sufficient to put an example for the universe. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher education system in India are discussed below:

**Enrolment:**

The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

**Equity:**

There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system.

**Quality:**

Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world. Infrastructure: Poor infrastructure is another challenge to the higher education system of India particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large numbers of colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hosieries or photocopy shops.

**Political interference**:

Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities. They are using the innocent students for their selfish means. Students organize campaigns, forget their own objectives and begin to develop their careers in politics.

**Faculty**:

Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of NET / PhD candidates are unemployed even there are lot of vacancies in higher education, these deserving candidates are then applying in other departments which is a biggest blow to the higher education system.

**Demand and Supply Mismatch**:

The demand made by the industries and supply of labour force mismatch leads to aggravate all types of skill development of initiatives of the government and partner agencies. The number of people formally trained in a year is only 1100,000 by ministry of labour and Employment and approximately 3,200,000 trained by 17 other central government and its partner agencies.

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**Research and Innovation:**

There are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centers. So, this is another area of challenge to the higher education in India. Structure of higher education: Management of the Indian education faces challenges of over centralization, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar, 2015).

**Opportunities in Higher Education**:

India is a large country, with an estimated population of young people aged between 15 to 24 years to be around one fifth the total population of India. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now boasts of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades. The year 2012 witnessed 21.4 million enrollments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the promising areas for private and foreign investments. It offers immense investment opportunities in both non-regulated and regulated segments.

Indian higher education system is growing very fast irrespective of various challenges but there is no reason that these Challenges cannot be overcome. With the help of new-age learning tools, it is easy for country like India to overcome these problems and bring a paradigm shift in the country's higher education sector. With such a vibrant country with huge population properly educated, the possibilities are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world.

There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. There are opportunities for India to collaboration at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework.

The need to enhance the employability of graduates is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry, research skills and the wide range of transferable skills, including English. The emerging interest in Indian higher education institutions in the vocational skills market provides areas for potential engagement with international partners.

**Findings of the Study:**

Higher education is basically traditional type of studies.

➢ Inflexibility in curriculum framework of vocational training and education made it difficult for individual to imbibe the proper skills

➢ Many skills taught in curriculum are obsolete and their end result is that workers are unable to find jobs according to their aspirations.

**Suggestions:**

Higher education should inculcate the various Skill Certification Schemes to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood.

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Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL).
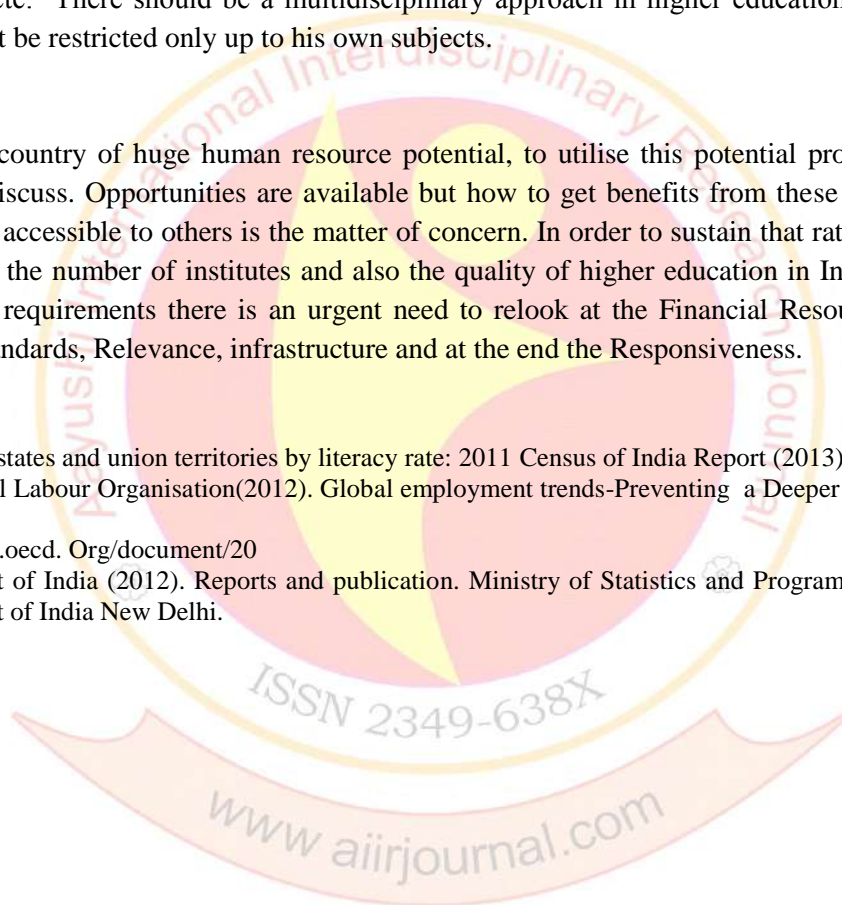
There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive. Higher educational institutes need to improve quality and reputation. There should be a good infrastructure of colleges and universities which may attract the students. Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research. There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education. Universities and colleges in both public private must be away from the political affiliations, Favoritism; money making process should be out of education system etc. There should be a multidisciplinary approach in higher education so that student's knowledge may not be restricted only up to his own subjects.

**Conclusion:**

India is a country of huge human resource potential, to utilise this potential properly is the issue which needed to discuss. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness.

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# Reforms In Higher Education

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## Introduction

**Education reform** is the name given to the goal of changing public education. Historically, reforms have taken different forms because the motivations of reformers have differed. However, since the 1980s, education reform has been focused on changing the existing system from one focused on inputs to one focused on outputs (i.e., student achievement). In the United States, education reform acknowledges and encourages public education as the primary source of K-12 education for American youth.

Education reformers desire to make public education into a market (in the form of an input-output system), where accountability creates high-stakes from curriculum standards tied to standardized tests. As a result of this input-output system, equality has been conceptualized as an end point, which is often evidenced by an achievement gap among diverse populations. This conceptualization of education reform is based on the market-logic of competition. As a consequence, competition creates inequality which has continued to drive the market-logic of equality at an end point by reproduce the achievement gap among diverse youth

The one constant for all forms of education reform includes the idea that small changes in education will have large social returns in citizen health, wealth and well-being. For example, a stated motivation has been to reduce cost to students and society. From ancient times until the 1800s, one goal was to reduce the expense of a classical education. Ideally, classical education is undertaken with a highly educated full-time (extremely expensive) personal tutor. Historically, this was available only to the most wealthy. Encyclopedias, public libraries and grammar schools are examples of innovations intended to lower the cost of a classical education.

Many reformers focused on reforming society by reforming education on more scientific, humanistic, pragmatic or democratic principles. John Dewey and Anton Makarenko are prominent examples of such reformers. Some reformers incorporated several motivations, e.g. Maria Montessori, who both "educated for peace" (a social goal), and to "meet the needs of the child" (A humanistic goal). In historic Prussia, an important motivation for the invention of Kindergarten was to foster national unity by teaching a national language while children were young enough that learning a language was easy.

## Modern reforms:

Though educational reform occurred on a local level at various points throughout history, the modern notion of education reform is tied with the spread of compulsory education. Education reforms did not become widespread until after organized schooling was sufficiently systematized to be 'reformed.'

In the modern world, economic growth and the spread of democracy have raised the value of education and increased the importance of ensuring that all children and adults have access to high-quality, effective education. Modern education reforms are increasingly driven by a growing understanding of what works in education and how to go about successfully improving teaching and learning in schools. However, in some cases, the reformers' goals of "high-quality education" has meant "high-intensity education", with a narrow emphasis on teaching individual, test-friendly sub skills quickly, regardless of long-term outcomes, developmental appropriateness, or broader educational goals.

## Reforms of classical education:

Western classical education as taught from the 18th to the 19th century has missing features that inspired reformers. Classical education is most concerned with answering the who, what, where, and when? Questions that concern a majority of students. Unless carefully taught, group instruction naturally neglects the theoretical "why" and "which" questions that strongly concern fewer students.

Classical education in this period also did not teach local languages and cultures. Instead it taught high-status ancient languages (Greek and Latin) and their cultures. This produced odd social effects in which an intellectual class might be more loyal to ancient cultures and institutions than to their native vernacular languages and their actual governing authorities.

**England in the 19th century:**

Before there were government-funded public schools, education of the lower classes was by the charity school, pioneered in the 19th century by Protestant organizations and adapted by the Roman Catholic Church and governments. Because these schools operated on very small budgets and attempted to serve as many needy children as possible, they were designed to be inexpensive. The basic program was to develop "grammar" schools. These taught only grammar and bookkeeping. This program permitted people to start businesses to make money, and gave them the skills to continue their education inexpensively from books. "Grammar" was the first third of the then-prevalent system of classical education.

**Educational Reforms in India:**

Reforms in the education sector have been one of the top priorities of the governments in India. Constant efforts have been taken continuously to effectively revamp the education system in India to provide equitable access to education. However, reforms can only be possible if it is implemented properly, which is an extremely difficult challenge. For a democratic country like India with such a diverse population, implementation of a pan India reform becomes a tough task owing to its varied political, economic and social situations.

The Government has introduced several schemes and policies to improve the education system of the country, particularly the quality and content of instruction. However, the system has failed to achieve its objectives and transform according to global standards. The Annual Status of Education Report claims that close to 50% of class V students were not able to read a text meant for class II students, which is not surprising. This calls for looking into the various barriers to implementing educational reforms —

**Systemic and structural issues:**

Education reforms have been majorly ineffective because of the deeply rooted systemic and structural problems within the system. These difficulties can be understood by Elmore's organizational models which can be applied to assess the implementation of social programmes like education reforms.

Education reforms are focused on inputs rather than learning outcomes as the performance of schools is assessed only by infrastructure and midday meals. Moreover, teachers tasked with raising student standards are burdened with administrative tasks, large class size, lack of training etc. As a result, they resort to rote-learning techniques to cope up with the mounting work pressures. Budgetary constraints and lack of manpower and technological resources can be the other possible barriers.

**A top-down policy:**

India's unique federal structure and education being a concurrent list subject, the policy interventions in education follows top-down approach major decisions are taken at the central level. This approach ignores the extent of change required in other areas for successful implementation of a reform. Hurdles in implementing a common entrance exam for admissions to medical colleges was a result of such an approach. State governments opposed it stating that there was a huge variation in the syllabus of their respective boards.

**Higher education:**

Higher education in the United States of America has always been regarded as exceptional worldwide although there are apprehensions regarding expensive and quality education, unimpressive completion rates, and increasing student debt. These issues raised doubts as to the effectiveness of the conventional approach to higher education. There have been numerous proposals for federal reforms to

enhance the status of higher education in the US. Some of the recommendations included making institutions liable for students/ non-attendance or dropping out of school, changing the obsolete accreditation process in overseeing access to federal subsidies, and allowing access to free education.

**Career and Technical Education:**

President Donald Trump signed the Strengthening Career and Technical Education for the 21st Century Act (HR 2353) on July 31, 2018. This is the first law the American president signed that made meaningful amendments to the federal education system. It reauthorizes the Carl D. Perkins Career and Technical Education Act, a $1.2 billion program modified by the United States Congress in 2006.

Legislators have repeatedly rebuffed the efforts of Trump and education secretary Betsy DeVos to implement school choice programs funded by the federal government. The move to change the Higher Education Act was also deferred. Business and education groups such as the Council of Chief State School Officers as well as the National Governors Association commended the US Congress for its prompt work during the past month. However, some advocacy organizations like Advanced CTE and Association for Career and Technical Education\ are apprehensive that said law can urge states to set passive laws for Career and Technical Education.

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## Information And Communications Technology In Higher Education

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**Introduction:**

Information and communications technology (ICT) is an extensional term for information technology (IT) that stresses the role of unified communicationsand the integration of telecommunications (telephone lines and wireless signals) and computers, as well as necessary enterprise software, middleware, storage, and audiovisual systems, that enable users to access, store, transmit, and manipulate information.

The term ICT is also used to refer to the convergence of audiovisual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives (huge cost savings due to the elimination of the telephone network) to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution, and management.

ICT is a broad subject and the concepts are evolving. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form (e.g., personal computers, digital television, email, or robots). For clarity, Zuppo provided an ICT hierarchy where all levels of the hierarchy "contain some degree of commonality in that they are related to technologies that facilitate the transfer of information and various types of electronically mediated communications

**ICT Development Index:**

The ICT Development Index ranks and compares the level of ICT use and access across the various countries around the world. In 2014 ITU (International Telecommunications Union) released the latest rankings of the IDI, with Denmark attaining the top spot, followed by South Korea. The top 30 countries in the rankings include most high-income countries where quality of life is higher than average, which includes countries from Europe and other regions such as "Australia, Bahrain, Canada, Japan, Macao (China), New Zealand, Singapore and the United States; almost all countries surveyed improved their IDI ranking this year." In developing countries, ICT development is constrained by limited capabilities and often the objectives of ICT projects are not fully met

**Higher Education in India:**

India's higher education system is the third largest in the world, next to the United States and China.The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 15 autonomous institutions established by the University Grants Commission (UGC)

As per the latest 2011 Census, about 8.15% (68 millions) of Indians are graduates, with Union Territories of Chandigarh and Delhi topping the list with 24.65% and 22.56% of their population being graduates respectively. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000–01 to 2010–11.[5] As of 2016, India has 799 universities, with a break up of 44 central universities, 540 state universities, 122 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 75 Institutes of National Importance which include AIIMS, IITs, IIEST and NITs among others.

Other institutions include 39,071 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2016. Colleges may be Autonomous, i.e. empowered to examine their own degrees, up to PhD level in some cases, or non-autonomous, in which case their examinations are under the supervision of the university to which they are affiliated; in either case, however, degrees are awarded in the name of the university rather than the college.

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**In India as per Census 2001**

| Sl. No. | Degree | Holders |
|---|---|---|
| **01** | Post-graduate degree other than technical degree | 6,949,707 |
| **02** | Graduate degree other than technical degree | 25,666,044 |
| **03** | Engineering and technology | 2,588,405 |
| **04** | Teaching | 1,547,671 |
| **05** | Medicine | 768,964 |
| **06** | Agriculture and dairying | 100,126 |
| **07** | Veterinary | 99,999 |
| **08** | Other | 22,588 |
| | **Total** | **37,670,147** |

**ICT in Higher Education:**

The United Nations Educational, Scientific and Cultural Organization (UNESCO), a division of the United Nations, has made integrating ICT into education part of its efforts to ensure equity and access to education. The following, taken directly from a UNESCO publication on educational ICT, explains the organization's position on the initiative.

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's Intersexual Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science. Despite the power of computers to enhance and reform teaching and learning practices, improper implementation is a widespread issue beyond the reach of increased funding and technological advances with little evidence that teachers and tutors are properly integrating ICT into everyday learning. Intrinsic barriers such as a belief in more traditional teaching practices and individual attitudes towards computers in education as well as the teachers own comfort with computers and their ability to use them all as result in varying effectiveness in the integration of ICT in the classroom.

**ICT in Developing Countries**

**Africa:** ICT has been employed as an educational enhancement in Sub-Saharan Africa since the 1960s. Beginning with television and radio, it extended the reach of education from the classroom to the living room, and to geographical areas that had been beyond the reach of the traditional classroom. As technology evolved and became more widely used, efforts in Sub-Saharan Africa were also expanded. In the 1990s a massive effort to push computer hardware and software into schools was undertaken, with the goal of familiarizing both students and teachers with computers in the classroom. Since then, multiple projects have endeavored to continue the expansion of ICT's reach in the region, including the One Laptop per Child (OLPC) project, which by 2015 had distributed over 2.4 million laptops to nearly 2 million students and teachers.

The inclusion of ICT in the classroom, often referred to as M-Learning, has expanded the reach of educators and improved their ability to track student progress in Sub-Saharan Africa. In particular, the mobile phone has been most important in this effort. Mobile phone use is widespread, and mobile networks cover a wider area than internet networks in the region. The devices are familiar to student, teacher, and parent, and allow increased communication and access to educational materials. In addition to benefits for students, M-learning also offers the opportunity for better teacher training, which lends to a more consistent curriculum across the educational service area. In 2011, UNESCO started a yearly symposium called Mobile Learning Week with the purpose of gathering stakeholders to discuss the M-learning initiative.

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**ICT in Today's scenario:**

In modern society ICT is ever-present, with over three billion people having access to the Internet. With approximately 8 out of 10 Internet users owning a Smartphone, information and data are increasing by leaps and bounds.This rapid growth, especially in developing countries, has led ICT to become a keystone of everyday life, in which life without some facet of technology renders most of clerical, work and routine tasks dysfunctional. The most recent authoritative data, released in 2014, shows "that Internet use continues to grow steadily, at 6.6% globally in 2014 (3.3% in developed countries, 8.7% in the developing world); the number of Internet users in developing countries has doubled in five years (2009-2014), with two thirds of all people online now living in the developing world."

However, hurdles are still large. "Of the 4.3 billion people not yet using the Internet, 90% live in developing countries. In the world's 42 Least Connected Countries (LCCs), which are home to 2.5 billion people, access to ICTs remains largely out of reach, particularly for these countries' large rural populations?" ICT has yet to penetrate the remote areas of some countries, with many developing countries dearth of any type of Internet.

This also includes the availability of telephone lines, particularly the availability of cellular coverage, and other forms of electronic transmission of data. The latest "Measuring the Information Society Report" cautiously stated that the increase in the aforementioned cellular data coverage is ostensible, as "many users have multiple subscriptions, with global growth figures sometimes translating into little real improvement in the level of connectivity of those at the very bottom of the pyramid; an estimated 450 million people worldwide live in places which are still out of reach of mobile cellular service.

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# Challenges and Opportunities Of Higher Education In India

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**Abstract:**

*Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. The prosperity of any nation is intrinsically linked to its human resources. Human capital is one of the most important assets of a country and a key determinant of a nation's economic performance. The strength of a nation is dependent on its intellectual and skillful citizens. The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, next to the United States and China.*

*Since independence, India as a developing nation is contentiously progressing in the education field. Although there have been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn is of utmost important. The current study aims to highlight the challenges and to point out the opportunities in higher education system in India.*

*Keywords: Education, Opportunities, Challenges, Colleges, Universities*

## Introduction:

Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. The prosperity of any nation is intrinsically linked to its human resources. Human capital is one of the most important assets of a country and a key determinant of a nation's economic performance. The strength of a nation is dependent on its intellectual and skillful citizens.

India has a total of 634 universities. 44 central universities, 306 state universities, 145 private Universities, 130 deemed universities and 5 institutions established through state legislation, 60 Institutions of National Importance. Currently, the Government spends around 3.8% of its GDP on education and about 1.25 % of GDP on higher education.

According to the 2011 census, the total literacy rate in India is 74.04% compared to the world average of 83.4% (2008). India possesses a highly developed higher education system, which offers the facility of education and training in almost all aspects of human creativity and intellectual endeavors like: arts and humanities ,natural, mathematical and social sciences ,engineering , medicine, dentistry , agriculture; education, law , commerce and management, music and performing arts national and foreign languages culture ,communications etc.

## Review of Literature:

**Masani, (2008):**

The quality of education in India whether at primary or higher education is significantly poor as compared to major developing nations of the world.

**Newsweek, (2011):**

As of 2008, India's post-secondary institutions offer only enough seats for 7 per cent of India's college-age population, 25 per cent of teaching positions nationwide are vacant, and 57 per cent of college professors lack either a master's or PhD degree (Newsweek, 2011).

**Mitra, (2008):**

As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000 (Science and Technology Education, 2009) plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.

## Objectives Of The Study:

1. To study the present situation in higher education of India.

2. To study the challenges and opportunities faced by the higher education development system in India.

3. To suggest possible solutions for higher eduction in India.

**Data and Methodology:**

The present study mainly is descriptive in nature. It solemnly based on secondary data and information which is collected from the concerned sources as per need of the research. The relevant books, documents of various ministries and departments and organizations, articles, papers and web-sites are used in this study.

**Growth of Higher Education Sector in India:**

The 21st century is the age of knowledge-based economy, and the centre-stage of change. Higher education has not escaped the impact and is in the process of challenge, thereby challenging the traditional system of education. Central Government and state Governments are trying to nurture talent through focusing on the number of Universities and Colleges for expansion of higher educations. In the Year 1950-51, there were 30 universities and 695 colleges. This number has increased to 634 Universities and 33023 colleges up to December 2011.

In the below Table no 1the number of institutions related to higher education up to 2011-12 is shown. It indicates that there is expansion of high education In India. The Central and state Government have taken initiatives to promote higher education. In the year 2011-12, the number of Universities and Colleges was 690 and 35539 respectively in India.

**Table -1: Number, Nature and Category of Institutions (2011-12)**

| Sl. No | Types of Institutions | Number |
|--------|----------------------|--------|
| 1 | Central Universities | 44 |
| 2 | State Universities | 306 |
| 3 | State Private Universities | 145 |
| 4 | Deemed Universities | 130 |
| 5 | Institutions of National Importance Plus other Institutions | 60 |
| 6 | Institutions established under state legislative Acts | 5 |
| | Total | 690 |
| 7 | Total colleges | 35,539 |
| | **Grand Total** | **36,229** |

Source: Economic Survey of India, Ministry of Finance, New Delhi.

**Challenges in Higher Education in India:**

It is our 69th year of independence still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. Various governments changed during these six decades.

**Enrolment**: The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

**Equity**: There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system.

**Quality**: Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education. **Faculty:** Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of NET / PhD candidates are unemployed even there are

lot of vacancies in higher education, these deserving candidates are then applying in other departments which is a biggest blow to the higher education system.

**Research and Innovation**: there are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students.

**Opportunities in Higher Education:**India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 millions. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now boasts of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades.

**Opportunities For Private Sector Investment**

**Public expenditure not enough to meet the burgeoning requirements:**

The Government of India has set itself an aggressive target of achieving 30% GER in Higher Education by 2020, which translates into doubling the GER in the next 8 years. As per recent estimates by NUEPA, in order to achieve this target an additional investment of Rs. 9.5 lakh crore (USD 190 bn ), which includes capital expenditure and operating expenditure, has to be made in the next 8 years.

**Growing role of private sector**

The private sector's role in the higher education sector has been growing at a rapid pace over the last decade and needs to further expand at an accelerated rate in order to achieve the GER target.

**Existing & Future Opportunities for Private & Foreign Sector Participation:**

The number of people entering the Indian higher education sector is growing at a significant rate. According to MHRD data, enrolments have increased from 15.5 mn (GER of 12.4%) in 2006-07 to 17.3 mn (GER of 15%) in 2009-10. These figures also reflect an increasing number of young working-age people who continue in the education system instead of dropping out.

**Suggestions Improving the System of Higher Education**

❖ There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive. Higher educational institutes need to improve quality and reputation.

❖ There should be a good infrastructure of colleges and universities which may attract the students. Universities and colleges in both public private must be away from the political affiliations, Favouritism, money making process should be out of education system etc.

**Conclusion:**

The central government and the state governments are making more provision to promote higher education. In the Eleventh Five Year Plan the total provision of Rs. 44,000 cr. was made for higher education. In the Twelve Five Year Plan the total provision of Rs. 1, 80,000 cr. is made for higher education. Such provision is made to increase Gross Enrolment Ratio (GER) related to the higher education. It is responsibility of the U.G.C. to make more effective regulation over the higher education system in India. Merely growth of higher education will not serve the basic purpose of education policy. It is necessary to see that the Universities and colleges should provide quality education to the masses.

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## Ethical Values In Higher Education-An Overview

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**Abstract:**

     ICT helps facilitate the transaction between producers and users by keeping the students updated and enhancing teacher's capacity and ability fostering a live contact between the teacher and the student through e-mail, chalk session, e-learning, web-based learning including internet, intranet, extranet, CD-ROM, TV audio-videotape. All developments mainly on the economic growth of the nation are based on updated knowledge and information into economic activity has resulted in a profound structuraland qualitative change. There is a window of opportunity for Indian because youth power in India is 59 % in the age group of 15-59 %.

     Following the recent global financial crisis and the collapse of major organizations such as Lehman Brothers, and the earlier corporate failings of Enron and HIH, there has been a shift of focus towards the role of ethics education in the formation of business professionals. In other professional settings, such as policing and medicine, similar major crises have highlighted the significance of the early development of ethical practice in emerging professionals. This paper considers the nature of professional ethics for an emerging professional, arguing that professional ethics should be a key factor in cooperative education programs. The paper considers the role of values and ethics education in empowering the emerging professional to shape and change their workplace. Building on this argument, the paper suggests foundational elements of an approach to professional ethics in cooperative education programs concluding with a suggested research path for further exploration of the content and nature of such an approach.

**Keywords:** Ethical values in higher education; professionalism; critical moral agents

## Introduction:

     Higher education is leadership education. The values and virtues practiced in universities heavily influence the future leaders. Many institutions of higher education show excellence not only in academic subjects, as green campuses, with manifold ethics curricula and in their community engagement, but also in the value-orientation of the Board and teaching staff as well as students. But, additionally, in many universities and schools around the world, fundamental values and virtues are violated: cheating, plagiarism, unethical research, nepotism in staff recruitment, corruption in exams, sexual harassment or simply the lack of ethics curricula give then the signal to the future leaders that 'this is how the world functions' and only with unethical behavior can one achieve professional success.

## Values education:

     Value education is the process by which people give values to others It can be an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behavior, to assess the effectiveness of these values and associated behavior for their own and others' long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others.

     Values education can take place at home, as well as in schools, colleges, universities, jails and voluntary youth organizations. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realization of what is good behavior for themselves and their community.

## Ethics In Institutes Of Higher Education:

     Issues of value and ethics in the education system needs to be resolved if we want to tackle the larger challenges, we face today in the education sector like total literacy, better quality of education and so on. Corruption is all pervasive and includes our education also. India is one of the most corrupt countries in the

world and ranks 72. The level of corruption in any organization depend upon three factors- the individual's sense of values, the set of values upheld and cherished by the society and lastly the system itself which will punish the guilty and if it does not then the corruption flourishes. Some of the unethical practices being followed by most of our higher education institutes are being listed below, though, it is not the exhaustive list

- How far college education has succeeded in helping students to become integral part of society. How far has the college culture changed the life of the students?
- Why college have failed to bring in the expected standards in values and beliefs.
- There is no education which can enrich human life, who is to ensure the quality and standard of values maintained. Is it the only Principal or the teachers or some other actors of higher education?
- Universities are awarding degrees and certificates to students without ensuring anything related to quality which is affecting the Education system in an adverse manner.
- People purse a degree for the status it carries.
- Teachers deliver lectures without employing proper teaching methodologies. Many a time teacher do not have time to the inclination to ensure whether the student could follow lecture. Teacher often merely dictates notes, reading out of the text book or the guide of the subject.
- Evaluation and testing give more stress upon rote memory. There is no genuine comprehension or critical evaluation. Curriculum design is mere a collection of topics and subjects.

**Values in Higher Education:**

Education is at the center of every human settlement. It is necessary for character formation for the young. Through education, the realization of meaning and purpose in society is enabled and beneficiaries are empowered to gain more access to opportunities, resources and power. Education if acquired continues to increase the value chain of any nation. This explains why the agenda for Education Reform remainspriority for almost every country in the world. Under such transformational situations, there is urgency to adapt the world's educational systems to consciously evolve and transform themselves in order to support the critical swifts and transitions happening around the globe. The educational sector is challenged to proffer practical solutions for the challenges that face mankind at this time.

**Why a Specific Role for Higher Education?**

Higher education in general can and has to play a key role in this process of balancing global and contextual perspectives in building identities through research, teaching and training. Even if open and distance education seems to be delocalized and disconnected from a specific context, it can and has to promote contextual identities by reflecting and researching on it. In a more specific way, ethics in higher education is a central part of this objective.

**Reasons for and the Effects of Ethical Challenges in Higher Education**

What are the reasons for and the effects of this development? Let me just mention four of them

1. **Pressure:** For many parents and societies, higher education seems to be the only valuable goal. The pressure is so high that young persons and their parents use all means at their disposal to get a bachelor or master degree. The effect of this pressure and of one-sided public educational strategies is that we have millions of jobless academics and not enough young people with vocational training. But studies show that innovation of a country does not only depend on a strong academic sector, but on balanced educational instruments.

2. **Finance:** in many countries, academic staff is not well paid compared to other sectors such as the private sector. With the minimum income, teachers are tempted to increase income by receiving bribes in the form of money and sexual services.

3. **Privatization:** the boom of new, mainly private institutions of higher education in many countries is a positive sign that there is a need, a market and entrepreneurs and investors who are willing to make the most of the opportunity and to take the risk. But strong competition leads also to the temptation of fast

success, cheap solutions, lack of qualified teaching staff with integrity and a lack of a sustainable ethical foundation of these institutions. There is a need therefore not only for a strong academic, but also for an ethical rating of institutions of higher education.

4. **Technology:** Information and Communication Technologies (ITCs) represent a huge potential for higher education and are obviously the back bone of open and distance learning education. The advantages and future potential are still huge. But each technology is ambiguous when looked at from an ethical perspective. It can be used for good and for bad, to save lives and take lives, to democratize knowledge and to control or centralize knowledge. Excellent distance learning possibilities are improved with ICTs but at the same time cybercrime is increasing and cyber security decreasing. The ethical and legal development12 is always behind technological development. That is why ethics in higher education needs to look at the ethics of technologies, especially ICT

**Conclusion**:

It has been quoted that the true philosophy of education lies in the combination of Virtues, Values and Validity of human life. It implies that there is need to understand the criteria that can help in development of human beings. Education is not merely imparting knowledge in a particular faculty or subject or making one fit for securing jobs or fare well in exams, it should be training in logical thinking and should help the coming generations adjust to the available changing environment.

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# Skill Development In Higher Education

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**Abstract:**

In fact skilled manpower and a steady supply of knowledgeable and trained workforce are the prerequisites for rapid industrial and economic growth. India has gradually evolved as a knowledge-based economy due to availability of capable, flexible and qualified human capital. India has immense opportunities to position itself on the world globe, thanks to the rising influence of globalization. However, there is a need to further develop and empower the human capital to ensure India's global competitiveness.

This should have support from the higher education sector, and then only skill development process will yield better results. Higher education institutions should focus more on Skill which meets the demand of present requirements. There are many dimensions which education system should look from curricular setting to practical involvement by faculty member in education. We should know that in enhancing the skills among the youth all stake holders should contribute but more responsibilities on Educational institutional.

*Keywords: Growth,Higher Education,Skill, Institutions*

## Introduction:

The role of HEIs is significant in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the nation. In this context, soft skills are important. Technical and job-related skills are a must for seeking a job in the job market, but they are not sufficient when it comes to finding a job. Today, in the era of globalization, traditional style of leadership is out of style. Professional managers and the business houses are expecting more from their employees irrespective of their hard skills which we call today as soft skills. Socially acceptable profile and skills are needed to make a good employee but at the same time the job seekers are expected to have what employers call soft skills.The conventional wisdom today is that our main national problem at the college and university level of education is providing equal opportunity for entry for all young people and then retaining in school those entering until they complete their degrees. This view is based on the belief that a college degree is the key to success in American society today. Our current President and the major foundations funding higher education base their current policies on this belief.

This conventional wisdom is fine as far as it goes. However, of equal importance is the actual skill development and learning achieved by students while in higher education. The current perception is that our nation does fine on this objective. With this perception, then entry and throughput are the highest priorities for higher education. However, this conventional wisdom is wrong.

The STEP program is a Central Sector Scheme of Ministry of Women and Child Development under which training is provided to poor and marginalized women in traditional trades to improve employability. The scheme is intended to benefit women who are in the age group 16 and above. Under the programme, grants-in-aid are provided by the central government to societies, voluntary organizations, and cooperatives providing skills in sectors ranging from agriculture to hospitality. Training courses under STEP would primarily be of 3 months or 6 months duration, with total assistance per beneficiary at Rs 18000 and Rs 28000 respectively. The maximum number of beneficiaries per project will not exceed 200. As of February, 2015, a total funding of Rs 400.21 lakhs was released under the scheme. Amongst the states, Manipur received the maximum funding under the scheme, followed by Madhya Pradesh and Assam. A total of **24,037** women beneficiaries have been impacted under the scheme. With limited participation in the workforce, the potential of women remains untapped. Effective implementation of the envisioned skill development interventions is needed to make them key stakeholders in development.

## Purpose of Higher Education:

The purpose of higher education has remained remarkably constant for the 600 years since the founding of the earliest universities of Bologna, Oxford, and Cambridge. The purpose is to prepare young

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people for work and to help them understand how to live. Initially, the "work" part was for jobs in the Church and the Court. Today the range of jobs reflects the high complexity of our modern economy. Likewise, questions of how to live have become dramatically more complex. Nevertheless, these questions remain.

Many skills are useful in work and in considering how to live. However, skills to think critically, to solve complex problems, and to write are fundamental to success in work and in making and executing the many decisions that constitute how a person lives.

**Role of Higher Education in Skill Education:**

In newly Independent India, because of Mahatma Gandhi's emphasis on village economies and economic policies and Pandit Jawaharlal's view on industrialization and need for the State to occupy commanding heights of the economy, more attention was paid to higher education with the creation of institutions of excellence such as the IITs and IIMs, engineering and medical colleges, which began to produce graduates for the newly industrializing nation. However, in the decade between 1950 and 1960, even as India produced more engineers and doctors, the actual number of illiterates in the country raised from 294.2 million to 325.5million. In a sense, this divergence was also institutionalized; therefore, higher education became a focus area for the Ministry of Education while skill education and labour policy were relegated to the Ministry of Labour. In a way these two departments competed for the same scare resources. Thus, education and skills development came to be viewed as separate from each other. Aspirations for growth and personal advancement began to be associated with higher education and not skills or working with one's hands, as a result of which, only 2 per cent of all those working in industrial or semi-industrial trades were formally or professionally skilled. The new millennium brought with it a realization that this divergence could have a disastrous impact on India's future. India's demographic dividend and opportunity to reestablish her as a leading economy had to be addressed through adequate skilling of youth for employability and contribution to the nation's economy as well as a global workforce. This was reinforced by Dr. C. K. Prahlad, in 2007, where he shared his belief that India would shape the emerging world order and change not only its own destiny but even that of the world through economic strength, technology, innovation and moral leadership. He envisioned India to be the moral voice for the people around the world, to practice inclusiveness and sustainability and to be the most benchmarked country for its capacity to benefit from its own diversity. This period saw an upsurge of initiatives to address the convergence of education and skills, such as the framing of the National Skills Policy 2009, as well as the establishment of the National Skills Development Corporation (NSDC), National Skills Development Agency (NSDA) and the creation of the National Skills Qualification framework (NSQF), and setting of the Sector Skills Councils to spearhead the selections and articulation of outcome-oriented competencies for high volume jobs. The NSQF is a particularly potent initiative, as it provides the framework for a much-needed convergence between education and skills by enabling mobility between formal and vocational education, while also creating a framework for enabling recognition of the large numbers of informally skilled individuals, with the opportunity for future career progression. The formation of the Ministry for Skills Development and Entrepreneurship (MSDE) to coordinate various skilling initiatives in the country and the Make in India and skill India campaigns have also gone a long way in re-energizing the relationship between education and skills, by igniting youth interest in acquiring skills formally and industry participation in recognizing skill certifications along with educational qualifications. Prime Minister Mr. Narendra Modi's Make in India campaign is the latest of many such attempts by successive governments to accelerate the pace of manufacturing activity in India. Twenty five sectors have been identifies as areas where India has an existing or potential competitive advantage and where additional policy support can encourage new investment. Having identifies these sectors, the Modi government is pushing through policy changes aimed at improving India's rank on the global, Ease of doing Business' index. Government of India also launched the National Skill development Mission on 15th July 2015, which coincided with the World Youth Skills Day. The Mission has been set up to deliver the Skill India campaign and will create convergence across sectors and States on skills training activities. As of now, the country has 249 training partners, 3,222

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training centers, 55, 70,476 trainees with 23, 88,009 placements so far. While there are many schemes and missions under different ministries like the DeenDayalAntodayaYojana (skill training for urban and rural poor), the Digital India and Make in India campaigns are all steps to encourage skill development to develop products within India by Indians.

**Challenges in Skill Development:**

The challenges of Skill Development in India are multifold. There is a large proportion of the existing workforce, which needs skill training support at varying levels. While it is estimated that at least 1.70 crore will enter the workforce every year for the next 7 years. The current skilling capacity is inadequate to match this demand, with many initiatives un-aligned and suffering from a lack of coordination. The situation is further complicated by different states having different demographic situations, hence different skilling needs and challenges. 'Vocational Training falls under the Concurrent list, which means State Governments have a key role and responsibility in realizing the objective of ;Skill India". The Ministry of Skill Development and Entrepreneurship however, will have a crucial role in coordination between a range of stakeholders – including skill training providers, governments at all levels and the end beneficiaries. While the Government has laid great emphasis on provision of skill training and assessment and certification, particularly at younger ages, it is also necessary to consider the demand side of this equation. The availability of more and more skilled personnel will need to be accompanied by the creation of increased demand for their services, which in turn, is dependent on the growth of the economy. Whether it is policy or academia or regulation, all must work closely with industry to ensure that supply and demand for skills are at all times, properly matched. There is a need for an independent system to assess quality, comprising all elements of the skill development value chain, right from need assessment and student mobilization upto training and placement.

**Conclusions:**

Skills and knowledge are the driving forces of economic growth and social development for any country. The education with skill development will not only stimulate economic growth but also social development. It is estimated that by about 2025, India will have the 25% of the total global workforce. The opportunity to reap the benefits of "demographic dividend" has to be utilized only with the skilled workforce. We know that sustainable development goal's success largely depends on India's progress, in such scenario skill development by Educational institution have greater role to play in skill development and making them competent enough to get jobs.

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# Skill India: An Employment Mission

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**Abstract:**

Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development . Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that during the seven-year period of 2005-2012, only 2.7 million net additional jobs were created in the country. To enable employment ready workforce in the future, the youth need to be equipped with skills and education. It is estimated that only 2.3 % of the workforce in India has undergone formal skill training as compared to 68 in the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. This paper attempts to study the impact of skill India mission on employment in India. It tries to analyse the positive or negative impact on employment rate. Therefore it is concluded that skill India mission has helped in enhancing the skill set of youth and thereby helping in creating jobs in the country.

*Keywords:* Skill India, Employability rate

## Introduction:

A comprehensive program to train and develop industrial, entrepreneurial skills among Indians was launched by Prime Minister Narendra Modi on July 15, 2015. The program is called '**Skill India**.'It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".

The move to tap potential of India is unprecedented in the country's history. Skill India is today a major project that involves every segment of the Indian society, local and foreign companies and governments. Skill India program will equip and train the nation's massive, enviable workforce with employable skills and knowledge. This will help them contribute substantially to India's industrialization and economic boom.

Over 400 million women and men in the country will be trained in various industrial and trade skills by the year 2022. Skill India program was launched to enable Indian economy and industry to benefit from the country's young work force. It is the first time in India's history that a project that assures financial prosperity to all Indian citizens, eradicates poverty, reduces unemployment and helps develop Micro, Small, Medium Enterprises (MSMEs) is being implemented.

Skill India will help reduce dependence on urban and semi-urban jobs. It will provide ample work and business avenues in rural India too. It strives for gender equality for income in India and program involves public-private partnership. Several foreign countries including UK, US, Israel, Germany and France have signed up as Skill India partners to train Indians in specific skills.

## Objectives of Study:

To study the impact of skill India Mission on employability rate.

## Research Methodology:

The descriptive research methodology has been adopted. Secondary data has been used for the study through websites.

## Need of Skill India Mission:

India is one of the youngest nations in the world. Over 62 percent of its population is aged between 15 and 59 years. Over 54 percent of the country's total populace is below 25 years. It is estimated that average age of India's population by 2020 will range between one and 29 years. In comparison, the average age of population of US will be 40 years, Europe at 46 years and Japan, 47 years. In the coming two

decades, labour force of industrialized nations is forecast to decline by four percent. In sharp contrast, India will witness a boom of some 32 percent during this time span. Skill India aims at tapping this vast potential of indigenous manpower. For over seven decades since India's independence, no such initiatives were taken to tap the potential of the country's workforce.
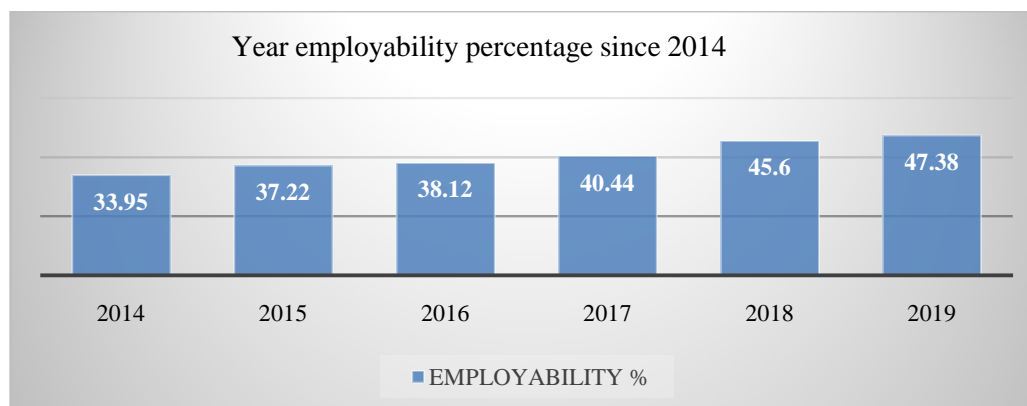
**Features of Skill India**
- Train Indian citizens of all ages, especially youth, to get employment or launch own MSMEs.
- Provide training, technical and financial support for various trades including leather crafters, blacksmiths, healthcare workers, fashion designers, Khadi and handloom artisans and others.
- Skill India will also focus on core sectors including construction, gems and jewellery, banking and finance, transport and tourism and entrepreneurship.
- Training provided to enrolled citizens will conform to international standards. To do so, India will partner with various countries and foreign educational institutes.
- Trained citizens are expected to fulfil the demand for skilled manpower. Skill India also looks at training Indians for employment in industrialized countries of the world.
- An internationally accepted standard of training Indian living in rural areas of the country is being undertaken under Skill India. This project is called Rural India Skill.
- Courses offered under Skill India consider various factors such as age, geographical location, native language and financial status. It trains people in communications, troubleshooting, management, behavioural, entrepreneurial and social skills, among others.

**How has the availability of employable talent changed?**

The government of India has given primary importance to the end result that they wish to obtain with this scheme. Employment. Skill India aims to build the employment rate exponentially by bridging the gap of unskilled labour and skilled labour needs with specific education and hands-on training for the aspiring youth of India. The government has partnered with Japan's Private sector to build Japan-India Institute of Manufacturing (JIM) and Japanese Endowed Courses (JEC) in Gujarat, Karnataka and Rajasthan.

As per various researches and estimates, India would be amongst the very few countries who have the capability to meet the talent needs globally. On one hand while this provides us a golden opportunity to reap the demographic dividend, it also puts us in the position of responsibility. The responsibility to not only meet the skill demands of our country, but also those of the world.

From the assessment of India Skills Report, 2019 that captures the state of the talent supply side, conducted from July 2018 to November 2018, results show that of all students who took the survey this year 47.38 percentage of students are employable or are ready to take-up jobs. This shows an incremental change of almost 2-3 percentage since last year and a larger change of over 15 percentage in the past 5 years. This clearly shows the efforts made by various stakeholders including government led skilling initiatives, UGC and AICTE led initiatives.



Year employability percentage since 2014

| 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|------|------|------|------|------|------|
| 33.95 | 37.22 | 38.12 | 40.44 | 45.6 | 47.38 |

■ EMPLOYABILITY %

Source: India skill report- 2019

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**Findings**

- From the research conducted, it was found out that the employability rate has experienced an increasing trend since the inception of the Skill India Mission.
- From the study, it was found out that 47.38 percentage of students are employable or are ready to take-up jobs.

**Recommendations**

- Skill India should start training institutes in all the districts and there should be one Apex institute that can look into the working and performance of these institutes.
- There should be tie up with different universities, colleges and institutes for starting different training programmes.

**Conclusion:**

Every skill development initiative taken before 2015 was destined to fail since launch. They cannot be called truly nation-centric. Skill India involves people from grass-root level. It does not limit teachings to Indian Technical Institute and other organizations. Skill India training courses are held everywhere- from posh star-rated hotels to open grounds in villages.

Earlier initiatives did not involve the common man as trainers. Skill India seeks active cooperation from skilled laypersons as trainers. Skill India is a multi- pronged attack on poverty, illiteracy, socio-economic discrimination, gender inequality. It involves almost every ministry at state and Central government levels. Earlier initiatives were half-baked efforts to provide employment and not social uplift of entire Indian society.

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# Impact of Skill India Training Programme Among The Youth

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## Introduction:

The main aim of skill India programme to provide satraining, support and direction for all business line of work like agriculture,construction, textile, horticulture, fishing, transportation,weaving etc.and alongwith several other areas it develop the language knowledge and communication skills, personality development skills including job and employability skills,soft skills, workforce skills, entrepreneurship and innovation.And after that it motivate the youth ability to learn and adapt, are among the critical social capabilities that determine the competitiveness, productivity growth and employment in the face of the challenges and opportunities.To analys is and measure the level of awareness of respondents on skill India programmes.To identify and analysis the level of awareness,10 statement srelating to source of information, training covered, training benefit, self-employment, encouragement of self-development, government schemes is considered.

## Objective

1. To analysis the socioeconomic profile of beneficiaries who take part in skill India training.
2. To study and identify the major problems / hurdles faced in self-employment after skill Indiatraining bybeneficiaries.

## Hypothesis

1. H0: There is no significant association between age group with regards to problem of self-employment faced by youth.
2. H1: There is a significant association between a gegroup with regards to problem of self-employment faced by youth.
3. H0: There is no association between educational qualifications with regards to unemployment problem in national skill India development programme.
4. H1: Thereis association between educational qualification swith regards to unemployment problem in national skill India development programme.

## Research Methodology

**Sample:**The study has been adopted the purposive sampling technique to selecting a samples for the study.The total sample sizes have been restricted to 60 respondents for the study.The sample size is determined at this level aftertaking in to account a number of factors such as time,money efforts and volume of work.

The present study is descriptive and analytical in nature.The researcher has used both primary and secondary sources of data, but more emphasisis given primary data which are collected through field survey.The primary data has been collected by conducting a field survey of 60 sample respondents with the help of well-structured questionnaire in Sagarcity.The secondary data has been collected from the various websites. Since the secondary data is sourced from authorized and reliable agencies, the researcher is confident it will be closest to being accurate.If any, inaccuracy will be too insignificant to impact the findings of the study.

**Interpretation of data:** Data has been interpreted by using statistical tools like, percentage and chi-squaretest.

## Limitations of the study

1. The study is restricted to the selected sample of Sagar city.There fore the results of the study can not be generalized.
2. The statistical tools used to analyses the data have their own limitations.
3. All the limitations are applicable in primary data to this study.

**Analysis and Interpretations**

Table1:Socio-Economic Profile of the Respondents

| Profile | Variable | TotalN.R. | Percentag | Grandtotal | | Chi-squaretest | | Tota |
|---|---|---|---|---|---|---|---|---|
| | | | | TNR | Percent- | Chi- square | Table | |
| Age | Below30 | 25 | 42 | 60 | 100 | 28.46 | 7.815 | S |
| | 31-40 | 22 | 37 | | | df3 | | |
| | 41-50 | 9 | 15 | | | | | |
| | 51and above | 4 | 7 | | | | | |
| | Total | 60 | 100 | | | | | |
| Gender | Female | 25 | 42 | 60 | 100 | 1.66 | 3.841 | NS |
| | Male | 35 | 58 | | | df1 | | |
| | Total | 60 | 100 | | | | | |
| Educatio | Illiterate | 6 | `10 | 60 | 100 | 65.2 | 11.071 | S |
| | Primary | 9 | 15 | | | df5 | | |
| | Secondary | 21 | 35 | | | | | |
| | Graduate | 12 | 20 | | | | | |
| | PG& above | 7 | 12 | | | | | |
| | Vocational/techni | 5 | 8 | | | | | |
| | Total | 60 | 100 | | | | | |
| Marital | Married | 39 | 65 | 60 | 100 | 5.4 | 3.841 | S |
| | Unmarried | 21 | 35 | | | df1 | | |
| | Total | 60 | 100 | | | | | |

Relationship between the Demographic Profile of the Respondents and the Problem of Unemployment and Self-Employment Faced By Youth

The study revealed that the relationship between selected demographic variables of the respondents and the problem of unemployment faced by youth in the study area.Out of 60 respondents who were taken for the study: it has been identified that most 58 percent of the respondents are male and 42 percent are the female which depicts that the female are less interested in comparison of male respondents who are benefited from Skill India programme concept when compared to male respondents. As regards the age of the respondents 42 percent of the respondents are age below 30 years have availed more benefit from the Skill India programme, and after that it shows decreasing order the benefits availed to the people i.e.37 percent are aged 31 to 40years, 15 percent are aged 41to 50 years, 7percent are aged 51 and above. The analys is of an educational qualification described that out of the total respondents selected more than half (60%) of them are below the secondary level of education like 10 percent of the respondents are illiterate, 15 percent of the respondents completed primary level, 35 percent of the respondents completed secondary level, and after that it show that only 40% of the total respondents is educated above the secondary level likely 20 percent of the respondents have completed graduate,12 percent of the respondents completed post graduate and above, andremaining 8 percent of the respondents completed vocational and technical education.

It is found that out of total respondents 65 percent are married and remaining 35 percent are unmarried.

It is found that chi-square value 28.46 is greater than table value7.815 at 5% level of significance; there for ethereisa significant association between age group and problem of self –employment faced by youth. Thus the null hypothesisis rejected.It is observed that majority(37%)of the respondents are in age groups of 31to 40 years.

It is not edthatthe table value of x2 for 5i.e.(n-1)=(6-1) degrees offeredomat 5% level of significanc 11.071. Comparing chi-square value 65.2 is greater than table value11.071at 5%level of significance; there for ethereisa significant association between educational qualifications with regards to unemployment problem in national skill India development programme.Thus the null hypothesis is rejected. It is observed that majority (37%)of the respondents are in age groups of 31to 40 years.

It is clear that the chi-value (1.66) is less than the table value (3.841) at five-percent level, the redoesnotexists any association between gender and the problem of unemployment and self-employment faced by youth. Thus null hypothesis is accepted. It is clear that the calculated chi-square value (5.4) is greater than the table value (3.841) at 5% level of significance and degree offer edomis1,there is exists significant association between marital status and the problem of unemployment and self-employment faced by youth.Thus hypothesis is rejected.

Table 2: Training under the skill India Programme

| Training | Numberofrespondents | Percentage |
|----------|---------------------|------------|
| Yes | 57 | 95 |
| No | 3 | 5 |
| Total | 60 | 100 |

From Table 2: it is found that Out of total 60 respondents 97% of the respondents have undergone training under the national skill India development programme and 5% of the respondents have not interested to attend the training programme.

Table 3: Perseverance of problem even after training

| Problems | Number of respondents | Ranking |
|----------|-----------------------|---------|
| Lack of awareness | 36 | 3 |
| Subsidy for establish in the business | 40 | 2 |
| Raw material scarcity | 25 | 5 |
| Stiffcompetition | 41 | 1 |
| Lack of technology | 33 | 4 |

From Table 3: reveals the Perseverance of problem even after the training. Researcher founds one important problems various problems while after attending the training programme.The results reveal that the respondents faced a stiff competition in market in one's own job as well as if training is needed regarding the same ranks1.Second ranks given to Subsidy for staring a new business. The respondents feel that there is lack of awareness related to various issues and policy is running for their benefits which are ranking 3 in thestudy.4 thrank is given to lack of technological knowledge which is very important in modern era and raw material scarcity is ranked 5.

Table 4: Factors motivated through skill India Programme

| Factors | Number of respondents | Ranking |
|---------|-----------------------|---------|
| Desire toachieve something | 51 | 1 |
| Need for independence | 47 | 3 |
| To get social prestige | 39 | 4 |
| financial benefits | 44 | 2 |
| Desire for leadership | 29 | 5 |

From table 4: As is clear majority of the respondents have opinion perceives the training programme to be interesting and motivational.The above figure shows that the national Skill

India Campaign has motivated the selected respondents in many ways.Many respondents feel that the training is useful for the development of the performance sof the people at the workplaces and it also help in skilling, up skilling and rescaling the various qualities which is hidden inside the humanbeing.Among those desires to achieve something was given the first preference followed by financial benefit,Need for independence, Social Prestige in society,and Leadership quality.

**Conclusion:**

Our young population is faced the various problems like unemployment, poverty etc.due to this the government of India take several steps to reduce the seproblems by introducing as ever alstepsa skill development and self-entrepreneurships chemes / Programme. Agreat step is taken by developing country as developed India by motivating the talent of youth to make the future is bright.These several schemes help they outh to develop the quality of skills, up skilling and rescaling invarious are as through training programme which is automatically increase the personality development and overall development among the youth. It helps the youth to get the job invarious sectors and it is possibleonly through employment

generations and social security for the youth to accept responsibility.The biggest challenge which observed in two ways:of generating massive employment generation opportunities and increasing the employability and skills of the Indian youth.With this new target India continue move towards to achieve it starget results which is setup by them.

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