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Study on Financial Problems of Bricks Industries

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1. Introduction

India has a long and rich history of production and use of clay fired bricks dating back to the Indus valley civilization. India is the second largest producer of bricks in the world producing around 240 billion bricks annually. There are around 140,000 brick kilns operating in India which contribute more than 10% to the total brick production of the world. Indian brick industry is mainly unorganized and non-mechanized. The brick sector in India is unorganized and is tremendous in size and spread. India is the second largest brick producer (China dominates with 54 % share) in the world. The bricks industries have challenges like rapid increase in brick production, environmental concerns, use of large quantities of coal in brick kilns, use of good quality agriculture topsoil for brick production, shortage of workers, Increased competition etc. There is need to prepare action plan for sustainable development of Brick industry in India. Brick production in India generally takes uses age old inefficient methods of preparation of clay, moulding by hands and firing. Also, the drying and firing is done in open, so, the bricks cannot be dried and fired in rainy seasons. The study shows that the financial institutions have very limited familiarity with the brick production sector and limited experience of lending to the brick producers. In general, brick producers are not positively looked for lending by financial institutions.

2. Review of Literature

The present research paper deals with the studying of financial problems faced by the bricks making industries. **Ismail et al.** studied the addition of waste-brick material to clay bricks. The durability and mechanical properties of the bricks were analyzed. The results showed that the reuse of this material in the industry would contribute to the protection of farmland and the environment. **Hanifi et al.** elaborated the compressive strength of fiber reinforced mud bricks made out of clay, cement, basaltic pumice, lime and gypsum using plastic fiber, straw, polystyrene fabric as fibrous ingredients, each at a time. **Saeed et al.** investigated the feasibility of utilizing copper mine tailings for producing of eco-friendly bricks based on the geo-polymerization technology. **K. Raja Alias Pranmalai** have explained that the socio-economic status of traditional brick unit entrepreneurs in Madurai district, to analyse the cost-function (cost-output relations) of the traditional brick units in terms of their location and production size; to examine the nature of labour employment and the wage structure in the traditional brick units; to find out the optimum production size of the traditional brick units for attaining the Break-Even Point; and to identify the problems. **Kakali Boruah**, have analyzed that the focus on in depth economic analysis in terms of cost, profit and productivity in Brick kiln industry, status of Brick Industry. Cost analysis of the brick industry, pattern of employment and income generation of the industry and examine the socio-economic conditions of the workers.

3. Objective of the study

1. To study the financial Problems of Bricks Making industries.

4. Hypothesis of the study

1. There is no significant difference between financial problems faced by bricks industries.

5. Research Methodology

The primary data as well as secondary data have been used for the present research article. The primary data have been collected from the 350 bricks producers as per the convenient sampling method. The secondary data procured from the government websites, books, and research articles along with discussions made with experts of the field. The five likert scale technique has used for the analysis.

6. Data Analysis and Results

The brick manufacturing industries suffer a lot for receiving of financial assistance from different financial institutions. They are compelled to meet their financial requirements from unorganized sector at a very high rate of interest. The public and private sectors banks as well as co-operative sector banks do not consider brick units credit worthy and hesitate in extending loans and other financial facilities to them. Therefore, they borrow from unorganized money lenders at very high rates of interest. They are also not able to maintain a sufficient stock of bricks to meet the off-season demand. The various financial problems faced by bricks producers in the Kolhapur district which have been identified in the present research study.

Table 4.76

Analysis of Financial Problems of Bricks Making Industry

Sr.	Problems	5	4	3	2	1	Total	Mode
1	Absence of overdraft (OD) facility from banks	164	133	13	24	16	350	5
		46.86	38.00	3.71	6.86	4.57	100	
2	Banks not providing loans within time	203	58	17	45	27	350	5
		58.00	16.57	4.86	12.86	7.71	100	
3	Higher rent on lease	17	34	61	229	9	350	2
		4.86	9.71	17.43	65.43	2.57	100	
4	Lack of initial capital	276	47	5	15	7	350	5
		78.86	13.43	1.43	4.29	2.00	100	
5	lacking of government grants	333	12	0	4	1	350	5
		95.14	3.43	0.00	1.14	0.29	100	
6	Inability to obtain external financial assistance (such as financial institutions)	176	98	21	43	12	350	5
		50.29	28.00	6.00	12.29	3.43	100	
7	Inability to obtain internal financial assistance (such as moneylender, relatives and friend circle)	176	83	15	31	45	350	5
		50.29	23.71	4.29	8.86	12.86	100	
8	Absence of working capital	228	87	6	19	10	350	5
		65.14	24.86	1.71	5.43	2.86	100	
9	Expensive raw materials	126	205	13	5	1	350	4
		36.00	58.57	3.71	1.43	0.29	100	
10	High wholesale price raw material	176	63	23	55	33	350	5
		50.29	18.00	6.57	15.71	9.43	100	
11	Large damage due to scrap rate , vandalism , breakage and errors	166	29	32	84	39	350	5
		47.43	8.29	9.14	24.00	11.14	100	
12	Less Selling of bricks	98	76	21	112	43	350	2
		28.00	21.71	6.00	32.00	12.29	100	
13	Bad debts and overdue	124	57	21	115	33	350	5
		35.43	16.29	6.00	32.86	9.43	100	
14	High cost of heavy equipment	161	44	37	55	53	350	5
		46.00	12.57	10.57	15.71	15.14	100	
15	High government taxes , local taxes and customs duties	144	63	9	87	47	350	5
		41.14	18.00	2.57	24.86	13.43	100	
16		69	105	74	98	4	350	4

	Cost of Promotional activities & advertising is High	19.71	30.00	21.14	28.00	1.14	100	
17	Higher wage rates	147	16	69	35	83	350	5
		42.00	4.57	19.71	10.00	23.71	100	
18	High Transportation cost (Petrol and Diesel)	163	76	41	36	34	350	5
		46.57	21.71	11.71	10.29	9.71	100	
19	High interest rates on bank loans	214	63	13	35	25	350	5
		61.14	18.00	3.71	10.00	7.14	100	
20	Less ability to meet the financial responsibility	107	34	21	82	106	350	5
		30.57	9.71	6.00	23.43	30.29	100	
21	High Training and development cost	13	39	85	116	97	350	2
		3.71	11.14	24.29	33.14	27.71	100	
22	Maximum Insurance Premium	103	67	47	82	51	350	5
		29.43	19.14	13.43	23.43	14.57	100	
23	Lack of alternative financial resources	193	44	35	19	59	350	5
		55.14	12.57	10.00	5.43	16.86	100	

(Source: Compiled by researcher**)**

The above analysis reveals that the opinion of bricks making producers regarding the different problems faced by them. The different financial institutions such as public and private sector banks have not providing overdraft facilities to the bricks producers strongly agreed by more than 54 percent followed by 27.67 percent agreed on the same statement. It indicates that the bricks manufacturer face the working capital problem for running the business. The banks not provide timely loans as per the requirement of the bricks making industries strongly agreed by 58 percent. The land which is taken on lease has higher rent disagreed by 65.43 percent bricks producers while 17.43 percent have neutral opinion about the said statement. The initial own capital is one of the major component which is very much significant to another factors such as production, manpower, marketing and promotion and so on. It is observed that 78.86 percent bricks producers have strongly agreed about faced capital problem at the established the bricks industry. There is lacking of government grant and subsidies for bricks manufacturers strongly agreed by more than 95 percent. It is found that more than 78 percent bricks manufacturers strongly responded about inability about obtained external financial assistance from banks because of the absence of documentation, guarantor and inability to repay the loans with the seasonal bricks business. There are 65.14 percent bricks producers strongly agreed about absence of working capital for the purpose of daily expenditure. The working capital problem faced by majority of the bricks producers because of the delay in the payments of bricks from the customers and credit sales. The availability of raw material on time is major requirement of the bricks industry which includes soil, coal, water facility, wood, fuel and so on. It is found that 58.57 percent sample respondents agreed that the raw material is expensive while 36 percent strongly agreed about said statement. More than 68 percent bricks manufacturer responded that the price of wholesale raw material is high which is adversely affected on the cost of production.

The large damage found in the bricks industry due to scrap rate, vandalism, breakage and errors strongly agreed by 47.43 percent sample respondents while more than 35 bricks producers disagreed about the said statement, which indicates that more than 35 percent bricks producers have taken care about the process of production and at the time of loading and unloading the bricks. The bricks making industry has an competition about various factors such as quality of the product, price, large scale production, place of the industry, availability of the water, size, colour, transportation, and so on. Hence, it is observed that large scale production target completed by the bricks manufacturers but as compared to production the sales a target is not completed which affected on the increase in the stock of bricks. It is found that more than 49 percent bricks producers strongly agreed that less selling of bricks have create the financial disturbances in the business. Merely 32 percent sample

respondents disagree the said statement. The bad debts and overdue problem faced by more than 51 percent sample respondents while more than 41 brick producers don't have problem of bad debts and overdue of any financial institutions. As per the development in the various sectors the need of the advanced technology by many business concerns demanded. In the bricks making industries, the cost of heavy equipment's is high and more expenditure strongly agreed by 46 percent and agreed by 12.57 percent. More than 30 percent sample respondents disagreed for the high cost of heavy equipment's and no requirement of this equipment for the business. It is observed that more than 59 percent bricks manufacturer strongly agreed that the taxes, local taxes and custom duties of government is high whereas 24.86 percent producers disagreed about the higher taxes charged by the government. The cost of promotional activities and advertisement expenses is high strongly agreed by more than 49 percent bricks making industries while 28 percent sample respondents disagreed about the high cost of promotion and advertisement. Merely 21.14 percent sample respondents dined the said statement. It is found that more than 46 percent bricks making manufacturers strongly agreed about wages rates are highest while 33.71 percent disagreed about the said statements.

The transportation cost for delivering the bricks at site of construction is high because of increase in the petrol and diesel strongly agreed more than 68 percent. The interest rates on bank loans are high strongly agreed by more than 79 percent bricks making manufacturers. Further, they explained that rate of interest on bank loans is not the major problems but the procedure of sanctioning loans is more difficult. It is found that more than 39 percent sample respondents strongly agreed about less ability to meet the financial responsibility while more than 53 percent producers disagreed about the said statement. The cost of training and development is high disagreed by more than 60 percent which results that majority bricks producers have not conduct any training and development programmes for the workers in the bricks industry. Merely 24.29 percent producers denied the response for the statement of cost of training and development is high. It is observed that 48.57 percent sample respondents have strongly agreed that the because of maximum insurance premium they don't get the insurance policy of workers which is burden on the financial position of the business. It is found that more than 67 percent bricks producers strongly agreed about absence of alternative financial resources.

It is concluded that majority of the bricks making producers have facing financial problems related to functions of management such as finance, production, advanced technology, human resource management i. e. manpower, promotion and advertisement of product and marketing. The mean value of 18 parameters of financial problems is 5 which is strongly agreement about the financial problems faced by the bricks industries in the Kolhapur district.

7. Testing of Hypothesis

1. There is no significant difference between financial problems faced by bricks industries.

Table 2
One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Variables 23	29.972	349	.000	.67123	.6272	.7153

The one sample t-test has been applied for the testing the financial problems faced by bricks industries. The confidence level is 0.95, significance level is 0.05 and degree of freedom is 349. Mean difference is 0.67123 and t value is 29.972 have been defined in the above table. At 5% level of significance the p value is (0.00) for all variables which are less than 0.05 therefore the study reject null hypotheses and alternative hypothesis is accepted. It indicates that there is significant difference between financial problems faced by bricks industries.

8. Conclusion and Suggestions

The bricks making industries in India have played a crucial role in the building construction line. The present focused on the major financial problems faced by bricks making industries in the study area. It has been found that majority of the bricks industries have face problem of finance related to purchasing raw materials (soil), higher labour cost, absence of working capital for daily expenditures, and overdue from the customers. It is concluded that majority of the bricks making industries having financial problems in the study area. It is suggested that bricks making producer should prepare financial management for their industries with the available funds. It is recommended that the state as well as central government should make provision of funding loan facilities over a period of 1 to 3 years for the small scale bricks making producers in the study areas.

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A Study on Use of Smart Phones for Academic Purpose by Undergraduate Students.

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Abstract:

The higher education sector has witnessed a drastic change due to new advanced technologies including computers and smartphones. As a result, higher education will need to establish a solid foundation aided by information communication technologies (ICT) where mobile applications can extend learning opportunities for students and graduates so they meet the requirements of the fast-changing jobs market. The purpose of this study is to investigate the use of smartphones of academic students at graduate level in the Krishna Foundation's Educational Campus Wathar. Researcher conducted a survey study using questionnaires. The questionnaires were randomly distributed to 205 academic graduate students who own a smartphone. This study discovers the smartphone had replaced a computer, and an email application was mostly used. Social media applications were greatly used in teaching and learning. The study also sheds light upon specifying the important variables and methods for enhancing the role of the mobile learning as a part of the electronic education for the private education sector in Krishna Foundation's Educational Campus Wathar, Karad.

Keywords*—the use of smartphones, smartphones in academic, member of social media*

Introduction:

Many drastic changes have taken place for the higher education sector because of the new developments in information communication technologies using computers, smartphones and their apps. International organizations such as United Nations have recognized information communication technologies as a useful tool at different learning sectors. Nowadays, smartphones have become a part of every person life. People around the world have adopted this new and exciting technology as one of the most important required facility in their everyday life. A variety of smartphones applications is available to be used in a wider range of usage situations. With the advancement of the Internet technologies and its applications, smartphones are not only used for making phone calls but also for internet usage such as sending and receiving emails, chatting, sharing photos and documents, reading news, browsing the Internet, and online selling and buying. The dramatic growth of smartphone users has also increased the growth of social media users.The number of smartphone users in India is expected to double to 859 million by 2022 from 468 million users in 2017 growing at a CAGR of 12.9%, according to an ASSOCHAM-PwC joint study. The non-smartphone ownership in India will decrease from 701 million in 2017 to 504 million in 2022 at a CAGR of -6.4% as more and more people option for smartphones (ASSOCHAM-PwC joint study on 'Video on Demand: Entertainment reimagined'). All smartphones are equipped or ready for social media applications like Facebook, Twitter, Wikipedia, YouTube, WhatsApp, Telegram, and Instagram. These applications are characterized by social interaction, content sharing, and collective intelligence [1]. A research survey has shown that in 2019, adults will spend 1 hour, 12 minutes online, and the majority of that time (76.5%) will be via mobile devices. [2].

Thus, it has been noticed that those devices have a great impact upon the nature of higher education, the advanced learning methods, and the future role of those devices in developing and specifying alumni skills. Research issues observed by researcher due to considered a good arena for those programs for the following reasons:

1. **Mobiles phones** made it much easier to be in social media.
2. The **student** really needs their availability in social media because it helps them to get in touch with higher officials which make them get better career.
3. Academic learning is now innovative as a result of smartphone and other media in promoting and advancing 21st century needed skills and knowledge

Objective of Study: The specified objectives were:

1. To study the Google classroom beneficial in graduation students.
2. Recognizing how far students are Member of Social Media.
3. To study awareness and use of educational applications in graduation students.
4. To study which activities carried on smart phone by students.

Hypotheses of research:

A) To study association between Gender and use of Smart phone following hypotheses stated

HO1: There is no association between Gender and use of Smart phone for academic purpose.

H1: There is association between Gender and use of Smart phone for academic purpose.

B) To study preference of smart phone for academics rather than preferring books hypotheses stated is

H02: Students are not prefer smart phone for academics rather than preferring books.

H2: Students prefer smart phone for academics rather than preferring books.

Review of Literature:

As defined by Tuckman [5], performance as the obvious expression or demonstration of sympathetic, ideas, skills and knowledge of a person and planned grade clearly indicate the performance of a student. So student's academic performance are given moreemphasis and keeping in view all the factors adversely or positively impacts on their academic performance. Majority of students use smartphones for leisure purposes and only few uses for educational development purposes.

Grosseck et al [6] and [7], in their study found that the majority of students spend significant time on Facebook more for social uses (to stay in touch with friends and family, to share / tag photos, to engage in social activism, volunteering etc.) and less for academic purposes, even if they take part in discussions about their assignments, lectures, study notes or share information about research resources etc.

According to [8], the use of the Internet has become a part of life of every student and a mean to search for the information as and when it is needed. These days, use of mobile phones for internet purposes has become a routine and number of mobile consumer accessing the Internet is surpassing fixed line internet users. The Smartphone with the capability of always connected makes it much easier for the students to avail this type of education facility and makes the Smartphone a perfect fit device for distance learning.

As per [9], text messaging plays an important role in college student's life, too. A survey conducted at the University of Colorado and several other universities in 2010 found that text messaging and emailing are two of the most commonly used functions on smart phones among college students, followed.

Research Methodology:

Research Design

Present research used empirical research design and case study method. Empirical research is research using empirical evidence. It is a way of gaining knowledge by means of direct and indirect observation or experience. Case study method is used to test observation for one sample unit of KRISHNA FOUNDATION EDUCATIONAL CAMPUS WATHAR students.

Data collection Methods

Data required for research was mainly

Primary Data:-

A structured questionnaire to graduation student of KRISHNA FOUNDATION EDUCATIONAL CAMPUS WATHAR students is used for primary data collection.

Secondary Data:-

The secondary data gathered through websites, journals.

Sample Design

The present research conducted at KRISHNA FOUNDATION EDUCATIONAL CAMPUS WATHAR Satara. Sample unit for present study is the graduation students.

Justification of the sample size

Sample Size Estimation for graduation students

Following formula Banerjee and Roy (2010) of calculating sample size given by Yamane has been used to identify adequate sample size

n=N/ (1+Ne2)

Data Analysis and Interpretation:

Table: 1: Gender of Sample * Smartphone use for Academic Purpose Cross tabulation

	Gender of Sample	Smartphone use for Academic Purpose		Total
		Yes	No	
1	Male	114	5	119
2	Female	80	6	86
	Total	193	11	205

Source: (Field Data)

HO1: There is no association between Gender and use of Smart phone for academic purpose.

H1: There is association between Gender and use of Smart phone for academic purpose.

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.793[a]	1	.373	.531	.280

Interpretation: The p value of chi-square test is .373 which is more than .05 hence the null hypothesis is accepted i.e.there is no association between Gender and use of Smart phone for academic purpose.

H02: Students are not prefer smart phone for academics rather than preferring books.

H2: Students prefer smart phone for academics rather than preferring books.

Table2: Prefer Smart Phones rather than Books

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Prefer Smart Phones rather than Book	205	3.98	.926	.065

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Prefer SmartPhones rather than Book	15.087	204	.000	.976	.85	1.10

Interpretation: From above table no2 it seen that sample means is higher than decision threshold value 3. p value is less than .05 hence null hypothesis is rejected. It shows that Students prefer smart phone for academics rather than preferring books.

Table3: Google Classroom is Beneficial for me

Sr.No.	Opinion	Frequency	Percent
1	Strongly Disagree	4	2.0
2	Disagree	10	4.9
3	Neithger Agree Nor Disagree	24	11.7
4	Agree	99	48.3
5	Strongly Agree	68	33.2
	Total	205	100.0

Above table no 3 reveals that around 99 respondents (48.3) are agree to the statement Google Classroom is Beneficial for me and 68 respondents (33.2) are Strongly agree to the statement and rest of the respondents are not affirmative.

Table 4: Member of Social Media

Sr.No	Social Media		Frequency	Percent	Missing	Total
1	Facebook	Yes	149	72.7	1	205
		No	55	26.8		
2	Linkedin	Yes	39	19.0	2	205
		No	164	80.0		
3	Twitter	Yes	39	19.0	3	205
		No	163	79.5		
4	Whatsapp	Yes	200	97.6	1	205
		No	4	2.0		
5	Instagram	Yes	166	81.0	1	205
		No	38	18.5		
6	Skype	Yes	34	16.6	3	205
		No	168	82.0		
7	Youtube	Yes	187	91.2	1	205
		No	17	8.3		

Above table no 4 states member of social media status of respondents. It shows that Whatsapp rank highest as member position 97.6 percent followed by Youtube of 91.2 percent,Instagram 81.0 percent and Facebook as 72.7 percent. Skype, twitter and Linkedin member are least observed.

Table 5: Activity Carries on Smart Phone

Sr. No	Activity Name and Percent	1st Preference	2nd preference	3rd preference	4th preference	5th Preference	6th Preference
1	Text Message	9.3	5.9	18.5	19.5	26.8	20.0
2	Music	19.0	18.5	22.4	20.0	11.7	8.3
3	Photos	6.3	17.1	16.6	25.9	24.4	9.8
4	Internet Access	35.1	23.4	15.1	11.2	5.9	9.3
5	Video Games	12.2	10.2	11.7	10.7	12.7	42.4
6	Search Engine	18.5	24.9	14.6	12.7	19.0	10.2

Table 5 depicts activities carried on smart phone status as per preference. It shows thatInternet Access is largely carried activity on smart phone by 35.1 percent respondents followed by music and search engine as1st Preference.

Table 6: Favorite Application on Smart Phone

Applications	1st Preference		2nd preference		3rd preference	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Google	21	10.2	26	12.7	30	14.6
Google Classroom	5	2.4	1	.5	2	1.0
Linkedin	2	1.0	2	1.0	61	29.8
Printerest	1	.5	42	20.5	43	21.0
Whatsapp	41	20.0	47	22.9	28	13.7
Instagram	21	10.2	41	20.0	5	2.4
Youtube	32	15.6	2	1.0	1	.5
Chome	5	2.4	2	1.0	14	6.8
Candycrush	1	.5	7	3.4	2	1.0
Amozon	1	.5	1	.5	8	3.9
Dailyhunt	1	.5	1	.5	6	2.9
Helloenglish	1	.5	3	1.5	5	2.4
Games	11	5.4	4	2.0		
Message	3	1.5	2	1.0		
Flipcart	3	1.5	2	1.0		
Telegram	4	2.0	4	2.0		
Music	9	4.4	8	3.9		
Snapchat	8	3.9	9	4.4		
Hike	1	.5				
Camera	2	1.0				
Newspaper	1	.5				
Tiktok	10	4.9				
Letsupp	1	.5				
Facebook	11	5.4				
Total	196	95.6	204	99.5	205	100
Missing System	9	4.4	1	.5	0	0
Total	205	100	205	100	205	100

Table 6 depicts favorite application used on smart phone. It shows that1st Preference given to Whats app by 20 percent respondents followed byYoutube 15.6 percent.Google and Instagram used by 10.2 percent respondents as 1st Preference.

Table 7: Google classroom is beneficial for me reason

Content	1st Preference		2nd preference		3rd preference		4th preference	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Getting Update information	10	4.9	18	14.75	11	9.02	10	8.20
Easy Study	23	11.2	11	9.02	11	9.02	8	6.56
Convey information easily	16	7.8	2	1.64	9	7.38	17	13.93
Easily available notes	23	11.2	10	8.20	14	11.48	6	4.92
Shared Notes	14	6.8	7	5.74	3	2.46	7	5.74
Discuss with friends	1	.5	1	0.82	7	5.74	2	1.64
Saving Time	4	2.0	6	4.92	1	0.82	2	1.64
Submit Assignment	3	1.5	9	7.38	11	9.02	4	3.28
Use any time anywhere	4	2.0	7	5.74	7	5.74	3	2.46
Paperless Work	4	2.0	5	4.10	9	7.38	1	0.82
getting different opinions	6	2.9	3	2.46	4	3.28	6	4.92
reduce time of writing	7	3.4	4	3.28	8	6.56	5	4.10
Keep notes longtime	2	1.0	7	5.74	7	5.74	2	1.64
getting expert notes	2	1.0	6	4.92	5	4.10	17	13.93
Less time consuming	3	1.5	26	21.31	15	12.30	32	26.23
Total	122	59.5	122	59.5	122	59.5	122	59.5
Missing System	83							
	40.5							
Total	205							
	100.0							

Above table 7 shows reasons for justification of those respondents who are agree to statement that Google classroom is beneficial for me. It shows that total 122 respondents are agree to statement. Reasons for justification for 1st Preference are Easy Study and easily available notes are 11.2 percent. Similarly Reasons for justification for 2nd preference are less time consuming 21.3 percent, Getting Update information 14.5 percent. Reasons for justification for 3rd preference areless time consuming as per 12.30 percent respondents,easily available

notesof11.48 percent. Similarly for 4th preference reasons areless time consuming 26.23 percent,Convey information easily and getting expert notes as per 13.93 percent respondent's opinion.

Table 8: Use of Educational Applications

Sr.No	Educational Applications		Frequency	Percent	Missing	Total
1	Slide Share	Yes	84	41.0	2	205
		No	119	58.0		
2	Google Classroom	Yes	187	91.2	3	205
		No	18	8.8		
3	LearnComputerCourse	Yes	31	15.1	2	205
		No	172	83.9		
4	Unacademy	Yes	49	23.9	1	205
		No	155	75.6		
5	LectureNotes.in	Yes	54	26.3	2	205
		No	149	72.7		
6	Youtube	Yes	202	98.5	1	205
		No	2	1.0		
7	Educational Website	Yes	139	67.8	3	205
		No	63	30.7		
8	Adda247	Yes	15	7.3	2	205
		No	188	91.7		
9	Google	Yes	201	98.0	0	205
		No	4	2.0		

Table 8 depicts Use of Educational Applications. It shows that Youtube, Google,Google Classroom and Educational Website applications mostly used by respondents as Educational Applications as per 98.5, 98.0,91.2 and 67.8 percent respondents respectively.

Findings:

1. There is no association between Gender and use of Smart phone for academic purpose.(Table No1)
2. It shows that Students prefer smart phone for academics rather than preferring books.(Table No2)
3. Around 99 respondents (48.3) are agree to the statement Google Classroom is Beneficial for me and 68 respondents (33.2) are Strongly agree to the statement.(Table No 3)
4. It shows that Whatsapp rank highest as member position 97.6 percent followed by Youtube of 91.2 percent, Instagram 81.0 percent and Facebook as 72.7 percent. Skype, twitter and Linkedin member are least observed.(Table No 4)
5. It shows that Internet Access is largely carried activity on smart phone by 35.1 percent respondents followed by music and search engine as1st Preference.(Table No 5)
6. It shows that1st Preference given to Whatsapp by 20 percent respondents followed by Youtube 15.6 percent.Google and Instagram used by 10.2 percent respondents as 1st Preference.(Table No 6)
7. It shows that total 122 respondents are agree to statement. Reasons for justification for 1st Preference are Easy Study and easily available notes are 11.2 percent. Similarly Reasons for justification for 2nd preference are less time consuming 21.3 percent, Getting Update information 14.5 percent. Reasons for justification for 3rd preference are less time consuming as per 12.30 percent respondents, easily available

notesof11.48 percent. Similarly for 4th preference reasons are less time consuming 26.23 percent, Convey information easily and getting expert notes as per 13.93 percent respondent's opinion.(Table No 7)

8. It shows that Youtube, Google, Google Classroom and Educational Website applications mostly used by respondents as Educational Applications as per 98.5, 98.0,91.2 and 67.8 percent respondents respectively.(Table No 8)

Suggestion:

1. There is the need to highlight the role of technology for higher education sector and prepare the proper procedures to equip students with the best methods for the best usage.
2. The study presents a new hypothesis in accordance with the use of technology as a teaching tool. Thus, colleges are required to be aware of these technologies to facilitate and direct the learning process.

Conclusion:

The resulting analysis for smartphone usage among KRISHNA FOUNDATION EDUCATIONAL CAMPUS WATHAR students in the context of graduation reveals some interesting findings. Result analysis shows that there is no association between Gender and use of Smart phone for academic purpose.It shows that Students prefer smart phone for academics rather than preferring books. It shows that Whatsapp rank highest as member position followed by Youtube, Instagram and Facebook. Skype, twitter and Linkedin member are least observed.It shows that most of respondents are not decided yet their future model. Those decided in near future model have given priority to I phone followed by One Plus, Vivo and Samsung.It shows that Internet Access is largely carried activity on smart phone followed by music and search engine. In spite of negative effects, smartphones have been a very a great toolfor supervising project's students and knowledge sharing.

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Skill Component in Business Education: An Overview

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Abstract: *Economy of any nation is largely depending upon its business field. The robust economies can be possible only when the foundation of business education is powerful. In order have sustainable development of the nation in terms of socio- economic and environment the skill component in business education needs to be study and inculcate thoroughly in business education process. In the 21st century the fast and unpredictable changes in the business environment lead to significant changes in the future job market. For current business students, the future will offer many new opportunities for their employment but, at the same time, it will also create many threats disguised in the disappearing jobs. Business education centered mainly on knowledge transmission is challenged to switch towards a competence-based approach which includes knowledge, skills, and attitudes. Today there is a need to stimulate thoroughly business skills in graduates as a strategy for tackling graduate unemployment issues. This paper, therefore, underscores the significance of skill components in business education for sustainable development and to remove the unemployment problem.*
Keywords: Business education, Significance of Skills, Sustainable Development.

Introduction:

Business skills are a foundation for success in the business world. The business skills can be divided into two parts as Qualitative and Quantitative. Qualitative skills are referred as soft skills, whereas quantitative skills are regarded as hard skills.

Soft skills include like communication, analytical, organizational, critical thinking, negotiation and trainability skills that play significant role in getting a business succeed. Quantitative skills are more technical in nature. "Quantitative or functional skills include the tools and methods that are taught in disciplines such as accounting, finance, business statistics and business analytics," Quantitative and qualitative business skills often are integrated in business education in schools and colleges as they would be in business. For example, finance students might be required to give an oral presentation of a company analysis.

Cathy Rusinko distinguishes between qualitative and quantitative, or functional, skills. "Qualitative skills, often called the softer business skills, are most often the focus of courses such as management and human resources," she says. This includes communication, leadership and management. Further she says that "Business skills are the common set of terms and practices used by all individuals who make up a business organization and, likewise, are the common set of terms and practices used by all business organizations," "Every discipline has a language. Business skills are the language of business." For example a common understanding of financial terms allows people around the world to agree on how to value a company. Within an organization, business skills help employee's better work together and with customers.

"Business skills are essential for the success of any company and employee, but especially those in service-related fields where employees are often the first and most important interface between the company and its customers," says Jim Glenn, faculty member in Walden University's DBA program."

While a solid foundation of all business skills is beneficial, the most important business skills will depend on role in a company. For example, a project manager relies on leadership and time management skills, while a company accountant focuses more on financial and data analysis. Thus in order to tackle the problem of graduate unemployment skills in business education has got paramount importance in today's business environment.

Objectives: The objectives for this paper have been set by the researcher as follows,

1.To understand the business skills.
2.To know the significance of skill components in business education.

Research Methodology:

The present study is based on extensive study of secondary data collected from various books, National & International Journals and public and private publications available on various websites and in libraries focusing on various aspects of business education and skill components of business education. This research is entirely a desk study based on secondary information of various articles, journals, and websites.

Significance of Skills in Business Education:

The meaning of word ' skill ' includes proficiency, competence and expertness in some activity. The essential element of a skill is the ability to make and implement an effective sequence of choices so as to achieve a desired objective. For example, if anybody wants to be a good decision maker, he has to make and implement the choices entailed in making good decisions. Following are some significant skills needs to have sustainable development of business and in turns nation. Skills can play significant role in human as well as in business life.

- **Communication Skill:**

Communication is very important business skill. It is nothing but exchange of views, information ideas etc. from one person to another person. Definitely businesses are run by people for people and how people communicate with each other determines how smoothly a business runs. Internally, employee communication sets the tone for a company's culture. Externally, how employees communicate helps define a business's brand. "The branding of a company's image and reputation is often determined by a customer's first impression of the employee and their ability to process requests cordially, politely and efficiently," Glenn says. "This also means that to develop a positive brand image, employees must be able to articulate their thoughts clearly and politely to the customer in spoken and written form."

Communication is also important from a business-to-business standpoint, as businesses often need to communicate with suppliers, vendors and potential investors. Effective communication can make employee an impactful team member on any side of business operations.

- **Negotiation Skill:**

Whether you realize it or not, you engage in negotiation daily. Most of this negotiation happens informally, such as discussing what to have for dinner or where to go on the next family vacation. However, formal negotiation skills are critical for success in business and involve reaching consensus, compromising, cooperating, strategizing and effectively communicating.

Negotiation skills are not about learning how to win an argument, but rather how to prevent one. The best negotiators are able to help people reach a mutual agreement without undue tension. Being a good negotiator can also help improve your communication skills, as you're more likely to know what to say and when and how to say it.

- **Leadership Skill:**

Leadership skills are important for anyone who wants to succeed in a business environment, even if anyone doesn't hold a managerial role. Leadership skills are not the same as management skills. Leadership is focused on people more than processes.

Strong leaders can empower people to succeed and facilitate teamwork among peers. They build a productive and amenable work environment by using interpersonal skills to help foster collaboration and effective communication. Leadership skills include effective communication, delegation, flexibility, motivation, problem-solving, positivity and a readiness to take on responsibilities.

- **Management Skill:**

While leadership focuses on people and creating a collaborative work environment, management is about uniting people to work toward common goals. Managers develop and execute processes in pursuit of goals, including allocating resources and organizing teams.

Part of being an effective manager knows how to lead people from near and far. While a leader's impact is mostly felt in the immediate environment by leading individual teams, managers also must be able to drive an organization's culture. Improving your management skills will help you better communicate and collaborate with your own managers. When you understand the challenges and objectives others face, you can work together to find solutions and achieve goals.

- **Critical Thinking Skill:**

Decision-making is a daily activity when running a business. Decisions can range from which projects to pursue to who should work on initiatives and how to allocate resources. Business leaders are constantly making decisions, and these decisions may occur in an ever-changing environment that requires adapting to change and pivoting to address unexpected variables.

"Being able to quickly analyze and respond to a rapidly changing business and technological environment requires well-developed, finely tuned critical thinking abilities for professionals in key decision-making roles," Glenn says.

Critical thinking is the ability to analyze information and make an objective decision based on that information. "While critical thinking may not ensure organizational success, it will consistently help those using it to make better business decisions," Glenn says.

- **Data Analysis Skill:**

Data plays an integral role in business decision-making. Before managers can make a sound decision, they need to collect and analyze relevant data. For this reason, employers value skills such as the ability to compile, review, analyze, understand and report on data.While considered more of a quantitative skill, data analysis includes soft business skills, too. For instance, creative thinking enables the data analyst to generate informed solutions. Also, communication skill is a key to helping others understand your analysis.

- **Financial Literacy Skill:**

Financial literacy is an important skill even if you aren't in finance or accounting role. No business decision is made without considering the financial implications."Being able to understand financial statements, perform a financial ratio analysis and optimize resources through linear programming are critical to managing a business," Glenn says. "You cannot run until you can walk, and walking in business means being able to understand relatively complex concepts and applying those concepts as needed."

- **Emotional Intelligence Skill:**

Emotional intelligence, or EQ, is the ability to understand both your and other people's emotions and how those feelings influence a situation. "People with high EQ use self-awareness, self-regulation and social skills to comprehend, acknowledge and regulate their reasoning process by using emotions," Glenn says.

Companies seek individuals with high EQ because they collaborate well and function effectively in a team environment. Ultimately, they create a happier workplace. "Happier employees translate into better service, repeat business and higher profitability for the company," Glenn says. Some companies include emotional intelligence tests as part of the application process.

As businesses become more complex and interdisciplinary, the ability to work with cross-functional teams is increasingly critical to your personal success and that of your organization, Glenn says.

- **Organization Skill:**

Organizational skills mean more than just keeping your desk tidy, although that can be a component. On a broader scale, organization means the ability to define and prioritize goals, then create a plan to accomplish them. People with strong organizational skills tend to be more productive. They're also likely to be better time managers and less inclined to procrastinate.

Being organized also makes you a better team member by helping you stay on top of tasks and complete work on time. The more organized you are, the easier it'll be for you to communicate ideas and problem-solve with others.

- **Trainability Skill:**

Trainability is the capability to learn quickly. In the word of Glenn "People who possess this key business skill are often described as a quick study, which means they are able to quickly analyze a business situation, rapidly develop a set of alternatives to address a specific situation or problem, select the best alternative given the information on hand and implement that alternative smoothly and with maximum efficiency,".

Trainability translates to adaptability because someone who is a quick learner can understand new processes and adjust to changes in the work environment. In some ways, being trainable is the trump card for lagging skills. For example, if you don't know a lot about data analysis but you are a quick study, you can learn how to crunch numbers and use software.

Conclusion:

After discussion of the above various business skills it is concluded that a solid foundation of all business skills is beneficial not only to the employee but business also. The above soft and hard skills like communication, analytical, organizational, critical thinking, negotiation and trainability skills and hard skills like accounting, finance, business statistics and business analytics plays significant role in sustainable contribution to national income, employment and exports and GDP of the nation. It is necessary to focus the qualitative and quantitative business skills. In the present environment, business education is facing several types of challenges. Business schools need to update the content of their business education in order to develop the students' soft skills and encourage them to actively work in teams and discuss the business subjects based on the students' work and professional experiences. Due to globalization, students need more than just raw knowledge. They want an international experience in order to have a global outlook of businesses and have the opportunity to network. The initial diagnostic assessment provides an important starting point for the students' self-knowledge and their own improvement plan. The development of critical and analytical cases, as well as multidisciplinary teamwork is a way to increase critical thinking skills. Finally, the capabilities of oral and written communication can be developed transversally through different methods, such as critical and analytical essays, multidisciplinary group work, case method, blended learning, case study writing, and conducting research papers.

In final conclusion, business education schools, colleges, institutes would be well served by undertaking a review of their teaching methodologies in order to help the students acquire the business skills knowledge and attitudes that are suitable for a basically changing global economy.

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Cluster Approach: i4 Generation

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Abstract

The main aim of research paper is to know concept of cluster approach with reference to Kolhapur and Pune district Clusters under MSMEs. It is also enlightened on the ***cluster approach*** *and its significance in Institute, Industry, Interaction and Initiatives* ***i.e. i4 Generation.*** *Furthermore, it is noted that, this paper based on primary and secondary data. However, this paper useful to established knowledge and skill-based linkages between Industry, Institute, Interaction and Initiatives. Therefore, it is stated that cluster approach has significance to Industry, Institutes, Interaction and Initiatives* ***i.e. i4 generation****. Its lead to entrepreneurship and employability skills and competencies for garbing the entrepreneurship and employment opportunities in selected study areas and Indian Context.*

Keyword: ***Education, Cluster Approach, Entrepreneurship and Skills, employability Development*****.**

1. Introduction:

Maharashtra is the most industrialized State. The State is the pioneer in Small Scale Industries. The State continues to attract industrial investments from both, domestic as well as foreign investors. It has become a leading automobile production hub and a major IT growth center *(Directorate of Economics and Statistics, 2012)*. It is found that the Government of Maharashtra has adopted the cluster approach for sustainable development of MSMEs. Directorate of Industries, Government of Maharashtra has taken vital steps in implementation of the cluster scheme by implementing Government of India's cluster scheme viz., Micro, Small Enterprise-Cluster Development Programmes (MSE-CDP) and Industrial Infrastructure Up gradation Scheme (IIUS), and due to these initiatives and continuous support of Government of India, cluster development programmes in Maharashtra has attained tremendous momentum helping in accelerating the growth of MSMEs in the State. Moreover, it seems that there are many achievements in this exercise of MSME development, as on date more than 75 and more proposals are identified under MSE-CDP and 05 proposals under IIUS cluster scheme as identified cluster *(WTC, AIAI, 2013, Economic Survey 2013-14)*.

Therefore, it is noted that MSE-CDP scheme play an important role in Kolhapur and Pune districts based selected cluster units. Its reason behind that the Pune region has socially and economically rich in Maharashtra, where have good number of enterprise. It shows the huge scope for the enterprise development in MSMEs sectors. It can be possible through effective entrepreneurship development programmes, due to potential in MSMEs sector *(Annual Report of MSMEs 2015-16 Statement No. 2.3, pp 24-25)*. Furthermore, it is found that Kolhapur district has number of potential areas in MSMEs such as Mechanical, Chemical, Electric, Leather and Footwear, Glass and Ceramics, Plastic, Food and Service based Industries etc. Therefore, considering the potential of MSMEs, five potential clusters are identified under MSE-CDP scheme and selected clusters are actively involved in MSE-CDP scheme *(Brief Industrial Profile of Kolhapur District)*.

2. Scope of the Study:

This study enlightens on the of cluster approach with reference to Kolhapur and Pune district Clusters under MSMEs. It is also enlightened on the cluster approach and its significance in Institute, Industry, Interaction and Initiatives i.e. ***i4 Generation***, this paper useful to established knowledge and skill-based linkages between Industry and Institute Interaction Initiatives. Therefore, it is stated that cluster approach has significance to Institute, Industry, Interaction and Initiatives i.e. ***i4 generation*** for entrepreneurship and employability skills and competencies development with reference to Kolhapur and Pune districts based MSMEs clusters.

3. Objective of the Study:

1. To Know concept of cluster approach with reference to Kolhapur and Pune district Clusters under MSMEs.
2. To enlighten on the cluster approach and its significance in Institute, Industry, Interaction, Initiatives ***i.e. i4 Generation*** for entrepreneurship and employability skills and competencies development**.**

4. Hypothesis of the Study:

'Cluster Approach have significance in i4 generation i.e. institute, industry, interaction, initiatives i.e. i4 Generation' for entrepreneurship and employability skills and competencies development.

5. Methodology of the Study:

The aim of the study is to cluster approach with reference to Kolhapur and Pune district Clusters under MSMEs. It is also enlightened on the cluster approach and its significance in Institute, Interaction, Industry, Initiatives ***i.e. i4 Generation*** for entrepreneurship and employability skills and competencies development. The study conducts at Kolhapur and Pune based cluster Under MSMEs scheme. It is noted that this study based on field work i.e. primary data and published report of MSMEs.

6. Cluster Approach with reference to Kolhapur and Pune Districts:

The role of cluster scheme has significant role in Kolhapur and Pune districts to develop entrepreneurship. It seems that both districts have leading in MSMEs sector. There are potential and plentiful natural resources, optimal natural resources, proper marketing mechanism and effective financial structure. Moreover, researcher has enlightened on some factual information of Kolhapur and Pune districts with the help of table No. 1

Table No. 1 Factual Information of Kolhapur and Pune Districts:

Sr. No.	Particular	Units	District	
			Kolhapur	Pune
1	Area	Sq. Kms.	7746	15642
2	Latitude	-	16. 42°	18.35°
3	Longitude	-	74.15°	74.15°
4	Average Rainfall	mm	2130	957
5	Population	In '000's	3874	9427
6	Sex Ratio	Nos.	953	910
7	Literacy Rate	Percent	82.9	87.09
8	HDI (Very High)	Value	0.678	0.722
9	Per Capita Income	Rs.	84,095	1,27,176
10	Number of Talukas	Nos.	12	14
11	Number of MSMEs	Nos.	21,620	27,683
12	No of Clusters (MSE-CDP)	Nos.	05	05

(Sources: District Socio-Economic Review of Pune and Kolhapur 2012, Brief Industrial Report of Pune and Kolhapur 2012, Human Development Index 2012 and DIC Visit October 2014)

Table No. 1 depicted that the comparative facts and figures of Kolhapur and Pune districts. *It helps to understand the entrepreneurship environment in selected both districts.* However, researcher it is noted that in present research work more concentrated on the role of cluster scheme specially MSE-CDP scheme of Ministry of MSME, Government of India. Furthermore, researcher has considered SIP and HIP stages with effect of implementation procedure like as DSR, SIP, HIP/CFC and IFC. It helps to develop the role of cluster scheme in functional performance of selected cluster units.

Table No. 2 Demographic Profile Stakeholders, SPV and Govt. Representatives:

Sr.	Particular	Stakeholders (% of Respondents)		SPV Representatives (% of Respondents)		Govt. Representatives (% of Respondents)	
		Kolhapur District	Pune District	Kolhapur District	Pune District	Kolhapur District	Pune District
A	Gender						
1	Male	**63**	**70**	**92**	**67**	**78**	**50**
2	Female	37	30	08	33	22	**50**
3	Total	100	100	100	100	100	100
B	Age Group						
1	18-30	12	09	00	00	00	00
2	31-40	35	29	23	**50**	17	21
3	41-50	**46**	26	**62**	**50**	**78**	**79**
4	51-60	07	**33**	15	00	06	00
5	61-70	00	03	00	00	00	00
6	Above 71	00	00	00	00	00	00
7	Total	100	100	100	100	100	100
C	Education						
1	Up to SSC	**50**	21	08	00	00	00
2	HSC	38	14	23	08	00	00
3	Graduate	11	14	23	**50**	22	21
4	Diploma Course	00	**27**	08	33	00	00
5	PG	00	14	00	00	**61**	**57**
6	Professional	00	10	**38**	08	17	21
7	Any other	00	00	00	00	00	00
8	Total	100	100	100	100	100	100

(Sources: field Work, 2022)

Table 2 shows the demographic profile of selected respondents in group of Stakeholders, SPV and Government representatives. Hence, it is stated that demographic profile considers for the comparative study purpose, because of Kolhapur and Pune districts have socially, economically and geographically reach in Maharashtra state and demographic activities are significantly influenced on the entrepreneurship behaviors.

Table No. 2.1 Demographic Profile Stakeholders:

Sr.	Particular	Stakeholders (% of Respondents)	
		Kolhapur District	Pune District
A	Family Types		
1	Nuclear	49	**86**
2	Joint	**51**	14
3	Total	100	100
B	Religion		
1	Hindu	**89**	**80**
2	Muslim	03	08
3	Christian	00	00
4	Jain/Marwadi	08	11
5	Buddhist	00	01
6	Other	00	00
7	Total	100	100
C	Cast		
1	Open	**47**	**77**

2	OBC	26	17
3	SC/ST/SBC	26	05
4	NT/ VJNT	00	01
5	Others	00	00
6	Total	100	100
D	Parents Occupation		
1	Agro/ Farm	**48**	09
2	Agro Processing/Non Farm	9	24
3	Handicraft	35	00
4	Manufacturing	3	**26**
5	Trading	6	06
6	Service	0	25
7	Other (Please Specify)	0	10
8	Total	100	100
E	Location		
1	Rural	**46**	00
2	Semi Urban	28	07
3	Urban	26	30
4	Industrial Estate/MIDC	00	**64**
5	Backward Area	00	00
6	Living/ Residual Area	00	00
7	SEZs	00	00
8	Any Other	00	00
9	Total	100	100
F	Average Family Income		
1	Up to Rs.1,00,000	17	08
2	Rs.1,00,001- Rs.2,00,000	13	12
3	Rs.2,00,001- Rs.3,00,000	12	05
4	Rs.3,00,001- Rs.4,00,000	17	01
5	Rs.4,00,001- Rs.5,00,000	16	17
6	Above Rs.5,00,001	**26**	**57**
7	Total	100	100

(Sources: Ch III and Table No, 3.4 to 3.8, Ch IV and Table No, 4.4 to 4.8)

Table No. 2.1 shows the demographic profile of selected respondents in group of Stakeholders. It is stated that for the comparison of demographic factors consider, family types, religion, caste, parent occupation, location, and average income, because of all these factors significantly influenced on entrepreneurship behavior, which influenced on cluster development as well as entrepreneurship development with the support of MSE-CDP scheme.

Table No. 3 Details about Enterprise:

Sr.	Particular	Stakeholders (% of Respondents)	
		Kolhapur District	Pune District
A	Business Nature		
1	Agro/ Farm	00	00
2	Agro Processing/Non-Farm	**36**	37
3	Handicraft	**39**	00
4	Manufacturing	25	**63**
5	Trading	00	00

6	Service	00	00
7	Other	00	00
8	Total	100	100
B	Ownership		
1	Sole Proprietor	**59**	**81**
2	Joint Family	**41**	06
3	Partnership	00	13
4	Private Ltd	00	00
5	Public Ltd	00	00
6	Corporation	00	00
7	Undertaking	00	00
8	LPP/PPP	00	00
9	Any Others	00	00
10	Total	100	100
C	Seasonal Production		
1	Yes	**55**	41
2	No	26	**49**
3	Not fixed	19	10
4	Total	100	100
D	Location		
1	Rural	**46**	00
2	Semi Urban	28	07
3	Urban	26	30
4	Industrial Estate/MIDC	00	**64**
5	Backward Area	00	00
6	Living/ Residual Area	00	00
7	SEZs	00	00
8	Any Other	00	00
9	Total	100	100
E	Registration under MSMEs Act		
1	Yes	**86**	**100**
2	No	03	00
3	In Process	12	00
4	Total	100	100
F	Entrepreneurs Satisfaction		
1	Yes	**52**	**79**
2	To some extent	31	18
3	No	14	00
4	Can't say	03	03
5	Total	100	100

(Sources: field work, 2022)

Table 3 reveals the detail about enterprise, this helps to understand the organizational structure and culture. Hence, researcher considers attributes as business nature, ownership, seasonality, location, registration, satisfaction of entrepreneurs etc. This helps to knows about entrepreneurship background in Kolhapur and Pune districts based MSMEs units.

Table No. 4 Cluster Types:

Sr. No.	Cluster Types	Stakeholders (% of Respondents)		SPV Representatives (% of Respondents)	
		Kolhapur District	Pune District	Kolhapur District	Pune District
1	Agro/Food Processing	36	37	46	50
2	Handicraft	16	00	23	00
3	Automobile	00	00	00	00
4	Engineering	00	42	00	42
5	Electronic	00	21	00	08
6	Metal	00	00	00	00
7	Leather	23	00	15	00
8	Plastic	00	00	00	00
9	Garment/Textile	25	00	15	00
10	Others	00	00	00	00
11	Total	100	100	100	100

(Sources: field Work, 2022)

Table 4 it is shows the cluster type in different production sector, which are engaged in cluster development activities with innovative entrepreneurship. This helps to identify the scope for cluster development in existing and another sector of MSMEs.

Table No. 5 Intervention Types:

Sr. No.	**Particular**	**Stakeholders (% of Respondents)**		**SPV Representatives (% of Respondents)**	
		Kolhapur District	Pune District	Kolhapur District	Pune District
1	SIP ongoing	02	**63**	00	17
2	SIP completed	**61**	14	46	25
3	HIP ongoing	12	02	**39**	**33**
4	HIP completed	25	21	15	25
5	Total	100	100	100	100

(Sources: Ch III and Table No, 3.21, Ch IV and Table No, 4.21)

Table 5 shows the cluster scheme intervention, which help to access role of cluster scheme in entrepreneurship development. The intervention status helps to understand the strategic role of cluster scheme in Kolhapur and Pune districts based selected clusters. ***Furthermore, based on field work experience it is observed that in Kolhapur district based selected clusters intervention status have progressive under MSE-CDP scheme as compare to Pune district based selected clusters during the field work.***

Table No. 6 Cluster Approach: Bridge of Industry-Institute Interaction Initiatives:

Sr. No.	**Particular**	**Stakeholders (% of Respondents)**		**SPV Representatives (% of Respondents)**		**Govt. Representatives (% of Respondents)**	
		Kolhapur District	Pune District	Kolhapur District	Pune District	Kolhapur District	Pune District
1	Yes	**76**	**79**	**100**	**50**	**83**	**79**
2	To some extent	16	09	00	42	17	21
3	No	00	02	00	00	00	00
4	Can't say	09	10	00	08	00	00
5	Total	100	100	100	100	100	100

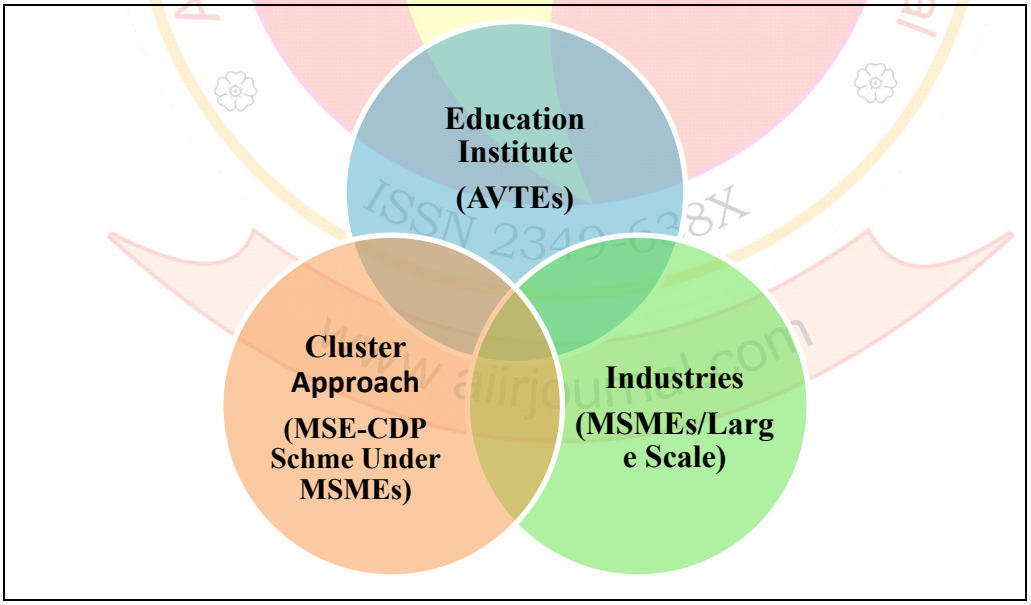
(Sources: Field Work, 2022)

Table 6 enlightens the cluster approach has significance to institute industries interaction initiatives. It is understood that the selected respondents face several entrepreneurship challenges. Hence, it is understood that cluster approach come ahead as analytical, organization and service delivering tools for better understanding the economy, getting key industry Stakeholders together to address common problems, and providing high-value specialized services to target enterprises (Mary Jo Waits, 2000, p 35, 39). It is also understood that cluster approach provide platform for the institute, industries, interactions, and initiatives i.e. ***i4 generation*** for entrepreneurship and employability skills and competencies development., because of cluster scheme have interventions like as SIP and HIP and its implemented in five stage like DSR. SIP, HIP/CFC and IFC and all these interventions stages perform as a tool of entrepreneurship development. Therefore, it is found that majority (76%), (100%) and (83%) respondents in group of Stakeholders, SPV and Government representatives respectively are agreed to cluster scheme has a tool of entrepreneurship development. It is noted that cluster scheme has significance to provide platform for institute, industries, interactions, and initiatives i.e. ***'i4'*** generation for entrepreneurship and employment generation as well as development in selected study areas. Because of, the MSE-CDP scheme perform as an analytical, organization and service delivering tools with their DSR, SIP, DPR, HIP/CFC and IFC interventions. It will create cluster culture and enhance institute industries interactions and initiatives in selected clusters from Kolhapur and Pune districts. It will help to develop entrepreneurship, employability skill among stakeholders.

7. Conclusion:

From study of Kolhapur and Pune districts based selected clusters with the use of qualitative inquire mode of the data like demographic profile of entrepreneurs, entrepreneurship pattern, awareness regarding cluster scheme, status of cluster scheme intervention, role of SPV, SIP, HIP in entrepreneurship development, functional performance of selected clusters in before and after cluster scheme and general opinion regarding entrepreneurship and employability skills under MSE-CDP scheme. It is noted that MSE-CDP scheme has significant to provide platform for institute industries interactions and initiatives. This helps to established knowledge and skill-based linkage between institute and industries. This represented with the help of following figures number 1,

Figure 1 Cluster Approach: Bridge of Industry-Institute Interaction Initiatives



(Source: Field Survey Experience with Support of Review of Literature)

Thus, it is found that cluster approach has several interventions, which helps to establish linkage between institutes, industries interactions and initiatives. These linkages help to create knowledge-based economy i.e. institute industries interactions and initiatives in selected areas, which develops entrepreneurship and

employability skills among selected entrepreneurs as well as students belongs from respective institute. Hence, considering the research areas background it is identified that there is a need to knowledge and skill-based linkages between industries, education institute and Government Authorities or agencies, this will create positive entrepreneurship environment and can be possible to develop curriculum in higher education as well as develop entrepreneurship and employability skills among students through higher education. Hence, it is stated that preset hypotheses were accepted i.e. ***'Cluster Approach have significance in i4 generation i.e. institute, industry, interaction and initiatives i.e. i4 Generation'.***

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Contribution of Judiciary in Right to Education

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"By education I mean an all round drawing out of the best in child & manbody, mind & spirit".
- Mahatma Gandhi

Abstract :

Education is an essential human value which is very essential for the existence of good human civilization. The responsibility for educator rests on both the Union & State. The international instruments such as UNESCO, International Covenant on Economic, Social & Political Rights, European Convention on Human Rights etc. played an important role in education field. Various Commissions on Education in India recommended streams & applications in every type of educational system. The judiciary also played a vital role to protect Right to Education. In this paper, researcher focused on various judgments by which the Journey of Right to education travelled from Directive Principle of State Policy to Fundamental Right. Indian Constitution has provided a fundamental right of 'Right to Education' in Article 21(A) in the 86th amendment Act 2002.

Keywords : *Education, International instruments, Indian Constitution, Judgments.*

Introduction :

Education is the very basic thing which separates a man from the animal existence in the world. K.K. Bhatia rightly stated that, "Education fashions & models man for society. Man cannot to conceived merely in terms of his biological existence. Education brings into focus the social aspect of man. Education signifies mans supreme position in society". Education & national development are closely related to one another. One of the major factor which education gives is civil & social values. The role of various commissions such as Dr.Radha Krishnan Commissions in 1949 which proposed for degree & masters degree course, Dr. Mudaliar Commission in 1953, Kothari Commission 1966, Ramamurty Committee on National Policy on Education 1986, Tapas Majumdar Committee 2012 etc. played an important role in the field of education. The constitution of India made various provisions relating to education. It is the responsibility of every one for better education in India.

International Concern :

The concepts of universal freedom & the principle of "live & let live" should be inculcated in the minds of young generation through the path of education.

There are recommendations given by the UNESCO concerning education for international understanding.[i] In order to develop international understanding UNESCO recommends, its members state to carry out a plan of action.

Article 26 of Universal Declaration of Human Rights stated that everyone has the right to education. Education shall be free, at least in the elementary & fundamental stages & it shall be compulsory.

Technical & professional education shall be made generally available & higher education shall be equally accessible to all on the basis of merit.[ii]

Article 14 of International Covenant on Economic, Social & Political rights stresses that each member country should compulsory establish a system of importing primary education to the masses free.

Article 28 of Convention on Rights of Child speaks about giving various forms of education to all.

Article 29 of the Convention further explains that the education which is to be given to the children shall be directed to the development of child's personality, talents & physical & mental abilities.

Article 10 part III of convention of All Forms of Discrimination against Women[iii] states that state parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education.

Article 2 of European Convention on Human Rights stated that No person shall be denied the right to education.

Convention on the Rights of persons with Disabilities provide human rights & fundamental freedoms to persons with disabilities.

Article 1 of World Declaration on Education for all states that every person, child, youth & adult shall be able to benefit from educational opportunities designed to meet their basic learning needs.[iv]

These international developments make it compulsory on state parties to make provisions relating to education.

National Concern :

India has been a land of learning throughout the ages, in this sense learning has always been highly valued.

Article 45 of Directive Principles of State Policy stated, "The state shall endeavor to provide, within a period of ten years from the commencement of the constitution, for free & compulsory education for all children until they complete the age of 14 years".

Article 15(4) of the constitution authorises the state to make special provision for advancement of the socially & educationally backward class of citizens.

Article 46 provides promotion of educational & economic interest of S.C. & S.T. and other weaker sections.

Article 21(A) of the Indian Constitution States that, 'The state shall promote within special care the educational & economic interests of the weaker sections of the people in particular of S.C. & S.T. & shall protect them from social injustice & all forms of exploitation.

The provisions were also made in five year plans, reforms also made by various committees on education. According to Ambani-Birla Report (2000) the vision for education in India should be "to create competitive yet co-operative knowledge based society."

Judicial Trends in Right to Education :

Right to Education was first adopted as Directive Principle of State Policy & later on adopted as Fundamental Right by inserting Article 21 (A) in Part III of the Constitution of India. In order to become a fundamental right from Directive principle of State Policy it has travelled a lot of cases.

Mohini Jain Vs. State of Karnataka[v] :-

In 1989, the Government of Karnataka issued a notification that permitted the private medical college in the State of Karnataka to charge exorbitant tuition fees from the students admitted other than the Government seat quota. Miss Mohini Jain, a medical aspirant student filed a petition in Supreme Court challenging this notification.

The Supreme Court observed that mention of 'Life & Personal Liberty' in Article 21 of the constitution automatically implies some other rights, those are necessary for the full development of the personality, though they are not enumerated in Part III of the constitution. Education is one such factor responsible for overall development of an individual & therefore, right to education is integrated in Article 21 of the constitution.

Unni Krishnan J.P. Vs. State of Andhra Pradesh & Others [vi] :-

In this case, the college management was seeking enforcement of their right to business through charging of 'Capitation' fees from students seeking admission.

The court held that the right to basic education is implied by fundamental right to life (Article 21), when read in conjunction with the directive principle on education (Article 41) that is why free education until a child completes the age of 14 to be a right.

T.M.A. Pai Foundation Vs State of Karnataka :-

Private educational institutions established by various educationalists & institutions were imported with unproductive load on their back in the form of government control by way of rules & regulations has obstructed

the progress of quality education. So many petitions were filed by the management of minority & non-minority educational institutions.

The court held that the state cannot interfere if the admission was on merit & a reasonable fee was being charged. However, minority educational institutions receiving aid from the state would have to admit a reasonable number of students from non minority groups.

Islamic Academy of Education Vs. State of Karnataka [vii]:-

The Supreme Court interpreted the T.M.A. Pai judgement as having declared that, Unaided professional institutions are entitled to autonomy in their administration, but at the same time not forgo or discard the principle of merit. Unaided professional colleges could be reserved some seats for the students who had passed CET & the bench suggested that the colleges should also make provisions for students from the poorer & backward sections of society.

P.A. Inamdar & others Vs. State of Maharashtra [viii] :-

The Supreme Court delivered an unanimous judgement by 7 judges that the state cannot impose the reservation policy on minority & non-minority unaided private colleges, including professional colleges.

Avinash Mehrotra Vs. Union of India & others[ix]

PIL was filed relating to a fire in a private school in the district of TamilNadu. Usually around 900 students attended the school daily & a large number perished in the fire The court decided that there is a fundamental right to receive education free from fear of security & safety & the right to education incorporates the provision of safe schools pursuant to Article 21 & 21(A) of the constitution.[x]

Conclusion :

Education has a very significance place in the Indian Constitution. There is a very strong historical perspective as far as education is considered. The right to education was discussed extensively during the drafting of the constitution also. The judiciary also gave directions for harmonious development of the nation through various judgements relating to right of Education. In today's world, teaching morals is the need of time. The aim of education is development of democratic citizens, improvement in vocational efficiency, increase productivity, develop social & moral values, build up eventual skills etc. It is one's education which decides whether one can make a noticeable mark in any field.

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Management Education in India: Issues, Challenges and Future

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Abstract

Management education across the globe is facing a unique crisis of relevance in the contemporary scenario. All the aspects of Business education such as quality of MBA aspirants, curriculum, business research, quality of research publications, industry-institute interface, management development programmes, faculty development programmes, placements, compensation packages of B-school graduates, career development trajectory of alumni, diversity among faculty as well as students, governance and accountability, etc. are under critical scanner. Indian B-schools are not untouched by the contextual compulsions of the Management education in the international arena. Indeed, B-schools in India are facing multiple issues such as proliferation of B-Schools, quality of education, faculty shortage, poor regulatory mechanism and governance and accountability. This paper analyses the issues and challenges of Management education in India in the emerging scenario and provides remarkable insights into revitalizing B-schools that may benefit all the stakeholders.

***Keywords**: Management Education, B-Schools, Regulatory Framework, B-School Governance, Future of management Education*

B-Schools in the Global Context

Management denotes the professional administration of business concerns, public undertakings, institutions and organization of all kinds and efficient utilization of resources for optimizing benefits to all the stakeholders. This is a broad-based definition of 'Management' as we understand the term today. As such, 'Management' is a relatively new concept. The term in English lexicon evolved sometime in the 16th-17th century taking cue from Latin 'Manus', Italian 'Manegiare' and French 'Mesnagement'/ 'Menagement'. All the terms those preceded 'Management' implied control over others, especially manual workers, in order to get things done or decide about how to use available resources. Management, if performed with personal modesty and a sense of service to the community, can be one of the noblest professions. It creates growth, wealth and development in society, provides jobs, fosters innovation and improves living conditions (Onzonol, 2010).

Indeed, 'Management' is modern construct that gained significance during the most eventful centuries in Europe marked by renaissance, reforms, scientific revolution, industrial revolution, mercantilism and above all, entrepreneurial spirit. Gradually, a body of knowledge developed around the concept of 'Management' although the contributions came from diverse academic disciplines such as sociology, psychology, economics, accounting, mathematics, and law. Thus, when Management education began in the early 20th century, there was already a corpus of literature for education, training and further research. Management education, which was originally conceived as an elite educational track dedicated exclusively to business (and more precisely to big corporations), found itself confronted with an ever growing demand from millions of individuals seduced by the promise of a better future, or forced into entrepreneurship and management by evolution of the markets (Kozminski, 2010).

Lyon Chamber of Commerce & Industry established the first B-School called EMLYON Business School in Lyon (France) in 1872. Pioneering American entrepreneur and industrialist Joseph Wharton established the world's first collegiate school of business – Wharton School at the University of Pennsylvania in 1881. University of Chicago promoted Booth School of Business in 1898. Tuck School of Business at Dartmouth College was set-up in 1900. Later, Harvard Business School was established in 1908 by Harvard University. Same year, North-western University established Kellogg School of Management in Chicago

offering part-time evening programme in Management. In the following years several B- Schools were established viz. MIT Sloan (1914), Columbia Business School (1916), Stanford Graduate School of Business (1925), etc.

Progressively, other universities in USA, Europe, and Asia started B-Schools to catch on the bandwagon of Management education in the latter half of 20th century. For example, INSEAD was established in 1957, IESE Business School came in 1958, Indian Institute of Management Ahmedabad came in 1961, London Business School was set up in 1964, National University of Singapore School of Business was founded in 1965, I E Business School was founded in 1973, Yale School of Management came in 1976 among others. All these are leading B-schools of the world.

However, Management education gained real impetus in the last decade of 20th century marked by globalization and liberalization and rise of good number of transnational corporations. Internationalization of labour market, commodity market and capital market created incredible opportunities for all by offering choices at the competitive prices, raising quality of life and aspirations, expanding service sector and providing decent employment to millions of youth. Information and communication technologies revolutionized the way we conduct business.

These developments ensured a great demand for professionals. B-Schools turned up in a big way across the globe to enable a cadre of business leaders and managers with appropriate knowledge, skills and attitude. Business education helped in developing intelligent strategic planning and action, long-term perspective, corporate culture, standards of excellence, effective leadership across the organization, team spirit, objective decision making, standardization of processes and systems. Notable entrants in Management education include IMD Switzerland (1990), Hong Kong UST Business School (1991), China Europe International Business School (1994), Saïd Business School at Oxford University (1996) and Indian School of Business (1996).
However, Management education sector faces greater scrutiny from a wider group of stakeholders than at any time in its history (Onzonol, 2010). True, Management education has now entered a phase of profound transition driven by globalization, technology demographics and pressing social imperatives (Global Foundation for Management Education, 2008). No other academic discipline has accomplished this feat in less than 150 years of existence. B-schools of the world symbolize professionalism, flexibility in learning, innovations in curriculum design and pedagogy, and above all –value for money. No wonder, getting into an MBA is the foremost aspiration of youth across the globe today.

Despite phenomenal expansion of Management education across the globe during last few decades, the B-schools of the world need to focus on eight unmet needs of the MBA programme as espoused by Datar, Garvin & Cullen (2010) in the following framework so that they remain relevant in the times to come:

1. Gaining a global perspective: Identifying, analysing and practicing how best to manage when faced with economic, institutional and cultural differences across the countries.
2. Developing leadership skills: Understanding the responsibilities of leadership, developing alternative approaches to inspiring, influencing and guiding others; learning such skills as conducting a performance review and giving critical feedback; and recognizing the impact of one's actions and behaviours on others.
3. Honing integration skills: Thinking about issues from diverse, shifting angles to frame problems holistically; learning to make decisions based on multiples, often conflicting, functional perspectives; and building judgment and intuition into messy, unstructured situations.
4. Recognizing organizational realities and implementing effectively: Influencing others and getting things done in the context of hidden agenda, unwritten rules, political coalitions, and competing points of views.
5. Acting creatively and innovatively: Finding and framing problems; collecting, synthesizing and distilling large volumes of ambiguous data: engaging in generative and lateral thinking; and constantly experimenting and learning.
6. Thinking critically and communicating clearly: Developing and articulating logical, coherent, and persuasive arguments; marshalling supportive evidences,; and distinguishing facts from opinion
7. Understanding the role, responsibilities and purpose of business: Balancing financial and non-financial objectives while simultaneously juggling the demands of diverse constituencies such as shareholders, employees, customers, regulators and society
8. Understanding the limits of models and markets: Asking tough questions about risk by questioning underlying assumptions and emerging patterns; seeking to understand what might go wrong; learning about the sources of errors

that lead to flawed decision making and the organizational safeguards that reduce their occurrence; and understanding the tension between regulatory activities aimed at preventing social harm and market-based incentives designed to encourage innovation and efficiency

Indeed, it is time to reflect on the future of Management education in the global context. Business schools today find themselves in a position to make a very significant and very socially valuable contribution to society, inasmuch as they can improve the efficiency of markets and the confidence of the public in markets and organizations (Patry, 2010). However, they are reeling under institutional crises at the same time. There is a gap or imbalance between theory and practice in both management research and management teaching (Thomas, 2010). Business schools may need a renewed focus and engagement with the needs of practitioners. A 2007 report of the Association to Advance Collegiate Schools of Business (AACSB) observed: The rapid change in the size and stature of research in Business schools has engendered passionate dialogue and debate. For example, Business schools have recently been criticized for placing too much emphasis on research relative to teaching and for producing research that is too narrow, irrelevant, and impractical'. As observed by Thomas (2010), there are many instances of management research in Business schools which are of limited relevance to management practice and that efforts to engage with practitioners are essential.

It goes without saying that the Business schools today have a responsibility to critically assess the models and representations that are central to business education and practice. It is also their responsibility to critically assess the 'knowledge' and the 'models' that are developed by industry and civil society. This is particularly important during a period of rapid innovation (Patry, 2010). Through international business school alliances and global initiatives to improve the quality of Management education, Business schools might just be one of the major contributors to enhanced quality of life throughout the world (Fernandes, 2010).

Comuel (2010) has rightly observed: 'In the context of a free economy, Business schools have a crucial role to play in optimizing the way institutions private as well as public –are managed, with the objective of ensuring the best possible level of growth, and thereby ensuring a dramatic improvement in the people's lives. All in all, management education institutions should declare themselves willing to undergo a very in-depth change –one that without a doubt will force them to redefine the research they conduct and the educational content of the programmes they teach'.

Business schools and Management education institutions are mushrooming not only in affluent areas, equipped with advanced academic institutions of international repute, but also in poor, developing countries, quite often under corrupt and authoritarian regimes (Kozminski, 2010). Mushrooming of Business schools has raised new issues and challenges. Scope of activities in a modern Business school is highly heterogeneous and has to change constantly with the market (Kozminski, 2010). But this is possible only if the Business schools are free to operate their activities. Considerable degree of academic and business autonomy is a pre-requisite for the development of institutions of higher learning in Management (Kozminski, 2010). Autonomy results directly from the pre-dominantly market driven character of Business schools' activities, and its dependence upon external, outsourced resources. Autonomy is also needed to maintain a boundaryless and flexible character of the schools' operations (Kozminski, 2010).

A major refrain of the critics of Management education is lack of academic-industry interface having a bearing on the emerging body of knowledge on Management. Since the activities of business schools focus not on a speculative but a clinical subject i. e. Management, a substantial proportion of academic research should deal with real business problems, jointly with top managers. Investment banks created in the past years true in-house universities that developed huge research on markets and companies but lacked the soundness and independence of academic research. On the other hand, academics have sometimes neglected the practical relevance of their research (Ozonol, 2010). Business schools should act as bridges between academia and the real business world (Ozonol, 2010). By becoming knowledge hubs instead of reservoirs, business schools may better contribute to the advance of Management theory and practice (Ozonol, 2010).

Already a number of premier B-schools in the world such as Harvard Business School, INSEAD, Yale School of Management, Indian Institute of Management (IIMs) etc. have begun a series of change initiatives in

order that the MBA courses remain grounded to the emerging realities of business and society. A larger number of B-schools have heeded the emergent need to change lest they lose students' appeal. It is heartening to note that the institutions are now enthusiastic about the balancing act so that the students have a fair mix of managerial skills and right attitudes alongside domain knowledge. Practice orientation in Management education has truly become a norm. Routine exercises to redesign curriculum in B-schools are now being used as opportunities to address deficiencies in skills, attitudes, belief-systems, world-views, domain knowledge etc. required to be successful in contemporary organizations. However, stakeholders' involvement in curriculum redesign is abysmally low.

Besides curriculum redesign and practice orientation in sync with the changing realities in the world of business, the institutions need to focus on developing worthy faculty to meet the ensuing global shortage of educators. Datar, Garvin & Cullen (2010) have vehemently advocated the staffing model of medical schools for B-schools as well so as to ensure a steady supply of skilled instructors. In the medical schools, all the doctors of the attached hospitals serve as faculty. For example, Harvard Medical School with an entering class of 165 students had a total faculty of 10,884 in 2008-2009 that included doctors working in seventeen affiliated hospitals while the core faculty numbered 668 as per the website of the said institution. The doctors served as faculty as they led occasional clerkship, clinical rotation or small-group tutorials. The suggested model provides for meaningful and optimum involvement of practicing managers in Management education. Indeed, faculty members from practice bring a wealth of business experience that enriches both faculty research and classroom learning (Datar, Garvin & Cullen, 2010).

Management Education in India: An Overview

Management education in India formally began in 1953 at the Indian Institute of Social Welfare and Business Management (IISWBM) –the first B-School established by Government of West Bengal and Kolkata University. However, a few institutions like Tata Institute of Social Sciences (1936) and Xavier Labour Research Institute (1949) had already started training programmes for managers in personnel function well before the formal launch of first MBA programme at IISWBM. IISWBM experiment of offering two-year, full-time MBA programme was followed by Delhi University (1955), Madras University (1955), Bombay University (1955) and Andhra University (1957). A few other institutions like Administrative Staff College of India Hyderabad (1956), All India Management Association (1957), and National Productivity Council (1958) were established to promote excellence in management practices, research and education.

The Government of India launched Indian Institutes of Management (IIMs) as centres of excellence in Management education in early 1960s. The first Indian Institute of Management was set up in Kolkata in 1961 and second in Ahmedabad in 1962. Elite club of IIMs added new members in 1973 (Bangalore), 1984 (Lucknow) and 1997-98 (Khozhikode and Indore). Currently there are 12 IIMs in the country. Over the years, IIMs have evolved as great brand in Management education across the globe and an enviable benchmark for other institutions in terms of quality of faculty, students, curriculum and placement.

Responding to huge demand for managers, many universities started MBA programmes in 1960s and 1970s. Notable entrants in the Management education were Cochin University of Science and Technology (1964), Osmania University (1964), Allahabad University (1965), Punjab University (1968), Banaras Hindu University (1968), University of Pune (1971), Kurukshetra University (1976) etc. By 1980, several state universities across the country started offering MBA programmes. Initially, MBA programmes were part of the Commerce Departments. However, most of the universities have now created Faculty of Management Studies, thus giving due credence to Management education.

Regulation of Management education began in 1987 when All India Council for Technical Education (AICTE) was formed and management education was taken as part of the technical education. AICTE helped in regulating the B-Schools in terms of governance, accountability, transparency in admission and programme administration, infrastructure, students-faculty ratio, curriculum, library, laboratories, grant-in-aid for organizing seminars, conferences, faculty development programmes, setting up of entrepreneurship development cell, institute-industry interface cell etc.

Private sector entered the Management education domain after liberalization of economy in 1991. Despite stringent regulatory framework, there was a spurt of private B-schools in the country offering Post Graduate Diploma in Management. A number of industrial/corporate houses floated their trusts or educational societies to launch B-Schools. According to statistics available on the website of AICTE, there were 1608 MBA programmes and 391 PGDM programme in the country by 2009. The phenomenal growth story of B- Schools continues albeit with lessor sparkle. While the number of B-Schools is said to be about 4000, number of MBA aspirants has declined quite significantly over last three years. As a result, many B-schools have failed to constitute full class in 2011 whereas there has been dismal response for sectoral programmes like International Business, Insurance, Banking & Finance, etc. A number of B-schools, especially those located in remote areas, are likely to close down their shops in the near future due to poor response from students for admission and corporate for placement. Even aspiring faculty members are reluctant to join such institutions.

The Future of Management Education in India

As business leaders try to navigate and rebuild economies savaged by the global meltdown, business schools around the world are rethinking leadership and how to train the next generation of managers in the midst of unprecedented challenges. It is not time to tweak what has been done before. It is a time for reinvention of management education.

The reinvention may well be led by India, where explosive growth in demand for management training has opened the door to massive growth and innovation in the business school sector. India has a one-of-a-kind combination of location, culture, and demographics. Like a developing nation that skips the messy stage of telephone poles and patchworks of wires and goes straight to high-speed wireless, India has the opportunity and motivation to leverage the lessons learned by the Western world's business schools, and create a management education system that will spur economic growth—and become the ultimate state-of-the-art laboratory for global business education innovation.

Following are six opportunities India has to reinvent management education in a way that can catapult it to the forefront of leadership and management training worldwide.

1. Skip the academic silos phase.

The world-class Indian engineering education system, the business education sector, and private enterprise can join forces as part of a national initiative to mine the rich intellectual capital of India—and harness the palpable entrepreneurial energy of the massive Indian population. Cross-disciplinary educational programs will foster new levels of innovation and opportunity.

2. Serve locally but train globally.

Leaders of Indian management education are quickly realizing that they must look outward as they train business leaders. They can't be provincial. It will not be enough to focus on educating Indians for India. Business schools in India can design themselves as global institutions; building globally distributed educational programs and deep partnerships around the world right from the start.

3. Establish deep partnership with business.

India's corporations must become true partners in building the management education programs by supplying ideas, knowledge, capital, financial investment, and on-site experience for students, enabling them to learn in real-world situations. They must also understand that to build truly world-class institutions, academic institutions must have the independence to "speak truth to power" (or funders) to unlock the deep value they are able to bring to Indian society.

4. The world is the campus.

Distributed, online, distance, hybrid learning—whatever term you choose—India has the opportunity to use technology to reach massive numbers of people over incredible distances and to bring together new ideas, cultures, and thought-leaders like never before. The Western world is struggling with this approach and many schools discount its effectiveness and credibility. Building on its world-class IT knowledge, India has the opportunity to show the world the true potential of technology-based learning.

5. Ignore the rankings.

The business school establishment in the West has been hamstrung by the popular rankings—forcing institutions to look and act the same to fit the established concepts of what it means to be "top-tier," stifling innovation. Institutions should be encouraged and incentivized to focus on their strengths, to represent themselves accurately to students and employers, and to let a diverse and vital system of institutions emerge. Government policy, rankings, and accrediting systems that inevitably will emerge should reflect and support this approach.

6. Embrace all forms of management training.

The innovation, energy, and desire to serve the market shown by private-sector Indian enterprises is truly breathtaking. While the "for-profit" sector in the U.S. in particular is getting a black eye, India can be smart about ways in which the entrepreneurial energy and focus on innovation brought by all educational institutions can ultimately benefit students, employers, and a society that needs new models to meet its enormous need for business education. There are quality challenges here, no doubt, but these shortcomings are being addressed by business school and government leaders.

Emerging Issues

B-schools in India are facing multiple issues. However, proliferation of B-Schools, quality of education, faculty shortage, poor regulatory mechanism and governance and accountability are major concerns that merit thorough critical appraisal.

1. Proliferation of B-Schools

Management education in India started in early 1950s with a noble purpose of creating a professional cadre of managers to run the businesses and become entrepreneurs. Initially the growth of B-Schools was very slow. Interestingly, in the first 30 years of B-school growth story till 1980, only 4 institutions were added on an average annually which jumped to 20 during 1980-1995, and 64 during 1995-2000. According to National Knowledge Commission, the growth rate of B-Schools during 2000- 2006 rose to alarming level with annual average addition of 169 colleges

(http://www.knowledgecommission.gov.in/downloads/documents/wg_managedu.pdf).

Promoters of B-schools cared little about infrastructure and intellectual capital while indulging in unmindful expansion. Taking cue from corporate houses, many promoters created so called 'group of education' and their motive seems to be dubious. Quick 'return on investment' lured many players in real estate and other sectors to start B-Schools which are supposedly run without any profit motive. Indeed, proliferation of B-Schools has defeated the noble purpose of Management education in India. A large number of B-schools are run as teaching shops without good quality faculty and adequate infrastructure conducive for learning. Thus students lose money as well as time to earn a diploma that has little value in the job market.

2. Quality of Education:

An important function of Business schools is to develop relevant knowledge, serve as a source of critical thought and inquiry about organizations and management, and thus advance the general public interest as well as the profession of management (Mulla, 2007). Unfortunately, most of the B-schools have thrived on marketing gimmicks and advertising budget rather than intellectual endeavours. The Government of India (GOI) formed the All India Council of Technical Education (AICTE), a statutory body under the Ministry of Human Resources to regulate the functioning of technical institutes in India. AICTE has given full autonomy to the B-Schools vis-à-vis curriculum development, assessment of students, conduct of examination, recruitment of faculty, tuition fee etc. However, there are no checks and balances on these matters.

While the AICTE ensures compliance regarding infrastructure, library and laboratory facilities and student-faculty ratio, it overlooks the indicators of quality education. Although AICTE has laid down standards which are not difficult to follow, many institutes do not comply with the prescribed standards once they get approval (Jagadeesh, 2000). Unfortunately, this statutory regulatory body plays merely advisory and supervisory roles. It has no authority to penalize the institutes not adhering to the set standards. It can, at the most, cancel or withdraw the approval of the erring institute. It has been observed that obtaining extension of approval every year is taken as ritual by institutes.

Working Group on Management Education of National Knowledge Commission (2006-07) rightly observes: 'The materials used for teaching are also not of relevance to the student background or living experiences in India. The focus on campus interviews, careers and jobs further detracts students from gaining a disciplinary understanding of the specializations and society in which they have to innovate and be influential leaders'. Report of the working Group also draws attention towards negligible debate on curriculum, pedagogy and innovation in Management education as well as lack of inherent capabilities of the institutions to address the evolving needs of various stakeholders by upgrading and refining their courses. The scenario has spiraling impact which is reflected in the low employability of Management graduates.

Indian B-Schools are not exhibiting any significant initiative to improve the quality of education. There has hardly been any conference on quality of Management education in last several years. There is no public forum where the faculty members or deans/directors can meet and discuss the issues pertaining to Management education in general and quality of Management education in particular. Government sponsored committees appointed recently to improve quality of Management education have focused mainly on IIMs, thus leaving out large number of B-Schools managed by public trusts and educational societies. Contribution of institutions like IIMs, All India Management Association (AIMA), Association of Indian Management Schools etc. have been trivial so far as improvement of quality of education in B-Schools is concerned.

3. Faculty Shortage:

Shortage of qualified faculty in Indian B-Schools is major concern. Currently the institutions are facing 30% shortage of faculty and it might rise up to 50% by 2020 if the scenario does not improve (Dave, 2011). Deans and directors of business schools observe that the key challenges faced by any institute in EQUIS accreditation are international issues (71 per cent concluded that it is most challenging) and faculty shortage (54 per cent). Additionally, management graduates are generally not inclined to enter teaching profession due to lower pay packages as compared to industry offerings.

AACSB International (2002) report states that students who complete their MBA programme find entering job market more lucrative than pursuing doctoral programme. The report also concluded that only 40 per cent of Ph Ds opted for a career in industry. Besides, not many of them have the competency to become good faculty in B-schools. There has been no significant effort on the part of the government or other agencies in the last five decades so far as faculty development is concerned. A few IIMs run short-term Faculty Development Programmes for incumbent faculty members. However, there are fewer programmes to prepare young professionals for career in teaching and research.

Unfortunately, we do not have good number of doctoral research programmes in Management except the Fellow Programme in Management of IIMs and Ph Ds programmes of IITs. According to AACSB report (2003), even in the developed country like the United States which produces largest number of doctorates in business management programmes, the number of business doctorates declined from 1,327 in 1995 to 1,071 in 2000. The trend is expected to continue in the future. It is estimated that by 2015, the US shortage of business Ph Ds will increase to 2,500. Similar trend is expected to exist in other countries as well.

National Knowledge Commission's Working Group on Management Education advocates a greater role of industry in promoting research programmes in B-schools as they are the major beneficiaries in terms of steady supply of efficient manpower. Indeed, the industry can sponsor research programmes, set up dedicated research chair professorships in specific domains, grant fellowships to doctoral candidates and open their gates for collaborative research projects. Besides, the corporate houses may also encourage some of their senior professionals to participate in research programmes and pursue higher education. B-Schools are unlikely to handle the shortage of faculty without active support from industry. The Government of India as well as state governments should also strengthen doctoral research in Management by increasing intake of students in Ph D programmes in central as well as state universities and increasing the number of Junior Research Fellowships besides increasing fellowship grants.

4. Poor Regulatory Mechanism:

All India Council for Technical Education (AICTE) regulates Management education in India. However, AICTE is better known for corrupt practices rather than regulation which happens to be its statutory role. Even

the National Knowledge Commission has truthfully observed: '…there are several instances where an engineering college or a Business school is approved, promptly, in a small house of a metropolitan suburb without the requisite teachers, infrastructure or facilities, but established universities experience difficulties in obtaining similar approvals.' (NKC: Report to the Nation, 2006: 54).Of late, the AICTE has started cleansing its regulatory mechanism by using a transparent online disclosure system. However, the regulatory mechanism remains inadequate due to misplaced focus on infrastructure and faculty-student ratio. Besides, AICTE does not have wherewithal to check the veracity of the mandatory disclosures although its team visits a few institutions in different regions randomly. A number of B-Schools especially in the muffosil bypass the regulatory norms regarding faculty and infrastructure. In the name of autonomy, many B-Schools overlook the dictates of AICTE. Hence, matters like fee, quality of faculty, quality of books and journals in the library etc. are at best at the discretion of the Trusts or Societies that run the B-Schools.

5. Governance and Accountability:

Most of the private B-Schools in India offering Post Graduate Diploma in Management are managed by charitable trusts registered under Indian Trust Act 1908 or educational societies registered under Societies Registration Act 1860. In case of charitable trusts, the trustees are generally from the same family having absolute powers to manage the affairs of the institutions. As a result, misappropriation of funds is not uncommon. The trustees hold the office for the whole life and hence cannot be removed for their indulgences or mis-governance or incompetence. So is the case of educational societies where majority of founding members belong to the same family. Thus the governing bodies of B-Schools have unlimited power and authority without concomitant responsibility.

AICTE is concerned about compliance of the regulatory norms and hence governance and accountability do not feature in its relations with the B-Schools. Of course, the AICTE has introduced the norms regarding formation of governing body of B-Schools. But over- emphasis on compliance makes room for manipulation by the trustees. A closer look at the mandatory disclosure of B-Schools reveal that they hold only bare minimum number of meetings of Governing Councils or Academic Councils. The institutions fulfil their duties just by mentioning the numbers of meetings as the norms are silent on the quality of output of such meetings.

Conclusion

Management education across the globe is facing a unique crisis of relevance in the contemporary scenario. All the aspects of Business education such as quality of MBA aspirants, curriculum, business research, quality of research publications, industry-institute interface, management development programmes, faculty development programmes, placements, compensation packages of B-school graduates, career development trajectory of alumni, diversity among faculty as well as students, governance and accountability, etc. are under critical scanner. Indian B-schools are not untouched by the contextual compulsions of the Management education in the international arena.

B-schools in India need to revitalize Management education in the country in order to meet the expectations of all the key stakeholders such as students, faculty, society, industry, government and global community at large. Hence it is imperative that the ever-growing crisis of relevance vis-à-vis Management education is addressed collectively, enabling key- stakeholders to contribute their mite in the process and system improvements. A broad- based consultation with the stakeholders might help in developing a holistic framework for effective Management education while tackling fundamental issues of faculty shortage, lack of governance and accountability, absence of an effective regulatory body, poor quality of research and publications, lack of pedagogical innovations, lesser industry- institute interface, lower employability of B-school graduates among others. It is time to collectively reflect and take stock so that we are ready for next wave in Management education.

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Rural Entrepreneurs: Problems and Remedies

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Introduction

India is a country of villages. About three-fourth of India's population are living in rural areas out of which 75% of the labour force is still earning its livelihood from agriculture and its allied activities. Land being limited is unable to absorb the labour force in agriculture. Therefore, there is a need to develop rural area.

In India nearly 70% of the total population lives in rural areas. Agriculture and allied activities are the main source of income. So the economic development of India majorly depends on the development of rural areas and the standard of living of the rural mass. Rural entrepreneur is one of the most essential inputs in the economic development of India.

After over seven decades of Independence and Industrialization, still large part of population lives under poverty line. Agriculture sector continues to be the back bone of rural areas. As per study, 70 per cent of holdings are held by small and marginal farmers which results in overcrowding on the agricultural sector and less farm produce. This also results in migration of farm worker in large numbers to the urban areas. In both the cases the population remains under poverty line. Entrepreneurship can play an important role in rural development."Entrepreneur means one who creates a production his own account, whoever undertakes on his own an industrial/trading enterprise in which work men are employed". If entrepreneurships really encouraged in rural area it would, of course, be instrumental in changing the face of rural areas by solving the problems of unemployment, poverty, economic disparity, poor utilization of rural capacity, low level of standard of living. Majority of the population still lives in rural India and the large chunk of population in urban areas still live through the learning of a village life. For the strength of the country there is a necessity to develop the villages. Development of a country is a choice loaded on its people, whether urban or rural. It is individuals who shape up a society and decide its progress and performance. Urban and rural are two sides of the same coin of economic development. While the urban sector has witnessed phenomenal growth and development, fuelled by the post-independence era of industrialization, the rural sector saw little corporate growth. Rural development is more than ever before linked to entrepreneurship. Institutions and individuals promoting rural development now see entrepreneurship as a strategic development intervention that could accelerate the rural development process. Furthermore, institutions and individuals seem to agree on urgent need to promote rural enterprises.

Objective of Study

1.To study the roles of rural entrepreneurs in economic development
2.To study the problems faced by rural entrepreneurs in India.
3.To provide the remedies to solve the problems of rural entrepreneurs.

Problems In Rural Entrepreneurship

Some of the major problems faced by the entrepreneurs are as under

1. Scarcity of funds

Most of the rural entrepreneurs fail to get external funds due to absence of tangible security and credit in the market. The procedure to avail the loan facility is too time-consuming that its delay often disappoints the rural entrepreneurs. Lack of finance available to rural entrepreneurs is one of the biggest problems which rural entrepreneur is bearing now days especially due to global recession. Major difficulties faced by rural entrepreneurs include low level of purchasing power of rural consumer so sales volume is insufficient, lack of finance to start business, reduced profits due to competition, pricing of goods and services. Financial statements are difficult to be maintained by rural entrepreneur, stringent tax

laws, lack of guarantees for raising up of loans, difficulty in raising capital through equity, dependence on small money lenders for loans for which they charge discriminating interest rates and huge rent and property cost. These all problems create a difficulty in raising money through loans. Landlords in Punjab proved to be major source of finance for rural entrepreneurs but the rates of land are reduced due to global recession so they also lack hard cash now a days. Some banks have not ventured out to serve rural customers because banks are expensive to be reached by rural customers and, once reached, are often too poor to afford bank products. Poor people often have insufficient established forms of collateral (such as physical assets) to offer, so they are often excluded from traditional financial market. Government is providing subsidies to rural areas but due to high cost of finance, these subsidies are not giving fruitful results. Major sources of finance in rural areas are loans from regional rural banks or from zamindars but their rate of interest are usually very high.

2. Lack of availability of infrastructural facilities:

The growth of rural entrepreneurs is not very healthy in spite of efforts made by government due to lack of proper and adequate infrastructural facilities.

3.Marketing Problems:

Rural entrepreneurs face severe competition from large sized organizations and urban entrepreneurs. They incur high cost of production due to high input cost. Major problems faced by marketers are the problem of non-standardization and competition from large scale business units. They face the problem in maintaining the standards. Competition from large scale units also creates problems for the survival of new startups. Startups have limited financial resources and hence cannot afford to spend more on sales promotion and marketing. These units are non-brand name and nonstandard under which they can sale their products. Startups have to come up with new and unique advertisement strategies those rural people can easily understand. The literacy rate among the rural consumer is very low. That's why printed media have limited scope in the rural context. The traditionally attached nature, cultural backwardness and cultural barriers create more difficulty of communication.

Middlemen exploit rural entrepreneurs. The rural entrepreneurs are heavily dependent on middlemen for marketing of their products who pocket large amount of profit. Storage facilities and poor means of transport are other marketing problems in rural areas. In most of the villages, farmers store the produce in open space, in bags or earthier vessels etc. So these indigenous methods of storage are not capable of protecting the produce from dampness, weevils etc. The agricultural goods are not standardized and graded.

4.Lack Of Knowledge:

Lack of knowledge of information technology is not very common in rural areas. Entrepreneurs rely on internal linkages that encourage the flow of goods, services, information and ideas. The intensity of family and personal relationships in rural communities can sometime be helpful but they may also present obstacles to effective business relationships. Business deals may receive less than rigorous objectivity and intercommunity rivalries may reduce the scope for regional cooperation. Decision making process and lines of authority are mostly blurred by local politics in rural areas.

5.Legal Formalities:

Rural entrepreneurs find it extremely difficult in complying with various legal formalities in obtaining licenses due to illiteracy and ignorance.

6.Procurement of Raw Materials:

Procurement of raw materials is really a tough task for rural entrepreneur. They may end up with poor quality raw materials, may also face the problem of storage and warehousing.

7.Lack of Technical Knowledge:

Rural entrepreneurs suffer a severe problem of lack of technical knowledge. Lack of training facilities and extension services crate a hurdle for the development of rural entrepreneurship.

Human Resources Problems

8.Low Skill Level of Workers:

Most of the entrepreneurs of rural areas are unable to find workers with high skills. Turnover rates are also high in this case. They have to be provided with on the job training and their training is generally a serious

problem for entrepreneur as they are mostly uneducated and they have to be taught in local language which they understand easily. The industries in rural areas are not only established just to take advantage of cheap labor but also to bring about an integrated rural development. So rural entrepreneurs should not look at rural area as their market, they should also see the challenges existing in urban areas and be prepared for them. Rural entrepreneurs are generally less innovative in their thinking. Youths in rural areas have little options "this is what they are given to believe". This is the reason that many of them either work at farm or migrate to urban land.

Remedies To Solve These Problems:

Different organization like IFCI, ICICI, SIDBI, NABARD etc. are trying to sort these problems. Marketing problems are related with distribution channels, pricing, product promotion etc. In order to make the rural entrepreneurs to start the business venture, the following measures may be adopted:

1.Creation of finance cells: The financial institutions and banks which provide finances to entrepreneurs must create special cells for providing easy finance to rural entrepreneurs.

2.Concessional rates of interest: The rural entrepreneurs should be provided finance at concessional rates of interest and on easy repayment basis. The cumbersome formalities should be avoided in sanctioning the loans to rural entrepreneurs.

3.Proper supply of raw materials: Rural entrepreneurs should be ensured of proper supply of scarce raw materials on priority basis. A subsidy may also be offered to make the products manufactured by rural entrepreneurs cost competitive and reasonable.

Suggestions

1. Government should provide separate financial fund of rural entrepreneur.
2. We should provide special infrastructure facilities whatever they deed.
3. Govt. should arrange special training programmers of rural entrepreneurship
4. Govt. Should felicitate top ranker rural's entrepreneur.
5. Rural entrepreneur should more competitive and efficient in the local & international market.

Conclusion

Rural entrepreneur is a key figure in economic progress of India. Rural entrepreneurship is the way of converting developing country into developed nation. Rural entrepreneurship is the answer to removal of rural poverty in India. Therefore, there should be more stress on integrated rural development programs. The problem is that most of the rural youth do not think of entrepreneurship as the career option. Therefore, the rural youth need to be motivated to take up entrepreneurship as a career, with training and sustaining support systems providing all necessary assistance. There should be efficient regulated market and government should also lend its helping hand in this context.

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Employability of Business Education in India

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Abstract

The purpose of this research is to study the development and employability of business education in India. The secondary data is used for the study. The study find out that management institutes giving management education in the country have grown with rapid speed. The no. of management institutes and no. of students enrolled for business education also increased. But the rate of employability in business education was less than 50% up to the year 2019. There is slight change from the year 2020 and in the year the employability rate shows a rising percentage of 55%. Lack of skills was the reason for low employability. To increase the employability the focus should be on providing knowledge and developing skills i.e. English language skill, communication skill, managerial skills, grooming skills and analytical skills etc.

Key Words- commerce, commerce educations, business education, employability, skills

1. Introduction

The world is entering a new age of global competition, modern technology, intellectual properties and the age of complexity. Every country is running full speed of progress, going flat out just to stay in the same place. Even small business now aspires to recruit 'right man for the right job', since the demands of the business have undergone a drastic change. Businesses expect smart working employees who can appreciate the contemporary issue of today than hardworking employees with high academic standards. They expect new recruits to understand the environment well and be in a position to deliver results in a globalized world.

After 1991, business in India has witnessed unprecedented change partly under the pressure of globalization and policy shifts from regulation to deregulation, from state control to private initiative and from domestic focus to global focus. Leadership, teamwork, entrepreneurship, risk taking, conflict management, attitude and motivation, service orientation and change in mind are emerging as centerpieces of curriculum for imparting effective commerce education in the fast changing world. To find out whether the present Management education caters the job requirements of modern industries, the researcher has selected the subject 'Employability of Business education in India'.

2. Review Of Studies :

1. Sangeeta Sahney et al (2004) pointed Indian educational system has been subjected to fast, radical, and ever revolutionary change over recent years.
2. Sahu K.C(1991) emphasized that values are of utmost importance and are inseparable irrespective to any form of education Management education should produce persons with such value orientation, who, through example of dedicated hard work in a spirit of service, can change the attitude of the people they manage towards work, and towards each other to ensure quality of life and of work life.
3. Basu Sharma et al(1996) pointed out that internationalization of management has been promoted along several dimensions such as curricula challenge, research activities with both contents and outlet being relevant and executive development programs. It seems that educational institutions and supplementary providers of management education have no choice but to rise to the challenge of global competition.
4. Chowdhry, K. (1977) wrote is his article that after independence, a combination of events, people and government policies came together in a unique way to professionalize management education in India. As a result of this unique interaction several institutions of management came into being in the 1950s and 1960s.Since the very first institute for imparting management education was set up almost five decades has passed, during this period management education has been subject to radical and revolutionary changes Management education can be more meaningfully viewed as a process, rather than a programme with twin objectives first, change in role behavior and second, effective influence of individual practicing managers

upon their organization. Management education in India today has acquired the characteristics of a commodity, to be bought and sold in markets like other commodities.

3. Objectives Of The Study

1. To study the concept of commerce, commerce education and business education
2. To study the development of business education in India
3. To study the employability of business education in Indian context
4. To find out the reasons of low employability of business education in India.
5. To make recommendations for improvement in employability.

4. Research Methodology

All the information and data presented in this paper were gathered from various sources of secondary data. The sources came from online search database from Multimedia University Library website's online databases. The online search database provided secondary data like journals and extracts from newspapers, books and magazines. Some of the information and data were obtained from the Internet search engines like Google, Yahoo.

5. Meaning Of Commerce , Commerce Education And Business Education Commerce:

Commerce in nothing but it is an organized system for the exchange of goods between the members of the industrial world.

According to James Stephenson "Commerce is that part of business which is concerned with the exchange of goods and services and includes all those activities which directly or indirectly facilitate that exchange."

Commerce Education :

commerce education is a type of training which, while playing its part in the achievement of the general aims of education of any given level, has for its primary objective the preparation of people to enter upon a business career, or having entered upon such a career, to render more efficient service therein and to advance from their present level of employment to higher levels.

Leverett. S. Lyen defined commerce education as "any education which a business man has and which makes him a better businessman, is for him business education, no matter whether it was obtained in the walls of a school or not".

Paul S. Lomax (1928) writes, "Commercial education is fundamentally a program of economic education that has to do with the acquirement, conservation and spending of wealth"

Meaning of Business Education:

According to some writers commerce education is a part of business education. A management teacher Dey (1996) has mentioned as "however, it should be clear that the management education and Commerce Education are nothing but the two branches of business education.

Some writers opinioned that there is difference between the commerce education and business education so far as the approach of the course curriculum is concerned. "Parida and Parida (1996) have pointed that the approach of commerce education and business education is different from each other. They have clearly stated as "the priory, for the Indian economy is to go for Excellency in business education. We have IIMs and private management institutes for imparting same."

Some writers like Sikidar and Das (2006) want to state as "the term 'Commerce' and 'business' education is used synonymously in many countries and often they are used interchangeably"

6. Development of Business Education in India

The Commerce education that was being imparted in the colleges and universities was not sufficient to meet the requirement of the business houses. So in India branches like management education and other

professional courses emerged despite having a full-fledged commerce education being imparted by universities. Indian Institute of Social science start India's first management programme in 1948 and stated as "intended to systematically train manpower, create and spread the knowledge required for managing industrial enterprises in India. The Xavier Labour Relations Institute set up at Jamshedpur in the city of TISCO. The University of Calcutta initiated in setting up of the Indian Institute of Social Welfare and Business Management, India's first official management institute. Government of India applies to the Ford Foundation in 1961 to launch two Indian Institutes of Management at Kolkata and Ahmadabad. Thus came into existence Indian Institute of Management Ahmedabad (IIMA), followed soon after by one in Kolkata (IIMC). Starting with the establishment of 4 Indian Institutes of Management Calcutta (1961), Ahmedabad (1962), Bangalore (1973), Lucknow (1984), now management education is being offered as full time/part time MBA programmes by some leading universities in the country. Recently and particularly during the last 4-5 years the country has witnessed a tremendous growth in the founding of management institutions most of them in private sector offering management programs in different functional areas of management. Concurrently, there is a mushrooming of B-schools in the Country (over 2,500 institutes, of which about 1940 are certified by the All India Council for Technical Education (AICTE)), leading to issues of quality.

7. Employability of Business Education in India

Management institutes in the country have grown with rapid speed from just 200 managements institutes in nineties to more nearly 3500 college presently. The number of MBA seats in the country has gone up from just under 95,000 in 2007 to 350,000 in the year 2012. The quantity of seats increased at an annual growth rate of 30 per cent. The quality of education apparently did not keep pace. It suffers from the same malaise as much of India's higher education sector. While supply has risen to meet the fast-growing demand, lack of quality control has meant India has thousands of youngsters armed with a degree but with nowhere to go. Where management education in India actually differs from the broader higher education space is in the topnotch quality of the best institutions. IIM, Ahmedabad, which tops the Business Today rankings in 2012, features in the Top 10 of the very prestigious Financial Times (FT) rankings of the world's best business schools. IIM, Ahmadabad is ranked second in the Asia-Pacific region by the QS 200 rankings of global business schools in 2012. The QS rankings feature six Indian B-schools in the top 36 from Asia-Pacific, which are also in the top 200 in the world. The Indian School of Business, Hyderabad, ranks 20 in the FT rankings for 2012.

A survey of India's top 100 business schools revealed a majority of MBA graduates in India are not employable. The survey, which covered 2,264 MBA students from 29 cities, showed that outside the top 25 business schools, the remaining provided only 21 per cent of their graduates with a job.

The employability of MBA graduates from schools ranked between 26 and 100 was actually worse in 2012 (21 per cent) than in 2007 (25 per cent), when the previous survey was conducted.

According to recent survey findings the employability of management students remains below 10% for any functional role in fields such as HR, Marketing or Finance.

As per the National Employability Report prepared by Aspiring Minds, employability of management graduates is at the lowest level especially in the field of business consulting followed by analyst and functional roles. Aspiring Minds COO and CTO Varun Aggarwal said, "there is an urgent need to audit whether we are training industry-ready individuals." During the survey the company asked questions to 32,000 students from more than 220 MBA schools. However the B-Schools pay special attention towards building capacity in management education but the same can't be practiced for building employability of the candidates.

This analysis also revealed another important fact that employability of males and females is similar across all sectors except HR where females are more preferred by recruiters.

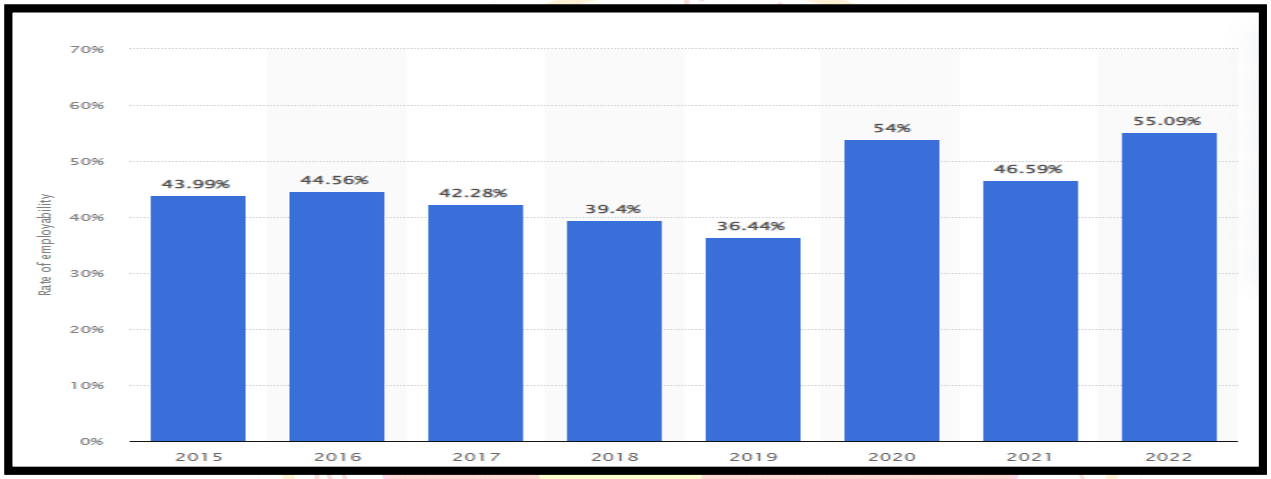
Employability of MBA graduates is just minimal somewhere to just as low as 2.52% in business consulting, whereas it is just 7.98% for analyst role. The report also revealed employability of some preferred streams such as corporate sales with just 10.56%, consumer sales with just double number of 21.72%. However, the employability for customer services roles is 16.01%

Some ot her fields such as marketing, BFSI and HR also recorded lowest employability with 6.99%,

7.69% and 9.63% respectively. The report said that in last decade the MBA-finance students employable in BFSI sector created a very large number of jobs. The statistics published on employability of business education is shown in the following table.

Employability of Business education in India

Yeas	Employability in %
2015	43.99
2016	44.56
2017	42.28
2018	39.4
2019	36.44
2020	54.00
2021	46.59
2022	55.09



The grapth shows the employability of business education in India. It shows that in the year 2015 the employability rate was only 43.99 %. In the year 2019 it decreased to 36.44%. In the year 2022 the rate was 55.09. there is gradual increase in the employability of business education in India.

8. **Reasons of Low Employability-**

A survey conducted by IIM alumni and faculty brought to light the major reasons for which so many of the students remain unemployed. The reason for this is that the industry is looking for not just a degree from a good institute but some basic skills which most of the students were lacking. A survey revealed that there are 9 missing skills which a company looks for in a student. These skills are

1. Business communication,
2. Grooming skills,
3. Right attitude,
4. Practical domain knowledge,
5. Basic corporate awareness,
6. Some work experience,
7. Analytical ability,
8. Knowledge about sales and marketing and
9. Basic managerial skills.

One more reason for low employability is that for students in tier II and tier III cities, a large gap is observed in English language skills and Finance. Even if candidates from non-metro cities pursue their education in MBA schools in metros, their disadvantage in English and Finance is not completely eradicated. The gap in other modules pretty much closes. It is also observed that Finance is the hardest-to-attain skill for non-specialists

(those in HR and Marketing domain). Also, the importance of English in the job market cannot be overemphasized. On the other hand, given the importance of finance education for job in the BFSI industry and the general need of financial literacy for better management of personal money, lack of finance education is certainly a big concern.

10. Conclusion:

Management institutes in the country have grown with rapid speed. The no of institutes giving business education increased in India. The no. of students enrolled for business education also increased. But the rate of employability in business education up to the year 2019 was less than 50%. There is slight change from the year 2020 and in the year the employability rate shows a rising percentage of 55%. To increase the employability the focus should be on providing knowledge and developing skills i.e. communication skill, managerial skills, grooming skills and analytical skills.

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Vocationalisation of Commerce Education : Challenges and Ways

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Abstract

Commerce consists of various subjects like accounting, marketing, insurance, banking, management etc. It occupies all the activities relaed to business and ecnomy. Commerce is a separate wing of education system which includes management education also. Commerce education is based on business, trade, industry, organizational behaviour, management of business and now it applies the modern technology for changing the face of commerce. Though we are having everything with us, our students are not having the perfections in all subjects practically. Commerce is the backbone of economy which is having parallel contribution in the development of primary, secondary and tertiary segments of economic sector. Commerce is not only the branch of education but it is practices at whole, there should be a proper training for better implementation. As a result there is a need of vocationalisation of commerce education to produce qualitative students in the market. This research study is descriptive in nature and based on secondary data and information. This study results how to face challenges before commece education and overcoming with different way outs.

Key words: *Commerce, vocational, business & economy, technology, vocational education*

I. Introduction

It is an essence of today to understand how vocational education can produce different architects in business sector if they are given knowledge and skills properly in the subjects of commerce.[1] Vocational education is a combination of knowledge, skill and training. The term vocationalisation of commerce refers to a system or course of study which prepares individuals for jobs that are based on manual or practical activities[2].

India has a cultural heritage in many aspects; as a result there are many businesses or occupations run with traditional ways. The "*Bara-Balutedari*" was the famous concept in earlier period in India. Most of the people were engaged as carpenter, Cobbler, black-smiths, Potters, agro-entrepreneurship etc. and continuing the same business from generation to generation. Now the way of working gets changed, Man is replaced to Machine and the whole place is taken by modern technology in respect of the change in occupation or business.

Vocational Education is considered as the base of traditional and non-academic knowledge of a specific cultured trade, job, occupation or vocation. Such education is known as Vocational Education. Due to the vocational education, it is possible to give works to hands of many pupils. Previously, ITI trade was more popular amongst the society, and now in current it has also same status because it is providing a bulk of skilled employees and entrepreneurs to the business and industry. The concept of apprenticeship or traineeship emerged in business and industry. As a result there is tremendous demand increased for skilled, apprenticeship and traineeship in various business concerns. The need of vocational education gets increased in higher education system. Most of the government funded agencies/institutions have taken initiative in the development of vocational education for better status of students. In the 20th century, there is highly demand of vocational and professionals in the various economic sectors. The demand in retail, tourism, information technology services etc. is increased rapidly[3].

It is possible to develop vocational skills in pupils at individual level for grabbing employment opportunities in various economic activities. They will get jobs to their hands. Under commerce stream there are many vocational areas to do something new in the future.

II.Vocational Education in India

Vocational Education is known as skill based education or education based on occupation and employment. National Council for Vocational Training (NCVT), an advisory body, was set up by the Government of India plays its important role in implementation of Vocational Education in India.

Vocational Education is well known as Career and Technical Education (CTE) or Technical and Vocational Education and Training (TVET) because it prepares people for specific trades, crafts and careers at various levels.The raising importance of vocational education system, most of the universities, colleges and institutions are trying to provide vocational knowledge and skill in different areas in the specific area of education. Vocational Education and Training (VET) is an important parameter in the development of education system. If universities, colleges/institutions initiate with VET, it will provide productive human resource to the country. There is a need to change the face of traditional education to vocational education with broader perspectives and dimensions. Today, technical skill with practical knowledge, training and skill is the essence of market and it is the responsibility of the institutions to provide such resources in time4.

Now there is need of vocational training to build nation. The growth and prosperity of nation is in the hands of youth who are the leaders for tomorrow. The technical and vocational education and training system (TVET) in India is having contribution in the development of human resource at graduate and post-graduate level, Diploma-level and Certificate-level o enhance the hidden skills, qualities of the students at their education level. Though there are many hurdles in implementation of vocational system in education system.

Today, most of the government and private institutions are trying to provide vocational knowledge in various trades like – GST Accounting, Tax Awareness, Industrial Accounting, SAP, financial Accounting, SAP-ERP Financial Accounting, SAP-IFRS, SAP Modules, Accounting Softwares, GAAP V/S SAP Accounting, Multimedia & Animation; Fashion Designing; Journalism & Media; Foreign Language Diplomas; Game Designing; Information Technology; Clinical Nutrition; Hotel Management and Tourism; Interior Designing; Beauty Consultant; Film and Media; Physiotherapy; Retail; Bio-Informatics; Packaging; Electricians; Auto-Technicians; Plumber; Baking / Confectionary; Fruit and Vegetables Preservation; Desk Top Publishing (DTP); Electric and Gas Welding; Lab Technicians; Repairing /Maintenance of Domestic/ Electrical appliances; Medical Transcription; and many other fields5.

III.Vocational Education and NEP 2020

Our government has pulished National Education Policy (NEP) 2020 focusing on issues related to the implementation of vocational education in education system. The Kothari Commission presented a report in 1966 on introduction of vocational education at higher secondary levels through vocational courses.6 Afterwards, the National Education Policy (NEP), 1986, focused on improving the organizational and management structure of vocational education. It was applicable to both at secondary and higher education levels.7

According to the National Institute of Open Schooling, it is observed that only 2% of the total population in between 15-29 years is provided formal vocational training while 8% have received non-formal vocational training.8 As per the available data from the 12th Five-Year Plan (2012–2017), it is observed that not more than 5% of the Indian workforce between the age of 19-24 received formal vocational education.9 Therefore, NEP has to face various challenges to set future goals for implementation.

IV. Objectives of the study

The main objective of the study is to know the challenges before vocationlisation of commerce education and some wayouts to remove bottlenecks.

V. Research Methodology

The study is purely descriptive in nature and based on secondary data. This study reveals various challenges before the vocationalisation of commerce education and how we come out from this traditional education system. The application of vocational education system in most of the colleges is the major problem, therefore this research focuses on the some of the issues related to it.

VI. Challenges before vocationalisation of Commerce Education

Following are the challenges before vocationalisation of Commerce education:-

1. **Lack of Awareness of competitive examination:-**
   Most of the commerce students are unaware about banking competitive examination like Probationary officers, technical officers, Bank clerical examination, Recovery officers, Specialist Officer, IBPS specialist officer, and statistical officer, RBI Assistant officer etc. The syllabus of commerce is not popular to grab the opportunities in the society. Even the syllabus cannot attract the students to acquire vocation skill and knowledge.
2. **Inadequate teaching aids:-**
   Most of the colleges or institutions which are providing commerce education not having adequate teaching aids like commerce lab, LCD projector system, internet facility etc. Therefore, students are not getting technical knowledge while getting education. Students will get technical experience if they are given such facilities in time.
3. **Lack of infrastructure facilities:-**
   There is a lack of proper management of infrastructure facilities in most of the colleges due to the funds. If the infrastructure is provided to the students by considering the utility of the students, the students will be benefited most. But it is observed that many colleges are not having adequate infrastructure.
4. **Market and Need base syllabus:-**
   The syllabus of commerce is inadequate, outdated and needs to update as per the requirements of society and market. If the students are provided current and market need base syllabus, the students will get more practical knowledge and experience while learning.
5. **Lack of soft-skills :-**
   Today there are many more opportunities in KPO, BPO and Information technology companies to the commerce students, so that the students should get various ICT skills, soft skills etc. Similarly, they should have proficiency in English, but lack of training facilities, it is difficult to provide skilled manpower in the market.
6. **Lack of practical exposure:**
   The way of traditional commerce education learning should be changed to the modern education by acquiring technical skills and practical approach of learning. If commerce subjects are taught with vocational aspects, the students can be trained with market oriented skills. Itisalso a challengebeforevocationalisationofcommerceeducation.

VI. Ways for vocationalisation of Commerce Education:-

Following are some of the ways for vocationalisation of commerce education:-

1. **Business oriented ideas and courses**:-
   It is the need of change the way of commerce education and start various businessoriented courses through the implementation of vocational education.It will provide direction to the students to run the self-business and generate new ideas of the business. The students will able to develop logicalthinking,initiative,attitudeto life.
2. **Development of Self business attitudes**:
   After vocational training, the students can change their attitude towards self business. The students can start small-medium businesses,management consultancies, tax consultancies etc.Similarily the professional attitude should be amonst the students to do professional course like CA, CS, ICMAs, CFAs etc.
3. **Job oriented Practical courses:-**
   Job oriented courses such as GST Accounting, Tax Awareness, Industrial Accounting, SAP, SAP-ERP Financial Accounting, SAP-IFRS, SAP Modules, Accounting Softwares, GAAP V/S SAP Accounting, Tally-ERP computer courses, salesmanship, advertising, secretarial practice etc. should be possible to start on alargescale.

4. **Management oriented Executive courses:-**
   Commerce education produces executives or officers in the field of management. Due to the vocationalisation of commerce education, the students will get more knowledge and exposure about managerial and executive aspets of any company. The students will acquire the position from all the levels of management.
5. **Industrial visits and Internship :-**
   There should be strictly industrial visits are to be organized, so that students can understand the importance of industry, business and all economic activities. The internship programme should be done by students very effectively and seriously. Such training can increase the work experience of students while learning process.

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VII.Conclusion

Today there is need to change the face of commerce education by applying vocational education and NEP 2020. The syllabus is updated on the basis of market orientation, it is possible to meet the requirements of society, Industry and business. The vocational education will provide experienced hands to strengthening the economy. It is possible only if we think about a seed of commerce which will be turn into a huge tree with qualitative fruitful products.

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Effective content delivery –Heart of the Teaching Learning Process

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Abstract:

Gandhiji rightly said three H –Head, Heart and Hand are equally important in the process of education. And this is what all say has to be kept in mind to educate any learner be it of any age or any ability. All the education commissions, policies of education till date had been formulated and kept on improving the quality of education. All has tried to lay the focus on education and have recommended all for the good progress of education, quality education and equity cum equality in education. NPE 2020 has laid prime focus on the what, what and how of education and teachers role is of great importance for the process of education. Effective content delivery will lead to reaching the heart of the child, develop the affective domain, develop the brain of the child (cognitive development) and develop his or her motor skills (psychomotor development). Researcher /Author here below has tried to put forth his views on how important is effective content delivery for teaching learning process and what efforts teachers do for the same and must be done. Researcher supplemented this paper with findings of study carried out at smaller level.

Key Words: *Quality Education, Content delivery, Effective teaching learning , Content*

Introduction:

Students success, student's satisfaction student's best outcome totally is dependent on the effective delivery of the content. Researcher like all the educators is very much at same pace , is of same opinion when it comes to say or think or conclude that for effective teaching learning process , most important and of significance is how effectively the content is being delivered. At times it found, many orators, speakers or educators give less content but effectively that less content reaches at the core of the brain, heart and hand development of the learners. To find out how many of givers put efforts, what level of efforts do they put in, to prepare their learners, by giving best in content delivery? Author had just taken up a small descriptive study with simple tool of 12 statements on five point Likert scale. Author found that most of them do strongly agree and are of very much in tune with the author to say that for effective content delivery ultimately would result in effective outcome by effective response to the content delivery process. NPE 2020 has given important to this aspect. Teacher training programmes, College faculty FDP and regular trainings to in-service faculty will surely upgrade this practice and approach of effectively delivering the content.

Statement of the Problem:

A Study of efforts of teachers in effective delivery of the content for the learners.

Need of the Study:

Researcher have found two views – for effective teaching learning process effective content matter is important and even effective approach or effective process how the content is being transacted is important. Ultimately both would be yielding product of the education but both process and product are equally important. But researcher found most would go ahead and opine that content delivery needs to be effective automatically whatever level of content, type of content at hand, it easily will be reached out to the listeners. Hence to find out this researcher/author had planned up a small study with aim to study the efforts of teachers in effective delivery of the content for the learners. Accordingly researcher can gauge / say how much importance is given to the content delivery over content.

Sample: Tool was developed and was shared with incidentally available teachers of schools of primary section.

Tool: Simple Tool with twelve questions to gauge the A Study of efforts of teachers in effective delivery of the content for the learners.

Method: Descriptive Study

Findings of the Study:

- Nearly 80% agreed that most challenging aspect of any teaching-learning process is effective content delivery. Yes since effective content delivery is the prime cause on which the result – outcome of student's performance will totally depend on.
- 50% of them replied yes but there is 50% of them who do not think of the platform I always think about the platform to be chosen for effective e-content delivery at the very start. Yes this e-content delivery and platform is actually very important. Since LMS we use, the platforms we use be it zoom, google meet, Microsoft teams, etc. their functions. Since the ease with which one can deliver the content, the effectiveness of it will depend and hence very important is platform for e content. Practice of using or delivery the content on that respective platform is equally important and make the process easy and the teaching learning cum content delivery process smooth.
- Nearly 40% responded positive to this statement, rest were of opinion may be that there are differences in the effectiveness of use of respective modes used for delivery of the content-
- 60% responded that they present the content logically. In fact all should have responded very positively to this since any content logically needs to be presented. For logical presentation of the content, pre – preparation is equally important.
- 60% disagreed that Content points are more important over content delivery approach. But yet 40% of them agreed. Yes no doubt content points are very important , but even though content points are important how we deliver the same content to the listeners is important as content is readily available on the internet space .
- 80% were in agreement of the view that Course material or in other words content of the course should be presented in simple manner. Simple the better.
- 50 agreed to the Usage of humour, illustrations to be must during content transaction. Most of them must have not agreed to humour. But basically to break the boredom, brain gym exercises, change of environment, more sort of humour in middle will keep learners active, interesting and also reduce the boredom.
- 80% agreed to statement I hardly give importance to class environment and seating arrangement. But in fact seating arrangement, environment, temperature, lighting, wall colour, ambience, all play vital role. The cheerful environment is very much for giving better result. The circular arrangement or the semi-circular arrangement or the group seating will be very useful to make the content delivery more effective.
- 100% agreed developing a good rapport is effective for effective content delivery.
- 50% agreed gauging learners learning style is primarily very important during the delivery of the content. Yes in fact it should be response from all 100% .As if we don't know the learners learning style, how the learners will be attentive, good listeners.
- 44% responded Learner's expectations are of least importance in my dictionary while preparing for content delivery. Yes Learners expectations are very important when it comes to delivery of the content.
- 50% agree to the statement that I try to identify my student's innate capacities, skills during the process of content delivery. Only content delivery is not the purpose of teaching the learners but understanding and finding out the learners innate capacities, skills is equally and very important.

Role of teacher in effective delivery:

A teacher according to NPE 2020 should be

- ✓ Discoverer of Students Innate Talent
- ✓ Nurturer of the Talent Various capacities of the students and Various skills of Students
- ✓ Identify and Educate the gifted children
- ✓ Recognise and foster students talents and interests
- ✓ Teacher education course should prepare / teachers should be prepared to identify, gauge, identify, recognise, screen the students talents ,their creativity, their interests, their capability,
- ✓ Foster the Innate Talent Various capacities of the students and Various skills of Students

- ✓ Develop the Innate Talent Various capacities of the students and Various skills of Students
- ✓ Various capacities of the students and Various skills of Students
- ✓ Pedagogies with use of ICT

Rather would say for effective content delivery- very prime is to be aware of the following:

- Rapport building
- Awareness of study habits
- Awareness of learning styles of learners
- Know the similarities, dissimilarities ,relationship between words: Strategy, Method, Devices
- Innovative strategies to be used.
- Use of technology
- Adaptation as per learners need
- Understanding ability, capacity and accordingly adapt ,accommodate each individual
- Cooperative teaching, peer teaching, self-study, reverse teaching, blended learning should be practiced.
- Keep equal weightage to What,Why,How,Whom –Aspects while planning for content
- Awareness of Principles of curriculum and psychological, sociological expectations.
- Maxims, Correlating with Daily life examples, imparting education by collaborating both active and passive agencies of education equally.
- Process and Product of teaching learning should be given balanced weightage and so on.

Conclusion:

Let's give importance to the effective content delivery, which is the Heart of the Teaching Learning Process. Thus making the teaching-learning process effective, smooth.

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National Education Policy-2020 and Vocational Education: Scope and Challenges ahead.

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Introduction-

As we all know India is a country having a significant problem of illiteracy. Since our independence, various Indian governments have focused on various steps and programmes to address the illiteracy problem in the country. Considering the need and importance of education, the government has established noteworthy control over education throughout the country. In this regard, they have maintained a uniform educational system in the country. To regulate and control it, the government has created various policies and administrative mechanisms. Various commissions like University Education Commission (1948-49), Secondary Education Commission (1952-53), University Grants Commission and the renowned Kothari commission (1964-66). The aim was to modernise the Indian Education system. Subsequently, various steps have been taken by the government in the due course of time to match the global societal and economical needs and our educational system. After achieving certain literacy rate, the government has changed the focus and has tried to raise employability of the population through vocational education. This paper tries to focus on scope of challenges of vocational education in the horizon of New National Education Policy-2020.

Objectives of the Paper-

1. To review the background of various National Education Policies in India.
2. To assess the scope of vocational education in National Education Policy-2020.
3. To anticipate challenges before vocational education in the purview of National Education Policy-2020.

Background of National Education Policies-

India is a country of ancient educational culture and background. We find the roots of the educational system in India since the emergence of civilisation (Keay, 1972). The history of the Indian educational system can be divided into two periods i.e. Pre-independence and the Post-independence period. The further pre-independence period can be classified as the ancient period and the British period.

- **Ancient/Pre British Period-**

We have prominent sources such as Rigveda, the Aranyakas, the Upanishads, the Epics, and the Puranas to learn about India's ancient education system. Scharfe (2002) The Aryans arrived in India in the second century B.C. These Aryans were pioneers to make attempt to formulate an education policy in India. Then in the Vedic period, there developed large kingdoms of powerful kings who wanted to develop an advanced course of life in their society. They were particularly interested in promoting the interests of higher education by making large donations and granting lands to learned scholars. Furthermore, from 400 BCE to 1000 CE, there was a long struggle between Buddhism and Brahmanism for dominance in world. Where Buddhism was more people-centred, Brahminism attempted to strengthen hierarchies. (Dr.Manjunatha,…) The ancient Indian universities of Nalanda and Taxila were well-known for their scholarship (Scharfe 2002). In the Mughal period, the rulers did not make any significant efforts to universalise the existing educational system but tried to spread Islamic education in India. This led to the formation of a new language called 'Urdu'. Both Hindu and Muslim educational institutions in pre-British India prioritised religion over other subjects (Yechury 1986). During this time, education was primarily religious in nature. There have been no significant efforts to universalize inclusive education systems.

- **British Period -**

The entry of Britishers with their western education was very crucial and significant for the emergence of modern education policy in India. The pioneering work in the field of education under the British was done by missionaries. They made efforts to spread education but often it was motivated by the desire for the spread of Christianity among the deprived, downtrodden class of India. The Charter of 1698, the Charter Act of 1813 were tried to spread education in India. The Christian missionaries started providing education to the Indian masses at the beginning of the 18th century. 1834. In fact, no educational policy could be implemented during this period. It was at this juncture that Lord T.B. Macaulay came to India as the President of the Committee of Public Instruction. He made a vigorous plea for spreading western education through the medium of English. The Charter of the East India Company had been renewed every 20 years. Accordingly, in the Charter of 1853, it was decided to formulate a clear education policy that would set a framework for creating a well laid out education system in India. Therefore, a committee was set up to offer suggestions for the introduction of educational reforms in India under the chairmanship of Charles Wood. The document that this committee prepared is popularly known as the Woods Education Despatch. It is also described as the 'Magna Carta of English Education in India. The most noteworthy thing about the Woods Despatch was the decision of establishing a university in India. The first university of modern India was established in Calcutta in 1857. Then another two universities were also established in Bombay and Madras (Mukerjee 1976).

- **Post-Independence period-**

After independence Indian education system has been exuviated. Plenty of problems and challenges had raised in the country because of the sheer diverse character of Indian society. The Government established education commissions in order to address these challenges and recommend comprehensive policies for educational problems and also for improvement of the education system in India. After independence, the country becomes sovereign and republic in 1950. Education has been put in a concurrent list i.e. state and central governments. The Constitution makers recognised that the stability and progress of the country which adopts a democratic course depend to a large extent on a well-educated electorate population.

University Education Commission (1948) - The University Education Commission was the first commission established after India's independence in 1948, and it was chaired by Dr S. Radhakrishnan. The commission's goal was to assess the current state of Indian university education and recommend improvements and extensions that would be desirable to meet the country's current and future needs.

Secondary Education Commission (1952)- The Secondary Education Commission was established in 1952 under the chairmanship of Dr A. Lakshmanaswami Mudaliar. The Mudaliar commission proposed diversifying high school courses and establishing multipurpose high schools. It has also suggested that a uniform pattern be implemented throughout India. The

First National Education Policy (1964–1966) - After more than a decade, the government has appointed the Indian Education Commission, which will be chaired by D. S. Kothari. Known colloquially as the Kothari Commission. This commission has laid the foundation stone of the first national education policy under the visionary educationist Dr J.P.Naik. This commission has been assigned an objective to deal with all aspects and sectors of education and to advise the Government on the progression of a National System of Education. Based on the report and recommendations of the Kothari Commission (1964–1966), Prime Minister Indira Gandhi's government announced the first National Policy on Education in 1968, calling for "radical restructuring" and equal educational opportunities to achieve national integration and greater cultural and economic development.

Second National Education Policy (1986)- The visionary leader of the new era Rajiv Gandhi introduced a new National Policy on Education in the year 1986. The new policy focused on "special emphasis on the removal of disparities and to equalise educational opportunity,", especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve the desired level of social integration, this policy expanded scholarships, adult education, the recruitment of more teachers from the SCs, incentives for poor families to send their children to school on a regular basis, the development of new institutions, and the provision of housing and services. The P. V. Narasimha Rao government revised the 1986 National Policy on Education in 1992. In 2005, the National Policy on Education (NPE) of 1986 envisaged the conduct of a common entrance examination for

admission to professional and technical programmes in the country on an all-India basis. **National Education Policy-2020-** Following the release of the Draft New Education Policy-2019 by the Ministry of Human Resource Development, a series of public consultations were held. It is a significant and critical reform in the country's whole education system after a 34-year hiatus. It discusses curriculum content reduction in order to improve essential learning, critical thinking, and more holistic experiential, discussion-based, and analysis-based learning. It also discusses a curriculum and pedagogical structure revision from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on the cognitive development of children. On July 29, 2020, the cabinet approved a new National Education Policy with the goal of introducing several changes to the existing Indian education system. It will be available in India until 2026.

National Education Policy-2020 and Vocational Education-

The New Education Policy has a target to achieve at least 50% of learners through the school and higher education system shall have exposure to vocational education. It is the first time in history that any education policy has a crystal-clear objective for vocational education. To attain this objective a clear action plan with targets and timelines are to be developed. The policy intended to remove the social status hierarchy associated with vocational education and integration vocational education into mainstream education in all educational institutions in various phases. It will start with vocational exposure at an early age in middle and secondary school. Considering the need for vocational education, It has also been decided that high-quality vocational education will be seamlessly integrated into secondary and higher education. The policy's goal is for every child to learn at least one vocation and be exposed to several others. This would result in a greater emphasis on the dignity of labour and the significance of various vocations involving Indian arts and artisanship. By 2025, at least half of all learners in the school and higher education systems will have had exposure to vocational education.

Scope of Vocational Education in National Educational policy-2020

Considering the significance of vocational education in various aspects of the economy and education, the policy has taken certain steps towards strengthening and channelising vocational education in the country. The recommendations regarding vocational education in the new education policy are as under.

1. **Elimination of impermeable compartments-** This approach strives to eliminate strong distinctions between the arts and sciences, curricular and extracurricular activities, vocational and academic streams, and so on. To eliminate harmful hierarchies and silos between various areas of learning. (2020 NEP)
2. **Universal access and opportunity-** A concerted national effort will be made to ensure universal access and provide opportunities for all children in the country to receive a quality holistic education, including vocational education, from preschool to Grade 12. (NEP, 2020)
3. **Free entry-exit-** The Secondary Stage will consist of four years of multidisciplinary study, building on the middle stage's subject-oriented pedagogical and curricular style, but with greater depth, attention to life aspirations, flexibility, and student choice of subjects. In a nutshell, students would be able to exit after Grade 10 and re-enter in the next phase to pursue vocational or other courses available in Grades 11- 12, including at a more specialised school, if they so desired. (NEP, 2020)
4. **Increased flexibility-** Students will be offered more subject freedom and choice, particularly in secondary school, including classes in physical education, arts and crafts, and vocational skills, so that they can construct their own study pathways and life goals. (2020 NEP)
5. **Integration of programs-** Integration of vocational education programmes into mainstream education in a progressive way, beginning with early vocational exposure in middle and high school. (NEP, 2020)
6. **LokVidya –** Given the availability of artisan and craftmanship in ancient India, as well as vital vocational information acquired in India, it will be made available to students through integration into vocational education courses. (2020 NEP)
7. **Integration in stages-** Vocational education will eventually be integrated into all school and higher education institutions during the next decade. Analysing skill shortages and mapping local possibilities will establish the vocational education priority areas. In partnership with industry, the Ministry of Human

Resource Development (renamed Ministry of Education) will develop a National Committee for the Integration of Vocational Education (NCIVE), which will be made up of specialists in vocational education and officials from several Ministries. (NEP, 2020).

8. **Spreading Innovative ideas and incubation-**Individual institutions that are early adopters must innovate to identify successful models and practices, then share them with other institutions through mechanisms established by NCIVE to help spread the reach of vocational education. Higher education institutions will also test several kinds of vocational education and apprenticeships. In collaboration with industry, higher education institutions will establish incubation centres. (2020 NEP)
9. **National Qualifications Framework (NSQF), International Standards, and Mobility-** For each subject, career, and profession, the National Skills Qualifications Framework will be described further. Furthermore, Indian standards would be matched with the International Labour Organization's International Standard Classification of Occupations. This Framework will serve as the foundation for recognising earlier learning. Dropouts from the formal system will be reintegrated into the system by matching their practical experience with the corresponding level of the Framework. The credit-based Framework will also make it easier to move between 'general' and 'vocational' education. (NEP,2020)

Challenges ahead-

The policy makers have emphasized on inserting vocational education in education system with good and fair intention. It is much more needed considering anticipated human capital of India. To reduce unemployability and raise employable skills among students' fraternity, this step will prove more crucial. But it may have to face the following grave challenges.

1. Indian labour culture is highly associated with social status hierarchy. It has a close relationship with vocational education. While inculcating vocational education among students overcoming the social status hierarchy associated with vocational education is a crucial challenge.
2. In the light of the traditional education setup, integration of vocational education with general education may have some hurdles. It will also be difficult to focus on social inclusion, gender equality and inclusive education.
3. Indigenous, domestic and traditional knowledge and skills are now disappearing. Therefore, Introducing LokVidya in schools through vocational education may have a lot of practical difficulties.
4. Considering the present structure of the Indian education system and institutional framework with their various programmes, facilitating horizontal mobility of vocational students in schools will be more tedious and the management of institutions may resist it.
5. India is a rural country. Still, a lot of villages do not have basic infrastructure like electricity, water, schooling, health etc. In this light integrating new-age skills, 21st-century skills and entrepreneurship education in schools will be impracticable.
6. Most students are still struggling for getting their primary and secondary education because of various social, economic and infrastructural problems. Internet connectivity in the country has a long way to go. So promoting online and open vocational education may suffer.
7. The employment policies and the budgetary expenses on education are becoming more and more adverse. A number of teaching posts are vacant in universities and colleges. Therefore, developing and implementing a holistic assessment and evaluation system can not be more effective.
8. In the light of the present structure of the education system, fostering vertical mobility of vocational students may hinder.
9. Existing government policies, reducing the budget for education and privatisation of education are some of the grave problems of education. Therefore, it is questionable that ensuring professional training for the preparation of quality vocational teachers will come into force?

Conclusion-

The National Education Policy 2020 has focused on vocational education. In this regard capacity building of teachers to foster the employability skills and vocational skills of the students at all levels has been planned. Qualitative and employable vocational education training can be given to students by identifying various vocational courses. The skills inculcated through these courses should meet common norms and national skill standards. Accreditation, Benchmarking and sustainability of vocational education is more challenging. Faculty development for this purpose is also more important. Course content, delivery of knowledge, assessment and evaluation process should be channelised and coordinated properly for successful implementation of vocational education as expected in NEP 2020. It requires strong institutional framework and capacity building of all concerned stakeholders. The aim and intention kept by policymakers in this regard is appreciable with the hope of its successful implementation.

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SWOT Analysis of Management Education in India

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Abstract:

The management education has played on important part in the social uplift and overall development of the society. It's the responsibility of Management Institutes and business schools to give qualitative, applicable, current, and streamlined knowledge to the scholars in the competitive world. Unfortunately the business schools face several challenges in terms of conducting quality education. Moment, in the age of globalization external environmental forces and stakeholders continuously put pressure on the business seminaries to acclimatize the changes passing in the business world. Significance of Management education has increased in numerous crowds; hence it's a need of Business directors to modernize their chops due to unforeseen changes in the external terrain. In order to meet the challenges in advanced education, the business schools need to maintain their standard of excellence by paying attention to performance dimension. In order to maintain the quality education, business schools to remain in close contact with the assiduity. It's also important that the Education Institutions need to strive to achieve balance between the education cost and the quality. Management education in India is going through changes. The changing script offers scholars more openings, lesser tone- confidence and out of the box ways to more hones their chops. The current trends include increased focus on transnational hookups, externships, pupil exchange programs, common degrees etc. Also, the use of new technologies in operation tutoring is a trend that's catching up presto. The role of management Education in national development is well established. The objectives of management Education can be achieved only through qualitative change in the system. This paper focuses light on Strength, Weakness, Opportunities and Threats of management education in Indian scenario.

Keywords: Management Education, Strength, Weaknesses, Opportunities, Threats

Introduction:

Management education includes undergraduate, post graduate and PhD courses in operation. The courses may be full- time, part time, superintendent, distance literacy or specialized. The subject of focus of this study is post graduate courses in operation. These courses come with a variety of names- Master of Business Administration (MBA), Master of Management Studies (MMS), Master in Finance Control (MFC), Master of Public Administration (MPA), PG Diploma in Operation (PGDIM), PG Diploma in Human Resource Management (PGDHRM), PG Diploma in Financial Management (PGDFM), PG Diploma in Operations Management (PGDOM), PG. Parchment in Marketing Management (PGDMM) etc. Education is developing essential capacities and power of scholars. It's the process by which society designedly transmits its accumulated knowledge, skill and values from one generation to another. Education in the largest sense is any act or experience that has a constructive effect on the mind, character or physical capability of an existent. The current trend in the education is, it offers the actors more openings and lesser tone- confidence to enthrall high managerial positions. Eventually, it enables them to profit from the colorful School networks which can also be a precious support throughout professional life.

Management education, nearly unknown in the nineteenth century, has come a dynamic force for change in numerous universities, in the workplace, and in the societies of both industrialized and developing countries. Its part in the professionalization of enterprise operation is extensively honored, though it has been blamed by some for placing emphasis upon short- term profit criteria. Management education is considered as snoots as it attracts youthful men and women who are generally motivated by the positive consequences associated with operation education. In India advanced education especially management education is witnessing an exponential growth in terms of number of institutes conducting operation education which are generally nominated as business academy. Management Education is each about learning different chops and to apply them for collective and multi faceted growth and value creation.

Objectives of Study:

1) To study the concept Management Education and its importance in India.
2) To study the recent trends in Management Education in India.
3) To make SWOT analysis i.e. Strength, Weaknesses, Opportunities and Threats in Management Education in India.
4) To suggest necessary measures for growth Management Education in India.

Research Methodology:

The methodology adopted for present study is descriptive. For the purpose of study, secondary sources of data collection viz. various Magazines, journals and internet websites have been accessed.

Importance of Management Education in India:

Management education helps students to encourage them to think differently and add value to the existing qualification. It enhances managerial and leadership skills by sharing of ideas, through healthy, meaningful and case study discussions. Management education provides requisite skills and abilities to get the going smoothly at the corporate world; an opportunity is provided to network with others and promote cross-cultural diversities. The management education helps in equipping the executives with competencies and capabilities further empower to accept the corporate challenges with confidence. We are in the era knowledge which is expanding at an unprecedented rate. Our management schools could not meet this challenge even today. Therefore there it is a need to change our management education. To take the advantage of this demand, lots of people have opened educational institutions to educate students in the field of Commerce and Management. Management education has grown tremendously over the period of time. Even though there are certain challenges in management education, which need to be addressed through appropriate policy formulation and its effective implementation.

Strength of Management Education in India

1) Indian business/management/higher education system has been integrated globally by virtue of English as a medium of instruction.
2) Our business /management education is internationally competitive.
3) Declaration of several institutions of excellence as Deemed University and Autonomous Institution is a significant milestone.
4) Establishment of apex bodies like UGC, AICTE etc.
5) Significant steps taken by UGC, ALCTE, NAAC & NEA to achieve quality of management education.
6) India is considered as one of the richest countries and many skilled workers from India work abroad with the help of our higher education/management and human resource skills.
7) Indian business/management education when compared with foreign countries is highly subsidized; thus it is accessible to the poorest of the poor of the India.
8) Establish of laboratories with global standards in IITs, IIMs, RECs, CEIR and some Central universities is significant strength of Indian education system
9) Establishment of Regional Engineering Colleges (RECs) to the status of IITs is added advantage to the education system.
10) Setting up of offshore campuses abroad by Indian universities is clear evidence of the strength of Indian education.

Weaknesses and Challenges of Management Education in India:

Some of the important weaknesses, drawbacks and challenges of Management Education in India are as follows;

1) The course contents are too theoretical and do not equip students with the right Attitudes, Skills and Knowledge to make them employable immediately after completion of the course.
2) In the present system of examination students are not properly educated to fit them as per industry requirements or to be businessman to start and grow up small and medium business enterprise

3) Students only get a degree without industry-required qualifications.
4) No institutions or students are clear as to what type of "product specification" is achieved at the end of the completion of the course.
5) More than 85% of the students who complete their MBA/PGDM degree are not ready for industry.
6) Inadequate availability of specialized, talented experts and qualified faculty
7) The syllabi of management education lack industry based specializations
8) Heavy burden with irrelevant and traditional subjects
9) No proper guidance to the students due to insufficient qualified faculty
10) Lack of Inter-disciplinary approach in overall management education System
11) For quality research in management studies absence of specified authorities
12) Most of the management schools are on non-grant basis hence no sufficient grant is available for research
13) Industry would like to know and be assured of the product specification quality of the Graduates as like customers to know about the specifications and quality before buying the product
14) Indian Management Education appears to be a wide gap between what is needed on the jobs & what is taught in the management schools.
15) The other weakness pertains to teaching techniques that are concentrating on lecture method only
16) There is no provision of academic audit in educational institutions including universities/management schools/ B-schools
17) Quality of business/management education provided by majority of Indian universities/management schools is questionable
18) Student's assessment and feedback are not made and used by management schools.
19) The current syllabi of management education do not teach students how the problems are braved in changing business environment.
20) In management subject, most of the concepts are thought with case studies which are too old and not suitable for references in current scenario
21) Management education does not focus on the challenges arising out of rapid growing new technology and the challenges involved in day to day running of an enterprise.
22) The best talented management graduates have joined industries where salaries are attractive
23) For most of the Indian companies it is not possible to give better salary package to employees with comparison to other Multinational companies
24) Academic heads for management schools/universities/B-school are not selected based on global merit. Indian Universities/management schools/B-schools are considered as islands of excellence as academic have no interactions with society and their global counter-parts.
25) Indian universities/management schools/B-schools are highly centralized.
26) In the decision-making process, the concept of participatory management is not adopted.
27) Complicated office procedures are adopted in Indian business /management institutions.
28) Administrative staffs working in management schools/universities are not professionally qualified/trained.
29) Indian universities/management institutions/B-school follows absolute methods of administration
30) Over lapping functions of Multiple Apex Agencies-UGC, AICTE, NAAC, NCTE, NIEPA, NBA, HMRD etc. Lack of equality of education opportunities among different segments of learners
31) The ratios of employment of management graduates with creation of management graduates is too high therefore every management graduate could not be absorbed in the industry or those who come to this profession by chance are not capable to accept the challenges in business sector.

Opportunities of Management Education in India:

The following are some of the opportunities of Indian management /Business education system.

1) Curriculum design and development, examinations pattern should be done in consonance with the pattern of UPSC/PSC/NET/SET examinations
2) Indian students are to be encouraged for further studies like PG/Ph.D at other universities to avoid inbreeding and to encourage cross fertilization of academics and knowledge
3) Information Technology (I.T) is to be used largely in management education. Latest technologies like web education, Internet, videoconferences are to be fully utilized to bring access

4) As in the case of trade and industry, provisions are to be created/or bottlenecks are to be removed to open educational institutions
5) The management education is to be internationalized and while doing so the relevance and quality should be the prime consideration
6) Private Universities/Institutions are to be encouraged to impart commerce/management education while Govt./its agencies facilitates and monitor their function
7) Business/management schools/universities are required to react at pace with the global changes in other sector
8) Business/Management schools/universities have to work with a view to satisfying the students who are their clients
9) More Endowments are to be created and Alumni/Teacher Association/Industry can be tapped in this respect
10) Business/management education should be made a key element of national development activity by necessary tie ups with other sectors like health care, poverty alleviation, infrastructure development etc.
11) Autonomy to Indian school of Business/management education should be given only after higher rating for it besides NAACs accreditation
12) Assessment expert committees of UGC/AICTE and accreditation peer teams of NAAC/NBAs should be clubbed in areas of similarity
13) Acts, Statutes and Regulations of UGC/AICTE/Universities are to be in conformity with one another and follow a broadly similar pattern
14) The results percentage of NET/SET of universities may be taken as one of the key parameters of performance of universities/management institutions.

Threats of Management Education in India:

Like trade and industry, business/management education faces many threats. The selected threats of Business/management education are summarized below:

1) State Governments do not take much care about quality of business /management education in their respective areas
2) In the field of commerce/management education, most of the doctoral research dose not contribute to knowledge but only creates additional data.
3) The quantitative expansion of management schools creates the surplus of teachers.
4) In spite of Government/its agencies' intervention to regulate/control, all professional education including management education to a longer extent has been commercialized in India.
5) Liberal arts and science education have endangered business /management education.
6) The majority of the Indian learners are forced to learn only traditional courses due to compulsion and lack of opportunity.
7) Presently several courses are run just for the sake of survival of those departments and to sustain the jobs of teachers.
8) Indian business/management education suffers due to lack of academic audit mechanism.
9) The management institutions are assessed for financial assistance in terms of numerical parameter rather than academic quality, academic output etc.

Remedies to improve quality of Management Education in India:

1) Organization should be formed of specific industries to discuss, analyze advantages, disadvantages and opportunities with different dimensions of that particular sector standing on a common platform and find out concrete requirement from management Institutes.
2) Proper collaboration and cooperation among domestic and foreign companies is required to explore new opportunities in several fields of operations
3) To improve the infrastructure as per the standards of global level
4) Government should take initiatives to advertise opportunities in different field to attract Foreign Direct Investment and Foreign Portfolio Investment
5) Making direct link of educational institutes with business organizations to provide direct industry interference in large scale with practical approach to students and get easy employment.

Conclusion:

In this paper an attempt is made to SWOT analysis i.e. Strength, Weaknesses, Opportunities and Threats in management education. A student creativity is mostly depends upon his experience and subject knowledge which is relating to his effective learning. The future needs for business/management education will be

significantly different from the past, but that today's business schools are too rigid & traditional to respond with innovative solutions. There are so many forces blocking change that movement on any singly front will prove inadequate for overcoming the other source of resistance. Moreover many of these blocks are beyond the control of most business schools, which are embedded in a wider university and professional culture. If the management schools/universities are always alert, it can easily overcome its weakness and threats by its strengths and opportunities. It is also true that practical implementation of some of the above issue are debatable. However, they alert us with the need to thwart the obstacles and thereby help the development of intelligent strategies for clear perspectives towards achieving prominence for Indian business/management education in global scenario.

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Management Education in India: Challenges And Future

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Abstract :

Management education across the world is incrustation a unique crisis of significance in the modern scenario. All the features of Corporate education such as quality of professional candidates, prospectus, business research, superiority of investigation publications, industry-institute border, management development programmes, faculty development programmes, placements, compensation packages of B-school graduates, career development trajectory of alumni, diversity of business. The paper describes the SWOT analysis of management education in India, relevance and significance, different issues and challenges faced by business schools in India and strategies to improve with emphasis on faculty retention, faculty development, functional literacy and academic excellence.

Key words: Education, Business, Institute, Management and Strategies.

Introduction:

Indian economy is going to emerge as a knowledge economy with third largest technical manpower in the world after US and China. However, compared to our population (1210.19 miliion2011 census) it is not significant and there is a tremendous potential and scope of ensuring productivity, adequacy and equity. In India, the importance has been on general education, with vocational education at the receiving end. This has resulted in large number of educated people. Public expenditure on education is critically important to improve the educational levels of population. The management education has played on important role in the social uplift and overall development of the society. It is the accountability of Management Institutes and business schools to provide qualitative, relevant, current, and up-to-date knowledge to the students in the competitive world. The business schools face several challenges in terms of communicating quality education. Today, in the age of globalization external ecological forces and stakeholders continuously put pressure on the business schools to adapt the variations happening in the business world. It is difficult for organizations to survive the rapid trend of globalization and technological changes in the competitive world. Significance of management education has increased in many bends; hence it is a need of Business executives to update their skills due to sudden changes in the external environment. In order to meet the challenges in higher education, the business schools need to maintain their standard of excellence by paying devotion to presentation measurement. In order to maintain the quality education, business schools to remain in close contact with the industry. It is also important that the Education Institutions need to strive to achieve balance between the education investment and the quality. According to Economic survey India is going to youngest nation in the world which creates largest workforce with potential to meet the growing requirement of the Industry. Management education plays an essential role in today's dynamic business.

Number of University in India

Years	No of University	Number of Increase	%
2015	760	Base	Base
2016	799	39	5.13%
2017	864	104	13.68%
2018	903	143	18.82%
2019	993	233	30.66%
2020	1043	283	37.23%
2021	1018	258	33.94%
2022	1027	267	35.13%

Reference-https:// www.statista.com.

In India over 45,000 degree colleges, over 1027 universities and around 1500 top institutes. The number of Indian institutes registered for NIRF ranking 2020 increased by 20% as compared to 2019.In 2020,3800 Institute's participated in NIRF ranking. In 2021, the number was 6000.

Total Number of Universities in the country as on 04th March 2022.

Universities	Total Numbers	Universities under 12 (B)
State Universities	444	264
Deemed Universities	126	49
Central Universities	54	54
Private Universities	403	24
Total-	1027	391

Reference:https://ugc.com

Management Education in India

Sr. No	Name of the Institute	Year of Establishment
1.	Indian Institute of Science, Bangalore	1948
2.	Business Management, Kolkata	1953
3.	Delhi School of Economics	1954
4.	Andhra University	1957
5.	Banaras Hindu University	1968
6.	IIM-Calcutta	1961

The latter department works for the planned growth of higher education through 100 independent bodies including the UGC, AICTE, IIMS, IITs etc accreditation of their programmes are expected to gratify each of the criteria individually. University Grants Commission (UGC): The UGC was formally established in November 1956 as a statutory body, for determination and maintenance of standards of university education, through university departments (www.ugc.ac.in). All India Management Association (AIMA): Founded in the year 1957. All India Management Association (AIMA) is an apex body of management. 30,000 individual members, 3000 institutional members and 60 Local Management Association across India changed its course of efficient methods for developing and enhancing soft skills, Innovative self-learning, and understanding of organizational environment both internal and external. The efforts of business schools are reshaping and reshaping management education, to meet the contemporary challenges of managing the business. Management education creates attitudes among college students and faculties.

1. Strengths of Indian Management Education;
2. Weaknesses of Indian Management Education;
3. Opportunities of Business/Management Education in India.
4. Threats of Business/Management Education in India .
5. Challenges of 21st Century.

Methodology:

The study is mainly based upon the collection of secondary data. The secondary data was collected from various sources of publications such as Magazines, Journals, Research papers/articles, Books, internet, annual reports and Newspapers and published and unpublished records of ministry of Human Resource Development (HRD), Govt. of India, New Delhi and University Grants Commission (UGC), New Delhi.

Strength Of Indian Management Education

The following are considered as select strength of our Business/ management education system. • Establishment of apex bodies like UGC, AICTE etc.

- Significant steps taken by UGC, ALCTE, NAAC & NEA to achieve quality of Commerce/management education.
- India is considered as one of the richest countries and many skilled workers from India work abroad with the help of our higher education/management and human resource skills.
- Indian business/management education when compared with foreign countries is highly subsidized; thus it is accessible to the poorest of the poor of the India.
- Indian business/management/higher education system has been integrated globally by virtue of English as a medium of instruction.
- Our business /management education is internationally competitive.
- Declaration of several institutions of excellence as Deemed University and Autonomous Institution is a significant milestone.
- Establishment of Regional Engineering Colleges (RECs) to the status of IITs is added advantage to the education system.
- Setting up of offshore campuses abroad by Indian universities is clear evidence of the strength of Indian education.
- Establish of laboratories with global standards in IITs, IIMs, RECs, CEIR.

Weaknesses in Management Education in India

- A wide gap between what is needed on the jobs & what is taught in the management schools.
- For teaching techniques teachers are concentrating on lecture method only.
- There is no provision of academic audit in educational institutions including universities/management schools / business schools.
- Quality of business/management education provided by majority of Indian universities/management schools is questionable.
- Academic heads for management schools/universities/ business school are not selected based on global merit.
- Indian Universities/management schools / business schools are considered as islands of excellence as academic have no interactions with society and their global counter-parts.
- Indian universities/management schools/B-schools are highly centralized.
- In the decision-making process, the concept of participatory management is not adopted.
- Complicated office procedures are adopted in Indian business /management institutions
- Administrative staffs working in management schools/universities are not professionally qualified/trained.
- Indian universities/management institutions/B-school follows absolute methods of administration. • Over lapping functions of Multiple Apex Agencies-UGC, AICTE, NAAC, NCTE, NIEPA, NBA, HMRD etc.
- Lack of equality of education opportunities among different segments of learners.
- More autonomy of management institutions without accountability.
- Lack of uniform fee structure adopted by different management schools/universities/B-schools (NO common entrance test for all management schools)
- Student's assessment and feedback are not made and used by management schools.
- Heavy Burden with irrelevant and traditional subjects.
- No proper guidance to the students due to insufficient qualified faculty.
- Lower response for admissions in Management Research.
- Lack of Inter-disciplinary approach in overall management education System.
- For quality research in management studies absence of specified authorities
- Most of the management schools are on non-grant basis hence no sufficient grant is available for research.
- The course contents are too theoretical and do not equip students with the right Attitudes, Skills and Knowledge to make them employable immediately after completion of the course.
- In the present system of examination students are not properly educated to fit them as per industry requirements or to be businessman to start and grow up small and medium business enterprise. Students only get a degree without industry-required qualifications.

- No institutions or students are clear as to what type of "product specification" is achieved at the end of the completion of the course.
- More than 85% of the students who complete their MBA/PGDM degree are not ready for industry.
- Industry would like to know and be assured of the product specification (Quality) of the Graduates as like customers to know about the specifications and quality before buying the product.

Opportunities of Business/ Management Education in India

- Autonomy to Indian school of Business/management education should be given only after higher rating for it besides NAACs accreditation.
- Assessment expert committees of UGC/AICTE and accreditation peer teams of NAAC/NBAs should be clubbed in areas of similarity
- Acts, Statutes and Regulations of UGC/AICTE/Universities are to be in conformity with one another and follow a broadly similar pattern.
- The results percentage of NET/SET of universities may be taken as one of the key parameters of performance of universities/management institutions.
- Curriculum design and development, examinations pattern should be done in consonance with the pattern of UPSC/PSC/NET/SET examinations.
- Indian students are to be encouraged for further studies like PG/Ph.D at other universities to avoid inbreeding and to encourage cross fertilization of academics and knowledge.
- Information Technology (I.T) is to be used largely in management education. Latest technologies like web education, Internet, video conferences are to be fully utilized to bring access.
- As in the case of trade and industry, provisions are to be created/or bottlenecks are to be removed to open educational institutions.
- The management education is to be internationalized and while doing so the relevance and quality should be the prime consideration.
- Apex bodies/agencies have to vigorously monitor the standard of business/management schools in India.
- Private Universities/Institutions are to be encouraged to impart commerce/management education while Govt./its agencies facilitates and monitor their function.
- Business/management schools/universities are required to react at pace with the global changes in other sector.
- Business/Management schools/universities have to work with a view to satisfying the students who are their clients.
- More Endowments are to be created and Alumni/Teacher Association/Industry can be tapped in this respect.
- Business/management education should be made a key element of national development activity by necessary tie ups with other sectors like health care, poverty alleviation, infrastructure development etc.

Threats of Business/management education are summarized below:

1. In spite of Government/its agencies' intervention to regulate/control, all professional education including management education to a longer extent has been commercialized in India.
2. Liberal arts and science education have endangered business /management education.
3. The majority of the Indian learners are forced to learn only traditional courses due to compulsion and lack of opportunity.
4. Presently several courses are run just for the sake of survival of those departments and to sustain the jobs of teachers.
5. Indian business/management education suffers due to lack of academic audit mechanism. The management institutions are assessed for financial assistance in terms of numerical parameter rather than academic quality, academic output etc.
6. State Governments do not take much care about quality of business /management education.

Challenges of 21st Century

1. Review and revising the commerce syllabus at various levels of education by involving the representation of industries, governments and professionals like charted accountants, cost accountants, company secretaries & managers etc.
2. Providing financial and infrastructural support to business education by business houses.

3. Forming a high-powered research monitoring authority in line with I.C.S.S.R etc., which may be named as 'Indian Council of Business Studies and Research'.
4. Undertaking teacher orientation program in cooperation with business houses.
5. Making commerce/management-teaching practice oriented problems under the circumstances, following steps must be taken: -

1. Courses of study ought to be recast in such a manner that the graduates prove more relevant and useful to the industry and other business organizations. For this purpose, there ought to be industry-academic on regular basis.
2. A system of swamping positions between the industry and academics may be introduced on a regular basis. Business managers may be deputed for one semester to teach in business schools to share their experience and also to update their knowledge regarding development in the areas of business education. Likewise, the teachers of management schools may be deputed to business establishment to learn the application of business management in solving business problems.
3. There is a need for changing the teacher/learning process. Lecture method should be substituted by case method, seminar, group discussions, presentations etc. Greater emphasis should be laid on audio-visual to make teaching learning more interesting and meaningful.
4. Field visits and summer training should be so appraised that the student could equip themselves properly to take business decision.
5. Management graduates may be so trained that they should think more of self-employment rather for searching for placement in business & government. For this purpose, the education and training should incorporate entrepreneurship in their program of education and training.
6. The government machinery should formulate the policy and programs to help settle the professionally/technically qualified youth by encouraging them to establish their own business.

Remedies

- To improve the infrastructure as per the standards of global level
- Government should take initiatives to advertise opportunities in different field to attract Foreign Direct Investment and Foreign Portfolio Investment.
- Making direct link of educational institutes with business organizations to provide direct industry interference in large scale with practical approach to students and get easy employment.

Conclusion

The future needs for business/management education will be significantly different from the past, but that today's business schools are too rigid & traditional to respond with innovative solutions. There are so many forces blocking change that movement on any singly front will prove inadequate for overcoming the other source of resistance. Moreover, many of these blocks are beyond the control of most business schools, which are embedded in a wider university and professional culture. The analysis of this study throws light on the strengths, weaknesses, opportunities and threats of business/management schools. If the management schools/universities are always alert, it can easily overcome its weakness and threats by its strengths and opportunities. It is also true that practical implementation of some of the above issue are debatable. However, they alert us with the need to thwart the obstacles and thereby help the development of intelligent strategies for clear perspectives towards achieving prominence for Indian business/management education in global scenario.

India is emerging as an economic power in 21st century. Private corporate sector is the major player in the age of globalization, liberalization and privatization. To play a dynamic role in private sector a large number of globally competitive professional managers should be required. The demand for professional & skill managers is expected to be increase in the upcoming years. In this situation, the management institutions in India have major task to meet this increasing demand. It is really difficult to think of Indian economy where management education is followed outdated western models and curriculum to meet the demands of competitive business world. The developing holistic framework for management education should be based on modern research. To

meet the requirement of talented, professional and skill managers, collaboration between industry and management institutes is essential to make the management education relevant to global context. At the same time ethical and value- based education should be provided by management institutes. India is a demographic country in the form of large number of young people. To make them best and capable to accept present challenges in competitive world, it is need to provide opportunities for accessing quality higher management education.

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Financial Performance of Asian Testing Instruments, Yadrav

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Abstract: -

Financial Analysis is a process of synthesis and summarization of financial and operative datawith a view to getting an insight into the operative activities of a business enterprise. By establishingstrategic relationships between the components of the Balance Sheet and profit and loss Account andother operative data, it unveils the meaning and significance of the various items embodied in the financial statements-the financial blue prints of a business concern.

The financial analysis assists in identifying the major strengths and weaknesses of a businessenterprise. It can also be used to assess firm's viability as an ongoing enterprise and to determine whether a satisfactory return is being earned for the risk taken. The information contained in the financial statements is of major significance to a variety of interested parties and regularly need to have relative measures of the company's efficiency.

Keywords- Liquidity ratio, activity ratio, profitability ratio.

1) Introduction: -

"Financial statements should be understandable, relevant, reliable and comparable. Reported assets, liabilities, equity, income and expenses are directly related to an organization's financial position. Financial statements are intended to be understandable by readers who have "a reasonable knowledge of business and economic activities and accounting and who are willing to study the information diligently. Every business organization strives for profit, which is the chief lubricant for its survival. Financial soundness of a firm is reflected in its solvency and liquidity strength. It is the profitability of the firm, which determines its liquidity and solvency. In other words, the profitability determines the fate of the company. Many factors affect the profitability of the company. The profitability of thefirm can be measured with the help of certain ratios.

2) Objectives of Research:- The following objectives have been set out for the present research:

1. To evaluate the financial results of Asian Testing Instruments.
2. To Study the liquidity position of the company.
3. To Study the profitability of the company.

3) Hypothesis of the Study

H_0 -There is no significance relationship between profitability and liquidity positionof the company

H_1 -There is significance relationship between profitability and liquidity position ofthe company

4) Scope and Limitation: - The topical scope of the present research is restricted to testing of evaluation of financial resultswith the help of different ratios. The chronological scope is limited to four years period ranging from financial years 2015-16to 2019-20 of Asian Testing Instruments. The functional scope is confined to find out the facts and drawing conclusion there from. The secondary data has its own limitations and there are chances of its havingmanipulated at any stage. All kinds of ratios will be applied. The period of study is restricted to recent four successive years only, commencing from 2015-16 to 2019-20.

5) Research design:

Research is nothing but investing for unknown facts. Research should be done for problem solution as well as for concept and subject matter where particular information which is unknown. The research should be qualitatively as well as quantitatively.

a. **Primary Data :**

The primary data is nothing but first hand data. The researcher has done informal discussion with officers of company.

b. **Secondary Data:**

The present study is undertaken for the period of four years commencing from 2015-16 to 2019-20. The relevant financial data collected through secondary sources has been tabulated and analyzed with the help of selected liquidity and profitability ratios. The case study method has beenapplied under which only one unit namely Asian Testing Instruments.

6)Limitations of the Study:

The present study suffers from following defects:

1. The secondary data has its own limitations and there are chances of its having manipulated at any stage.
2. Books of account not provided by the company.
3. The period of study is restricted to recent four successive years only, commencing from 2015-16 to 2019-20.

7) Data Analysis & Interpretation: Following data analysis has been taken from the collected data.

Table No. 1.1: Current Ratio

(Amount in Thousand Rupees)

Years	Current Assets	Current Liabilities	Ratio
2015-16	21675.83	16228.44	**1.34**
2016-17	24650.45	20990.78	**1.17**
2017-18	30642.31	23962.01	**1.28**
2018-19	40279.03	39637.79	**1.02**
2019-20	49310.78	48559.87	**1.02**
	Mean		**1.17**

Source : Annual Reports

Accordingly current ratio for the year 2015-16 was 1.34 in the year 2015-16, 1.17 in the year 2016-17. 1.28 In the year 2017-18, 1.02 in the year 2018-19 and 2019-20. Hence we can conclude that current ratio has decreasing trend which is not goodfor the company.

Table No. 1.2: Return On Total Assets

(Amount in Thousand Rupees)

Years	Net profit before interest and tax	Total Assets	Ratio
2015-16	155.43	25973.71	**0.60**
2016-17	162.90	22784.28	**0.71**
2017-18	202.85	32333.87	**0.63**
2018-19	307.19	42298.34	**0.73**
2019-20	343.91	51668.55	**0.67**
		Mean	**0.67**

Source : Annual Reports

Accordingly 0.60 Return on Total Assets Ratio for the year 2015-16, 0.71 in the year 2016-17, 0.63 in the year 2017-18, 0.73 in the year 2018-19, and 0.67 in the year 2019-20. Hence we can conclude that Return on total Assets ratio of Asian Testing Instruments, Yadrav has fluctuating trend. The company has maintained its ratio during the study period but the proportion of the net profit is very less.

Table No. 1.3: Gross Profit Ratio

(Amount in Thousand Rupees)

Years	Net profit	Sales	Ratio
2015-16	466.29	2050.87	**22.74**
2016-17	488.70	2506.72	**19.50**
2017-18	608.55	3109.03	**19.57**
2018-19	921.57	4122.63	**22.35**
2019-20	1035.90	5301.59	**19.54**
		Mean	**20.74**

Source : Annual Reports

Accordingly 22.74 gross profit ratio in the year 2015-16, 19.50 in the year 2016-17, 19.57 in the year 2017-18, 22.35 in the year 2018-19, 19.54 in the year 2019-20 and The mean value of the ratio was 20.74. Hence we can conclude that the gross profit ratio of Asian Testing Instruments, Yadrav has fluctuating trend but the company has maintained good margin in it gross profit.

Table No.1.4: Net Profit Ratio

(Amount in Thousand Rupees)

Year	Net profit	Sales (Earnings)	Ratio
2015-16	155.43	2050.87	**7.58**
2016-17	162.90	2506.72	**6.50**
2017-18	202.85	3109.03	**6.52**
2018-19	307.19	4122.63	**7.45**
2019-20	345.30	5301.59	**6.51**
		Mean	**6.91**

Source : Annual Reports

Accordingly Net profit ratio 7.58% in the year 2015-16, 6.50% in the year 2016-17, 6.52% in the year 2017-18, 7.45% in the year 2018-19 and 6.51% in the year 2019-20. The mean value of the ratio was 6.91%. Hence we can conclude that the net profit ratio of Asian Testing Instruments, Yadrav has fluctuating trend and it is below 10% which shows the administrative and selling expenses of the company are high.

8) Hypothesis Testing:

Correlation among various indicators

Years	Current Ratio	Quick Ratio	Return on Share Holders Fund	Fixed assets tonet worth	Current assets tonet worth	Return On Total Assets	Gross Profit Ratio	Net Profit Ratio
2015-16	1.34	1.34	0.72	50.30	1208.58	0.60	22.74	**7.58**
2016-17	1.17	1.17	0.69	55.63	1225.35	0.71	19.50	**6.50**
2017-18	1.28	1.28	0.81	55.85	1287.33	0.63	19.57	**6.52**
2018-19	1.02	1.02	1.17	60.48	1513.94	0.73	22.35	**7.45**
2019-20	1.02	1.02	1.25	59.09	1586.23	0.67	19.54	**6.51**

Mean	1.17	1.17	0.93	56.27	1364.29	0.67	20.74	**6.91**
S.D.	0.15	0.15	0.23	2.38	155.95	0.05	0.67	**0.54**
C.V. (%)	**12.87**	**12.87**	**25.26**	**4.22**	**11.43**	**7.53**	**21.86**	**7.81**

Source : Annual Reports

The above statistical analysis shows that among the above seven ratios computed under the statistical analysis; the Return on Owner‟s fund has the volatility (C.V.25.26%) There is most consistent growth in Fixed assets to net worth of study unit as indicated by C.V. percentage of 4.22 the, lowest in the group. Hence it can be proved that the H1 testing is positive. There is significance relationship between profitability and liquidity position of the company. If theliquidity position is good it effects on the profitability of the company**.**

7) **Findings:**

- It was found out that the current ratio of Asian Testing Instruments, Yadrav shows decreasing trend. Hence it reveals that the current ratio of Asian Testing Instruments, Yadrav is above the standard level 2:1 up to the year 2017-18. But in the year 2018-19 and 2019-20 it has lowered. During the study period it shows that the company has not kept the standard level of current ratio due to shortage of current assets.
- It was found that the quick ratio of Asian Testing Instruments, Yadrav was satisfactorily maintained Hence it can be stated that the quick ratio of Asian Testing Instruments, Yadrav is nearly the standard level 1:1. The company has maintained well the quick ratio because the cash equivalent amount is very well managed by the company.
- It is found out that the Return on owner‟s fund of Asian Testing Instruments, Yadrav has increasing trend. As the profit of the company is increasing the owners fund is also increasing.
- It is found out the Fixed assets to net worth ratio of Asian Testing Instruments, Yadrav has increasing trend. The Net worth of the company is almost double to its fixed assets because the company has maintained its network properly over fixed assets more than 50%.
- It is found out that the Current assets to net worth ratio of Asian Testing Instruments, Yadrav has increasing trend during the study period becausethe current assets are less than net worth of the company.
- It is found out that the Return on Total Assets ratio of Asian TestingInstruments, Yadrav shows fluctuating trend. The firm has maintained its ratio during the study period but the proportion of the net profit is very less.
- It is found out that the gross profit ratio of Asian Testing Instruments, Yadrav has fluctuating trend. As the gross profit of the firm is fluctuatingthe company has to maintain it.
- It is found out that Net profit ratio of Asian Testing Instruments, Yadrav hasfluctuating trend. But over all the earning of the firm is attractive andbeneficial to its stake holders.

8) Suggestions

Asian Testing Instruments, Yadrav's financial performance is found very much impressive during the period of study, therefore the first and foremost suggestion would naturally be that the company should keep it up.

1) The company should take steps to further enhance the Gross Profit Margin.

2) The company should concentrate on increasing its RONW

3) It is the matter of satisfaction that the company has expanded its assets base during its stay in the market, however, it would be better for the company to maintain parity between returnon its assets,. In short, the ROTA should be raised to satisfactory level.

9) Conclusion:

Financial statements are prepared primarily for decision-making. They play a dominant role-in setting the framework of management decisions. But the information provided in financialstatements is not an end itself as no meaningful conclusions can be drawn from these statements alone.The overall analysis of financial position for the period of 2015-16 to 2019-20 of Asian Testing Instruments, Yadrav's shows very satisfactory. The profit earning status of the company is increasing.

By looking its performance the Asian Testing Instruments, Yadrav can turn into big public limitedcompany and wide its branches in other states also.

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National Education Policy 2020: A Concern for Higher Education and Management Education

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1. ABSTRACT:

This conceptual and descriptive research paper mainly deals with the new policy on Education (NEP 2020) and its concern for Higher Education (HE). The authors intend to discuss about the policy with respect to the emergence, vision, and thrust areas; the concern for higher education along with key highlights, key impact areas and opportunities to the stakeholders. The Authors are also interested to know about new provisions under education policy for Management education. The study attempts to identify the key concern areas of NEP 2020 in higher education and Management education in India. Secondary data is used to organize the information in the study. The findings of this paper deals with the concern for implementing the NEP 2020 and its challenges to design road map will decide if this will truly foster an all-inclusive education that makes learners industry and future ready youth in Indian higher education and management education.

Keywords:- National Education Policy 2020 (NEP 2020), Quality Education, Education System, Higher Education, Concern for Higher Education, Management Education

2. Introduction:

At present the entire world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, the need for a skilled workforce with multidisciplinary abilities across the sciences, social sciences, humanities and art, will be increasingly in greater demand as our country - India is moving towards developed nation as well as among the three largest economies in the world. Indeed, with the quickly changing employment landscape the need for suitable manpower with great creativity and innovativeness is ever increasing. In this scenario education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment. It is to be noted that the gap between the current state of learning outcomes and what is required in future must be bridged through undertaking major reforms that bringsabout high quality, equity, and integrity into the system, from Early Childhood Care and Education (ECCE) to Higher Education (HE). The aim must be for our country to have an education system with equitable access to the highquality education for all learners regardless of social or economic background.The Global Education Development agenda reflected in the 2030 i.e. Agenda for Sustainable Development (SD), adopted by our country in the year 2015,which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Such a dreamy goal will require the entire education system to be reconfigured and restructuredto support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development (SD) can be achieved. It is rightly predicted that India will be the third largest economy in the world by the end of next decade with estimated GDP of ten trillion dollars. And it is evident that the ten trillion economies will be driven by knowledge resources and not by the natural resources of the country.

In this context our country has adopted the National Education Policy 2020 (NEP 2020). The new policy envisions an India centred education system that contributes directly to transforming the nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. In fact, it is the first education policy of the 21st century,which aims to address the many growing developmental imperatives of our

country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, while building upon India's traditions and value systems. The policy lays an emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities, both the foundational capacities of literacy and numeracy and higher-order cognitive capacities, such as critical thinking and problem solving, but also social, ethical, and emotional capacities and dispositions. It is to be noted that the rich heritage of ancient and eternal Indian knowledge and thoughts has remained a guiding light for this policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thoughts and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self.

Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SD) and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each learner.Basically, quality education is of fundamental importance for achieving full human potential, developing an equitable and just society and promoting national development. And universal high quality education is the key to India's continued ascent and leadership on the global platform in terms of economic growth, social justice and equality; scientific and technological advancement; national integration and preservation of culture as well.The new policy is designed keeping all this in mindand is the right stepping in this regard.

2.1 Objectives of the Study: The objectives of writing this research paper on National Education Policy 2020 (NEP 2020) are:

1. To discuss the emergence of NEP 2020.
2. To state the vision, thrust areas of the policy.
3. To bring out its concern for higher education and management education.
4. To highlight the key impact areas and opportunities to the stakeholders.

3. Methodology of the Study:

The work is of desk research based on reliable and relevant secondary data. The methodology consists of a conceptual discussion on to the emergence of the policy; highlighting the vision, thrust areas, and key highlights; bringing out its concern for higher education; and highlighting the impact areas and opportunities for the stakeholders. The government documents, reports, press releases as well as research papers and articles have been referred and reviewed thoroughly in order to get better insight into the subject matter.

4. Emergence of The Policy:

Our country's - India's first Education Policy was introduced in the year 1986. After thirty-four years, the National Education Policy 2020 (NEP 2020) for India has been updated, revised, approved and finally introduced on 29th July, 2020. NEP 2020 thus replaces the National Policy on Education of 1986. The policy signifies a huge milestone for India's Education system, which will certainly make India an attractive destination for higher education world-wide. It aims to transform education system, keeping the learner at the centre. It is built on the recommendations of Education Commission (1964-66) and justice J. S. Verma Commission (2012) as well as the previous versions of the policy i.e. National Policy on Education 1986, modified in 1992, Right of Children to Free and Compulsory Education Act, 2009 and Right of Persons with Disabilities Act, 2016.

Basically, in January 2015, the committee headed by former Cabinet Secretary Shri. T. S. R. Subramanian started consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) Chairman Dr. Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019 was later released by Ministry of Human Resource Development (MHRD), followed by a number of public consultations.

Thereafter, the Ministry undertook a rigorous consultation process in formulating the draft policy, and over two lakh suggestions were received during the formal consultation process.

The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. It aims to gradually transforming India's education system by 2021. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP 2020 provides a broad guideline and is advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. It is expected that the Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest(Sawant, R. G. and Sankpal, U. B., 2021).

5. What is A NEP 2020?

The National Education Policy 2020 (NEP 2020) will bring in ambitious and dramatic change that could transform education system in the country. It will bring about revolutionary changes in the education system of India.

5.1 Vision of the Policy:

NEP 2020 aims at building a global best education system based on Indian thoughts, rooted in Indian ethos, and aligned with certain principles, and thereby transforming our country - India into a global knowledge superpower.

5.2 Thrust Areas of the Policy:

NEP 2020 is necessarily addressing the crippling challenges that have affected the Indian Education System for over last few decades, which seems to be somewhat out-dated in the existing scenario. Certain thrust areas of the policy are:

- **In Primary Education, poor literacy and numeracy outcomes:** Several reports shows that 50% children lack basic numeracy i.e. the ability to understand and work with numbers and literacy despites spending five years in school. So, the policy basically looks at this foundational learning as a core area and aims at developing multiple skills and abilities among the students.
- **In Middle and Secondary Education, high dropout levels, curriculum inconsistency:** Dropout rates at the secondary level in several states have increased over the past three years according to the ministry's data. There are multiple reasons behind drop out such as poverty, poor health and distance from school. Moreover, large variations in dropout rates exist across states, gender, ethnicity and class. Even the Gross Enrolment Ratio (GER) is also decreasing considerably as the data indicates that a significant proportion of enrolled students are dropping out after Grade 5 and especially after Grade 8. Therefore, minimising dropout rate and increasing GER, particularly at middle and secondary education level is also a thrust area of the policy.
- ***In Higher Education, a lack of multi-disciplinary approach and flexibility with regards to subject choice, assessment as well as a skill-gap:*** *Dropout rate is also increasing in higher education institutions. At the same time Gross Enrolment Ratio (GER) is decreasing and remained about less than half of that is in middle and secondary education. It means many students are not enrolling in higher education. Hence, the policy mainly focuses on to minimising dropout rate and increasing GER in higher education institutions.*
- Moreover, overall thrust areas for NEP 2020 include childhood care, curriculum design, language/medium of instruction, teacher training, teacher appraisal, assessment pattern and evaluation and exam format. A new assessment centre called, PARAKH i.e. Performance, Assessment, Review and Analysis of Knowledge of Holistic Development is proposed to determine the standards for education.
- Lastly, issues with regulation, recruitment of teachers and the absence of common standards and norms for universities are the additional areas in this new policy (MHRD, 2019).

6. Concern For Higher Education:

Along with concern for Primary Education, Middle and Secondary Education, the policy puts much emphasis on Higher Education (HE). According to the policy the Ministry of Human Resource Development (MHRD) will be called as Ministry of Education. The policy is more of learners' centric, giving flexibility to

students to pursue their passion at the same time enhancing their skills enabling them to become more employable. The policy advocates around improving the governance standards in HEIs with change in the name of existing bodies and authorities as well as introduction of some new authorities and bodies such as Board of Governors (BoG), National Higher Education Regulatory Authority (NHERA), National Accreditation Authority (NAA), National Higher Education Qualification Framework (NHEQF), Higher Education Grants Commission (HEGC), Professional Standard Setting Bodies (PSSBs), National Higher Education Regulatory Council (NHERC), National Educational Technology Forum (NETF), and National Research Foundation (NRF) (MHRD, 2020).Moreover, the policy brings about some creative and innovation changes as follows:

- **New architecture:**
  A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. The current 800 universities and 40,000 colleges will be consolidated into about 15,000 excellent institutions.
- **Liberal education:**
  A broad-based liberal arts education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields will be put in place. This would have imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points.
- **Governance:**
  Institutional governance will be based on autonomy - academic, administrative and financial. Each higher education institution will be governed by an Independent Board. The policy strives to create a fine balance ensuring 'minimal government and maximum governance' in the HEIs.
- **Regulation:**
  Regulation will be 'light but tight' to ensure financial probity and public- spiritedness - standard setting, funding, accreditation, and regulation will be conducted by independent bodies to eliminate conflicts of interest (Aithal, P. S. And Aithal, S., 2020).
- **Technical Education –**
  There is only one paragraph mentioned in the new education policy on role of technical education in new education policy. Management education includes under technical education group along with engineering, architecture, pharmacy, town planning, technology, hotel management and catering technology. NEP focuses that technical education institutes should have close connection with industry for the purpose of making students industry ready with required skills sets as per their specialization area. Research and innovation, removal of barrier of technical and general education, multidisciplinary approach in technical education, and creating professionals as per need of cutting – edge technologies in various areas are the benefits technical education institutes and Universities are getting when they are going to maintained connection with industry.

6.1 Key Highlights of the Policy:

NEP 2020 is a positive re-imagination of India's existing education regime. It has some very impressive and appreciable propositions. The policy envisions a model of holistic learning that is integrated, engaging and immersive. Scientific temper and evidence-based thinking will be inculcated alongside aesthetics and art.

1. The NEP brings about a range of changes in the system of higher education aiming to improve it with the goal of creation of greater opportunities for individual employment.

The key highlights from the new policy aim at:

- Creating a Higher Education System (HES) consisting large, multidisciplinary universities and colleges, with at least one in or near every district, and more Higher Education Institutions across India which offer their programmes in local/Indian languages.
- Shifting from a rigid Higher Education curriculum to multidisciplinary undergraduate education.
- Offering faculty and institutional autonomy.
- Revamping the curriculum, pedagogy, assessment, and student support for enhanced student experiences.

- Reaffirming the integrity of faculty and institutional leadership positions through merit- appointments and career progression based on teaching, research, and service.
- Establishing National Research Foundation (NRF) to fund brightest, peer-reviewed research and to actively seed research in universities and colleges.
- Improved Governance of Higher Education Institutions (HEIs) by high qualified independent boards having academic and administrative autonomy.
- 'Light but tight' regulation by a single regulator for higher education.
- Giving increased access, equity, and inclusion through a range of measures such as offering scholarships by private/philanthropic universities for disadvantaged and underprivileged students.
- Giving access to education to all learners (disadvantage/ learners with special needs) through online education, and Open Distance Learning (ODL).

2. A goal of the NEP is to increase the Gross Enrolment Ratio in higher education, including vocational education to 50% by 2035 from 26.3% as of 2018.
3. NEP will replace the fragmented nature of India's existing higher education system and instead bring together Higher Education Institutions (HEIs) into large multidisciplinary universities, colleges, and HEIs clusters/knowledge hubs. The policy states that over time, single-stream HEIs will be phased out over time.
4. For now, while the NEP states that a system of granting graded autonomy based on accreditation will be adopted for colleges, eventually, the aim is to transform them into an autonomous degree-granting college, or a constituent college of a university.
5. New and existing HEIs will evolve into three distinct categories:
    - Research Universities (RUs)
    - Teaching Universities (TUs)
    - Autonomous Degree Granting Colleges (ACs)(British Council, UK, 2020), (India Education Diary, 2020).

6.2 Key Impact Areas and Opportunities:

In fact, National Education Policy (NEP 2020) is a huge stride in the right education. It mainly focuses on to the holistic development of students by ensuring access, relevance, equity, quality and strong foundational learning. The policy offers numerous benefits for education sector stakeholders. It envisages creating synergies in the curriculum across childhood care and education to school and the higher education segments. Major focus area of the policy is quality improvement in the learning outcomes. Another focus area is bringing assessment reforms, which remained much awaited change. Most importantly, the policy is expected to put India on the track to attain goals of 2030 agenda for sustainable development by promoting lifelong learning opportunity for all in the next decade to come.

It is rightly said that, "Higher Education (HE) is an important aspect of Education System (ES) in deciding the economy, social status, technology adoption, and healthy human behaviour in every country". The policy essentially aims at quality of Higher Education Institutions (HEIs) and positioning India as a global education hub. The focus is on providing flexible curriculum through an inter-disciplinary approach, creating multiple exit points in what would be a four year undergraduate programme catalysing research, improving faculty support and increasing internationalisation. It has some key impact areas and also offers some opportunities. They are:

Table 1: Key Impact Areas and Opportunities to Stakeholders

Key Impact Areas	Opportunities to Stakeholders
• **Quality universities and colleges through large-scale consolidation** **Institutional restructuring and consolidation** **Focus on multi-disciplinary education**	• **State Governments** Better outcome monitoring and resource sharing Improved budgetary efficiency enhancing educational outcomes • **HEIs** Ease of starting and operating HEIs through clear demarcation of roles and responsibilities

• **Accessible and inclusive higher education system** **Enhanced equity and inclusion** **Improving equity and access through ODL and online programmes** • **Quality and well incentivised faculty** **Addressing faculty shortage and quality** **Catalysing research through NRF** • **Promoting excellence through internationalisation** **Internationalisation reforms** • **Accountability and transparency for governance** **Improved governance, efficiency and accountability**	Increased academic and administrative autonomy Opportunities of expansion and for increasing enrolments in terms of ODL and online programmes Development of own vocational courses by HEIs Enhanced opportunities for private HEIs • **Faculty** Better service environment for faculty Career advancement for faculty Minimal career gap and continuous learning for trainers through use of technology platforms Rationalisation teaching duties and greater opportunity to faculty to design curricular and pedagogical approaches • **Students** More opportunities to enter higher education system Greater flexibility for course choices Digitally stored credits for future reference Hands-on learning and practical exposure Improved transparency by HEIs Reduced pressure on students through single common entrance examination Greater exposure to Indian students through exchange programmes • **Industry and other service providers** Collaboration opportunity to industrial players in block chain, AI and predictive analytics System-wide ICT transformation leads to potential for private participation Opportunity for financial services and technology players Opportunity for industry multifaceted participation Opportunity for private sector to come ahead as expert in operation of National Education Technology Forum (NETF)

Source: National Education Policy 2020 (MHRD), Impact of National Education Policy and Opportunities for Stakeholders (KPMG)

Thus, in the light of the above, certain key points of NEP 2020 in respect to higher education can be derived as follows:

- The policy envisages for anew vision and architecture for higher education with large, well-resourced, vibrant multi-disciplinary institutions leading towards excellence.
- The policy provides for a broad-based liberal education through comprehensive but flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry as well as exit points.
- The policy facilitates for voluntary and self-directed governance as institutional governance will be based on autonomy in terms of academic, administrative and financial.
- The policy seeks to ensure good regulation, as regulation will be light but tight, as the regulation will be in the hands of independent bodies to eliminate conflicts of interest.

Although, the policy document consists of and provides for certain guiding principles for its smooth implementation, there are some obstacles such as acceptance to the flexible model of higher education, acceptance to concept of multi-disciplinary institutions, need for greater public funding, need for rich digital infrastructure and the like, which cannot be neglected. Successful execution of the policy calls for adopting the principle guidelines given in the policy document, dramatic simplification of decision-making structures, re-prioritization of budgetary resources, automation and mechanisation in the system, change in the view point, and planned as well as systematic implementation of the new policy in months and years to come.

7. Conclusion:

(NEP 2020), almost three decades after the last major revision was made to the policy in considering the global and Indian scenario, National Education Policy 2020 (NEP 2020) is a welcome step and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SD). It wants to transform our country - India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs. The policy calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. The actual transformations will start from the academic year 2021-22 and will continue until the year 2030, where the first level of transformation is expected to visible. The mission is aspirational but the successful implementation depends upon how would implementers understand the challenges and try to overcome it. It requires great deal of acceptance, commitment, optimism, change in attitude, and mind-set. No doubt, the Government of India took a giant leap forward by announcing its new education policy i.e. the National Education Policy 2020 1986. Even, the drafting committee of NEP 2020 has made a great attempt to design the policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The task is challenging but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready.

The authors want to convey a message that the policy has come at the right time and the objective is very noble. But, there lies a world of difference between laying down a policy on paper and following it in spirit. The success of NEP 2020 and the pace of its implementation depend on how successfully the government, universities and schools etc. can overcome the practical challenges,which arise from time to time. Besides the actions undertaken by various authorities and bodies, there is a need oftimelines and a plan for review, the policy is required to be implemented in its spirit and intent, through coherence in planning and synergy across all authorities and bodies involved in education(MHRD, 2020). To realize the dream, all those concern must show commitment, involvement and overcome substantial execution challenges in a sustained manner for years and decades to come. Lastly, to say, "*National Education Policy (NEP 2020) brings in ambitious changes that could transform the education system. But the key to success is good implementation and execution*".

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Execution of NEP–2020

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Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. The world is undergoing rapid changes in the knowledge landscape.

With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

In India, a new education policy typically comes along only once every few decades. The first education policy was in 1968, introduced by the administration under Mrs. Indira Gandhi as Prime Minister. This was replaced by the National Policy on Education in 1986, by Shri. Rajiv Gandhi who was Prime Minister at that time. A few years later in 1992, it was slightly modified again by the then Prime Minister Shri. P V Narasimha Rao. And now in 2020, approximately three decades later, a new education policy with drastic changes has been brought in by the ruling government. The details of the policy were released to the nation after cabinet approval on 29th July, 2020. It was said that this National Education Policy or NEP2020, would be a comprehensive framework to guide the development of education in the country.

The NEP–2020, which proposes sweeping changes, has caused quite the buzz since its introduction. The policy is supposed to address seven key issues of educational development namely easy access for the students, ease of participation, quality of courses offered, equity, system efficiency, governance and management, facilities of research and development, and financial commitment involved. Does NEP–2020 truly satisfy these criteria? What are the hits and misses of the policy? These are certain points to ponder.

The new policy proffers a single regulator for higher education institutions, multiple entry and exit options in degree courses, discontinuation of MPhil programs, low stakes board exams, and common entrance exams for universities. It also aims to universalize access to school education at all levels, pre-primary to

secondary level with 100 percent Gross Enrollment Ratio (GER) in school education by 2030 and proffer foundational literacy and numeracy for all.

The school curriculum structure, which is now 10+2, will be replaced with a '5+3+3+4' structure thereby ensuring inclusion of children of all ages (3-18 years) under the ambit of formal schooling in a significant shift from the 1986 policy. This new policy also seeks to ensure that no student is at a disadvantage because they are from a Socially and Economically Disadvantaged Group (SEDG). Gender Inclusion Fund and Special Education Zones will be instituted for this purpose.

It is also suggested in the policy that the medium of education until at least grade 5 should optionally be in the regional language, mother tongue or local language. Sanskrit, an Indic language of the ancient Indian subcontinent, will now be main streamed in schools as one of the language options in the present three-language formula. Indian Sign Language (ISL) will also be standardized throughout the country and a new curriculum will be developed for deaf children. The new policy proposes a shift from an assessment that is based on the outcome of a program to a year-round assessment structure. This entails reduction of curricular content and rote learning and supplements it with conceptual learning, experimentation, and critical thinking. The aim is for this era of Indian students to receive a holistic model of learning, well equipped with cutting edge skills necessary to excel in the 21st Century. Additionally, rigid demarcation of streams or subjects will be removed. There will now be flexibility to choose from interests within arts and sciences, vocational and academic streams as well as curricular and extra-curricular activities. Vocational education will begin from grade six and include 'Bagless days' or internship. This will open a real-world understanding of their subject of interest from local experts and inculcate sundry skills at an early age.

Another new feather in the new policy is adding coding as a subject from grade 6. In this increasingly technological era, coding may become the language of the future. And being well equipped in this will ensure no hindrances to innovation and creativity whilst promoting analytical and logical thinking. This new structure will not only be beneficial to school children but also be in tune with the best global practices for the development of the mental faculties of a child.

Prime Minister Shri Narendra Modi stated that the new education policy will transform millions of lives towards making India a knowledge hub in an era where learning, research, and innovation are important. While vital reforms needed in the education sector, such as widening the availability of scholarships, strengthening infrastructure for open and distance learning, online education and increasing usage of technology are reflected in the new policy, it is also criticized for being a political document which can be apprehended from comments of political and ideological organizations.

Criticisms of NEP–2020 as Cited in Social Media

Some criticisms are also observed on the NEP2020 on social media with #RejectNEP2020 trending on twitter. According to the Indian constitution, regulations of different sectors of society are demarcated by three different lists, namely the Union list, the State list, and Concurrent list. As these names suggest, the Union government makes laws on matters in the union list, the state government makes laws on issues under the State list and both the union and state government govern matters under the concurrent list. When laws are to be made on topics under the concurrent list, it is first put up as a draft for a threshold period. This threshold period is to encourage suggestions and discourse from the states or eminent personalities from the respective fields of the draft bill. Education is listed as a concurrent subject. Major criticism is that it was bypassed in the parliament, thereby violating the set code of conduct. A new policy introducing such substantial changes must undergo discourse in the parliament. Will this lead to centralized, communalized and commercialized education system?

The English language is not only of paramount value for global outreach, but it is also essential in connecting and communicating with people from other states within India. Career building, outsourcing technical support and skills are dominated by western conglomerates where English has utmost importance. In the new scheme, English will only be offered from the secondary level. Children from families who cannot afford to polish their children's English competence will lose out on opportunities. Discontinuing English as the main medium might make fluency in English based on whether you can afford private tutors, thus disadvantaging the population

who see English as a way to escape caste hierarchy. Mainstreaming Sanskrit in India would be synonymous to the west mainstreaming Latin. Biblical Latin is a dead language; similarly, Sanskrit is used by less than 1% of the Indian population. Mainstreaming this ancient language would only be seen as a regressive step. At the time of the 2001census on bilingualism and trilingualism, the number of English speakers in India was at 125 million and this number ought to have increased since then. The English language is what has given India an edge over a majority of south-east Asia. Even the Chinese government, who until recently only promoted the Chinese medium, is bringing in reforms and introducing the English language in their education system.

Under the new policy, private and self-governed colleges will receive more autonomy. When these colleges hand out certifications unchecked, corporatism may follow. This will create a situation where higher studies become a privilege only for those who can afford it. A centralized education system will amount to a stepping stone to social exclusion and dilution of the Right to Education Act. The government stated that it is proposing to improve the quality and autonomy of higher education, however, in a completely backward move; it is dismantling the University Grants Commission (UGC) which was a core structural and regulatory body for higher education. This will only accelerate the commodification and centralization of education.

Organizations and institutions when vested with educational structure and financial autonomy will be enabled to create additional courses and departments. However, without funding from government bodies, institutions will naturally turn to the students. The tuition fee will substantially increase, not just for students in that particular department, but all the students attending that institution. This coupled with another feature offered by the NEP, i.e., multiple exit options at universities will increase the dropout rates. Under the multiple exit and entry option, if a student decides to leave mid-course, he/she will receive appropriate certification for credits earned until that point which will be digitally stored in an Academic Bank of Credit (ABC). A 'certificate', a 'diploma', a 'Bachelor's degree' and 'Bachelor's Degree with Research' respectively will be awarded for each year of a four-year course. With financial autonomy resulting in financial burden on students and availability of certification each year, more students will be prompted to dropout. This creates an immense disparity between financially able and disabled students. Financially better-off students will get higher chances for studies and be able to acquire better opportunities. This would again amount to dilution of the Right to Education Act.

The government has introduced vocational and polytechnic education for school students through the new policy under the title 'Reimagining vocational education', which aims to remove the hard separation between academic and vocational streams. Vocational subjects will be introduced as early as grade 6, including internship opportunities from grades 6 to 12. This however ignores the importance of ensuring basic mainstream education to all students till at least grade 10. Students opting for such courses will certainly not be from privileged backgrounds. Children who are economically backward and belonging to lower rungs of people who struggle in English, coding, etc would end up opting for these streams. Introducing this at such an early age will form a barrier for firstgeneration learners and those from disadvantaged backgrounds to access higher education.

While NEP–2020 aims for many much-needed positive changes. The possibility of amplifying existing fault lines in Indian society needs to be looked into. The policy will seemingly increase the economic divide in a country that is already divided by religion, caste, gender, and wealth. It may make it nearly impossible for disadvantaged classes to climb up the social ladder. Are all of these moves stepping stones to achieve saffronisation? It will take years before the policy goes into full swing and only then will these complexities become apparent. The method of implementation will determine its successes and failures. The flaws in this policy need to be addressed with deliberation through proper code of conduct to reduce the current shortfalls.

Key Recommendations of NEP–2020 in School Education

- Universalization of education from preschool to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.
- To bring 2 crore out of school children back into the mainstream through an open schooling system.
- The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively.

- It will bring the uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child.
- It will also have 12 years of schooling with three years of Anganwadi/ pre schooling. Class 10 and 12 board examinations to be made easier, to test core competencies rather than memorised facts, with all students allowed to take the exam twice.
- School governance is set to change, with a new accreditation framework and an independent authority to regulate both public and private schools.
- Emphasis on Foundational Literacy and Numeracy, no rigid separation between academic streams, extracurricular, vocational streams in schools.
- Vocational Education to start from Class 6 with Internships.
- Teaching up to at least Grade 5 to be in mother tongue/regional language. No language will be imposed on any student.
- Assessment reforms with 360 degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes
- A new and comprehensive National Curriculum

Framework for Teacher Education (NCFTE) 2021, will be formulated by the National Council for Teacher Education (NCTE) in consultation with National Council of Educational Research and Training (NCERT).

- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree.

Key Recommendations of NEP-2020 in Higher Education

- Gross Enrolment Ratio in higher education to be raised to 50% by 2035. Also, 3.5 crore seats to be added in higher education.
- The current Gross Enrolment Ratio (GER) in higher education is 26.3 per cent.
- Holistic Undergraduate education with a flexible curriculum can be of 3 or 4 years with multiple exit options and appropriate certification within this period.
- M.Phil courses will be discontinued and all the courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.
- Academic Bank of Credits to be established to facilitate Transfer of Credits.
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards. Also, HECI will be having four independent verticals namely,
  - National Higher Education Regulatory Council (NHERC) for regulation,
  - General Education Council (GEC) for standard setting,
  - Higher Education Grants Council (HEGC) for funding,
  - National Accreditation Council (NAC) for accreditation.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges.
- Over a period of time, every college is expected to develop into either an autonomous degreegranting College, or a constituent college of a university.

General Recommendations of NEP-2020

- An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- National Assessment Centre- 'PARAKH' has been created to assess the students.
- It also paves the way for foreign universities to set up campuses in India.
- It emphasizes setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups.
- National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.
- It also aims to increase the public investment in the Education sector to reach 6 per cent of GDP at the earliest.
- Currently, India spends around 4.6 per cent of its total GDP on education.

Salient Features of Education System in India

Constitutional Provisions

- Part IV of Indian Constitution, Article 45 and Article 39 (f) of Directive Principles of State Policy (DPSP), has a provision for state-funded as well as equitable and accessible education.
- The 42nd Amendment to the Constitution in 1976 moved education from the State to the Concurrent List.
  - ❖ The education policies by the Central government provides a broad direction and state governments are expected to follow it. But it is not mandatory, for instance Tamil Nadu does not follow the three-language formula prescribed by the first education policy in 1968.
- The 86th Amendment in 2002 made education an enforceable right under Article 21-A.

Related Laws

- Right To Education (RTE) Act, 2009 aims to provide primary education to all children aged 6 to 14 years and enforces education as a Fundamental Right.
- It also mandates 25 per cent reservation for disadvantaged sections of the society where disadvantaged groups

Government Initiatives

- Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalayas (NVS schools), Kendriya Vidyalayas (KV schools) and use of IT in education are a result of the NEP of 1986.

Way Forward

- A New Education Policy aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.
- It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child – stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India at par with the leading countries of the world.

The new National Education Policy has come after a 34-year gap. It is meant to provide an over arching vision and comprehensive framework for both school and higher education across the country. Implementation of its proposals depends on further regulations by both States and the Centre as education is a concurrent subject.

What is the Time-line for Implementation?

The policy is meant to transform the education system by 2040. Some proposals will be implemented immediately, starting with the change in the name of the Ministry of Human Resource Development into the Ministry of Education. "There are over 100 action points from the Policy. Implementation will be done in phases, based on time, region and types of institutions with Institutes of Eminence (IoEs) and Central Universities taking

the lead," said Higher Education Secretary Shri. Amit Khare. For instance, four-year undergraduate degrees with multiple entryexit options will be introduced in the 20 IoEs from the 2020-21 academic year, while others continue with the existing three-year degree courses. Existing M.Phil students can continue until they complete their degree, although new admissions for the programme will not be accepted.

The National Testing Agency will introduce a pilot version of the common entrance test by December, 2020, which will be used for admission to all IoEs and central universities in 2021. Some Indian Institutes of Technology are working on developing the technical structure of the Academic Credit Bank, which will also be established by December, and become applicable to all new students joining central universities next year.

Where do the Difficulties Lie?

- Some of the proposals require legal changes. The draft Higher Education Commission of India Bill has been languishing in the Ministry for over a year so far National Institute for Pali, Persian and Prakrit, Indian Institute of Translation and Interpretation to be set up.
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Some of the proposals require legal changes. The draft Higher Education Commission of India Bill has been languishing in the Ministry for over a year so far of Governors for universities may also require amendments of the Central and State Universities Acts. A Cabinet note has already been moved to set up the National Research Foundation as a trust under the government, but in order to make it a fully autonomous body, an Act may be required.

Others require funding. Free breakfasts can only be considered in the next academic year if a budget allocation is made to cover it. The process of converting affiliated colleges into degree granting autonomous institutions and then further into fully fledged universities is estimated to take at least 15 years, as the Centre will have to provide financial assistance for this purpose. The Ministry feels that an increase in government funding of education to 6% of GDP will be sufficient to cover the financial implications of the NEP. However, such an increase in funding has been proposed but not achieved for the last half-century, point out experts. The proposal to make the mother tongue the medium of instruction till Class 5, which has stirred up the fiercest debates, is dependent on State governments, according to the Education Minister, who would not even confirm that the policy will be implemented by centrally-run schools.

Expenditure (2017-18) and only around 10% of the total Government spending towards education (Economic Survey, 2017-18). These numbers are far smaller than most developed and developing countries. In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future economic, social, cultural, intellectual and technological progress and growth. In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socioeconomically disadvantaged groups.

In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education. Even the low level of funding on education in India, is frequently not spent in a timely manner at the District/institution level, hampering the achievement of the intended targets of those funds. Hence, the need is to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth, timely, and appropriate flow of funds, and their usage with probity; administrative processes will be suitably amended and streamlined so that the disbursal mechanism may not lead to a high volume of unspent balances. The provisions of GFR, PFMS and 'Just in Time'

release to implementing agencies will be followed for efficient use of government resources and avoiding parking of funds. Mechanism of performance based funding to States / HEIs may be devised. Similarly, efficient mechanism will be ensured for the optimal allocation and utilization of funds earmarked for SEDGs. The new suggested regulatory regime, with clear separations of roles and transparent self-disclosures, empowerment and autonomy to institutions, and the appointment of outstanding and qualified experts to leadership positions will help to enable a far smoother, quicker, and more transparent flow of funds.

The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences. The matter of commercialization of education has been dealt with by the Policy through multiple relevant fronts, including: the 'light but tight' regulatory approach that mandates full public self-disclosure of finances, procedures, course and programme offerings, and educational outcomes; the substantial investment in public education; and mechanisms for good governance of all institutions, public and private. Similarly, opportunities for higher cost recovery without affecting the needy or deserving sections will also be explored.

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Challenges Before Indian Higher Education

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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 continuously 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. Main challenge lack of practical experiences while studying the topics in non science streams, lack of attractive salary packages, lack of identification of dignity of students, lack of concessional courses for meritorious students , lack of adequate facilties in rural and backward areas , lack of uniform policies for recruitment of teachers is to attract the meritorious student to study in India and do the research instead of going to abroad this can be stop by providing scholarship selection on the basis of merit and providing the job with attractive salary . 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

India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. 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. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest (Shaguri, 2013).The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014.

Despite these numbers, international education rating agencies have not placed many of these institutions within the best of the world ranking. Also, India has failed to produce world class universities. Today, Knowledge is power. The more knowledge one has, the more empowered one is. However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 7 per cent graduate (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. 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). 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 (Mitra, 2008). Despite these challenges higher education system of India equally have lot of opportunities to overcome these challenges and have the capability to make its identity at international level. However, it needs greater transparency and accountability, the role of universities and

colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. 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

Growth of Higher Education Sector in India

As higher education systems grow and diversify, society is increasingly concerned about the quality of programmes, public assessments and international rankings of higher education institutions. However these comparisons tend to overemphasise research, using research performance as a yardstick of institutional value. If these processes fail to address the quality of teaching, it is in part because measuring teaching quality is challenging (Hernard, 2008) India has been 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, Vikramshila and its scholars. By independence India had 20 universities, 500 colleges enrolling about 2,30,000 students. Since independence India has progressed significantly in terms of higher education statistics. This number has increased to 659 Universities and 33023 colleges up to December 2011-12. Central Government and state Governments are trying to nurture talent through focusing on the number of Universities and Colleges for expansion of higher educations. There is no doubt to the fact that much of the progress achieved by India in education has come from private sector. In fact the public sector and private sector is not in opposition to each other but they are working simultaneously in Indian education sphere. UGC is the main governing body that enforces the standards, advises the government and helps coordinate between center and states. The chart 1.1 & 1.2 shown below depicts the growth of universities and colleges in India from 1970 to 2012 respectively. The number of universities has grown more than six times in last four decades and the number of colleges has been increased from 3603 in 1970-71 to 33000 colleges in 2011-12.

Challenges of 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. 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 number 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 organise 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 wellqualified 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.

Accreditation: As per the data provided by the NAAC, as of June 2010, "not even 25% of the total higher education institutions in the country were accredited. And among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level".

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 centralisation, 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 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 enrolments , 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 essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities. The idea of equalising 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 inegalitarian system of education" (Balachander, 1986). 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. There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the world.(British Council, 2014).

Suggestions For 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.
- 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, Favouritism, money making process should be out of education system etc.
- There should be a multidisciplinary approach in higher education so that students knowledge may not be restricted only upto his own subjects.

Conclusion

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. Still a large section of the population remains illiterate and a large number of children's do not get even primary education. This is not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilising the benefits of whatever development have taken place for the benefit of the people. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. 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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NEP and Innovations in Indian Higher Education

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The National Education Policy (NEP–2020) is in place after 34 years as an outcome of countrywide discussions of more than four years by leading academics in our universities. It has been hailed as a policy document with infinite transformational potential due to profundity of its recommendations such as creation of research universities, use of technology to enhance access to quality education, single regulator for "light but tight" regulation of Higher Education (HE), vocationalisation of education to promote entrepreneurship and creativity and creation of large multidisciplinary institutions. It is well recognized now that education is an organic entity which evolves to meet emerging societal needs and a resource that augments itself. Moreover, one innovates in necessity and adversity. With faith in this expression, the NEP–2020 puts faith in the capabilities of our researchers and academia to contribute to the global knowledge pool, win international acclaim and put India in the front row of academic powers.

On the other hand, it is also true that NEP– 2020 has not made detailed analysis of the maladies faced by the HE sector. Some of these include 'under performance syndrome' non-inculcation of 21st Century skills in learners due emphasis on examination-centric education which promotes rot learning and lack of 'teachers and researchers by choice' (Garg and Panda, 2019). Some intellectuals argue that the Policy should have considered why some recommendations made by earlier Commissions (GoI, 1966; GoI, 1986, NKC, 2009) could not be implemented and suggested a way forward. It is therefore an ambitious document. Moreover, implementation of the wide ranging recommendations of NPE–2020 is bound to pose serious resource and technological challenges in an economy shattered by COVID-19 and for a country of the size and diversity of India, though the policy has reposed immense faith in the creativity of teachers and student entrepreneurs. Optimistically speaking, it should be hoped that NEP–2020 will pave way for massification and Indianisation of education, though there are loud voices on both sides of the divide.

The NEP 2020 has devoted a lot of space to address challenges of nationalism. It "envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower" (p.6, Introduction). The Policy further recommends that "the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, national bonding and a conscious awareness of one's roles and responsibilities in a changing world…… "(p.6). It believes in the dictum that pygmies do not build pyramids.

Making reference to SDG4, which seeks to "ensure inclusive and equitable quality for all" by 2030 (p.3), balance out the non-equilibrium between wisdom and knowledge and arrest growing dehumanization of soul, NEP–2020 also emphasizes value-based education for development of humanistic, ethical, cultural, Constitutional and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship (national and global) values, and life-skills. (Section11). It is extremely important for us as a nation to create sensitivity towards gender issues, non-violence, religious tolerance and the poor, among others so as to seek enjoyment in sharing and giving. The Education Commission (GoI, 1966) provided a lot of space on how educational institutions could go about inculcation of such values but unfortunately not much was done by HE institutions to implement its suggestions.

The title of this paper highlights three key issues: NEP–2020, Innovations and quality assurance in Higher Education (HE). On July 29, 2020, the Federal Government of India took landmark decision of accepting National Education Policy, which seeks to provide a new and forward looking vision. In particular, it highlights the need to re-engineer Indian education from school level to PhD degree to face new realities and challenges for the country to emerge as an academic power. NEP–2020 is based on the premise that only knowledge can transform our society from stagnation and poverty to dynamism and prosperity, from marginalization and deprivation to

empowerment and recognition, from ignorance and delusion to enlightenment and liberation and from conflict and intolerance to peaceful co-existence and non-violence. Among others, the NEP–2020 has made the following profound recommendations:

- Restructuring of 10+2 system of school education in favor of 5+3+3+4 pedagogical and curricular system covering ages 3 -18 years.
- Creation of multidisciplinary universities and colleges by 2030 to offer education to large numbers in local/Indian languages and minimize fragmentation of higher education.
- Revision of curriculum, pedagogy, assessment schemes, and student support services periodically to include latest developments and be at par with the best in the world.
- Creation of 100 new or out of the existing universities for world class research in frontended fields.
- Minimization of external influences and observance of transparency while appointing enlightened individuals with pragmatic vision as institutional leaders.
- Implementation of merit based faculty appointments and nurturing talent by practicing career progression based on teaching, research, and service rather than "connections" (Author's emphasis).
- "Light but tight" regulation, phasing out the system of 'affiliation' over a period of fifteen years and grant of performance based graded autonomy.
- Promote blended learning and technology to be the important intermediary of teaching-learning.

NEP and Innovations

Innovation is successful implementation of creative ideas within an organization or system. From this perspective, creativity of an individual is the starting point for innovation. Management *Guru* Peter Drucker referred to innovation as a change that creates a new dimension of performance. Steve Jobs argued that innovation differentiated a leader from the laggard. But conventional understanding about innovation is commercialization of invention, which refers to new concepts or products that derive from individual's ideas or from scientific research. To be called an innovation, an idea must be replicable, economic and respond to a specific need. Innovation involves deliberate application of information, imagination and initiative in deriving greater or different value from resources, and encompasses all processes by which new ideas are generated and converted into useful products. In short, an action can be identified as innovation if it is new and useful to the system, increases efficiency, is cost-effective and compatible with or adaptable by other similar systems.

In education, innovation lies in continuous march toward excellence and devising improvement in pedagogy and teaching-learning processes for improving learner's progression curve. In short, innovation is successful implementation of creative ideas for affirmative change in the lives of the people. In the context of higher education, innovation implies systemic improvement in processes of teaching-learning, learner support and knowledge management to conserve national heritage and value systems. National Education Policy seeks to:

- Use innovative teaching-learning strategies to universalize access to education and achieve 50% GER in HE by 2030;
- Integrate all streams, including professional and vocational education, leading to emergence of one coherent HE eco-system and accord them parity of esteem;
- Technology to be the major intermediary for transaction of education to enhance access equity and inclusion of all sections of society living in isolation for centuries due to gender, location and religion;
- Promote online and digital education to reach the last mile in a stratified society and innovatively use OERs and MOOCs courses and materials to save resources (financial, human and physical);
- Parity of all educational systems, practice credit exemption and promote learner mobility; and
- Design credit based flexible and innovative curricula in conventional as well as contemporary subjects of study. For instance, environment education could include study of climate change, pollution control, waste management, biological diversity, and sustainable development and living, among other topics.

NEP and Quality

Quality in common parlance refers to "degree of excellence" of a product. It is one of the most important issues in present-day higher education ecosystem in the country; in the past it was masked by our overdrive for enhancing access and providing equitable opportunities to HE to all. The perceptions of leading educators about quality vary considerably; some consider it as fitness of purpose and conformance to standards while others look

at it as value for money, relevance to world of work and perfection, and consistency in performance (Ahmed and Garg, 2015). We believe that quality is continuing march toward excellence transparently for social cause. Assessment of quality deficit and devising ways to improve quality at various stages necessary for improving the outcomes defines quality control.

Quality assurance aims to identify and address gaps which affect learner performance adversely and hinder realization of institutional vision and mission as also self-actualization of learners. Quality assurance comprises evaluation of policies and procedures for their efficiency, applicability, suitability and efficacy so as to guide the institution and each stakeholder. Through quality assurance, we intend to ensure that prescribed quality specifications and standards are maintained in each activity chain and try to raise the bar gradually. In the context of HE, NEP views quality assurance as an instrument for:

- review of offerings to reflect on pedagogy, improve procedures for continuous (formative) and term-end (summative) evaluation for satisfactory learner progression and reposition these to include skills needed to be globally competitive;
- cultivation of culture of ownership of the institution by every stakeholder in the system;
- development of well rounded individuals through paradigm shift towards value based education; and
- incremental improvement in institutional performance standards through continuous professional development of all category of employees and academics at all levels.

The policy's vision for quality assurance also includes:

- grant of graded autonomy, with accountability, to an institution, its leader as well as teachers and office staff since creativity blooms with fragrance of academic freedom;
- improvement in institutional leadership by minimizing external influences and appointing enlightened deserving individuals with pragmatic vision and impeccable integrity; and
- creation of self-reliant (Atamnirbhar) institutions by making (interactive) learning materials accessible and available to all learners.

As such some of the recommendations of NEP–2020 are highly cost-intensive. Moreover, all stakeholders of university fraternity would be required to be dedicated, unlearn past practices and relearn new ones through Continuous Professional Development programmes conducted by experts. Therefore, it would be advisable that the efforts on finding ways for addressing quality concerns are driven by the wisdom of practitioners and based on solid research evidence.

COVID-19 pandemic has made it amply clear that 'disruptive innovations' and collaborative partnerships are inevitable for quality assurance in every field of human endeavor, including education, research and training. The private institutions, which have been largely responsible for expansion of professional higher education in India since 1991, which marked the beginning of liberalization era, cater to about 80 per cent learners in professional programmes. Unlike leading foreign universities like Cambridge, Harvard, Oxford, and Stanford, Indian private universities, but for a few, tend to be small in size and scope, with little emphasis on R&D. These are invariably guided by "for-profit" rather than for philanthropic considerations (though justifiable returns would be in order to sustain further growth). This is a catch-22 situation: government regulators tend to control rather than facilitate development and private providers like ambiguity (Kulandai Swamy, 2006). The National Education Policy accords parity of esteem to all types of HE providers by recommending acceptability and credibility for the qualifications conferred or certifications made by them.

It is now well documented that Indian Higher Education is producing unemployable graduates who pass their examinations without being deep learners. They are not trained to develop intellectual creativity needed for problem solving, independent thinking, asking probing questions and digital skills suited to 21st Century (Das et al, 2019). Moreover, conventional teachers have traditionally refrained from using technology in curricular transactions either due to their ignorance about its capabilities for value addition or they view it as an agent that would marginalize their role and adversely affect their importance (Panda and Garg, 2019). However, such impressions are misplaced; technology enhances the reach of the word of mouth as also the effectiveness of a teacher in spatial as well as temporal dimensions (Garg, 2015.) It facilitates interaction in a number of ways. And it would be no exaggeration to remark that growth in education and technological developments have direct correlation with the growth in education. It is despite the fact that technology could not replace, simulate or even

imitate 'the teacher' in the classroom truly and completely. But the point we wish to make is that technology improves quality by creating a rich learning environment for individualized instruction and unleash the entrepreneurial energy of our youth.

In so far as availability of technology for education is concerned, India has kept pace with developments and applications of ICTs for education and training. But the major problem has been that all these ICTs and related pedagogies/andragogies of teaching-learning have remained at the periphery, sporadically used as supplementary, and operate in a context where there is lack of a holistic and innovative use for teaching-learning. The government initiated reformative schemes such as choice-based credit system (CBCS), B. Voc degrees, Deen Dayal Upadhyay Skill Centers and UGC Regulation 2016 for SWAYAM are bound to improve quality of education for learners living in isolated and far flung areas. In parallel, there have also been developments in technologies and networks to support quality teaching-learning in information highway (Ahmed and Garg, 2015)

Assessment, Accreditation and Quality

Experience shows that quality enhancement is facilitated by unbiased assessment and accreditation of an institution without preconceived ideas. Assessment and accreditation are viewed as complementary to quality, innovation, and autonomy by some practioners, while these are considered voluntary and self-regulatory by many educationists (Garg and Kaushik, 2020). Assessment is essentially evaluation of institutional vision, mission, core values, objectives, plans, input processes, infrastructure, and outcomes by an external agency based on certain pre-decided performance indicators with the sole purpose of improving it further. It gives an idea of the quality of the outcomes. But evaluation of quality of these aspects to qualify an institution for some status or recognition is known as accreditation (Ahmed and Garg, 2015). It serves mainly three purposes: (i) formulation of educational norms and institutional recognition, (ii) quality assurance and improvement in standards; and (iii) creation of awareness among stakeholders about the quality of education imparted by an institution.

The accreditation process can lead to a win-win situation for all stakeholders: learners get confidence that the programme being pursued by them and offered by their institution enjoys acceptability in the system; the public, including the employer groups, get satisfaction that the institution is conforming to certain standard of expectation; and the institution concerned gets a boost in its reputation and legitimacy. Moreover, by reengineering its offerings strategically with appropriate inbuilt checks and balances, an institution can boast of being trending. Also, accreditation process generates healthy competition with other institutions (Das et al., 2019).

The purpose of quality in India would be served better only if knowledgeable and reputed professors are associated in assessment and accreditation exercise because only they would be equipped with appropriate skills to guide and suggest ways for improvement. (Experience shows that those with natural tendency to bend forward find access to corridors of power and do little to justify their presence.) This highlights the need to take holistic view while framing guidelines for regulation of infrastructure, human capital, fee to be charged, and admissions, etc. so that society can get access to quality higher education at affordable cost.

It is a well accepted fact that certain institutions of higher education enjoy definite preferences of students, parents, and employers. In India, the IITs and IIMs are institutions of choice in higher education. Of late, the process of accreditation by NAAC has undergone gradual change, so as to comply with the National Institutional Ranking Framework (NIRF) – institutional ranking by government (besides assessment and accreditation by UGC) – a decision which was an outcome of disenchantment with India's showing in the world ranking of higher education institutions.

Conclusion

In knowledge era, higher education provides tools to drive economy and quality assurance is the catalyst that powers it. In order to help develop a critical mass of intellectuals and researchers who can contribute to global knowledge pool, NEP–2020 has made several path breaking recommendations to take cost-effective HE till the last mile. It highlights need for complete overhaul and re-configuring the education system by creating (i) multidisciplinary autonomous universities/colleges headed by dedicated academic leaders with impeccable

integrity, (ii) about 100 world class research universities with greater focus on quality research, (iii) modularity with multiple entry and exit points, (iv) use of technology as major intermediary for transaction of education to enhance access equity and inclusion of all, (v) promotion of online and digital education and (vi) light but tight regulation through single regulator—Higher Education Commission of India.

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Higher Education and National Education Policy-2020

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Education is considered highly essential for promoting national development and creating an equitable and a just society. Undoubtedly, providing quality education to everyone is the key to India's continued growth and excellence on the world-wide stage. Still, the part played by higher education is very crucial in India's development and that is why HEIs (Higher Education Institutions) are considered as one of the decisive resources. India is expected to have the premier youth population in the world over the next few years, and so the ability to deliver superior educational opportunities to them, both in terms of learning and research, will define the future of our country.

The National Education Policy-2020, which was drafted by a panel of experts under the able guidance of the former Indian Space Research Organization (ISRO) Chief, Shri K. Kasturirangan after five years of deliberations, got approval by the Union Cabinet of India on July 29, 2020. The new policy replaces the previous National Policy on Education, 1986 (Ayyar and Vaidyanatha, 2017). The policy outlines the vision of India's new education system. It is ironical but true that India's 73rd and 74th years of independence and the new National Education Policy (NEP-2020) coincide with the pandemic-year which is responsible for refitting how we perceive and experience the world around us. The NEP-2020 aims to transform India's education system by 2030 making India a 'global knowledge superpower' by combining innovation, research, design, quality education and development and with the latest technology of 21st century (Indumathi, 2020)."The policy is aimed at bringing transformational change, and not an incremental change" according to the Secretary of Ministry of Human Resource Development (now Ministry of Education), Shri Amit Khare, It aims to develop scientific temperament and free the students from rat- race of marks and lay emphasis on their holistic development. Emphasis is also to be given on developing word class institutions of excellence in India.

India's higher education system was placed at 26th rank in the QS Higher Education System Strength Rankings of 2018. Being the second largest education system in the world (after China), it lagged behind in multiple factors from its counterparts like focus on only cramming of information rather than understanding, developing and creating; over emphasis on examination, tests, marks, ranks and scores resulting in mugging up of the subjects without basic knowledge and understanding; theory centric education rather than enquiry centric without imparting employability skills; obsolete curriculum in most of the subjects; repetitive research on unimportant topics neglecting the priority ones; lack of better job facilities in the country resulting in brain drain; emerging trend of commercialization of higher education; high rate of teacher absenteeism in the world (second only after Uganda) and corruption on the provision of social services-including education; lack of world class universities and institutions of higher learning; craze for only few branded courses (like engineering, business management, computer applications, medical etc. (Agarwal, 2017).To address to all these major flaws, the NEP-2020 has been designed very carefully. Undoubtedly, the NEP is a bold attempt as its vision is highly appreciable and commendable. However, the success of any educational policy surely depends upon its flawless implementation and this is going to be a big challenge in India (Kishore, *et al* ., 2020). Before coming to the real issue of implementation of NEP-2020 to transform higher education in India, it would be pertinent to summarise briefly the fundamental principles guiding NEP-2020, the rationale behind them as well as the highlights of this new policy.

Fundamental Principles Guiding NEP-2020

The fundamental principles guiding education system under NEP-2020 are as summarised below:

- Achieving foundational literacy and numeracy.
- Recognizing, identifying and fostering unique capabilities of each student.

- Flexibility to choose learning path.
- No hard separations between different streams.
- Multidisciplinary and holistic education.
- Emphasis on conceptual understanding.
- Enhancement of creative and critical thinking.
- Fostering human and ethical values.
- Focus on life skills.
- Regular formative assessment for learning.
- Extensive use of technology.
- Respect for diversity.
- Synergy in curriculum across all levels of education.
- Light but tight regulatory framework.
- Strengthening research as a co-requisite for outstanding education.
- Teachers to be made as heart of the learning process.
- Common standards of learning in public and private schools.

Fundamental Principles Guiding NEP–2020

Table-1 depicts the rationale behind the major NEP-2020 principles.

Table-1 : Major Principles of NEP–2020
Principles

Issues faced in current educational scenario	Proposed Ramification
Fragmented educational system	Holistic and flexible curriculum to be made. No rigid separation between different streams.
Too much specialization	Multidisciplinary undergraduate education is planned.
Lack of emphasis on research in Colleges and Universities.	Creation of NRF (National Research Foundation) to actively seed up the research activities.
Lack of access of higher education to socio-economically disadvantaged people	Large number of Universities have been planned to be set.
Non-affiliated Colleges	Institutional Autonomy.
National talent leaving the country for getting education in foreign Universities.	Foreign universities to set up campuses in India.
Ineffective regulatory system	'Light' but 'tight' regulation by a single regulator system.
Inadequate mechanisms for teacher's appointments and promotions.	Reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service.

Highlights of NEP-2020 for Higher Education

Main highlights of NEP–2020 for higher education are as follows:

- Gross Enrolment Ratio in higher education to be raised from 26.3 per cent to 50 per cent by 2035. Also, 3.5 crore seats to be added in higher education.
- National Testing Agency (NTA) to conduct a common college entrance exam twice a year. This will be implemented from the 2022 session.

Holistic undergraduate education to have a flexible curriculum of 3 or 4 years with multiple exit options and appropriate certification within this period. Exit options would be a certificate if a student exits after 1 year and a diploma after 2 years. Student dropouts will be given the option to complete the degree after a break.

- All courses at undergraduate, postgraduate and Ph.D level to be interdisciplinary. No rigid separation between arts and sciences and Indian arts, languages and culture will be promoted at all levels. M.Phil degree to be discontinued.

- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in India.
- The National Research Foundation to be created as an apex organization for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India (HECI) to be set up as a single umbrella body for the entire higher education, excluding medical and legal education. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.
- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism to be established for granting graded autonomy to colleges.
- Over a period of time, every college is expected to develop into either an autonomous degreegranting College, or a constituent college of a University.
- An autonomous body, the National Educational Technology Forum (NETF), to be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- NEP-2020 paves the way for foreign universities to set up campuses in India.
- It emphasizes setting up of Gender Inclusion Fund and Special Education Zones for disadvantaged regions and groups.
- It also aims to increase the public investment in the Education sector to reach 6 per cent of GDP at the earliest. Currently, India spends around 4.6 per cent of its total GDP on education.
- Academic Bank of Credit to be established where academic credits received from various recognized higher educational institutions can be stored at one placeand these can be transferred and counted towards final degree earned by the student.

Though the NEP-2020 seeks to bring a holistic change in the education system of India, its success depends on the will and way in which it will be implemented. India has the same corruptionridden bureaucracy as before responsible for faulty implementation of 10+2+3 education system of 1986 in which vocational training was to be given to the students in third year of graduation (Naik,1982). Hence, more serious commitment is needed for the implementation of NEP. Some of the major issues of implementation of NEP-2020 are discussed below.

Major Issues in Implementation of NEP- 2020

NEP-2020 has to focus on following major issues of implementation, which are pre-requisites for its success. These are as follows:

Requirement of Enormous Resources

An ambitious target of public spending at 6 per cent of GDP has been established under NEP-2020, though even it is much less than 10 per cent being demanded by educationists and experts during last few years. Mobilizing the financial resources of the country is going to be a big challenge, given the low tax-to-GDP ratio and competing claims on the national healthcare, security and other key sectors especially in post COVID scenario. The basic reason of failure of 10+2+3 education system of 1986, which envisaged vocational training to the students of third year of graduation, was undoubtedly economic crunch. The state governments had no funds for approving new posts and appointing regular teachers in colleges and universities to impart required vocational training. The central government too did not provide grants to the states. How would it be possible with only 6 per cent of GDP? It must be remembered that vocational courses are to be introduced now under NEP-2020 from class 6 onwards that would require appointment of lakhs of regular teachers in each state which is currently struggling hard to revive its economy during this unending COVID-19 global pandemic which has affected India very badly.

Mismatch between Knowledge of Students and Available Jobs

There seems to be a great mismatch between the knowledge & skills imparted through education and the jobs available in the country in the present situation. Even, NEP-2020 is silent on this issue as no mention has been made for education related to emerging technological fields like artificial intelligence, cyberspace, nanotechnology etc. which are expected to be in huge demand in the coming years of 21st Century. Though NEP-2020 envisages 'extensive use of technology in teaching and learning, removing language barriers, increasing access as well as education planning and management', the priority for such subjects has to be kept in mind. More

institutions of excellence have to be opened in every state to facilitate students to pursue studies and do research in the emerging fields.

Unity and Integrity of All Streams

NEP-2020 seeks to reduce the course content in each subject to its core essentials in order to make space for critical thinking. This needs a complete change of the choices and division of subjects and streams at various levels to allow for inclusion of vocational skills and other co-curricular areas. This may sound simple but is a challenging task when it will come for execution because of the silo mind-set of students, parents and teachers. Their thinking is rigid and compartmentalized for decades and changing that so fast is a herculean task. So, inter-disciplinary higher education demands for a cultural shift in a country like India which would not be accepted so easily. The culture of disciplinary mooring runs very deep among scholars and professors alike, with only few exceptions, so it is not going to be an easy task. Removal of subject's boundaries (between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc.) and developing the themebased integrated curriculum will be very difficult with the competence and ability of existing faculty which has specialization only in one discipline and is bound to follow uni-disciplinary perspective. Not only this, it would be difficult to break existing hierarchies among subjects as some are seen more important than others mostly neglecting vocational subjects and extra-curricular activities.

Creation of Experiential Learning Units (ELUs)

Benjamin Franklin said, "Tell me and I forget. Teach me and I remember. Involve me and I learn." This is absolutely true in light of education, that practical hands on training in any area are more fruitful than teaching of mere theoretical concepts. This is definitely a welcome move which was long-awaited in India and comes at a time when the nation is gearing up for Atam Nirbhar Bharat. But, the challenge of creation of ELUs is two folded: firstly, setting up facilities for experiential learning requires heavy financial support to HEI's as well as Colleges and Universities and secondly, experiential learning might not be possible for some streams like commerce and arts. So, it would not be so easy to change the country's face of education at a stroke and make it more practical-driven.

Doubling the Gross Enrolment Ratio (GER) by 2035

India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 is one of the stated goals of the NEP. The policy aims on having at least one higher education institution in every district before 2030. Its implementation pre-supposes that states and the Centre must work together, but some of the states have already voiced their discordance. Hence, it is a big challenge which seems practically impossible to meet as it implies opening more then thousand Universities in coming 15 years to meet the target. It seems difficult keeping in view the present scenario. If priority is given to open private universities instead of central and state owned universities, it would create many difficulties compromising the quality of higher education defeating the very goal of NEP-2020.

Digital Divide between 'haves' and 'have-nots'

As part of its recommendations for ascending the digital technology for learning, the NEP-2020 aims to build a new autonomous body namely the National Educational Technology Forum (NETF) to promote adoption of continuously evolving technologies for digital learning nationwide. However, if technology is a force-multiplier, with unequal access it can strengthen the gap between the haves and have-nots. We must remember that only 4.4 per cent of households have computers in rural India, as against 23.4 per cent of urban households and nearly 14.9 per cent of rural households have internet facility as against 42.0 per cent of urban households as per a government survey conducted for the period July, 2017 to June, 2018 and published in November, 2019.The NEP recommends use of television and community radio broadcasts of educational programmes, but the issue is whether such programmes can replace online classes and e-learning tools, and provide the same quality of education to students who do not have access to smartphones/laptops or the internet facility or not. ***Issue of Cooperation between Centre and State***

Since education is a concurrent subject (both the Centre and the state governments can make laws on it), the reforms proposed in NEP-2020 can only be implemented collaboratively by the Centre and the States. The principles of federalism demands that states should be treated as equal in key decision making processes like

education as this is their primary forte. With the Union Government playing the pivotal role in drafting NEP, cooperation from all the states especially the ones which have different state government as compared to the Centre is going to be an arduous task. A report by Shri R. S. Raveendhren, published in Times of India on August 19, 2020 has already cautioned that the constitutional practitioners across the country feel most of the changes, as suggested in the NEP-2020, will require extensive amendments to various Union and state legislations notwithstanding the Constitution as well. This bargain will give the Centre an undue advantage for further swallowing of subjects from the concurrent list striking on the federal structure of India.

Issues of Regulation through HECI

The NEP-2020 has proposed to eventually slam the existing regulatory bodies to create a common entity called Higher Education Commission of India (HECI) to regulate the key aspects of education. Though it is proposed to have four verticals within HECI separating the key areas such as regulation, funding and accreditation, but still, HECI is going to be a monopolistic super power with massive intervening powers for a huge country like India. Vesting so much power in one organization could be a matter of concern in times to come. There is another billion dollar question about checking and controlling the corrupt practices prevalent in present regulatory bodies which would automatically crop in HECI also as and when it is set up because of same employees and officers as in the existing bodies. Hence, replacing bureaucracy with educators at the level of governance seems unrealistic as it would require voluntary and forced retirement for most of the employees who do not possess any quality of educators.

Conclusion

The new National Education Policy, 2020 aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st Century and the 2030 Sustainable Development Goals. The intent of policy seems to be quite ideal in many ways, but it is the implementation where lies the key to its success. Implementing the NEP will be a rather demanding and balancing act. If our country gets it right, we will hit the nail on its head.

If we don't, good quantum of work will have to be done to give the education system the boost it needs. It must be emphasized that there is no mention of inter-ministerial coordination between the education, skill development and labour ministries, which is necessary to achieve desirable results from vocational training. It is high time to devise a collaborative strategy by the Union government with all the states and union territories (as education is a concurrent subject) over such controversial issues like the threelanguage formula. The NEP-2020 also must address the structural problems that exist in higher education today.

To conclude, it can be said that NEP offers Choice, Chance, and Change, but we have to wait for things to unfold and see how it gets implemented. The issues listed above have to be kept in mind before hand by the authorities and policy makers for successfully implementing NEP. The policies and the suggested changes according to NEP-2020 look great on paper, and they would change the face of the Indian education system in the years to come, but that would depend on how they are approached and executed by not one state but by all. Let all of us hope that the existing problems in higher education will vanish slowly by restructuring and reorganising the edifice paving the way for altogether new and creative higher education system within the stipulated period in India.

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Indian Education Policies: Historical Review

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Abstract:

Education is the process of supporting to the learning process, or gaining of knowledge, morals, skills, beliefs, values, and habits. After Independence, educational methods reframed as teaching, training, storytelling, discussion and directed research. But, now days, there is a need of improvising the educational methods by allowing the innovative approaches such as cooperative learning; problem based learning; competency based learning; manufacturing based learning; small modification based learning; earned based learning etc., to be impacted equally on the school and colleges education which decide the future of the nation, in terms of growth and development. Comparing the pre-independence and post-independence era of education, we observed the comprehensive changes in the framework for elementary education to higher education as well as vocational training in both rural and urban India. This paper outlines the salient features of national policy of education including (technical and non-technical) and its improvising amendment from 1968 to 2020.
Keyword - Indian Education; National Education Policies; School Education; Teacher Education; Higher Education; Covid-19.

I.Introduction:

In ancient India, aim of education was to develop a person's character, master the art of self-control, bring about social awareness, and to conserve and take forward ancient culture. The Gurukul system of imparting education is very well known to all of us. These mainly imparted through the Vedic and the Buddhist education system where, respectively the Sanskrit and Pali languages were to be used [1],[2],[3]. In the Vedic system, a child started his education at the age of five, whereas in the Buddhist system the child started his education at the age of eight. These educations were imparted and passed on orally rather than in written form and hence, as the time changes, this education system had been knock-out and English education system had been spread widely, in 18th and 19th century during the British Raj in India [4][5],[6],[7].

The first education policy, after independence was formed in 1968 there later on in 1986 with small amendment in 1992 since last 34 years the same education pattern remain continues. Now in 2020, the new education policy has been introduced by Government of India. This policy is formulated with the suggestion of students- parents, educationalist and lots of other members who are directly or indirectly involved in the education sector. National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all [8].

II.National Education Policy In The Year 1968:

As per the report and recommendations of the Kothari Commission, in the year 1966, the Indian Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. This policy had also called for a National School System, which meant that all students, irrespective of caste, creed and sex would have access to education of a comparable quality up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. Further, it envisaged a common educational structure {10+2+3} which was accepted across the country and most of us have studied under that system.

The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven

controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income.

As per the Outcome of this National Education Policy-1968, this was not very successful. There were several reasons for this. Firstly, at that time, a proper programme of action was not brought out. Secondly, there was a shortage of funds, India's economy was in tatters. Thirdly, at that time, Education was in state list, so role of centre was little on how the states would implement this scheme. Despite this, the key legacies of this policy include our current 10+2+3 system of education; and three language formulas, which is followed by most schools. Science and Math were now getting more priority [9].

III.Indian Education Policy in The Year 1986:

In the year, 1986, national education policy had been reframed during the tenure of Rajiv Gandhi as Prime Minister and it was updated in 1992 when PV Narsimha Rao was prime minister. This policy focused on modernization and role of IT in education. More attention was paid on restructuring the teacher education, early childhood care, women's empowerment and adult literacy. It also accepted autonomy of universities and colleges, something which was resisted in past. The major objectives were to provide education to all sections of society, with a particular focus on scheduled castes, scheduled tribes, other backward classes and women, who were deprived of educational opportunities for centuries. In order to fulfill these objectives, the provision of fellowships for the poor, imparting adult education, recruiting teachers from oppressed groups and also developing new schools and colleges.

The policy focused more on providing primary education to students as well as gave more importance for the establishment of open universities such as Indira Gandhi National Open University (IGNOU) at central level as well as in state level. The policy had recommended that education be given to rural people in consonance with the Gandhian philosophy. It also set the stage for the emergence of information technology in education, besides opening up the technical education sector in a rather big way to private enterprise.

In comparison to the national education policy-1968, the Indian education policy in 1986 performed in better way with several reasons. Firstly, this policy came after 42nd amendment in 1976. In this amendment, five subjects were transferred from State to concurrent list including Education, Forests, Weights & Measures, Protection of Wild Animals and Birds; and Administration of Justice. Secondly, now centre was able to accept wider responsibility and introduced a number of programmes in line with this policy. Most of our classic government schemes such as Sarva Shiksha Abhiyan, Mid Day Meal Scheme, Navodaya Vidyalayas (NVS schools), Kendriya Vidyalayas (KV schools) and use of IT in education were started under the NEP- 1986 [10].

IV.Modified Indian Education Policy-1986 In The Year 1992:

The Modified National Education Policy-1986, has redefined and 23 task forces were constituted and assigned a specific subject and presented in 1992 to the Government of India. The various eminent educationists, experts and senior representatives of Central and State Governments were associated with these task forces under the chairmanship of Acharaya Ramamurti in 1990 and later in 1992; the final report under the leadership of N. Janadhana Reddy had been submitted and known as "National Policy on Education 1992 (NPE-1992.)".

This NEP-1992, had stressed out on promotion of development and strengthening national integration by allowing the 23 task force. It emphasized the need for greater transformation of the Indian educational system, with a focus on quality enhancement [11]. This policy emphasis more on retention of children in the schools at primary level. The cause of the drop out of the children from the school should be strategically handled by making plans and hence, the education should be made compulsory up to the age of 14. More attention was given to the backward classes, physically challenged and minority child for their development in education. Importance were given on women's education to overcome the poor rate of illiteracy among female.

Special instruction and priority based compulsory provisions had made in the various educational institutes to provide the resources like infrastructure, computers, libraries and accommodations for girls student,

if needed. The Central Advisory Board of Education played an important role in reviewing educational development and its improvisation in the education. State government also established the State Advisory Board of Education to look after the state's progress in education and encouraged the non government organizations to facilitate the education in the country.

As an Outcome of this National Policy of Education-1992, this takes care of varying admission standards in these programmes, especially in Engineering and Architecture / Planning programmes by allowing three-exam scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). These help in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations. Even though, with such enough carrying policy being adopted since 1992, these policies exhumed or lag in design the practical based curriculum to enhance the essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. These policies implemented the compulsory education to each and every Indian, but somehow lag to optimize the learning for students based on cognitive development of children [12].

V.**New Education Policy 2020 (NEP-2020)**:

On July 29, 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system. In the previous policies, some gradual changes were made with quasic-static time manner, and in new policy more focused on the practical based education, to improve primary education, more teachers from socially backward classes, and entrance exams for engineering colleges at national level to enhance the quality of the education. The old system of 10+2 education was removed and it is being replaced by 5+3+3+4 in the New Education Policy - 2020. It's a radical change which was never done in past.

National Education Policy 2020 remains in the memory of the people due to COVID-19 and its effects on the economy but also for the radical changes proposed in the Education Policy. As education system is the base for the success for any nation. Many of the western countries are successful due to the education system and brain drain from the various countries. India is not untouched from this culture many of our intelligent brains are working in world renowned organizations. India is ranked one of the largest population in the world with different cultures Indian education system is one of the world's largest education platform is going to change and going to shape the Indian future [14].

The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible [15]. NEP-2020, majorly focus on School Education that includes pre- school education too and practical based higher education. It talks about how it is going to implement and establishing of new bodies to regulate the structure. This new education policy addresses or focused on the challenges such as Quality; Affordability; Equity; Access; and Accountability, all those are facing in the existing education system [16]. The vision of the National Education Policy is: "National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

VI. **Sailent Features of NEP-2020:**

(i) **Higher Education:**

Education aims to develop individuals who are excellent, thoughtful, well-rounded, and creative. It's necessary to build well developed and progressive society which in turn leads to the developed nation. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges. Education in terms of startup gives more employment opportunity to the job seekers, imagine how many people are directly or

indirectly associated to the "Flip-kart"; "Snap-deal", "Amazon", etc to the ecommerce platform. Due to such new e-commerce platform, the money is rotating in the Indian economy although some part of it is going back to the investors too.

The new higher education regulatory structure will ensure that distinct administrative, accreditation, financing, and academic standard-setting roles are performed by separate, autonomous, and empowered bodies. Some of the salient features are:

- Single regulatory body for higher education: aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.
- Multiple entry and exit programme: multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.
- Tech- based option for adult learning through apps, TV channels: Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.
- E-courses to be available in regional languages: e-content to be made available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.
- Foreign universities to set-up campuses in India: World's top 100 foreign universities will be facilitated to operate in India through a new law.

(ii) **Self Employment/ Entrepreneurs**:

Education from schooling to higher education students regularly makes an effort to sharpen the skill set and after completing the studies joins the bandwagon of people who are working for the organizations in India or abroad and make a successful life. But, now in the NEP-2020, "Employment", could be most important thing for which any person enrolls himself into any course to study the basics and move on to the advanced stages furthermore, after gaining experience in the particular sector enjoy growth and development in his career. This is a normal scenario, but in today's competitive world there are more options and more challenges companies/ organizations want best of the best people to enroll and achieve the heights of success. From the view point of the students who wish to get success in their future life need to have specific skill set that industry wants.

The New Education Policy 2020 proposes all the tools like choosing the right subject combination to study, introduction of vocational courses at early stages, changing the exam/ marking pattern, focus on learning according to the talent and many more. From this effort the industry will have the right people to fill the right position. This policy definitely seeks to turn India into a global knowledge superpower, but until and unless fresh-out-school 18-year-olds are employable, the expectation of increasing the Gross Enrolment Ratio will not necessarily translate to an increase in the nation's Gross Domestic Product (GDP). India needs of employment opportunities, and hence, NEP-2020 plays a huge role in the creation of opportunities, in many ways, such as an importance to the vocational training will definitely increases its significance. For example, in Germany, vocational jobs are given the same respect as any other job. Once the condition of Indian economy improves, and parents stop telling their children "if you don't study, you will become an electrician/carpenter/cleaner" the demand for skilled vocational jobs will also increase.

Further, children will now have ample opportunity during their schooling to pursue their own areas of interest and develop their skills accordingly. The con to this lies in the fact that once their schooling is done, employment would become a huge issue, until and unless these non-STEM industries are developed and the demand for jobs is created. Finally, the objectives that the NEP 2020 consists of can rationally be achieved only by increasing the value and quality of teachers, along with looking at e-learning as a primary mode of learning, and this in itself can be addressed by the creation of more employment opportunities. • The first is addressed in the policy itself, making B.Ed., which is a four-year course, focus on the holistic development of teachers, encouraging more individuals to take on teaching as a career to help shape the future of India's youth. This would hopefully increase the number of opportunities for teachers to have growth-oriented and successful careers. • The second creates a huge opportunity for the ed-tech industry in India, as this would help education reach students across the country, especially in the several locations where physical educational institutions are not able to help.

(iii) **Academia And Industries:**

NEP-2020 proposed to get the right skill at the right time like vocational courses along with the regular studies, if the students opt the right course or subject combination according to the inborn talent, then the NEP-2020 allows such students to start their own business and helps to increase the economical growth of himself as well as of the country and hence the gap between industry and academia will be bridged in near future. Students with proper skill set are very successful and useful for industry, for their personal growth and development as well as for the growth of the industry. To understand the view and reviews the author has designed series of questions which would be floated on various social platforms and further analyzed.

The New Education Policy has the potential of revamping the way the youth of our country are skilled to take up global roles and maintained a delicate balance between the traditions and the interdisciplinary approach, which is the need of the day. NEP-2020 focused to enhance the GER by allowing the momentous effort, but it would bring a large but young chunk of the Indian population into the mainstream. This shall help our students leave a global footprint. The rationalization of the school education from 10+2 to 5+3+3+4 will ensure complete accountability and a structured education ecosystem at par with the world. The most exciting change occurs due to NEP-2020 is the ability to choose subjects in grade 11. This is revolutionary and is in line with the now successfully acknowledged liberal studies framework. I strongly feel that this shall ensure that students pick and study what they like, and the unnecessary pressure of following science, humanities or commerce is done away with. It is very frustrating today to see students develop a phobia of Mathematics and accept streams where they get deeper into trouble. This will bring about an interdisciplinary approach and enable holistic development of the students.

The introduction of skill-based subjects at the school level is a welcome step and absolutely in line with the Skill India initiative. The introduction of graded qualifications at the college level shall also ensure that there is availability of industry ready professionals at short notice. This flexibility of entering and exiting as per the student's will shall also ensure seriousness in studies, and the market forces will drive the skills and the courses. The initiative of setting up a framework for teachers' training will revolutionize the way a talented pool of teachers is available to develop young talent. The abolition of multiple agencies for accreditation shall enable investment in the sector and hence will bring about the required up gradation. Overall a very balanced policy which shall go a long way in developing the Indian talent and equip them to take up a leadership position at the global level.

Concluding Remarks

In every country, education policy sets the framework from courses to curriculum to pedagogical practices, within which an educational system takes shape and effectively reframed the economical growth. Here, in India, since pre-independence days, education policy has played an immensely important role in the development of an educational system. Since education policies reflect the approaches of those in power towards education, they have a close bearing on the goals and strategies of the education system that is in existence at that point of time. In the nearly seven decades after the country gained independence, a number of education commissions have been set up by the Government of India from time to time. The reports of the commissions have no doubt had an effect on education policy. But there have been gaps between recommendations and implementation due to social and political pressures, and also administrative lapses. Policies have also often been influenced by contemporary political agendas and in this process many lacunae in our educational system have still persisted.

In India the thrust of educational policies has been changing from time-to-time in response to the emerging socio-economic needs of the country, but in very slow manner. There has the need for a big change after 34 years of education system so that the gap between industry and academia must be minimized and hence their interaction turns the results into the production of the skilled. The educated students that won't find their place in industries or corporate results into unemployment scenario or if employed they are under paid. In both the situation a person gets frustrated and leads towards depression and similar other things. New Education policy is still a proposal may be there could be some corrections needed that could be done either before implementing or after seeing the outcomes of the policy in practical. Mostly all the proposals that have been proposed in NEP

2020 are having great potential to give success to both the industries and the academic students, in return results the economically strong India.

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Blended Learning in Higher Education

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Educationists, policymakers, intellectuals, and think tanks across the globe are reimagining and speculating the future educational landscape in the era of the digital ecosystem. Blended learning is an innovative instructional approach that will reduce educational costs, personalize students' learning experience, and raise student achievement. the current Pandemic of COVID-19 has changed the landscape of the teaching-learning system in India. Digital platforms or the virtual mode becomes the necessary and only option to foster and continue formal or informal education. Higher education 4.0 demands computing skills, digital competency, and techno-savvy ability to handle the future intelligent machine. the synchronous and asynchronous learning approach becomes a very pertinent part and parcel of blended learning.

We, human beings experienced many challenges and many deadly pandemics in the past that can be traced by looking into history. Since nature has its own rule, it will balance the whole ecological system at its own pace. But the fact is current pandemic pushes the world into a new paradigm in all dimensions and facets of our lives, especially in the teaching-learning process. Interestingly, India took leapfrogging steps to the digital world at a significantly faster pace with maximum adoption of technology in Education.

Inspite of the digital divide and inequality, the Indian Government and the stakeholders in academics responded and adopted technology in education at the maximum level. Digital competency and techno savvy skills among all stakeholders enhanced in an unprecedented level. In contrast, teachers become more aware of the techno and digital pedagogy to foster online teaching-learning. University Grant Commission on 20th May, 2020 proposed the blended mode of teaching in a higher education institution. It emphasized 40 per cent online mode and 60 per cent concern of stakeholders in higher education institutes to promote more and more adoption of technology in Education. While if we see the roadmap of National Education Policy-2020, then we will see that one of the core principle of it is the extensive use of technology in education.

Concept of Higher Education 4.0

Higher Education 4.0 is all about giving this new generation of 'digital connoisseurs', the skills, methodologies, learning, and knowledge they will need to succeed in the fast-paced future (Goh and Abdul-Wahab, 2020). One of the key features of Higher Education 4.0 is the learner-centered approach of teaching and learning with flexibility and greater autonomy in learning. Moreover, Education 4.0 is highly influenced and governed by the industrial revolution 4.0. While, one of the core principles of Education 4.0 is learning anytime and anywhere and thereby personalized learning becomes integral part of it. Moreover, blended learning is an innovative instructional methodology that allows learners to learn from anywhere and anytime.

Nevertheless, Higher education 4.0 talks about heutagogy, peergagogy, cybergogy, fluid and organic curriculum, cyber security and smart campus which are essential nowadays (Chea and Huan, 2019). the digital transformation of classroom lectures to blended learning in the 21st century Education ecosystem becomes pertinent (Jones and Sharma, 2021). 21st century global world demands digital competency to deal with machines, instruments, digital libraries, digital health care facilities, digital or E-governance, assessment, evaluation, and embracing blended learning systems. teaching and learning approaches, innovation, and value-added student experiences which use technology and these comes under the preview of the concept of Higher Education 4.0 (Goh and Abdul-Wahab, 2020).

Theoretical Underpinning of Blended Learning in Higher Education Ecosystem

Blended learning is a practice of using both online and in-person learning experiences when teaching students. In other words, it combines offline (conventional) and online learning in such a way that each complements the other. Blended learning also called hybrid learning and mixed mode learning. Basically it is an

instructional methodology, a teaching and learning approach that combines face to face classroom methods with technology mediated activities to deliver instruction (University Grant Commission, 2021). this pedagogical approach leads to the integration of synchronous and asynchronous learning tools thus providing an optimal possibility for the arrangement of effective learning processes. In a true blended learning environment, both the student and the teacher should be physically located in the same space (University Grants Commission, 2021). Blended learning is a mix of instruction modalities, instructional designs, and delivery media (Graham, 2006). It blends traditional and innovative thus synergizing the learning Endeavour (Chen and Jones, 2007).

Core Components of Blended Learning

Hardware

It includes many physical devices like laptops, computers, smart phones, tABs, Webcam, Projector, Smart board, Voice recorder, Microphone, writing pads, and many more.

Software

Basically, software helps to enable the learning environment. We need the software or software applications that facilitate Synchronous learning like Zoom, Google meet, Skype, Webex, Microsoft team, Go tomeeting and many more. Synchronous learning happens during real-time live face-to-face classes. At the same time, another component of Software is asynchronous learning, which enables learners to learn anytime and anywhere at their own pace. It helps to build the content knowledge and allows students to apply learning in creative ways. Pre-recorded lectures videos and e-content are beneficial for the students to learn as per their need and free time. Learning management system plays a vital role in asynchronous learning, which can be facilitated by Moodle, Google Classroom, Edmodo, Canvas, etc.

Humanware the competencies of teachers for Blended learning. It includes many aspects such as excellent subject content knowledge, competency to develop the e-content for blended class, effective delivery strategies, verbal and nonverbal presentation skills, teamwork or collaborative spirits, engagement skills, and abilities to sustain motivation and interest of the learners.

Nevertheless , another vital component is the pedagogical approach, and which is known as the flipped classroom Pedagogy. Flipping the classroom (also known as the inverting a classroom) is a pedagogical approach to teaching. Where course materials are introduced outside of the class, and in-class time is re-purposed for inquiry, application, and assessment to meet the needs of individual learners (University Grants Commission, 2021).

Features and Advantages of Blended Learning

the essential features and advantages of a Blended Learning environment are as follows:

- Enhance the engagement of students in the teaching-learning process effectively.
- Increased the teacher and student interaction.
- Higher responsibility for learning.
- Flexible and better managing of time to learn.
- Better and enhanced learning outcomes.
- Effective and more flexible teaching and learning environment.
- Promote self-learning and guide or motivate to continuous learning.
- Opportunity and scope for teamwork, collaboration and experiential learning.
- Increased interaction among peers, teachers and among all students.
- Digital learning skills enhanced and built the foundation for lifelong learning.
- Blended learning provides the learning experiences and learning resources repeatable, reliable, and reproducible.

Resources in Blended Learning

Quality teaching learning contents and materials are very vital aspects of the Blended learning as it will enable and foster effective learning experiences. Therefore the followings are the sources from where one can get the resources:

- OERs-Open educational Resources (OERs) are largely freely accessible which includes articles, e-books, tutorial content, recorded lectures, educational videos, e-contents, text, graphics, animations, simulations, Gaming, interactive multimedia and many more.

- MOOCs-It stand for Massive open online courses. SWAYAM is one such MOOCs platform. It facilitates many courses across the discipline. Many university made compulsory for completing certain credits of their course through SWAYAM platforms.
- E-books-Many e-books or kindle versions of the books available in the national digital library, many open-access platforms, many university websites provide e-books, and also available at e-library or digital library.
- Educational Videos-Many lectures of eminent scientists, professors, teachers, scientists are available in YouTube, Teacher tube and many websites which can be easily downloaded for learning.
- Educational Podcast and Vodcast-Nowadays many recorded educational lectures are being uploaded both in audio and video format in many websites and youtube, which can be downloaded. Many of the podcasts and vodcasts share the experiences of interviews of many competitive exams like NETJRF, UPSC or often describe the strategies for studying or any topic related to academics across the disciplines.
- E-lectures-Many international and national conferences, webinar, symposium or e-symposium, takes place across the world. Moreover, many lectures of eminent professors and teachers are delivered across the country in different platforms .Which are recorded and uploaded in the websites or different digital platforms. Models of Blended Learning There are many models that prevail in Blended learning. According to a recent concept note of the University Grant commission published on blended learning on 20th May 2020, proposed the following seven models
- Blended Face to Face Class-This model is based on face-to-face classroom interaction but before this learner does online activities, quizzes, and assessments at home . While classroom interaction for more higher-order learning such as healthy discussion, teamwork or group activities.
- Blended Online Class: In this model, most classes are done online, but there is limited scope of inperson activities such as lectures or lab.
- The Flipped Classroom-Students watch videos, record lectures or e-content at their home and come to class for interaction, discussion, or complete projects or group works. This will promote higherorder thinking skills and creativity among the students.
- The Rotation Model-It consists of many submodels, mainly station rotation, lab rotation, and individual rotation. In station rotation, students need to rotate between stations in the classroom as per teacher instruction and other work on the educational institute's campus. While in the lab rotation model, students rotate among locations in campus provided at least one of it must be the online lab. In case of the individual rotation model students turns as per the customized schedules for learning.
- The Self Blend Model –In this model, apart from the traditional face-to-face classroom of a course students at their own interst chose online courses and are not directed by teachers which online they have to enroll or join. Students independently chose the cause and learned.
- The Blended MOOC-It is a flipped classroom where in-person meetings take place to supplement the Massive open online courses. Students access the MOOC material from a web source or concerned website; then, after learning from that material, students come to a class for further discussion, in-class activities, and engaging actively in the classroom teamwork or group activities.

Flexible Mode Courses-In this model autonomy is given to the learner to choose the mode of learning, both options available online and in person. For most learning activities in a course, they have the option to chose instructional mode. Why We are Adopting Blended Learning in India

Digital or online learning is the reality in the era of Higher Education 4.0. We cannot avoid the technology in education, it is now became the necessity, not the choice. If we critically analyze the funding and budgeting or say to say grants for the education of total GDP, it is less than 4% since independence. In contrast, Kothari commission (1964-66) and National education policy 2020 say for 6% GDP to be needed for Education in the country. But unfortunately, we fail to do so having plenty of reason and political interests. While Gross Enrollment in Higher education in India for 2019-2020 as per the All India Survey in Higher Education is 27.1 percentage (Ministry of Education, 2021). However, National Education Policy 2020 proposed to achieve 50% within 2030.

But the reality is that to achieve it we need to rely on the technology and blended learning is the major initiative and seems to better option.

Nevertheless, many of the courses can be run fully on digital platform or online mode. there are several reasons to choose blended learning as the replacement instructional design. First, it is a common type of innovative instructional design in education, with plenty of practice-based evidence that it is an effective instructional design (Watson, 2008). Second, it has a level of synergy that other instructional designs lack due to its many educational modalities and design components. that synergy has received only a basic analysis to date (Jones and Sharma, 2021). A constructivism-based blended learning technique in higher education is a novel concept that combines the advantages of both traditional classroom instruction and ICt-supported learning. Nevertheless, Constructiv is mbased blended learning shifts the information transfer paradigm from teaching to learning, putting learners in charge of discovering, developing, practicing, and validating the acquired knowledge in social collaboration with peer groups and teachers (Mal and Adhya, 2020).

Digital Divide and Blended Mode of Learning

Access and affordability of technology is remaining a concern in developing countries like India. Plenty of factors created the digital gap among the different strata and the learners across the country. the major causes of the digital divide are low internet penetration in different parts and areas in India; secondly, socio-economic inequality; thirdly, social mobility and education, and the fourth one is language barriers. Apart from this physical disability, spatial location, geographical position, policies, culture, and lack of positive mindset or the acceptance of technology cause the digital gap . Moreover, a positive attitude and rational with judicious use of technology is the need of the hours to mitigate and reduce the digital gap.

Issues and Challenges in Blended Learning Mode

While we are moving towards the blended mode of teaching and learning in India, there are specific challenges and issues associated with it, which need to be addressed and take care of for effective strategic learning in Blended mode. these issues are as follow:

- ***Infrastructure challenges*:** India is a diverse country in geographic landscape, language, demography, socio-economic condition, and so on. Remote areas where Network, Internet facility, Cyber cafe and other essential elements for Blended learning are needed should be taken care. E-inclusion or digital divide need to be addressed as far as India's socio-economic and other diversities are concerned. It needs to ensure the system availability for the Learners from the economically weaker background.
- ***Teachers' Techno competency and Techno Pedagogical Skills*:** Many good teachers are competent enough in face-to-face and traditional teaching, but many of them are not techno savvy and not techno friendly. More burden on teachers to prepare educational E-content and their anxiety to use the technology is an issue.
- ***Quality Open Educational Resources and E-content*:** How to identify the authentic and best resources for specific content for teaching in Blended mode. Nevertheless, the Quality Open educational resources and E-content at regional language to address respect for diversity and respect for local context is a concern.
- ***Technical and Virtual Platform's Issue*:** technical system of devices, Cyber security and cyber etiquettes concerning data repository, e-resources, and online assessment and digital pedagogy these are the prime concerns.
- ***Diversity in Disciplines and Competency Based course:*** There is need more specific teaching framework and strategy to address Competency based disciplines like Music, arts, Engineering, teaching internship and many more. Design of E-content as per the diverse discipline need to planned properly while executing blended mode.
- ***Ethical Issue*:** Disciplines, behavior, Cultural ethos, Guru-Shishya or teacher-student relations are few concerns associated with Blended mode teaching.
- ***Technology Domination*:** It is to be kept in mind that technology should be an aid to education and not dominate education or the learner.

- ***Students Motivation and Interest*:** Students are the main stakeholder therefore their enthusiasm, motivation and interest need to be maintained across the discipline.

Implementation Strategies for Blended Learning

Since implementation of any programme and educational or instructional approach in an teaching learning environment. therefore, in order to implement the Blended learning in Higher education, we need to focus on the following strategies

- Proper planning and Roadmap.
- Ratio of online and offline mode that is proposed by University Grants Commission in 40 percent online and 60 percent offline mode, gradually need to increased in the online percentage suppose initially starts with 15 percent in online then subsequently increase but not all of a sudden.
- Active involvement of all stakeholders in academics with taking the efforts in blended learning .
- Set clear and effective learning goals.
- Quality and relevant teaching resources.
- Ensuring the system work for students and teachers.
- training of teachers to familiar with lates technology in education which enable synchronous and asynchronous learning.
- Innovative trends in assessment and evaluation needed like open book examination, continuous and comprehensive evaluation, out of box thinking, e-portfolios, creative products, group examinations for conventional theory papers.
- Use of artificial intelligence in tools for proctoring and assessment.
- Need to reduce digital gap or promoting

E-inclusion.

- Development of E-content at regional or local language.
- Government Initiatives and effective policy to address Blended learning as a high priority to foster teaching learning.
- Rationale and Judicious use of Technology.
- Effective teaching and Pedagogical framework.
- Monitor, refine and repeat to enhance its effectiveness.

UGC recently proposed the IPSIt Model for higher education institutes in India in order to successfully implement the Blended learning across the country. IPSIt stands for Identify Resources and learner centered activities**,** Provide resources and announce activities on Learning Management systems, Scaffolding and support to learners, Identification of learning gaps and feedback, and testing**.**

Concluding Remarks

Blended learning can provide diverse experiences within a short interval of time which may not be possible in real-time as far as cost and time is a concern, for example, science experiment via virtual lab, ocean ecosystem view or world view via virtualmode. Exposure to the global Scenario with updated and current contents. It also provides opportunity to enhance computational and digital skills crucial for 21st Century. Access, availability to connect to the best global teachers and experts in a single frame. Presently in Higher education Gross Enrolment Ratio (GER) is about 27.1 per cent while National Education Policy- 2020 proposed 50 Per cent of GER within 2030. But so far the funding or budgeting for education is concern, it is very difficult to achieve its target without looking for effective blending and learning through digital platforms. It is obvious that Blended learning mode having potential to bring revolution in the world of computational technology, digital skills, world-class OER, lifelong learning which are pivotal for the 21st century. Nevertheless, as NEP-2020 talks about the uniform standard of education throughout the county which is can change the entire landscape of education system in India. Moreover, restructure in curriculum and instructional design as per the need of Higher Education 4.0 otherwise the entire concept of Blended mode of teaching-learning seems to be an idealistic and elusive notion. training of teachers and their orientation to handle and use technology. All the stakeholders need to have a positive attitude towards technology in order to gain digital competency and effective implementation of Blended learning

mode. More and more e-content need to be developed in regional or vernacular language to address and respect the diversity and local context. Better learning management system and software needed to enable synchronous and asynchronous learning. One of the vital issue is the digital divide so far the diversity in socio-economic geographic location, disability, language, education barrier and low internet penetration is concern. Effective mode only possible when there is very minute digital divide or if we could manage to reduce at maximum level. There is need more specific teaching framework and strategy to address competency based disciplines like Music, arts, Engineering, teaching internship and many more while implementing Blended learning mode in Higher education institutions. However, since India made a leapfrogging step at digital and online learning since the outbreak of current COVID19 pandemic, therefore we need effective blue print and roadmap for better teaching learning in digital Higher education 4.0 ecosystems

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Changing role of Library from Librarian to smart Librarian

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Abstract:
With the shift of changing mindset and pandemic; people have accepted changes rapidly. Wider educational access and variety of platforms have kept challenges before the present role of librarian in education. Ease of access to a variety of documents, legal parameters for access of different types of documents and quality of online free resources, suggesting quality and reviewed journals to researchers and keeping constant check to all this has changed the role of Librarian from Librarian to smart Librarian.
***Keywords**: Information Technology, Digital initiatives, library trends, future library challenges*

Introduction:

Library is collection of Knowledge based documents and User is the customer of it.Keeping customer in mind, Library have to change. As society is changing rapidly .Today society is information based society and everyone has quick access to information with access to internet and Mobile phones. Mobile Phones and Internet has made changes in each walk of life; Health, education, job, industry, automation and what not? As Library is part of information society it has to change for its users, mold according needs and demands of its users. Libraries will come to be even more valuable and vibrant assets for his or her institutions.

User Centric Approach with technology

By giving services to users as per their demand. As information needs varies From age group, profession, urgency, now and a days it varies according to media and access to Information (anytime-anywhere) hence 'On Demand Information Packaging' is the best way to satisfy our customer. In such information packaging tailor cut product will be value added service for users.

Blending Library Service with mobile interface will be affect user response, as each and every student in rural or metro city have access to mobile phones.Library has to keep its surrounding and online environment user friendly hence user will visit library often. Library may keep a nix on user's digital foot print, online and Take policy decisions by keeping data of user activities .Library has to support intelligently to user needs by adding software based services for users such as online book reserve, fine collection, online reference service, literature search service etc. Many Libraries have Institutional Repositories to maintain knowledge bank of intellectual output of Faculties and students, this IR are accessible on LAN for institute.

Support to Researchers

New trends in research and Open access movement have created vibrant environment for research. Libraries have role to play. Libraries have to make researcher aware about various type of publishing platforms, various models of publishing.Various tools for research such as data analysis, data visualization, managing references writing/Editing etc. This will save time and researcher will be able focus on research.

By making researcher literate about publishing ethics, research metrics research quality will increase and society will enjoy perk.

Teaching learning

Open Educational Resources, Moocs are new trends where librarian play role as analyzer.Such vast availability of material creates confusion among users. Librarian has to carefully Select and offer such material to users as per requirement. By suggesting and linking Quality of Educational Resources of various forms (audio-visual,Textual, pictorial, graphical.etc) library will support users. Collection Development of Library as per users need to lend service 24X7 to users. Librarians as negotiator have to search, negotiate with publisher for databases, ebook packages, software's for library in cost effective manner.

User Literacy

User literacy not only to handle information resources effectively but when such user are students and future or present researcher today's library has challenge for making them able to independently verify

information. As with open access and creative common licenses vast amount of resources are available online. Making user independently analyze the source for information is challenge.

Conclusion

The Vast growth, fast progress and acceptance of technology has change the library professionals to address the current challenges of the profession and to shape decisions for the future. There are limited access and options for training and change for the new professionals which are mostly limited to big metro cities of the nation. Channing curricula and practical and executable research is required in the profession to stay abreast of the changes on the horizon in Indian Scenario.

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A Study Of Socio- Economic Status And Village Artisans Business: A Road Model From Industrial Developement

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Abstracts

After the 1990s, its Indian economy underwent many changes. With the adoption of new economic policies, the Indian government decided to open the door of its economy to the rest of the world. As a result, various government laws and regulations, including such licences and investment policy, have indeed been relaxed. In terms of rural India, it is said that more than 60% of the country's population currently lives in villages, making them sensitive to changes in economic conditions.

Key Words: Village Artisans, LPG, NEP.

1. Introduction:

Apart from farmers, rural artisans are considered an important part of the social structure in rural India. These rural craftsmen, such as potters, carpenters, blacksmiths, cobblers, shepherds, weavers, gavandis, buruds, and tailors, are engaged in traditional businesses that require the use of culturally inherited skills. These artisans are a vital source of self-employment and make a significant contribution to the villages' economy and self-sufficiency.

2. Rural Artisans:

In rural areas, artisans are an essential part of the village society. They have ancient times, contributing to the image of Indian villages as self-sufficient. Potter, Carpenter, Blacksmith, Cobbler, Shepherd, Weavers, Gavandi, Burudand Tailor, and others are among them. As not all villages had stayed families of these artisans, under the Jajmani system, a family of these occupational castes may sometimes service more than one village.

3. Objectives of The Study:

1. To study the socio-economic status of artisans in Indian economy.
2. To study the importance of artisans in rural economy.
3. To examine the impact of new economic policy on business volume.
4. To study the operational, financial and marketing problems of artisans.
5. To suggest the strategy to solve the problems of artisans.

4. Hypotheses of the Study:

1. There is an adverse impact of new economic policy on the business of rural artisans.

5. Research Methodology:

This is exploratory study. Purposive Quota sampling method was adopted for this present study. Data for the study have been collected from both Primary and Secondary sources.

1.5.1 Primary Data:

The primary data related to micro level study were collected personally through intensive field work, questionnaire and personal discussion with the village artisans.

1.5.2 Secondary Data:

Secondary data includes Census Report, Plan documents of Central and State Government, Financial Institutions, District Industries Centre (DIC) and Statistical Abstracts, Published Reports, Periodicals, News Papers and web-sites etc.

1.5.3 Sample Design:

The present study covers all ten major artisans' categories prevailing in Kolhapur district, which includes Potter, Carpenter, Black Smith, Cobbler, Goldsmith, Shepherd, Weavers, Gavandi, Burud and Tailors. Total 480 artisans is the sample size for the study confined to 10 categories in 12 talukas of Kolhapur district.

The formula for determining sample size in case of, infinite population is used to arrive at a representative number of respondents as given below: (Godden, 2004).

$$\text{Sample Size} = \frac{z^2 * P\,(1-P)}{M^2}$$

Where,

SS = Sample Size for infinite population (More than 50,000)

Z =Z Value (e.g.1.96 for 95 per cent level of confidence)

P= Population Proportion (expressed as decimal) assumed to be 50 per cent i.e. 0.5

M= Margin of Error at 5 per cent (0.05).

$$\text{Sample Size} = \frac{1.96^2 * 0.5\,(1-0.5)}{0.05^2}$$

$$\text{Sample Size} = \frac{3.8416 * 0.5 * 0.5}{0.0025}$$

$$\text{Sample Size} = \frac{0.9604}{0.0025}$$

Sample Size = 384.16

Adequacy of sample size has been calculated by Godden, 2004 formula, which scored 384. Hence, more than adequate 480 artisans have been selected. The total sample size of 480 is comprised of 40 respondent artisans from each taluka, of which each category of artisan contributes to the sample size of 4 each.

1.6 Analysis of Data:

1.6.1 Data Processing:

The collected data were processed with the help of statistical tools and techniques, such as classification, editing, coding, tabulation, use of software's such as SPSS and MS-Excel.

1.7. Analysis And Interpretation of Data:

1.7.1 Analysis of Socio- Economic Status of Artisans

Table 1

Distribution for Socio- Economic Status of Artisans

Sr. No	Parameter	Classification	Frequency	Percentage
1	Age	21 to 30	13	2.70
		31 to 40	66	13.80
		41 to 50	144	30.00
		51 to 60	224	46.60
		above 61	33	6.90
2	Gender	**Total**	**480**	**100**
		Female	29	6.00
		Male	451	94.00
		Total	**480**	**100**
3	Education	Illiterate	310	64.60
		Primary	41	8.50
		Secondary	75	15.60
		Higher Secondary	52	10.80
		Graduate	2	0.40
		Total	**480**	**100**
4	Religion	Hindu	455	94.80
		Muslim	22	4.60

		Bouddh	3	0.60
		Total	**480**	**100**
5	**Category**	General	44	9.20
		OBC	327	68.10
		SBC	2	0.40
		VJNT	46	9.60
		SC	55	11.50
		ST	6	1.30
		Total	**480**	**100**
6	**Caste**	Potter	52	10.80
		Carpenter	65	13.50
		Lohar	60	12.50
		Chambhar	58	12.10
		Sonar	48	10.00
		Dhangar	46	9.60
		Maratha	40	8.30
		Shimpi	43	9.00
		Mang	13	2.70
		Burud	39	8.10
		Muslim	8	1.70
		Total	**480**	**100**
7	**Marital Status**	Unmarried	6	1.30
		Married	471	98.10
		Widowed	3	0.60
		Total	**480**	**100**
8	**Family Type**	Joint	309	64.40
		Nuclear	171	35.60
		Total	**480**	**100**
9	**Family Annual Income**	Up to 50,000	255	53.10
		50,001 to 1,00,000	140	29.20
		1,00,001 to 1,50,000	60	12.50
		1,50,001 to 2,00,000	20	4.20
		More than 2,00,001	5	1.00
		Total	**480**	**100**

Source: Field Survey

1.7.2 Classification Of Artisans According To Views About Economic Policy

Table 2

Opinion About Impact Of New Economic Policy

Sr. No	Responses	Yes (%)	No (%)	Total (%)
1	New economic policy affected	446 (92.9)	34 (7.1)	**480 (100)**
2	Infrastructural facility	432 (90.0)	48 (10.0)	**480 (100)**
3	Difficulty to get capital	431 (89.8)	49 (10.2)	**480 (100)**
4	Difficulty to market the product	415 (86.5)	65 (13.5)	**480 (100)**

5	Difficulty to get bread and butter	368 (76.7)	112 (23.3)	**480 (100)**
6	Created cut-through competition	347 (72.3)	133 (27.7)	**480 (100)**

Source: Field Survey

1.8. Hypothesis 1

1. (H_0) There is an adverse impact of new economic policy on the business of rural artisans.

   H_0 $\mu = 3$

   H_1 $\mu \neq 3$

   Note: Here, the basic data from Table 2 have been used for testing this hypotheses

   For, '1' is taken, if response is 'Yes'

   '0' has been taken, if response is 'No'

6 factors are considered for measuring impact of new economic policy on the business of rural artisans, which are (1) New Economic Policy affected, (2) Infrastructure facility, (3) Difficulty to get capital, (4) Difficulty to get market,(5) Difficult to get bread and butter, (6) Created cut-through competition etc.

Expected value for full impact is 6 hence, 50 per cent of it. i.e. 3 has been taken as test value. It means, if value is 3 equal to 3 or above 3, there is impact of new economic policy.

Table 4
Analysis of one Sample T-Test For adverse Impact of NEP

Hypothesis	Paired Differences			t	Test Value	df	Sig.(2-tailed)	Result
	Mean	S. D.	Std. Error Mean					
Hypothesis 1	5.08	1.461	.067	31.219	3	479	0.000	H_0 -Accepted

S. D = Standard Deviation, df = Degree of Freedom.

It is seen whether the mean value of sample difference 5.08 is significant from a population mean. The one sample t-statistic is 31.219, where the significant value is 0.000, which is less than the table value (the level of significance 0.05 with the degree of freedom 479). The null hypothesis is accepted and alternative hypotheses is rejected i.e. There is an adverse impact of new economic policy on the business of rural artisans.

1.9 Suggestions:

1. The government should assist craftspeople by providing low-interest loans to help them expand their operations.
2. To encourage artisans, awards, prizes, and certificates should be given to those who produce the most and of the highest quality products, as well as those who publish a variety of posters, booklets, write-ups in leading newspapers, and columns about artisans' products in local and national newspapers.
3. It is required to develop, nurture, and register a specific brand of artisanal product, such as 'Kolhapuri Chappal,' by establishing a geographical indication (GI), and to promote it for local and international market access.
4. To stimulate rural artisans, training at the local level should be provided. Workshops and training programmes are employed to accomplish this. To prevent fraud and corruption in the provision of subsidies by the federal and state governments, the government should provide quick financial support to village craftsmen through a straightforward loan approval process.
5. In order to help artisans grow, linked websites should be updated on a regular basis with new material and a consistent statistics database.

Conclusion:

Due to illiteracy, a lack of knowledge of contemporary techniques, and a preference for living in villages, artisans' businesses are primarily traditional. Because the artisan business requires hard work, unsophisticated

nature of work, poor income, low social status, and other enticing possibilities, it is usually run by older artisans, and fresh entrants are few and few between. Due to a lack of awareness about government schemes, illiteracy, restrictions on the reach of government schemes in rural areas, corruption, delays in loan sanction, a lengthy loan sanction process, and the complexity of the documents, the majority of artisans are not benefited by government schemes. The introduction of the LPG strategy in 1991 resulted in a complete shift in public opinion throughout the country.

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Education In Tradtional Universities Vis-A -Vis Professonal Institutions

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Abstract

The system of higher education now existing in India was originally implanted by the British rulers India is currently at a stage of demographic transition where population growth is slowing down but the population of young people entering the labour force is & would continue to expand ICAI-The Institute of Chartered Accountants of India (ICAI) ICSI –The Institute of Company Secretaries of India (ICSI) ICAI-The Institute of Cost Accountants of India (ICAI) Suggestions

"India has exam system, not educational system"- C.N Rao, the head of Scientific Advisory Council of Prime minster.

Introduction-:

The development of a global economy due to increased trade, investment & mobility of people & more recently, work across borders has forced nation countries to adapt system of higher education to changed global realities. Rather than continuing with their inward looking policies, several countries are reshaping their system of higher education for making them globally competitive .Pragmatism, rather than ideology, is driving this change. USA has major plans for investment in higher education .UK has injected new dynamism in higher education sector through competition & incentives. China has undertaken a package of comprehensive reforms in higher education for over the past two decades. The government in China has declared education, science & technology to be strategic driving forces of sustainable economic growth. In this race the Indian is far away from global standards of higher education.

Higher Education in India -:

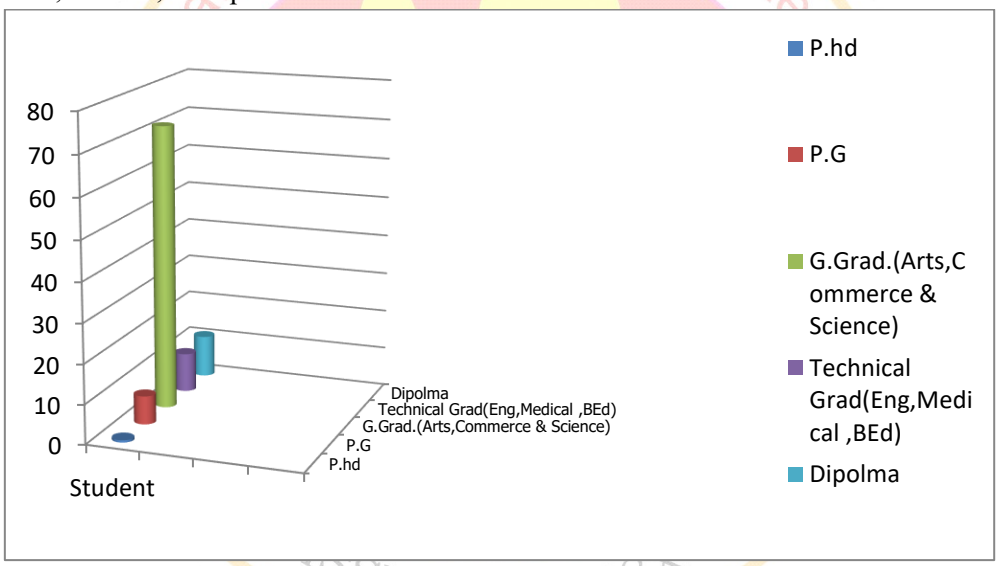
The system of higher education now existing in India was originally implanted by the British rulers in the mid-19th century to serve the colonial economic, political and administrative interests, and in particular, to consolidate and maintain their dominance in the country. It was inherited by the state 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 318universities, 113 institutions 'deemed-to-be universities,' 20677 colleges, The system now employs 525000 teachers. Critical appraisals undertaken by the governmental committees and independent academicians have highlighted the crisis confronting the system: 'over-production of "educated" persons; increasing educated unemployment; weakening of student motivation; increasing unrest and indiscipline on the campuses; frequent collapse of administration; deterioration of standards; and above all, the demoralizing effect of the irrelevance and purposelessness of most of what is being done.' 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 certain future.

The conventional university system in India, confronting as it is a systemic crisis, has proved itself to be incapable of introducing any significant educational innovation or effectively implementing any educational reform. Given the mounting pressure for increasing accessibility and over democratization, the trend in the universities is toward reducing everything to the lowest common denominator or leveling down quality rather than raising it. The Indian university system is extraordinarily rigid and pronouncedly resistant to change: The impetus to change does not come from within the system. When experiments or innovations are introduced from

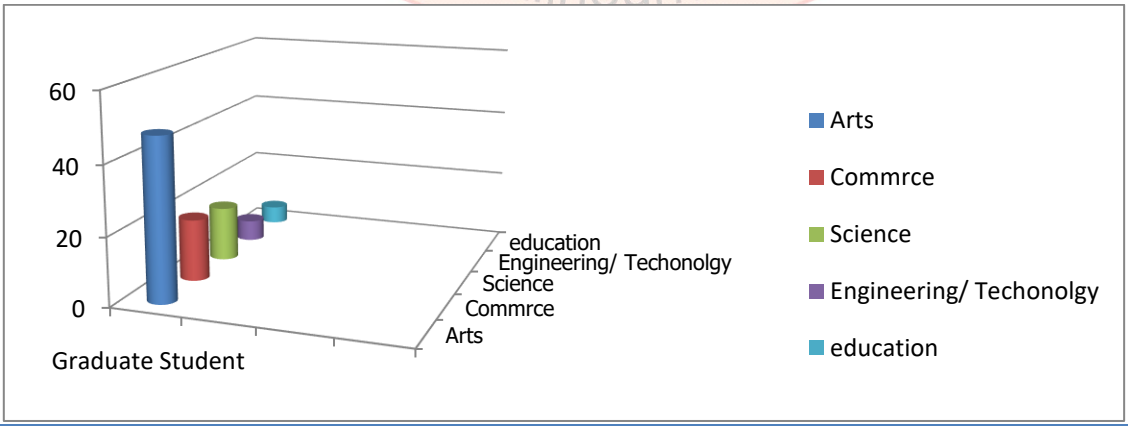
outside, they are resisted; if enforced, they are ritualized. The fate of such innovations as the merit promotion scheme, faculty-improvement program, vocationalization ofcourses, semesterization of courses, curriculum-development centers, annual self-appraisal report, college-development council, academic-staff college and refresher and orientation courses are too well known. It is indeed ironic that higher education, which is expected to function as an agency of change, should itself be resistant to it.

India is currently at a stage of demographic transition where population growth is slowing down but the population of young people entering the labour force is & would continue to expand. A majority of Indian population lies between the age of 15-64 years, resulting in low dependency ratio & a substantial working relative to other countries .By 2020 ageing of world economies would create a skilled manpower shortage of 56.5 millions, while India alone will have a labour surplus of 47 millions. However in the absence of appropriate dividend due to lack of skill set to meet the needs of the industry companies across industries are complaining of insufficient graduates that they consider "employable" . According to report by NASSCOM, only 10% of fresh graduates in India are employable. Higher education & vocational training will therefore play a critical role in preparing the workforce to be constructively utilised to drive growth of the economy .Therefore, India needs to show more concerns over the higher education in terms of quality & quantity.

In higher education 3.85 Students were enrolled in India during year 2019-20 .This is country with third highest number of student behind USA & China. In India more than 70% total students are in General Graduate (Arts, Commerce & Science) category . In balance there are PhD. ,Post Graduate , Technical Graduate like Engineering, Medical ,BEd etc, & DiplomaStudents.



As per data prominent disciplines(General graduate) students at bachelor level goes beyond 10 Millions out of which 18% are from commerce faculty graduate. Many of Commerce graduate should continue professional courses in various Institutions like ICAI, ICSI, ICWAI, ICFAI etc .In the total enrolment for this courses will generally 25-30% graduate mostly from commerce faculty & unfortunate in this professional courses success ratio are less than 10% of total enrolment students.



Professional Institutes-:

1.ICAI-The Institute of Chartered Accountants of India (**ICAI**) is a national professional accounting body of India. It was established on 1 July 1949 as a body corporate under the Chartered Accountants Act, 1949 enacted by the Constituent Assembly of India (acting as the provisional Parliament of India) to regulate the profession of Chartered Accountancy in India. ICAI is the second largest professional accounting body in the world in terms of membership second only to American Institute of Certified Public Accountants. ICAI is the only licensing cum regulating body of the financial audit and accountancy profession in India. It recommends the accounting standards to be followed by companies in India to the National Advisory Committee on Accounting Standards (NACAS) and sets the accounting standards to be followed by other types of organisations. ICAI is solely responsible for setting the auditing and assurance standards to be followed in the audit of financial statements in India. It also issues other technical standards like Standards on Internal Audit (SIA), Corporate Affairs Standards (CAS) etc. to be followed by practising Chartered Accountants. It works closely with the Government of India, Reserve Bank of India and the Securities and Exchange Board of India in formulating and enforcing such standards.

Members of the Institute are known as Chartered Accountants. However the word chartered does not refer to or flow from any Royal Charter. Chartered Accountants are subject to a published Code of Ethics and professional standards, violation of which is subject to disciplinary action. Only a member of ICAI can be appointed as auditor of an Indian company under the Companies Act, 1956. The management of the Institute is vested with its Council with the president acting as its Chief Executive Authority. A person can become a member of ICAI by taking prescribed examinations and undergoing three years of practical training. The membership course is well known for its rigorous standards. ICAI has entered into mutual recognition agreements with other professional accounting bodies world-wide for reciprocal membership recognition.

ICAI is one of the founder members of the International Federation of Accountants (IFAC), South Asian Federation of Accountants (SAFA), and Confederation of Asian and Pacific Accountants (CAPA). ICAI was formerly the provisional jurisdiction for XBRL International in India

Role-:

The Institute of Chartered Accountants of India was established under the Chartered Accountants Act, 1949 passed by the Parliament of India with the objective of regulating accountancy profession in India. ICAI is the second largest professional accounting body in the world in terms of membership second only to AICPA. It prescribes the qualifications for a Chartered Accountant, conducts the requisite examinations and grants license in the form of Certificate of Practice. Apart from this primary function, it also helps various government agencies like RBI, SEBI, MCA, CAG, IRDA, etc. in policy formulation. ICAI actively engages itself in aiding and advising economic policy formulation. For example ICAI has submitted its suggestions on the proposed Direct Taxes Code Bill, 2010. It also has submitted its suggestions on the Companies Bill, 2009. The government also takes the suggestions of ICAI as expert advice and considers it favourably. ICAI presented an approach paper on issues in implementing Goods and Service Tax in India to the Ministry of Finance. In response to this, Ministry of Finance has suggested that ICAI take a lead and help the government in implementing Goods and Services Tax (GST). It is because of this active participation in formulation economic legislations, it has designated itself as a "Partner in Nation Building".

2.ICSI –The Institute of Company Secretaries of India (ICSI) is statutory professional body constituted under the Company Secretaries Act, 1980 (Act No. 56 of 1980) passed by the Parliament of India. ICSI is the only recognized professional body to develop and regulate the profession of Company Secretaries in India. The Institute of Company Secretaries of India awards the certificate bestowing the designation of Company Secretary (CS) to a candidate qualifying for the membership of the Institute. ICSI has its headquarters at New Delhi and four regional offices at New Delhi, Chennai, Kolkata and Mumbai

Role of Company Secretaries-:

Membership of ICSI has been recognized for appointment to various superior posts and services under the Central Government. The affairs of the ICSI are managed by a Council consisting of fifteen elected members

and five nominees of the Central Government. Pursuant to section 383A of the Companies Act, 1956, companies having a paid-up share capital of Rs 5 crore or more, as prescribed by the Central Government, are statutorily required to appoint a whole-time Company Secretary.

The major contribution of Company Secretary (CS) is in corporate sector. Company Secretary (CS) is an important professional aiding the efficient management of the corporate sector. Company Secretary (CS) is designated as an officer under the Companies Act. Company Secretary (CS) has to interact, coordinate, integrate and cooperate with various other functional heads in a company. A member of the ICSI may also practise independently as a professional after obtaining a certificate of practice as provided in the Company Secretaries Act, 1980.

Thus there are two areas in the career viz. in whole time employment and whole time practice.

As per the Companies Act 1956, if the company is having more than Rs. 5 Crore of paid up share capital, it is mandatory to appoint a full time Company Secretary, and if company has a paid up capital of Rs. 10 lakhs and more but less than Rs. 5 Crore, it has to file with Registrar of Companies a compliance certificate from a Practising Company Secretary.

3.ICAI-The Institute of Cost Accountants of India (ICAI) is a premier professional accountancy body established on May 28, 1959 under the Cost and Works Accountants Act, 1959 (Act No.23rd of 1959) enacted by the Parliament of India to regulate the profession of Cost & Management Accountants in India.

The ICWAI is a Founder Member of the International Federation of Accountants (IFAC), Confederation of Asian and Pacific Accountants (CAPA) and South Asian Federation of Accountants (SAFA). ICWAI is a member of the National Foundation of Corporate Governance(NFCG). The headquarters of ICWAI is situated in Kolkata, and operates through its four regional councils located at Kolkata, Chennai, Delhi and Mumbai, 94 chapters in India and 7 chapters abroad.

Objectives-:

Objectives of the Institute of Cost Accountants of India

(a) To develop the Cost and Management Accountancy function as a powerful tool of management control in all spheres of economic activities.

(b) To promote and develop the adoption of scientific methods in cost and management accountancy

(c) To develop the professional body of members and equip them fully to discharge their functions and fulfill the objectives of the Institute in the context of the developing economy

(d) To keep abreast of the latest developments in the cost and management accounting principles and practices, to incorporate such changes are essential for sustained vitality of the industry and other economic activities

(e) To exercise supervision for the entrants to the profession and to ensure strict adherence to the best ethical standards by the profession

(f) To organise seminars and conferences on subjects of professional interest in different parts of the country for cross-fertilisation of ideas for professional growth

(g) To carry out research and publication activities covering various economic spheres and the publishing of books and booklets for spreading information of professional interest to members in industrial, education and commercial units in India and abroad ICWAI aims to promote and develop the adoption of scientific methods in cost and management accountancy for management control. It develops the professional body of members and equips them fully to discharge their functions as professional Cost & Management Accountants. ICAI helps its members to keep abreast with latest developments in the field of cost and management accounting

Problem faced by Business education in traditional university -:

- Dropout & unsuccessful students rate are more than 90% enrolled in professional courses
- Diversity in the course and syllabi of different Universities
- Lack of proper specialization.
- Shortage of experts
- Publication of cheap books in the field of commerce education
- The wide gap between the theoretical knowledge & real situation
- No linkage between the course studies and the practical side as desired in the organization

- Lack of proper teaching material
- No certainty of career unlike medical & engineering courses.
- Lack of job oriented diversified shot term courses
- Cumbersome courses
- Majority of commerce graduates are not fulfilling the desire objective of the organization employing them.
- Performance of majority of the commerce graduates is not satisfactory in comparison to others
- Inefficiency and inadaptability among most of the commerce students
- Lack of research and inter disciplinary approach hindering the growth of trade, commerce & industry at large.

This paper highlights certain issues that understand defective points of examination system of higher education for developing students for professional courses & some reforms to set it right. The situation raises a serious problem why we have not been able to generate desired professionally successful students in our higher education system, there are many significant issue that need to be analysed.One possible explanation may be the failure to prepare students who handle examination system of professional courses .In examination demands a challenge after providing proper information & knowledge to the students, it is essential to test their grasping power. If the student is not quite up to the mark, then he should not be upgraded to the next standard if student should not understand main contents of professional courses in their academic education, chances of success & interest will be automatically goes down . It should undergo radical changes. There is need to adopt a new approach to evaluation is continue process which helps to test the real knowledge of standard.

Suggestions-:

- Increase Universities & Professional Institutions Partnership to ensure consistency between Higher Education Examination System.
- Developing a framework for professional learning including programs intended to meet the learning needs of all.
- Using ICTs in examination system to meet the double goal of student's .One is the completion of academic education & second on completion of professional courses.
- Uniform curriculum a uniforms rules throughout country which similar to professional courses like ICAI, ICSI, and ICWAI etc.
- Many of Professional Institution having supply only course materials; they do not have tuitions if it is possible UGC may joint colleges & universities for such development.
- As per figures 90 % students are not complete professional education because of fail to handle examination system, mental ability, availability of materials, proper guidelines, and family problem. UGC may provide some courses for unsuccessful students as semi qualified as employable.
- Encouragement for uniform syllabus & curriculum.
- Commerce faculty of higher education must be introduce an internship as a part of the examination it will help the students in the manner of professional training.
- Examination should be valid & testing the knowledge of the students should be authentic setting of question papers need to be correct & appropriate.
- In higher Education, most of the universities hold subjective type examination these are only true or fair descriptive answer oriented questions. So many students prepare only main topics & they do not study other portion of the syallabus.To cover the whole syallabus, there should be set up examination similar to professional institutions using objective test, which can cover all portions of the syllabus.
- In academic education there is a common problem that the questions in the examination are unclear, out of the syllabus or repetitive nature to avoid such disqualification question bank in various subjects should be prepared.
- In order to maintain confidentiality, the set procedure of preparing three set of question paper should be adhered to.
- Uniform curriculum & uniform rules & names throughout the country like Professional Institutions.
- Conduct workshop on question paper setting and evaluation for teachers who have proper experience. A panel of trained paper-setters for each question paper should be formed
- Enhancing the quality of academic examination system with course contents & availability of material to course .
- The minimum pass mark should be at least 50% to maintain a qualitative standard like Professional Institutions & the system of grace mark should be abolished.

- Structure of the courses is mainly aimed at increasing employability of students after graduation & the potentiality of each subject in equipping the students with students with appropriate productive knowledge.

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An Evaluation of Vocational Training of Indian Farmers : A Study of Chandgad Taluka, Dist: Kolhapur

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Abstract

In the agro-based Indian economy, the traditional ways of cultivation were primarily used by the farmers without any training in the field of agriculture. It is a labor oriented sector, where the varieties of jobs with different skills to be performed by various workers. As a matter of fact it employs more and more skilled, semi-skilled and unskilled labors. This field has attracted unemployed youth for variety of work in agro-based activities and provided bread and butter to many poor people. Hence, the soundness of agriculture and allied sector depends upon its trained workers who have taken vocational training from the concern activities. Vocational education and training in this particular area has suffered a great set back. The farmers contribute significantly to socio-economic development objectives like promotion of agro-preneurs, provision of employment, creating self employment, wealth creation, rural resource utilization etc. But there is a problem of getting relevant knowledge through vocational training of peasant and keeping up their motivation and morale for contribute their best to the society. Owing to this, a researcher is an attempted to understand the present trend of farmers participating in vocational education and training in Chandgad Tahashil of Kolhapur district

Key word: Farmers, vocational, education, training etc.

1. Introduction:

Agriculture is the backbone of Indian economy and contributing a major share in GDP. 70% populations of our nation are related with agriculture and allied fields. 2/3 population is living in the rural India, in almost half of national income is generated from it. Agricultural sector in India is unorganized and mostly occupied the small farmers. The traditional ways of cultivation were primarily used by the farmers in our country. However, after Green Revolution particularly, government under take the initiatives to support the farmers in order to increase yield quantity. Majority of the farmers started to utilize new techniques, particularly, agricultural inputs, cultivation tools and processing methods without taken any vocational training in the field of agriculture. Agriculture sector is a labor oriented industry, where the varieties of jobs with different skills to be performed by various personnel. As a matter of fact it employs more and more skilled, semi-skilled and unskilled personnel. This field has attracted unemployed youth for variety of work in agro-based activities and provided bread and butter to many poor people. Hence, the soundness of agriculture and allied sector depends upon its trained workers who have taken vocational training from the concern activities. Agricultural programs specially related to cultivation, food processing and marketing have been overlooked until now. Vocational education and training in this particular area has suffered a great set back. The transition from old mindset of Kheti Khalihan to corporate farming and FDI in agriculture has necessitated a rethinking of agriculture and food processing education in school level programs. But in recent years the efforts have been made under the scheme of vocationalization of Secondary and Higher Secondary Education, which have introduced various job roles in agriculture and food processing sector. However, it is a need to introduce more job roles with a focus on agro-based and food processing sectors, which can connect the farmers to the industry and customers directly. The Skill India mission incorporating food processing based agricultural programs at the school level education will prepare the students for enormous career opportunities in the agricultural and food processing sector on one side and prepare a skilled workforce having professional expertise to deal with the challenges faced by the farmers on the other side. The farmers contribute significantly to socio-economic development objectives like promotion of agro-preneurs, provision of employment, creating self employment, wealth creation, rural resource utilization etc. But there is a problem of getting relevant knowledge through vocational training of peasant and keeping up their motivation and morale for contribute their best to the society. Hence, an agriculture sector cannot sustain itself for a long time without training and development of peasant in their concern agro-based activity. In this context, an attempt

is made to understand the trend of peasant are participating in taking vocational education and training in Chandgad Tahashil of Kolhapur district

2. Concept:

Vocational training in agriculture: The program of vocational training in agriculture should cover the whole agricultural population without distinction as to race, religion, nationality or sex, and whatever the legal relation to the land, for example prospective and actual farmers and farm workers, including seasonal workers, farm women etc. The purpose of vocational education and training is to allow farmers/students to gain practical experience in their chosen career path, in addition to their basic education. A person who finish those rigorous programs, have the credentials and training they need to get started right away in their chosen career path.

3. (a) Objectives:

1. To study existing position of farmers in Chandgad Taluka of Kolhapur district.
2. To understand the participating trend of peasant in vocational education and training program in Chandgad Tahashil.
3. To evaluate the vocational training program for peasant in study area.
4. To give some applicable measures and suggestion as may be appropriate.

(b) Hypotheses:

"The farmers are not involving in vocational education and training program in study area"

4. Profile of Study Area:

Among the 12 talukas of Kolhapur districts, Chandgad taluka is one which is situated in the south part of Kolhapur district at a distance of 125 Kms from district head quarters and is located on the border of Karnataka and Goa State. It is rich with huge natural resources but poor with infrastructure facilities. It comes under remote zone because about ⅔ part of the taluka is hilly and mountain slopes. It has the highest number of villages as compared to the other talukas in the district. Chandgad is the head quarter of Chandgad taluka.. There are four rivers i.e., Tamraparni, Ghataprabha, Markndye and Tilari and three forts i.e, Pargad, Gandhrwagad and Kalanandigad is a unique feature of the taluka. The taluka has three sugar factories (two Private and one Cooperative) and two industrial estates (MIDC) i.e., Halkarni -Shinnoli. There are 156 villages in Chandgad taluka, which are divided into 5 revenue circles i.e., Chandgad, Date, Kowad, Turkewadi and Here. The Chandgad tahshil is mostly depends on agriculture. This place has many crops like Paddy, Nachani, Banana, Sugar Cane and Cashews. There are large numbers of cashew processing factories in the Chandgad region. Researcher has focused on cultivators and agriculture labors as farmers and selected 314 respondents i.e. 2 farmers from 157 villages.

5. Methodology:

Table No.1: Research Methodology

S.N	*Research Design*	*Description*
1	Source of Data Collection	Primary and Secondary
2	Research Type	Exploratory research
3	Research Approach	Case Study Method
4	Research instrument	Observation and survey
5	Sample Size	314 Respondents (2 farmers from each village)
6	Sampling Procedure	Stratified Random Sampling (Revenue Circle)
7	Area of Study	Chandgad Taluka of Kolhapur District

Source: Prepared by researcher

6. Sampling Design:

As per census 2011, total farmers population was 69036 including cultivators and agriculture labourer in the Chandgad Taluka. It include 35331 male and 33705 female farmers. In order to fulfillment the above objectives of the study; the field survey method was used. The revenue circle wise survey of Chandgad Taluka

was conducted for farmers in study area. The researcher follows the stratified random sample for selecting farmers / peasant from Chandgad Taluka. The size of sampling is given below:

Table No.2: Size of Sample

Sr No	*Revenue Circle (Strata)*	*No. of Villages*	*Sample farmers* ***(Two farmers from each village)***
1.	Chandgad	36	72
2.	Date	30	60
3.	Kowad	27	54
4.	Turekewade	21	42
5.	Here	18	36
6.	Adkur	25	50
Total		**157**	**314**

Source: Prepared by researcher

From the above table shows, the total population and size of samples for the study. It is clear that, among six revenue circles in Chandgad Taluka, total numbers of farmers were engaged are **69036.** Out of that, **314** respondents' were selected on the basis of stratified random sampling for the in-depth study. Age, education, family size, religion, education and training for cultivation, processing, marketing of the farmer etc. are variables has considered for selection of sample.

7. Data Analysis and Interpretation:

Table No. 3: Age wise Classification of Farmers

Age group in years	**No. of Respondents**	**Percent**
16-25 years	03	00.96
26-35 years	18	05.73
36-45 years	109	34.71
46-55 years	162	51.60
56-65 years	22	07.00
Total	***314***	**100.00**

Source: Field work

The above table shows majority of (½) farmers belong to middle age group i.e., 46-55 and slightly more than 1/3rd are found from 36-45 years age group. They are regularly engaged in agriculture and allied field along with their family responsibility. Next 7% farmers from 56-65 years age group are handling farming responsibility, whereas, remaining 6% farmers are below 35 years age. They are preferred to do learn some new skills, then to spend more time in agriculture work. It is clear that, majority of old age farmers were found ambitious to maintain ancestral farming activities for fulfilling their family livelihood by accepting victims of minor accidents by the equipments used in farming. It is inference that, old age farmers are far away from the vocational education and training and too slow to have needful information for getting updates.

Table No. 4: Marital Status& Religion of Farmers

Particulars		No. of Respondents	Percent
Marital Status	Married	275	87.58
	Un-married	39	12.42
	Total	**314**	**100**
Religion	Hindu	266	84.72
	Muslims	31	09.87
	Christians	17	05.41
	Total	**314**	**100**

Source: Field work

Table No. 4 reveals that about 88% farmers were married and very few about 12% respondents were found unmarried. It clear that, married people are more responsible and main support for family business. They are engaged in agriculture and allied activities, whereas, young or new generation is not much involved in such agro-based activities due to lack of training and experience, high risk, un-certainty etc.

Majority of 85% farmers belongs to Hindu community, which is a dominant religion in Chandgad Taluka, whereas a merely 10 and 5% respondents from Muslims and Christians respectively. It means with the support of family members, Gents of Hindu community are coming forward for accepting uncertainty in agro sector. Agriculture is the ancestral occupation of Hindus. They run their agro-activities as per household tradition without consideration of high returns and latest training-education.

Table No. 5: Educational Level of Farmer

Particulars	No. of Respondents	Percent
Illiterate	79	25.16
Primary	145	46.18
Secondary	44	14.02
Higher secondary	40	12.71
Agri-Diploma	04	1.27
Post Graduation	01	0.33
Professional	01	0.33
Total	**314**	**100**

Source: Field work

Table No. 5 reflect that, the education level of respondents. Maximum number of 71% (25+46) farmers was illiterate and less educated (primary level). Most of them working in the farm from their childhood without any vocation educational and training in the farm, whereas, very less proportion ($1/4^{th}$) respondents was up to higher secondary education level. It has clear that majority of farmers were remain illiterate and less educated; they work with different activity by trial and error basis in their farm, but they are facing many problems in cultivation, conservation, harvesting and marketing. It lead to exploitation of farmers by input supplier and output purchaser i.e., commission agent and middlemen. They were remaining unaware about rapid changes in cultivation and processing technology, market condition and its strategy due lack of vocational education and training. Therefore, vocational education and training of farmers is an urgent need to do forecast and plan of agro-based activities.

Table No. 6: Farmers Participation in Vocational Education & Training

SN	Vocational Education & Training	*Rate of Respondents Involvement (N=314)*	Percent
1	By Panchayat Samiti and Agricultural Dept	82	26.12
2	By Educational Institute/ Colleges	14	04.46
3	By Agro-based Companies	38	12.11
4	Paid training from professional institutes	05	01.59

Source: Field work

Table No. 6 shows that, merely ¼ farmers were participated in agricultural training organized by panchayat samiti on cashew cultivation, tissue culture, banana and bamboo cultivation etc., on behalf of agriculture department. Similarly, 12% farmers have taken few hours training from agro-based companies on application of various tools and inputs in agriculture field. Only about 5% farmers were join in the college for vocational program on agriculture activity for an hour's and only 5 farmers have taken special and paid training on agricultural processing industries from professional agriculture training. Whereas, majority of respondents from the study area are not involved in any vocation education and training program conducted by government, semi government and private agricultural companies. It has clear from the above table and discussion with

farmers that, majority of farmers are unaware about vocational education and training. They are remain static in their field. As a result they couldn't get maximum agricultural production from minimum input; they spend more time, money and labor for less output. It leads to financial, social and human exploitation of producers as well as consumers.

Hypothesis: *"It has proved that, the farmers are not involving in vocational education and training program in study area"*

8. Findings and Measures:

Considering the information from collected data, direct discussion and observation with farmers' researcher tried to focus some findings and measures as under.

1. It is observed that majority of the rural farmers are illiterate and less educated, therefore their productive capacities is tradition or low and counted as unskilled labour.
2. It is found that, majority of old age farmers were found ambitious to maintain ancestral farming activities for fulfilling their family livelihood by accepting victims of minor accidents by the equipments used in farming. But they far away from the vocational education and training and too slow to have needful information for getting updates.
3. Farmers or agro-labors have hectic life without sufficient rest or recess, because they start their work from dawn and ends at dusk.
4. Farmers are remaining neglected in the participation of vocational education and training process. Either within or outside the village. They perform all un-mechanized agricultural tasks and perform multiple tasks, which add more burden to them.
5. Though the rate of farmers are found high illiteracy. They work more and earn low wage

Measures:

1. Farmers requires a major change in traditional attitudes and mind sets of people in society rather than being limited to only creation of family livelihood.
2. Focus to make aware the farmer regarding their existence, unique identity and contribution towards the socio-economic growth of rural development.
3. Develop and infuse the rural entrepreneurship culture among farmers through periodical orientation, vocational education, workshop and training at village or Taluka level.
4. Motivate to the rural farmers by giving examples of successful agro-preneurs which have tried to change the way of thinking.
5. Measures should be taken to enhance farmers literacy rates. Need to develop a separate education policy for farmers and rural development with interactive learning modules.
6. Impart the information to farm labour about government schemes and facilities through Krishi Vigyan Kendra.
7. Financial and non-financial facilities should be provided to farmers for land, agricultural and livestock extension services for sustainable, self reliant and people centered development with farmer empowerment.
8. Agro-input and Agri-Clinic companies can be linked directly to farmers producer organization (FPO)
9. Harvesting, reaping, winnowing, drying, cleaning and storage are important work in agricultural field. It should develop short term skill oriented vocational training.
10. Organic farming is now sunrise sector and dung and manure is important input for organic farming. Grazing of cow and buffalos and all other livestock management activities are performed by farmers.
11. Provide regular updated market information through mobile, internet & social media.

9. Conclusion:

In nutshell, it is clear that, farmers are playing important role in agriculture and allied sectors. They contribute for crop, livestock, cottage industry, household and family maintenance activities, to transporting water, fuel and fodder. However, majority farmers are illiterate or less educated, married, old /middle age group and unaware about modern method of cultivation, production, processing and latest marketing technique in this sector, due to unavailability of vocational education and training, lack of farmers participation in training program, if there may be available and lack of availability of infrastructure or input facilities in Chandgad Taluka. Similarly farmers are remaining exploitation by input supplier and output purchaser i.e., commission agent and middlemen. In this regard government should formulate proper policy for increasing skill and conduct practical training,

vocational education for imparting multi-dimension skills among farm labour and students, catering to the needs of changing trends.

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A study on Changing Scenario in Management Education in India

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Abstract –

In the post-globalization period, countries started becoming Industrialized. As corporation grows, there becomes a great need of managerial professionals who play a vital role in the economic development of the country. In India, higher education particularly management education has exponential growth in terms of institutions and business schools imparting management education. But the quality delivered by them still remains elusive. Very few management graduates are employable and hence there is an urgent need to transform the management education. This research paper explains about past and present status of management education and future directions of it. It also explains strengths, weaknesses, challenges, trends, innovations and post-pandemic scenario of management education. This paper is fully based on secondary data where data is collected from various articles, previous papers, news and internet etc.

Keywords – *post-globalization, pandemic, management education, management institutions, specializations, trends*

Introduction

Management education in India has evolved since last six to seven decades. The economic liberalization era and the rapid growth of economic development leads to have substantial demand for management professionals. India became one of the leaders in the field of management education which shows second largest country in the no. of business schools in the world. But the quality delivered by them still remains elusive. Employment rate is decreasing day by day due to quality education. Management education has their own strengths and weaknesses around resulting in more challenges. Outdated courses need to be renovated to equip young graduates with managerial skills which should be relevant and applicable locally, nationally and globally. As management education has seen lot of changes and development from 18th century to 21st century, they are trying to improve the quality through considering cross culture, internationalization, strategic alliances, partnership and mergers etc. and hence the management education in India is undergoing a major transition.

Objectives of the study

1. To study the management education in India
2. To study the past, present and future prospects of Management education in India
3. To enhance the management education in the post pandemic world

Research Methodology

The methodology used for this research is explanatory and does not include primary data collection. This paper is fully based on secondary data like previous research papers, internet, websites, online social media portals

History of Management Education in India

The Management education was not a part of education system in India till independence. The first management school in India was Indian Institute of social Welfare & Business Management in 1954 which offered management education. Our first Indian prime minister wanted to establish institute for excellence in Technology & Management. After 1954, four universities were established in Delhi, Andhra, Mumbai & Madras.

In 1955, the first Board of Management Studies was formed under the leadership of the father of Management Education in this country i.e., Jahangir Ghandy. In 1964, Course Committee of the All India Board of Technical Studies in Management recommended certain changes in the curriculum & infrastructural facilities. There were major developments in 60's & 70's. In 1961, Indian Institute of Management, Kolkata, in 1962, India Institute of Management Ahmedabad, in 1966, Management Division at the Xavier Labour Relations Institute established who were offering full-time MBA programmes in Delhi & Mumbai Universities. Likewise in mid 60's, India has become a recognized leader in Management Education. But as the American Model of

Management Education was adopted by the country, it was not suited to Indian conditions. Even large amount of teaching material was developed, it is still failure to make at least some of the management institutes in India truly international. And the debate is still going on that whether management education model suited to our societal needs and development needs? Are our teachers & students focusing of management needs of public & private sector? Is it true that management teaching in India becoming more and more theoretical and there is absence of practical knowledge?

In 70s, there was a steady quantitative growth of Management Schools. Near about 55 institutes were established. In 1986, All India Council for Technical Education (AICTE) approved a revised set of norms for the recognition of new management schools. In 1988, Association of the Indian Management Schools (AIMS) as the National Forum of Management Schools in the Country was formed. In 90's, it has seen a quickening of the pace in establishing new management schools where most of them were private sector. And 189 institutes set up on an average every year from 2000-2006.

Role of Management Education in India

The future of management professionals in India is quite good. Internationalization leads to launching no. of foreign companies in India & hence there is a great need of candidates who will manage the companies and their businesses. Due to liberalization & globalization, management education can truly prepare the students for the business world. MBA is one of the programmes that assure the students of high paid future with secured jobs. Corporates are searching skilled and knowledgeable management professionals, who are considered as the key to success and they believe that management professionals can contribute to the growth of the company. The management field is flexible and dynamic in nature. New trends, techniques are continuously introduced to improve the efficiency, productivity & profitability of any organization. Management programmes are included need-based training according to availability of resources. Such programmes help aspiring managers to become effective decision making which leads to broaden the overall perspective and positive changes in the society. So, the business schools are shaping and developing management graduates for entrepreneurship, social responsibility, improvement of quality of people. New trends like cross culture, strategic alliances, partnership, internationalization help to establish greater collaboration between management institutions and the industry. Management education plays vital role in contributing growth of the company and ultimately economic development of the country. The management professionals are judged on the basis of skills, knowledge, creativity, decision making ability, analytical skills, innovative ideas etc., not by their personality. The purpose of management education is to develop globally competitive and professional managers which leads to have contribution to the building up a strong national industrial and business base to ensure these dynamics.

Current Scenario of management education in India

Every year lakhs of students appear for Management Entrance exam and more than 50 management entrance exams are conducted on national, state and institute level. There are **3129** Institutions which are AICTE approved institutes for management education including UG, PG & Diploma courses for the academic year **2021-22**. Out of which 126 institutes are newly established. Government institutes are 118 & other 3011. Total intake is 4,04,507 and Enrolled students are 2,24,064. Out of which 130622 are male candidates and 93442 are female candidates. Total 93314 candidates are placed. And 43 AICTE approved institutions are closed for the year 2021-22. The following table shows no. of institutes since the last ten years:

Sr. No.	Year	No. of Institutions
1.	2012-13	3878
2.	2013-14	3758
3.	2014-15	3608
4.	2015-16	3472
5.	2016-17	3359
6.	2017-18	3265
7.	2018-19	3119

8.	2019-20	3069
9.	2020-21	3112
10.	**2021-22**	**3129**

(Source: http://www.aicte-india.org/)

The management institutes get the students from a variety of background like Arts, Commerce, science, engineering, Medicine etc. They are continuously upgrading the contents, skills & knowledge imparting to make it more relevant as per the requirements. There are more than **8500 different MBA courses** in India. Earlier few electives were available with single specialization programme. But now as per the requirements, dual specialization programme is available with variety of recent electives like Hospital Management, Hospitality Management, International Business, IT, AI, Agri-business, Travels & Tourism, Retail Management, Health Care, Higher Education, Industrial Management, family business and many more. So that students get attracted to pursue management education along with these recent electives. The most preferred top MBA courses in India relate to the high career growth-oriented management education that offers great learning experience and also the courses designed are as per the industry requirements. Management Education grooms to gain expertise in the specialized areas.

Strengths & Weaknesses of Management Education in India

Management education in India has highlighted some strengths like apex bodies like UGC, AICTE are established to improve the quality of management education and the UGC, AICTE & NAAC have taken significant steps for the same. India became one of the leaders in the field of Management Education which shows second largest country in terms of number of business schools. Several institutions of excellence are declared as Deemed University and Autonomous Institutions, which can say a significant milestone for the Indian Management Education System. But the major weakness is absence of quality education and research. Management education in India does not suit the societal needs or industry needs. There is a wide gap between what are the actual needs and requirements on the job and what is actually taught in the management schools. Teaching techniques mostly concentrate on lecture method only and not practical based contents in the courses offered. Hence there is a need to review and revise all these factors to reduce the weaknesses and to strengthen the management education.

Challenges of Management Education in India

The management education will be realistic and meaningful only after developing a proper linkage between education and business houses. There is a need to fulfil the requirements of business houses and so management education should be oriented with it. There are lot of challenges, some are isolated while some are interconnected. Our management education shows shortage of high-quality faculty as well as enrolment of poor quality students. Teaching profession unable to attract quality students because it is not adequately valued and rewarded in India. There is a need to consider some fundamental reforms. Another challenge is programme curriculum it is not updated as per the rapid evolvement of industry requirement. Syllabus at various levels is to be reviewed and revised. Though, business graduates produced by large numbers of institutes, still they are not meeting with the industry requirements. Ultimately, it leads to have challenge of the 'Quality verses Quantity' problem. The number of institutes are multiplying but they should neglect the qualitative aspects. The functional literacy of the students is questionable so there is no point and no use to celebret the numbers. Education system in India facing problem because of quality. Quality in terms of education curriculum, infrastructural facility, faculty, etc, the crux is that there seems a need to rationalise the management education system.

Trends in Management Education

The management education plays a vital role in today's business environment. It is very difficult for organizations to survive in the competitive world because of the changing trends of globalization and technological advancements. Technology is playing a powerful teaching tool and it is not going to stop, it will continue to do so. As engineering and medical science are adopting global technological advances, Humanities and Commerce studies have also considered these global technological advances like Digital Marketing. The

world continues with social distancing and remote working, Digital Marketing driving up online sales. One more trend is becoming popular is Entrepreneurship. A growing number of organizations are accepting Entrepreneurship as well as Intrapreneurship to retain the quality talents, also Artificial Intelligence & Robotics etc trends have become core business tools. Business Analytics, HR, Finance or Economics are highly appreciated as essential business tools in today's world of globalization. Management Institutes are now becoming flexile while providing the curriculum. They are focusing on innovations by giving opt for various combinations of subjects like Economics and Psychology, Mathematics and Data Analytics, Mathematics with Marketing etc. and not stuck with their core specializations; which leads to equip students with varied skills and increase employability.

Innovations needed in Management Education

As there has been extraordinary growth in no. of institutions providing management education, large no. of private institutes entered into education sector and specially providing management education. But it has a deep concern that more than 250 colleges imparting MBA and PGDM have been closed during last four years. As per AICTE report, total 43 management institutions have closed in the year 2021-22. The main reason behind this is employability. Lakhs of graduates are coming out from majority of the institutes with no employment and it has become a big question mark and hence there is great need for interdependency between industry and academia to improve relevance of management education. This can be done by curricula development, pedagogy, offering new trending courses, training to students, involving industrial people in teaching and sharing their real life experiences, involving students with young minds for having innovative ideas which leads to have innovative solutions to all the problems faced by the industry as well as management institutions.

There is also need to have innovation in teaching-learning process. To meet the actual expectations of industries, management education system needs to continuously innovate. Some of the key areas of innovations in teaching-learning process can be considered like curriculum development which should focus on developing students' capabilities and competencies, pedagogy for active learning where they should not only focus of delivering subject knowledge. The new pedagogy should focus on facilitating self-learning, learning through movies, video clips, case studies, role plays, gamification activities, experimenting and experiencing. The learning also should be participative. Group learning focuses on self-experiencing, group as a whole and each participated student mutually share their views and insights. Hence when institutions adopt these types of innovation in management education to continuously improve the quality of management education, ultimately it leads to survive and grow in the future and become world class institutions.

Management Education in the Post-pandemic world

The whole world suffered the consequences of Covid-19, but the world is slowly recovering from the pandemic situation. As the business across the globe have been disrupted by the crisis, few organizations being forced to close the business while others took massive blows for increasing productivity and yet others are trying to find out the strategies to stay in the competition. But on the other side, pandemic situation has also presented some unexpected opportunities. Many start-ups, SMEs and businesses have been successful in this pandemic crisis. The pandemic has highlighted trends that are here to study. Simultaneously, management professionals are playing vital role as world economies look to rebuild. Innovation, dynamic strategies, creativity, problem-solving, data literacy are upcoming trends. The opportunities to build and rebuild businesses in the post-pandemic era is a great challenge for young students who aspire to enter the world of business.

There are some relevant domains that play important roles in paving post-pandemic and some institutions are considering these factors and introducing family business, business analytics and financial markets. Students who have an entrepreneurial mindset and clear vision if they have family-owned businesses, they can transform the way business functions across industries. In the backdrop of the pandemic, the new programmes are designed to place the students at the forefront of businesses of the future. Students are not only offered core subjects like accounting, Finance, Economics, Quantitative Techniques but also other basic foundation courses like History, Governance, Society, Economy & Climate. These can expose to core business, financial markets, data-handling tools and techniques focusing on evolving industry trends and demands, institutes equips students with the knowledge, skills and tools that are poised to set the benchmark among future business leaders.

Direction for Future Development

Even though India is a developing nation, it has power to estimate worldwide. Companies in the country are now exploring for the best possible talent. The best talents come from quality institutions across the nation. Management colleges would need to hire quality teachers and should have upgraded infrastructure to develop and train the students. Institutions will have to make sure that students are enhancing their skills and knowledge through proper internships and they are well prepared to get hired and stand in the global competition. Management education has a bright future not only in India but the world. They should adopt global trends and standards so that they may produce a truly global generation of excellent and potential hires.

Conclusion

Management education has a vital role to play in today's dynamic business environment and management professionals and graduates play a key role in the economic development of the country. management institutions have mushroomed in India, but still there is gap between what are actual requirements of industry and what students have from these curricula. To improve the quality and to generate potential hires, there is a need to improve quality in terms of curriculum, infrastructural facilities, quality teaching faculty etc; then Indian management education system can overcome the challenges. Hence, it is the responsibility of management institutions to innovate and change accordingly to produce ethical, talented, creative and independent thinking leaders.

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A Study of Co-Operative Spinning Mills in Kolhapur District

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Abstract: -

Textile industry in India is the second largest employment generator after agriculture sector. It holds significant status in India as it provides the most fundamental necessities of the people. It was one of the earliest industries to come into existence in India and it account for more than 30% of the total exports. Now days finance plays a vital role in every business life. This study is perceived by the researcher as the textile industry facing some financial defects every day. Finance can also define as the science of money management. Financial statement analysis is the process of reviewing and analyzing a company's financial statement to make better economic decisions. Finally, taking this sincerely review he has suggest that, adopting modern technology, replacing old & worn-out machinery and proper maintenance of current assets should contribute on the reserve & surplus and utilize it at correct time. He also suggests to management of mills to implement the incentives schemes and performance based promotion for employees.

Key Words: - Textile Industry, Spinning Mills, Financial Performance and Socio Economic Status.

1. Introduction:-

Textile industry in India is the second largest employment generator after agriculture sector. It holds significant status in India as it provides the most fundamental necessities of the people. It was one of the earliest industries to come into existence in India and it account for more than 30% of the total exports. This industry plays a vital role in creation of employment opportunities in agriculture, industrial, organized and decentralized sector in rural as well as urban areas. But up to 1985 development of textile industry sector in India was treated in terms of general policies. In 1985 first time government of India announced separate policy for textile industry and in the year 2000 national textile policy was announced.

There are 47 co-operative spinning mills in the Kolhapur district. Textile is the main occupation of Ichalkaranji (Maharashtra) the first power looms was set in Ichalkaranji. The composite mill was established in our country in 1904. Shrimant Narayan Ghorpade helped the industry to grow in and around Ichalkaranji. There are around 100000 power looms, growing numbers of auto looms 12-15 spinning, mills scores of processing houses, sizing units and ancillary units, besides yarn and cloth trading houses. The Leaders in this area shri. Dattajirao kadam & shri. A. G. Kulkarni cancelled sector to cater to the requirements of yarn for the growing power looms industry. The established Deccan co-operative spinning mill the first co-operative spinning mill of our country and later on named as Navmaharashtra, the first 100% export oriented unit (EOU) in the co-operative sector. Shri K.B. Awate after the demis of shri. Kukarni and shri. Kadam established the Indira Ghandhi Mahila Sahakari Soot Girani Ltd. A project totally owned and managed by women. All the shareholders, board of directors and most of workers of this mill are women only.

2. Objectives of Study:-

The study has been carried out with the following objectives

1. To study the financial performance, Economic development and conceptual framework of Co-operative spinning mills in Kolhapur District.
2. To take the reviews of study and offer recommendations for the improvement of spinning mills in Kolhapur District.

3. Research Methodology: -

In this present research work researcher will decided to take data from the secondary sources. The secondary data will be collected from published literature, website and relevant information published in journals and books of various authors, relating to the topic selected from different libraries.

4. Review of Literature:-

M. Nirmala & Remay Cheriyan (Nov 2015) in this research paper entitled "An Analysis of financial feasibility of Lakshmi mills in Coimbatore." They have studied in this paper about current knowledge of Textile product of Lakshmi mills in Coimbatore. In this way they have analyzed the long term solvency position as well as the short term financial feasibility of the industry. After analyzing the collected data, they found that the source of inspiration is very helpful in developing textile designs. These developed designs determined the effect of source of inspiration and it also help in developing creative designs for textile designing as the designs reflects the elements of the source being used to develop it.

Dr. K. Sureshabu(March 2015) in the research article "A Study on Profitability of Spinning Industry in Coimbatore District Tamilnadu." In the study he studied the growth, financial health, profitability and role of spinning mills in economic development Coimbatore district Tamilnadu. He found that performance of these mills are very poor due to low sales, high operating expenses, high blocking of capital. To overcome these problems he suggested that they improve their turnover, adopting modern technology, replacing old & worn-out machinery, increase sales and reduce interest cost on loan.

M. Murogesan (Aug2016) published research paper entitled "A study on the financial analysis of Lakshmi mills Ltd., Coimbatore." in this paper he studied that efficiency, financial performance of the Lakshmi mills Ltd. Therefore, he compares its balance sheet and found that short & long term borrowings, non- current investment and short &long term loans and advances are very poor symptom, whereas other liabilities are very low symptom. Finally, he suggested that company has to focus on proper maintenance of current assets, should contribute on the reserve & surplus and utilize it at correct time, to keep the loans and advances at a required level to avoid interest burden and current liabilities should settle at the right time.

Dr. B. S. Sawant & Avinash Dhavan(2012) in this research paper namely "People management practices at Ichalkaranji spinning mills: An Investigative Study." In this study they have studied that awareness & attitude of workers and worker satisfaction level as regards to HR practices of Nav Maharashtra Sahakari Soot Girni Ltd. Ichalkaranji, Kolhapur and Datta Shetkari Vinkari Sahakari Soot Girni Ltd. Ichalkaranji, Kolhapur. Therefore, they took sample from 80 workers, 4 supervisors and 6 managerial staff whereas the total sample was 90. After their research work they revealed that most of the workers hold agricultural land which was the first priority of them. So, mills faced problem during the period of harvesting crops. They also found that most of the workers left their jobs after 5 to 10 years because they didn't have faith on the mills and they revealed that negligence of government towards co-operative spinning mills. So, to tackle these problems HR manager should council the employees, implement the incentives schemes and performance based promotion.

5. Findings, Suggestions and Conclusion:-

i) Findings:-

After analyzing above secondary data, researcher found following findings and suggestions.

1. The source of inspiration is very helpful in developing textile designs. These developed designs determined the effect of source of inspiration and it also help in developing creative designs for textile designing as the designs reflects the elements of the source being used to develop it.
2. Researcher found that performance of these mills are very poor due to low sales, high operating expenses, high blocking of capital.
3. He reveals that short & long term borrowings, non- current investment and short &long term loans and advances are very poor symptom, whereas other liabilities are very low symptom.
4. He found that most of the workers left their jobs after 5 to 10 years because they didn't have faith on the mills and they revealed that negligence of government towards co-operative spinning mills.

ii) Suggestions:-

To overcome above problems researcher suggested following suggestion.

1. These mills should improve their turnover, adopting modern technology, replacing old & worn-out machinery, increase sales and reduce interest cost on loan.

2. The spinning Mills Company should be focused on proper maintenance of current assets should contribute on the reserve & surplus and utilize it at correct time, to keep the loans and advances at a required level to avoid interest burden and current liabilities should settle at the right time.
3. The HR manager of these mills should council the employees; implement the incentives schemes and performance based promotion.

iii) Conclusion:-

The textile industry in Kolhapur district playing key role in employment generation and economic development of this region. It is also predominant part of the industry in Maharashtra textile industry. But now days some spinning mills facing financial crisis and numbers of mills workers have not received their wages on time. Some units are closing down their business and some have shifted of that shift their business in other states because of increasing cost of production due to increasing power charges. They are also facing problems of working capital management, profitability, availability efficient worker, insufficient facility provided by state government. Hence, after considering above situation researcher has analyzed the financial performance, Economic development and conceptual framework. After this study he found that performance of these mills are very poor due to low sales, high operating expenses, high blocking of capital, the short & long term borrowings, non- current investment and short &long term loans and advances are very poor symptom. He also found that workers left their jobs after 5 to 10 years because they didn't have faith on the mills and they revealed that negligence of government towards co-operative spinning mills. Finally, taking this sincerely review he has suggest that, adopting modern technology, replacing old & worn-out machinery and proper maintenance of current assets should contribute on the reserve & surplus and utilize it at correct time. He also suggests to management of mills to implement the incentives schemes and performance based promotion for employees.

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The National Education Policy 2020 - Issues and Approaches

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Abstract:

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021.

Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language.[3] The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject.

Himachal Pradesh has become the first state to implement New Education Policy 2020. The national educational policy should be implemented in all schools over India by 2022.

Keywords: *Higher Education, National Education Policy 2020, NEP-2020, Overview & Analysis, Implementation Strategies, Approaches, Challenges, Opportunities of NEP 2020.*

Background: The NEP 2020 replaces the National Policy on Education of 1986. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019 was later released by Ministry of Human Resource Development, followed by a number of public consultations.T74 Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received."

Introduction

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities. It is found that over 40% of these small sized institutions are running single program me against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education (HE) system in India are:

It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economies will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

Issues of NEP 2020

- Early streaming of students into different disciplines.
- Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.
- Lack of teacher and institutional autonomy to make innovations in HE to attract many students.
- Insufficient mechanisms for career management and progression of faculty and institutional leaders.
- The lack of research and innovations at most of the universities and colleges.
- Suboptimal levels of governance and leadership at higher education institutions.
- A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

Approaches of NEP 2020

1. Curriculum and Content

The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals.

The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify the textbooks accordingly.

2. Teacher Availability and Training

The policy envisages the redesign of the school curriculum. However, in order to deliver the curriculum effectively, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Furthermore, they need to shift the focus from teacher-centred learning to student-centred learning to foster collaborative skills, critical thinking, and problem-solving and decision-making abilities in the youth.

A study suggests that over 250 million students are estimated to enroll in K-12 schools in India by 2030. This means that we need nearly 7 million more teachers to handle this burgeoning student population.

Since teaching is one of the low-paid professions in India, experiential learning and concept-oriented teaching will be a challenging task. Until the teacher remuneration is revised, the implementation of the NEP 2020 will be quite challenging.

3. Technology

The NEP 2020 lays emphasis on leveraging the advantage of technology in making the youth future-ready. But, developing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure is a great challenge because the majority of the schools don't have a proper set-up to support these tools. Also, the cost associated with building digital infrastructure might not be affordable for all schools across the country.

Moreover, in rural areas of the country where the Internet connectivity is nearly absent, deploying digital learning tools is out of the question. Hence, the government should work on improving the basic infrastructure that will support the digital infrastructure in all areas.

4. Examination Structure

The NEP focuses on formative assessment for learning rather than summative assessment. The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative evaluation approaches and assignments. These approaches demand technological intervention and active involvement of teachers and students.

According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools. Hence, deploying a continuous assessment framework is a challenging task in these schools.

Challenges of NEP 2020

1. Opening universities every week is a herculean task India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years. Opening one University every week on an ongoing basis is an undoubtedly massive challenge.
2. The numbers are no less daunting in reforms to our school system The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way you look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week.
3. Funding is a big challenge in the Covid era From a funding standpoint, this is not a challenge for the faint-hearted. The National Education Policy 2020 envisages an increase in education spending from 4.6% to 6% of GDP, which amounts to around INR 2.5 lakh crores per year.

   This money will be well-spent building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children. What makes things tricky is that this policy comes into being at a time when the economy has been battered by Covid-19 related lockdowns, government tax collections are abysmally low, and the fiscal deficit was high even pre-Covid.
4. Current focus on healthcare and economic recovery to lower the execution speed Economists have been calling for large stimulus packages amounting to double-digit percentages of GDP, despite the strain on the exchequer.
5. Need to create a large pool of trained teachers
   In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step. But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.
6. Inter-disciplinary higher education demands for a cultural shift In higher education, the National Education Policy 2020's focus on inter-disciplinary learning is a very welcome step. Universities, especially in India, have for decades been very silo-ed and departmentalized.

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are:

(1) To highlights and overview the policies of the newly accepted higher education system (NEP 2020.
(2) To compare National Education Policy 2020 with the currently adopted policy in India.
(3) To identify the innovations in new national higher education policy 2020.
(4) To predict the implications of NEP 2020 on the Indian higher education system.
(5) To discuss the merits of Higher Education Policies of NEP 2020.
(6) Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal.

Targets & Timelines

Here are the policy's key targets as well as the deadlines set for some:

- The entire policy will be implemented by 2040.
- 100% Gross Enrolment Ratio from Pre-School to Secondary level by 2030.
- Teachers to be prepared for assessment reforms by 2030.
- Common standards of learning in public and private schools.
- Mission to focus on foundational numeracy and literacy of all students by Grade 3.
- Universalizing early childhood care and education by 2030.
- Vocational training for at least 50% learners by 2025.

Opportunities of NEP 2020

New education Policy begins with the unfinished agenda of NEP — 1986. NEP — 1986 was rooted in a very different India. Over the years, remarkable strides have been made in terms of access and equity. Near

universal levels of enrolment at primary levels, and subsequent increase in enrolment at higher education levels (GER: 26.3%) have been achieved. However, there has also been a drop in the quality of learning in public school systems, followed by an exodus of elite and middle classes. This also led to the weakening of accountability mechanisms. Despite poor returns on learning, the pay-structures in public systems have seen a gradual increase.

1. **School Education**

- Revamping of 10+2 structure to 5+3+3+4. New pedagogical and curricular structure to include pre-primary years. It's a good departure as this was ignored in education policy documents, and referred to in informal sense.
- NCERT will focus on the development of new curricular and pedagogical structure for ECCE. Policy also delves deep into the development and training of Anganwadi trainers through short-term and long-term programs. A positive thrust towards formalisation of ECCE structure and delivery.
- Focus on attaining foundational numeracy and literacy by grade 3. Ministry of Education (MoE) will strengthen this, and run it in a mission mode through a separate national mission.
- A separate national book policy to develop libraries around the country and instil love of reading in children. Public libraries in India are scarce. If this could be strengthened through the public education policy, it's a plus.
- Mid-day meals to see an upgradation in nutrition component, wherever possible, local alternatives to be provided. Eggs are still a contentious policy issue, policy plays it safe by steering clear to avoid any unnecessary controversy.
- Design of programs and interventions to alleviate issue of dropouts in conjunction with the Ministry of Social Justice and Empowerment.
- Medium of instruction section for some reason has received lot of undue attention. However, the section remains fairly flexible to avoid all sort of controversy. Half-baked understanding and market push towards English and paternal perception of 'quality' could've led to this flexibility. Policy also doesn't thrust/force/prefer any particular language over the other and encourages learning multiple languages. It also recommends teaching foreign languages at secondary level: Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian.
- Policy inserts a new term called SEDGs (socio-economically disadvantaged groups). This hitherto hasn't been used as a social category in technical documents. Though later sections highlight categories as caste, tribe, disability, transgenders and have passing references to term minority. Technical criticism aside, policy envisages ample initiatives to be targeted at these groups to increase enrolment and retention.
- PARAKH, a new body to focus on assessments as NAS (National Achievement Survey) and SAS (State Achievement Survey). PARAKH could be an important instrument to look at learning gaps and support targeting of various ministry goals and programs.

2. Higher Education

It's important to view the policy in context of what has been happening in public universities, and recent debacle of universities of eminence. There has been continuous erosion of university autonomy by the state. Perverse state violence unleashed upon one of the best public universities in India didn't happen in some distant past. Political appointments of university leaders who are at best the instruments of state, as opposed to being focused on teaching, learning, research or administration. Though the document highlights regulatory autonomy, it would be worrisome if the document also meant financial autonomy.

- This 'imagined' autonomy is envisaged through replacement of UGC (University Grants Commission) and AICTE (All India Council for Technical Education). New body Higher Education Commission of India is based on the idea of division of functions and separation of activities.
  India. There has been significant increase in number of private universities by Indian providers. If the idea was to increase competition, it makes sense. However, insertion of the statement doesn't.
- Focus on futuristic curriculum makes sense, and a separate body dedicated to focus on integrating technology in institutions is a necessary direction.
- National Research Foundation is another great idea. However, if these spaces get filled by individuals who are driven by ideological agendas, little could be expected.
- Indian Universities will be allowed to set up campuses elsewhere in the world — there is a strong potential for this to develop in gulf -markets. There is a huge demand for quality education by Indian diaspora.

Criticism of NEP 2020

Here is a list of criticisms which have been leveled, or which may be leveled, against the NEP 2020 The NEP circumvented parliamentary oversight, discussion and scrutiny. Given it has been brought at the time when parliament is not functioning due to COVID-19, this is a rather hasty approach, one which seems to be aimed at scoring a political point. This is also not the first time this has happened. Members of Parliament have been repeatedly kept out of crucial discussions in the past 6 years, preventing them from examining policies critically or otherwise expressing their views and suggesting amendments.

The policy is a vision document that fails to be inclusive of the bottom-most strata of society and provides little to no relief to the poor, women and caste and religious minorities, as it glosses over key concerns of access to education which have long prevailed. There is no comprehensive roadmap and coherent implementation strategy in place to execute this grand vision.

Many milestones and a commitment to finances necessary to execute this plan aren't clearly defined. Take, for example, the line: "The Centre and the States will work together to increase the public investment in the Education sector to reach 6% of GDP at the earliest." There is no clear commitment that can hold the government accountable.

Three Language formula: Though the policy does not compel this provision, it is crafted in a manner that leaves little choice and flexibility with the students/teachers/schools. It is also in direct contravention with a Supreme Court Judgment. The way this is laid out is bound to bring to mind the anti-Hindi agitation of 1965, against the central government's intention to make Hindi an official language. Political parties in the South see this as a move by the Modi government to impose Hindi in non-Hindi speaking states. This is, of course, despite the fact that the centre has clarified that it will not impose any language on any state and the final decision on this will be left to the state itself.

The NEP 2020 is silent on the RTE Act and universalisation of education will not be achieved without legal backing: There is no mechanism to link primary and secondary education with the RTE. This is not binding on the centre/state legally. As the RTE forum said, in a statement: "The final policy talks about the universalisation of school education from 3-18 years, without making it a legal right. Hence there is no mandatory mechanism for the union and state governments to make it a reality. Without the RTE Act, universalisation will be very difficult.".

Conclusion

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. By encouraging merit-based admissions with free-ships& scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030.

All higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected too visible.

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The Skill Set Headway for Revamping Employability

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Abstract:

The research article focusses on the skills set required for developing employability. In the past two decades the scenario has changed rapidly and it is expected that the educational activities and the skills set needs to be modified according to the situations. The technological developments have taken place has made everyone experience incompatibility between employment and deployment. Industries today are searching for market ready candidates as competition has always been a unkind reality of the job market. A Variety of instructional practices that has implemented recently in educational institutes has made a remarkable change and has contributed to develop candidates to improve their employability. This article also emphasizes on a variety of skills set required to develop employability to make a candidate market ready. For this a survey was carried out with systematic defined objectives in the semi-urban areas of Kolhapur. And the responses were collected from the Industrialists and Academicians randomly. The survey has resulted in showcasing a variety of set of skills which are required in todays digital world of business.

Introduction:

In today's era of digital world and where people have to compete with Artificial Intelligence, the prospective of emphasizing on growth and development to the countries is uplifted by an efficient and smart use of technology and information. At the same time our nation and state is facing a strenuous scenario of incompatibility between full employment and financial stability. The availability of employable persons in a nation is indicated as its human capital. And India has a strong Human capital considering not only Urban areas but also semi-urban and rural areas. The knowledge and skills possessed by the individuals enable them to create economic value and can be a more significant determinant of its success for a longer term.

Employment is acquiring a job where as employability is about having a set of enhanced skills, competencies, and attitudes to successfully perform on the job. Today, employability is a inevitable feature as employers look for those skills while recruiting candidates for jobs. The modified education reforms signifies on the developing employability skills among candidates by institutions of management studies.

Industries today are searching for market ready candidates as competition has always been a unkind reality of the job market. Today, with the workplace being redefined by the open talent economy and a shifting dynamic future with online world, it is imperative that even qualified candidates have to clarify why they have out of the box thoughts. It a need to find out the gap between the industry requirement and the qualities imparted in candidates by the educational institutes.

A Variety of instructional practices that has implemented recently in educational institutes has made a remarkable change and has contributed to develop candidates to improve their employability. Classroom management, hybrid education, online trainings etc. focuses on the market required skills which is an absolute need.

This study focuses on the skills required for employability in today's world of business, the unnoticeable gap between education and market requirement, the offerings of business education towards filling this gap and the employability versus deployability in Maharashtra. To be specific there is no consensus theories with respect to employability and the major reason for this is that time is changing rapidly. In past two decades India has experienced a very strong change in the field of engineering, technology, services and even in agriculture.

Thus the objective of this study includes:

- To study the contribution of Business Education in developing employability
- To study the changing skills set required for employability and industry requirement
- To study employability versus deployability

Research Methodology

1. Primary data: The study was conducted by circulating questionnaire for Industrialist and Academicians from Sub-Urbs of Kolhapur
2. Secondary data : Apart from primary data, sources like newspaper, vlogs, and articles were referred to collect the data on the study.

Contribution of Business Education in developing employability:

Management education has a dynamic role to play in today's vibrant and digital global showground, where the challenges to be met are rising at a quicker leap. Most of the multi national/International companies need Management Graduates and Post Graduates who are adaptable, flexible with an entrepreneurial attitude and who can perform their duties as change-agents in the companies they work for. Enhancing employability skills in management edification is considered as an significant mission by all universities and colleges. The future labour market is foreseen as not only a physical market but also a virtual space where people will have their own online markets to showcase their talents. Management education emphasizes on developing a wide series of acquaintance and aptitudes with respect to management. More emphasis is given to the recital of the employees on the job and this entails a set of skills that match the job. In addition to subject-specific job, students are required to hone their team building and communication skills.

With this there are diverse creativities intended to boost employability and also entrepreneurship. For e.g., there is a 3D virtual reality educational environment for students where users are represented as avatars, and they have the ability to move within the world in a similar manner to the real world. Such classroom teaching is now done in many institutes in Urban areas of Maharashtra. Short term courses, value-based training programs, Allied educational programs are some of the steps taken by Universities and Colleges to improve graduate employability and the activities focused on transmission of skills required for employment.

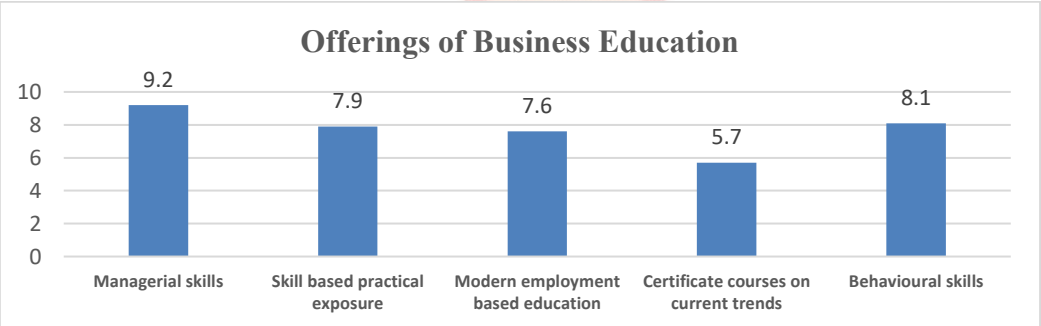
Recently Deccan Herald published and said that overall 46.2% of the youth were found to be highly employable against last year's employability of 45.97% which is due to the changing education methodologies adopted by the educational institutes and Universities. The report also stated that the demand for qualified and skilled professionals has propelled by sectors including IT/ITES, Pharmaceutical, E-Commerce and BFSI. The hiring in these sectors is expected to increase in coming years with the help the educational system and the changes in methodologies that have taken place recently post-pandemic.

Also Static skills sets are focused more in business education like

- Communication skills: To run smoothly, businesses need employees who can communicate effortlessly with colleagues, clients, and bosses. The ability to express yourself in a clear and firm way is one of the most sought-out management skills in the corporate world.
- Leadership skills: Leadership is one of the most fundamental management skills. Many programs offer core leadership courses, teaching you how to supervise, manage, and motivate a team to work towards a common goal.
- Decision making skills: Your management course will explain you both short and long-term decision-making, which requires excellent time management, organizational, and relational skills.
- Problem Solving Skills: Finding solutions to complex problems by digging beyond the surface, factoring in different viewpoints, and always keeping in mind the bigger picture.

The Employers are more concerned with generic graduate attributes than with subject knowledge. Generic proficiencies are developed through active teaching and learning processes or active extra-curricular activities causative to a wider student experience.

A small survey was conducted in sub-urban region of Kolhapur and was asked to the respondents which included Industrialists and academicians to rate the skill set required to improve employability.



Source: Primary Data

Summary of the analysis:

The above chart depicts that today's business contributions needs to be modified in the sub-urban areas. As we can see the certificate courses on current trends has been rated very less on an average by the respondents. The skill based practical exposure and modern employment based education may be improved as it still has scope for development and may prove to be result oriented to improve employability.

The changing skills set required for employability

Digital savviness- Disruptive technologies are redefining the role of employability very rapidly. To help candidates achieve their willing positions at the job one has to be a technocrat and with a digital savvy competency. Businesses have had to adapt to an increasingly digitalized world today to compete in not only global market but also local market. Use of social media and social media engagement, understanding and using various softwares, proactiveness in learning new technologies is a need today for every candidate and to stand out of the common line of employment. A range of digital and technological skills including digital marketing, analytics, web development, and sometimes even coding and expertise in those tools and the ability to leverage new tech will help candidates stand out in the corporate world, especially in the tech industry. The transformation in digital aspect doesn't restricts in a few machineries on the floor of manufacturing industry or in a company's Information technology cell. But it penetrates at all levels and functions within a corporate or a company. Thus a leader has to motivate every team member to be aligned themselves with the digital world and its use to fulfil the organisational objectives and connect individuals contributions to achieve success.

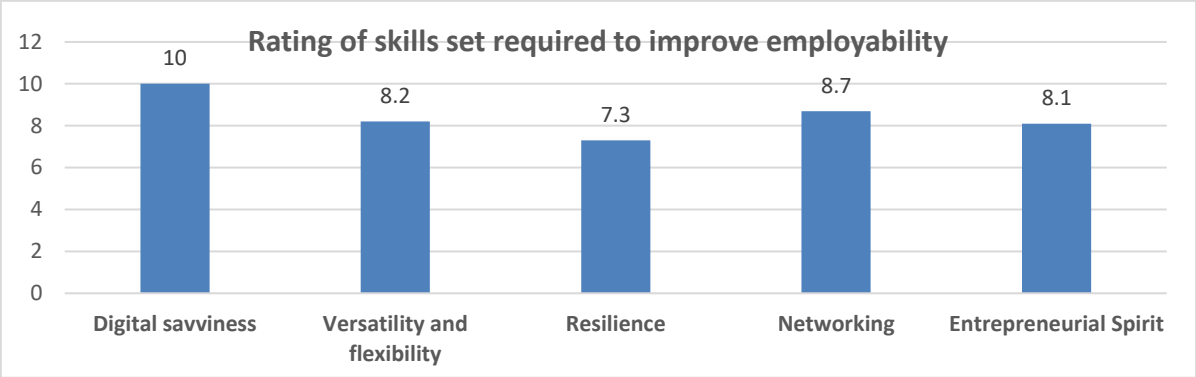
Versatility and flexibility- Digital-day companies need to respond rapidly and effectively to consistent changing developments in present and future. Flexibility for organization demands greater versatility from your staff who constantly groom their skills and expertise across more than one discipline. Getting out of the comfort zone and possessing new expertise in different areas may improve flexibility to work in different work environments and precisely may make the settings and conditions possible in which the employees will actually be working.

Resilience- A candidate, at workplace may encounter a 360-degree set of challenges like integration of automation and Artificial intelligence in performing jobs, situations like pandemic that the whole world recently faced, the project fails due to some or other reasons, improper collaborations etc. the setbacks in the corporate world and the troughs and crests at the workplace will always be there. But candidates need to bounce back and keep going with the tasks assigned to them. The progress is only possible through self-awareness, and a willingness to grow from your mistakes. Today Resilience is the modified version of stress management which focusses on a key strategy that helps employees tackle stress, a competitive job market, workplace conflicts, and address challenges on the job. Improving resilience is important because employees identify work as the number one stressor in their lives.

Networking- One of the most significant skill that may be improved with the help of communication is a diverse and tight-knit networking of people. Today networking is seen as a skill and not as only a merely task. Candidates meet people from all over the world and create lifelong alliances that will benefit in a longer term. This ability to build, maintain, and expand a strong web of professional connections will come in handy in the workplace, as the employers might ask to leverage this for the organizational benefits. The networking skills acquired will also allow you to grow your network even further, creating opportunities for learning, partnership, and growth as you evolve within your industry. The links created while meeting people physically or online will definitely help candidate to develop the employability and stand exceptional in the job market.

Entrepreneurial Spirit- The entrepreneurial spirit is just a thought process and how you respond to the certain and uncertain situations you are facing. The curiosity in the mind often stumble across innovative solutions. Always believe in better future and find new opportunities to progress. This is where some of the candidates lack or they possess the same but lack in presenting it. A strong entrepreneurial spirit often take full responsibility for their circumstances so a candidate who is really willing to be market ready should be ready mentally to accept the responsibilities and this will definitely result in improving employability. Entrepreneurs have confidence in their ability to learn and grow and the same can be possessed by the market ready candidates which will be an add-on to their skill set.

When asked in the survey about the skills required to improve employability to the respondents the result that were revealed needs to be considered by the education system and employers too.



Source: Primary Data.

Summary of the analysis:

The above chart portrays that every candidate needs to be digital savvy. AI and IT has revolted every field of business and thus market needs candidates who are ready with the skills possessing digital savviness. At the same time it is also expected by the employers that the employees should be versatile and flexible. Also a strong network will definitely improve employability as more contacts of a candidate will be encashed by his or her employer for the purpose of fulfilling organisational objectives.

Employability versus Deployability

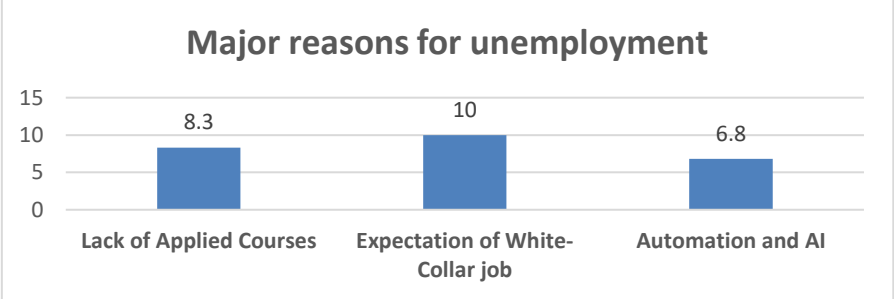
Employment means being hired by either an entity or a person in order to perform a specific task. A lot of people in our current economy are employed, seek to be employed or to stay employed. "Deployment" is not really used in professional life but it is the contrary of Employment. When you are deployed, you establish your own worth, your own salary, you do not depend on someone to give you directions. In order words, you deploy the greatness the Creator put inside of you.

India Skills Report 2021 estimated overall employability at 45.9%, that is, at least one of two graduates is not ready for the job market.

Rank	State	Employability %
1	Maharashtra	66.1
2	Uttar Pradesh	65.2
3	Kerala	64.2
4	West Bengal	63.8
5	Karnataka	59.3

Source: The 9th edition of India Skills Report (ISR) 2022, released by Wheebox

Maharashtra has foreseen a goal of providing employable skills to 4.5 crore people by the end of 2022 as part of the overall plan of the central government. This shows that employment generation is seen but candidates are remarkably not getting deployed resulting into unemployment. To find out the reasons for the same few questions related to same were asked in the survey to the academicians and industrialists from the semi-urban areas of Kolhapur.



Source: Primary Data

Summary of the analysis:

The above chart reveals that the major reason of unemployment may be Expectations of white collar job at the entry level and this has also been observed in many industries earlier. Another reason may highlight the education system which focuses on lack of applied courses which emphasizes on practical exposure and training may be it the engineering field r the field of management or any other traditional courses. Automation and AI can also be the reasons for unemployment but this can be interpreted that AI and automation which is development is necessary but candidates should be ready with this.

Conclusion:

Today's digital landscape is changing rapidly and disruptively, and the crucial need to stay updated on what is happening in your industry and function cannot be over-signified. Industry publication, blogs and vlogs are few steps a candidate can go through to keep himself /herself updated. Be it through online education or offline education learning programs. or networking in relevant associations will definitely enrich yourself with strong knowledge and awareness of current and future trends creating the right impression in the employer's mind. So to improve employability certain stated steps are essential to be taken by not only individual candidates but also the educational institutes so that their students can be market ready.

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महाविद्यालयातील 16 ते 20 वयोगटातील विद्यार्थ्यांना संरक्षण दलातील शारीरिक प्रशिक्षण दिल्याने त्यांच्यातील होणाऱ्या बादलांचा अभ्यास

हवालदार श्री नारायण राजाराम सणगर (निवृत्त)
एम ए (इतिहास राज्य शास्त्र) एम पी एड, एम बी ए, सेट.
असिस्टेंट ट्रेनिंग ऑफिसर,
ए एफ पी आय (बी ई विंग) तात्यासाहेब कोरे इंस्टिटयूट ऑफ इंजीनियरिंग & टेक्नोलॉजी, वारणानगर.
मेजर ध्यानचंद राष्ट्रीय क्रीडा परिषद नवी दिल्ली पुरस्कार प्राप्त.

१) प्रास्ताविक :-

पूर्वी रामायण-महाभारत या काळामध्ये संरक्षण दलाला अत्यंत महत्त्व प्राप्त झाले आहे त्याचे कारण असे की ज्या राज्याची संरक्षण व्यवस्था ही चांगल्या प्रकारे असेल त्या राज्याचा विस्तार हा मोठ्या प्रमाणात झालेला आपल्याला दिसतो आहे त्याबरोबर जर राज्याचा विस्तार करायचा असेल तर संरक्षण दल हे फार महत्त्वाचे आहे आजच्या युगात मुलंही जास्तीत जास्त मोबाइलचा वापर करताना दिसत आहे त्यामुळे त्यांची शारीरिक सुदृढता ही कमी प्रमाणात होताना दिसते आहे तसेच आजारी पडण्याचे प्रमाण पण जास्त झालेले आहे तसेच अन्न धान्य सकस मिळत नसल्यामुळे मुलांना या लोकांना नव नवीन व्याधी निर्माण झालेला दिसत आहे त्यामुळे जर विद्यार्थ्यांना त्यांच्या 16 ते 20 वयोगटात असताना जर त्यांना संरक्षण दलातील शारीरिक प्रशिक्षण दिलं तर त्यांच्यात मोठा शारीरिक बदल होऊ शकतो.

संरक्षण दल म्हटले की स्वाभिमानाचा प्रश्न निर्माण होतो त्याचे कारण असे की देश सेवा ही सर्वात मोठी सेवा मांडली जाते आज युरोप मध्ये विश्व युद्धाची सुरुवात होताना आपण पाहत आहे तसेच अनेक देशातील सर्व स्तरातील व्यक्तींना सैनिक प्रशिक्षण दिले जात आहे तसेच त्यांनी कमीत कमी दोन वर्षे ते पाच वर्षे सैनिक प्रशिक्षण घेतल्यानंतर त्यांना बाहेर नोकरी करता येते असे कडक नियम आपण युरोप देशात बघत आलो आहोत त्यामुळे आपल्या जिल्ह्यातील 16 ते 20 वयोगटातील विद्यार्थ्यांना सैनिकी प्रशिक्षण देऊन त्यांच्यातील देश सेवेबद्दल जागृती निर्माण करणे तसेच डिसिप्लिन (शिस्त) तसेच समयसूचकता त्यांच्यात सर्वांगीण सुधारणा करणे तसेच त्यांचे समाजात मानाचे स्थान निर्माण करणे हे आजच्या पिढीला गरजेच आहे आज भारतात सैन्यात भरती होणे हे एक आवड म्हणून पाहत आहेत पण त्यांची दिनचर्या ही ठरलेली नाही तसेच त्यांचा व्यायामाचा प्रकार हा ठरला नाही तसेच ते फक्त धावणे हाच प्रकार प्रामुख्याने करताना आपण पाहतो आहे त्यामुळे त्यांच्यात एक शिस्त निर्माण व्हावी यासाठी संरक्षण दलातील हे प्रशिक्षण विद्यार्थ्यांना देऊन त्यांच्यात विविध गुण जागृत करणे ही संकल्पना आहे.

२) संशोधनाची उद्दिष्टे :-

1. अल्पावधीत संरक्षण दलातील शारीरिक प्रशिक्षण देणे.
2. शरीर हे अंतर्गत व बाह्य तंदुरुस्त व आकर्षित कसे दिसेल यावर लक्ष देणे.
3. विशिष्ट व्यायाम प्रकार आणि त्यांचा सर्वांगीण विकास करणे.
4. विद्यार्थ्यांचे देश प्रेम जागृत करणे.

3) ग्रहीतके :-

- विद्यार्थ्यांच्यात शारीरिक क्षमता कमी असते व त्यांच्यात व्यायामाची नियमित ता नसते.

- विद्यार्थ्यांचा दैनंदिन वेळा पत्रकात व्यायाम पद्धतीचा वापर कमी असतो.
- विद्यार्थ्यांना संरक्षण दलातील प्रशिक्षण दिल्याने त्यांच्यातील आत्मविश्वास जागृत होण्यास मदत होते.

४) **व्याप्ती :-**

१) सदर संशोधन 16 ते 20 वयोगटातील विद्यार्थ्यावर केले जाईल.

२) संशोधन हे यशवंत राव चव्हाण वारणा महाविद्यालय वारणा नगर तसेच तात्या साहेब कोरे अभियांत्रिकी महाविद्यालय वारणा नगर विद्यार्थ्या पुरते मर्यादित आहे.

३) सदर संशोधनासाठी निवडलेल्या सुदृढता घटक पुरते मर्यादित राहील.

४) प्रस्तुत संशोधन संरक्षण दलातील तंदुरुस्ती व शरीरिक व मानसिक या आभ्यासा पुरते मर्यादित राहील.

५) सदर संशोधन हे करताना विद्यार्थ्यांची तंदुरुस्ती चाचणी घेऊनच निवडले जाईल.

६) मापानापुरते (अपर टेस्ट) मर्यादित आहे घटक व कसोट्या पुढील प्रमाणे.

- हृदयाचा दमदारपणा - 16 मीटर धावणे.
- स्फोटक शक्ती - लांब उडी मारणे. (लॉंग जंप)
- दिशाभिमुखता —शटल रन.
- लवचिकता - सीट अँड रिच टेस्ट.
- बाजूतील ताकद - गोळा फेक (शॉर्ट पूट).

५) संशोधनाचा प्रकार :-

वरील विषयाच्या संशोधनासाठी सर्वेक्षण पद्धतीचा वापर करण्यात येणार आहे.

६) **जनसंख्या :-**

प्रस्तुत संशोधनासाठी एकूण जनसंख्या ही कोल्हापूर जिल्ह्यातील पन्हाळा तालुक्यातील वारणा नगर येथील महाविद्यालयातील 16 ते 20 वयोगटातील मुले ही जन संख्या असेल.

७) **न्यादर्श :-**

सदर संशोधनातील कोल्हापूर जिल्ह्यातील विविध भागातून वारणा नगर या ठिकाणी शिक्षण घेत असणाऱ्या 16 ते 20 वयोगटातील एकूण 120 मुला मुलांची व मुलींची निवड करण्यात येईल निवड होईल.

८) न्यादर्श निवड पद्धत :-

सदर संशोधनासाठी संभावता पद्धतीमधील सहेतुक न्यादर्श पद्धतीचा वापर केला जाणार आहे तसेच शारीरिक तंदुरुस्ती असलेल्या 16 ते 20 वयोगटातील एकूण 120 मुला मुली यांची सदर पद्धतीने निवड करण्यात येणार आहे.

९) **सांख्यिकी साधने :-**

सदर संशोधन करत असताना संरक्षण दलातील मापनाचा तसेच साधनांचा वापर करण्यात आला आहे.

अ.न	शारीरिक क्षमता घटक	कसोटी	माध्यमान (Mean)
१	हृदयाचा दमदारपणा	१६ मीटर धावणे	५ .२० मिनिट
२	स्फोटक शक्ती	लांब उडी	५ मीटर
3	दिशाभिमुखता	शटल रन	१४.५९ सेकंद
४	लवचिकता	सेट & रिच टेस्ट	९.१२ इंच
५	बाजुतील ताकद	गोळा फेक	५ मीटर

१०) विश्लेषण :-

सदर संशोधनासाठी न्यायदर्शा साठी निवडलेल्या 16 ते 20 वयोगटातील विद्यार्थ्यांचा हृदयाचा दमदारपणा हा ५ मिनिटे २० सेकंद इतका आहे, स्फोटक शक्ती या घटकाचे माध्यमान ५ मीटर इतके आहे, दिशाभिमुखता या घटकाचे मध्यमान हे १४ .५९ सेकंद इतके आहे, लवचिकता या घटकाचे मध्यमान हे ९ . १२ इंच इतके आहे आणि बाजूतील ताकद या घटकाचे माध्यमान ५ मीटर इतके आहे.

संदर्भ ग्रंथ :-

१) आय एम एस देरादून – ड्रील प्रेसी
२) रामसिंग यादव - जनरल ड्युटी पुस्तक
3) जर्दे श्रीपाल - शारीरिक शिक्षणातील संशोधन.
४) एन सी सी ओ टी ए कामठी – ड्रील प्रेसी

भारतातील शैक्षणिक व्यवस्थापनासमोरील आव्हाने

प्रा. मेघा बाळकृष्ण पाटोळे
पी. एच. डी. संशोधन विद्यार्थिनी
पुणे जिल्हा शिक्षण मंडळाचे,
प्रा. रामकृष्ण मोरे महाविद्यालय, आकुर्डी. पुणे.

प्रास्ताविक :

मनुष्याच्या उत्क्रांती पासून त्याच्या दैनंदिन जीवनामध्ये बदल होत गेला. माणसाच्या वैयक्तिक विकासामध्ये शिक्षणाचे महत्व अनन्य साधारण आहे. डॉ. बाबासाहेब आंबेडकर यांच्या मते 'शिक्षण हे वाघिणीचे दुध आहे आणि जो ते प्राशन करेल तो गुरगुरल्याशिवाय राहणार नाही.' तसेच महात्मा ज्योतिबा फुले यांच्या मते

विद्ये विना मती गेली। मती विना निती गेली॥
निती विना गती गेली। गती विना वित्त गेले।।
वित्त विना शुद्र खचले। एवढे अनर्थ एका अविद्येने केले॥

या उक्तीप्रमाणे शिक्षणाचे महत्व माणसाच्या जीवनामध्ये किती महत्वपूर्ण आहे हे लक्षात येते. भारतामध्ये प्राचीन काळापासून शैक्षणिक कार्य मौखिक स्वरुपात चालू होते. गुरुकुल परंपरेनुसार शैक्षणिक कार्य होताना आपणास दिसून येते. भारतीय शिक्षण पद्धतीत अनेक बदल झालेले आहेत.

भारतामध्ये शैक्षणिक वाटचालीत अनेक आयोग आणि समित्या गठीत करण्यात आल्या होत्या त्यामध्ये स्वातंत्रपूर्व आणि स्वातंत्रोत्तर अशी विभागणी करता येईल. भारतीय शिक्षण आयोग 1882, भारतीय विद्यापीठ आयोग 1902, कलकत्ता विद्यापीठ आयोग 1917, विद्यापीठ शिक्षण आयोग 1947, मुदलियार आयोग 1952, भारतीय शिक्षण आयोग 1964-66, राष्ट्रीय शिक्षण आयोग 1985[2] इत्यादी आयोग व समित्यांची स्थापना करण्यात आल्या होत्या. आयोग आणि समित्यांनी शिक्षण पद्धतीत वेगवेगळे बदल सुचविले होते. आज रोजी पारंपारिक शैक्षणिक पद्धतीचा टिकाव लागणे कठीण झाले आहे. त्याच बरोबर शैक्षणिक संस्थामधील प्रशाकीय कामकाजाचे स्वरूप देखिल बदलेले आहे. आजच्या संगणकिय युगामध्ये सगळे कामकाज व व्यवहार हे तंत्रज्ञानाच्या सहाय्याने चालत आहे. यामुळे प्रशासकीय कामकाज देखिल कार्यक्षमपणे कार्य करू शकतो. परंतु प्रशासकीय वर्गाला तंत्रज्ञानाचा वापर किंवा उपयोग कसा करावयाचा याबद्दल त्यांना पुरेशी माहिती नाही. त्यामुळे भारतीय शैक्षणिक व्यवस्थापन पद्धतीमध्ये अनेक अडचणीना सामोरे जात आपले कामकाज करत आहेत. याबद्दलची माहिती या संशोधनपर लेखात बघणार आहोत.

संशोधनाची उद्दिष्टे :

1. शैक्षणिक संस्थेच्या व्यवस्थापनासमोरील अडचणीचा अभ्यास करणे.
2. व्यवस्थापनासमोरील आलेल्या अडचणींवर उपाय सुचविणे.

शिक्षण अर्थ व संकल्पना :

शिक्षणाचा उदय प्रागैतिहासिक काळापासून झाल्याचे आढळून येते. सुरुवातीला कुटुंब हे शिक्षणाचे केंद्र व आईवडील हे बालकाचे गुरू होते. जीवन व्यव्हाराच्या कक्षा हळूहळू पुढे गेल बदलत गेल्या. मनुष्याला आपल्या चारीतार्थासाठी घराबेर पडावे लागले. तसेच त्यांच्या जीनातील व्यवहारासाठीच्या कक्षामध्ये ही परिवर्तन झाल्याचे दिसून

आले. त्यामुळे मुलांना शिक्षण देण्यासाठी वेळ मिळत नव्हता. पुढे शिक्षणाबद्दलचा विचार बदलू उपजीविके पुरते न ठेवता यामध्ये बदल होवून "वाचणे व अंकज्ञान" असे स्वरूप शिक्षणाला प्राप्त झाले.

व्याख्या

शिक्षण(ऑक्सफर्ड शब्दकोश)

शिक्षण घेण्याची प्रक्रिया किंवा कृती हे प्रगतीचे पहिले पाऊल(टप्पा) आहे. थोडेसे शिक्षण घेऊन शिक्षित होऊन ज्ञान व विकासाची प्रक्रिया म्हणजे शिक्षण होय.

विद्यापीठ

उच्च शिक्षण घेणाऱ्या विद्यार्थ्यांना विविध पारंपरिक व अपारंपरिक विषयातील पदवी प्रदान करणारी शासन मान्य, उच्चशिक्षित संशोधन संस्था म्हणजे विद्यापीठ होय.

महाविद्यालय

जी विद्यापीठाचा एक भाग म्हणून विद्यार्थ्यांना उच्च शिक्षणाची व्यवस्था उपलब्ध करून देते किंवा माजी विद्यार्थी व विद्यापीठ यांमधील शैक्षणिक मध्यस्थ म्हणून कामकाज पाहत आहे अशी शासनमान्य संस्था म्हणजे महाविद्यालय होय.

अनुदानित महाविद्यालय

सरकार कडून शैक्षणिक संस्थांना दिला जाणारा न पडता वानितीज उच्च शिक्षण कार्य करण्यासाठी ज्या संस्थेला दिला जातो, तिला अनुदानित महाविद्यालय म्हणतात.

विनाअनुदानित महाविद्यालय

ज्या शैक्षणिक संस्थांना " उच्च शिक्षण" विद्यार्थ्यांपर्यंत पोचविण्यासाठी न परतावा मिळत नाही त्या शैक्षणिक संस्थांना कायम विनाअनुदानित महाविद्यालये असे म्हणतात.

शैक्षणिक कार्य प्रशासन

शैक्षणिक कार्य प्रशासन हे विद्यापीठ आणि महाविद्यालय यांची एक शाखा आहे, ज्या मध्ये संस्थेच्या "निरीक्षण" आणि "देखरेख"या कार्याला संयुक्तरित्या जबाबदार असतात आणि संकाय (Faculty) व शैक्षणिक यांच्या घटकापासून भिन्न असतात.

प्रशासन

कोणत्याही व्यवसायिक किंवा संस्थेमार्फत दैनंदिन कामकाज करण्यासाठी करण्यात येणारी व्यवस्थापकीय, निर्देशित,, नियंत्रण नेतृत्व व अभिप्रेरणा कार्य करणारे प्रशासन होय.

उच्च शिक्षणाचा इतिहास

व्यवस्थापन : व्यवस्थापन म्हणजे असे कार्य कि, ज्या द्वारे नियोजन, समन्वय, प्रेरणा आणि नियंत्रण या द्वारे विशिष्ट उद्दिष्ट सध्या करण्याची प्रयत्न होय. व्यवस्थापन हा शब्द फ्रेंच भाषेतून आलेला आहे. व्यवस्थापन शब्दालाच इंग्रजी मध्ये Management असे म्हणतात.

भारतातील शैक्षणिक व्यवस्थापनाचे महत्व :

1. **व्यवस्थापन हि एक कला आहे. :**

व्यवस्थापक हे अनेक व्यक्तीकडून काम करवून घेतात. काम करवून घेणे हे एक कौशल्य आहे. त्यासाठी व्यवस्थापक आपल्या जवळील कौशल्याचा वापर करत असतात. व्यवस्थापकाच्या अंगी निर्णय शक्ती असते. त्यावारे ते लोकांकडून काम करवून घेत असतात.

2. व्यवस्थापन हे एक शास्त्र आहे. :

व्यवस्थापन करणे हे ज्ञानाधीष्टीत कार्य आहे. व्यवस्थापनामध्ये कार्य व त्याचे नियोजन यांचे करण्यासाठी शास्त्रीय कसोटी चा वापर करावा लागतो. ध्यानामध्ये तर्क व संगतांचा वापर करावा लागतो. म्हणून व्यवस्थापनाला शास्त्र म्हणून मान्यता दिली आहे.

3. व्यवस्थापनात सर्वांगीण ज्ञानाची गरज आहे. :

व्यवस्थापन करत असताना शैक्षणिक आणि व्यावहारिक पात्रता असणे आवश्यक आहे. इतर उत्पादन संस्थांपेक्षा व्यवस्थापनाच्या कामाचे स्वरूप भिन्न आहे. उदा. शिक्षक, डॉक्टर, वकील, इंजिनियर हिशेब तपासनीस इ. या प्रमाणेच व्यवस्थापक हे कामकाज करताना दिसतात.

4. व्यवस्थापन हे सांघिक कार्य आहे. :

व्यवसाय हि समूहाच्या एकत्रित येण्यातून निर्माण झालेली संस्था आहे. समूहाच्या एकत्रित कामाम्ल्ये व्यावसाय संस्थेची उद्दिष्टे पूर्ण केली जातात. व्याव्क्तीगात काम किवा प्रयत्न हे नेहमी

5. व्यवस्थापन एक प्रक्रिया आहे. :

व्यवस्थापनामध्ये व्यवस्थापकांच्या विविध कार्यांचा समावेश केलेला आहे. ज्यामध्ये नियोजन, समन्वय, संघटन, कर्मचारी विकास, अभिप्रेरणा व नियंत्रण इ. महत्वपूर्ण कार्यांचा समावेश करण्यात आलेला आहे.

6. व्यवस्थापन हे गतिमान कार्य आहे. :

पारंपारिक आणि आधुनिक व्यवस्थापन या दोन व्यवस्थापना मध्ये विशिष्ट भेद आहे. आधुनिक व्यवस्थापन हे विकसित आणि प्रगतशील स्वरूपाचे आहे. यामुळे व्यवसाय संघटनेची संख्या वाढलेली दिसते. आणि परिणामी त्यांचा विकास झालेला दिसतो.

शैक्षणिक संस्थेच्या व्यवस्थापनासमोरील अडचणीचा

शैक्षणिक धोरण आखताना विद्यार्थी हा चांगला नागरिक होणे फार आवश्यक आहे. त्यासाठी शैक्षणिक संस्थांकडून विज्ञाननिष्ठ आणि अखंड ज्ञानलालसा असलेला असावा अशी उद्दिष्टे डोळ्यांसमोर ठेवली जातात. उद्दिष्टे जरी समान असली तरी शिक्षणप्रणालीमध्ये विषयांची संख्या, आशयाची मांडणी, अध्यापन पद्धती, अध्ययन तंत्र, नियोजन, नियंत्रण, समन्वय, इ. मध्ये कालपरत्वे कोणते बदल झाले आहेत आणि भविष्यात कोणते प्रवाह येण्याची शक्यता आहे. याचा अभ्यास करणे गरजेचे आहे. जसे की विद्यार्थी संख्या, विद्यार्थ्यांची उपस्थिती, विद्यार्थ्यांचा ऑनलाईन शिक्षण पद्धतीकडे वाढत जाणारा कल, वाहतूक - दळणवळण साधनाचा अभाव, इंटरनेट सुविधेचा अभाव, प्रशासकीय वर्गांची कमतरता, आधुनिक तंत्रज्ञान हाताळण्याचा अभाव, पुरेश्या निधीचा अभाव इ. अडचणींना शैक्षणिक व्यवस्थापनामध्ये सामोरे जावे लागते.

शैक्षणिक संस्थेच्या व्यवस्थापनासमोरील अडचणीवरील उपाय योजना

आधुनिक शैक्षणिक पद्धतीमध्ये ज्या अडचणी आल्या आहे. शैक्षणिक संस्थांनी विद्यार्थी संख्या वाढविण्यासाठी प्रयत्न करणे गरजेचे आहे. त्यासाठी विद्यार्थ्यांना मुलभूत सुविधा उपलब्ध करून देणे गरजेचे आहे. विद्यार्थ्यांना शिक्षणाचे महत्व पटवून देण्यासाठी वेगवेगळ्या गावामध्ये जावून त्यांची कार्यशाळा घेणे, पथनाट्ये, चर्चासत्र आणि व्याख्याने आयोजित करून त्याचे महत्व पटवून देणे गरजेचे आहे. याच बरोबर शैक्षणिक पद्धतीमध्ये विद्यार्थ्यांची वर्गामध्ये उपस्थितीबाबत होणारी उपेक्षा दूर करण्यासाठी विद्यार्थ्यांना चल चित्रपटामार्फत आणि ICT साधनांचा वापर करून

शिक्षणाची आवड निर्माण करावी. तसेच विद्यार्थ्यांच्या कालानुरूप होणारया मानसिकतेतील बदलाचा अभ्यास करून शैक्षणिक पद्धतीमध्ये बदल करणे आवश्यक आहे. ग्रामीण भागामध्ये वाहतूक - दळणवळण साधनाचा अभाव असल्यामुळे शैक्षणिक संस्थांकडून तेथे वाहतूक उपलब्ध करून देण्यात यावी. तसेच ग्रामीण भागाबरोबरच शहरी भागातील विद्यार्थ्यांनाही आर्थिक अडचणींना सामोरे जावे लागते. त्यामुळेही विद्यार्थी महाविद्यालयात उपस्थित राहू शकत नाही. अशा विद्यार्थ्यांसाठी शैक्षणिक संस्थांतर्फे विविध स्वरूपाच्या शिष्यवृतीची उपलब्धता करून देणे गरजेचे आहे. शासनानेही शैक्षणिक संस्थांच्या अडचणी दूर करण्यासाठी अंदाजपत्रकामध्ये विविध स्वरूपाच्या तरतुदी केलेल्या आढळून येतात. तसेच मोठ्या प्रमाणात निधी उपलब्ध करून देणे गरजेचे आहे.

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व्यवसायिक शिक्षणाच्या वाटा-एक अभ्यास

1.प्रा. मेघा बाळकृष्ण पाटोळे
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पुणे.

प्रास्ताविक:

कृषी, व्यापार आणि उद्योगधंदे इत्यादी क्षेत्रात जर प्रगती मिळवायची असेल, तर शाळा आणि महाविद्यालयामध्ये व्यावसायिक आणि तांत्रिक शिक्षण देणे अत्यंत महत्वाचे आहे. हे शिक्षण फक्त पुस्तकी स्वरूपाचे नसून प्रत्यक्ष प्रशिक्षणाच्या माध्यमातून शिकविले जाते.

व्यवसायात विविध स्वरूपाचे बदल आढळून येतात. ते बदल म्हणजे-

(१) प्रत्येक व्यवसायामध्ये उच्च आणि सामान्य दर्जाचे ज्ञान उपलब्ध असते.

(२) विविध व्यवसायामध्ये हे ज्ञान काही भिन्न प्रकारचे व जटिल असते, तर काहीं व्यवसायामध्ये अल्प ज्ञान देखिल पुरेसे होते.

(३) पारंगतता मिळविण्यासाठी लागणारा कालावधी काही व्यवसायांत दहा वर्षांपर्यंत, तर काहींत दोन-तीन महिन्यांचा असतो. थोडक्यात, विविध व्यवसायांसाठी लागणारे शिक्षण वेगवेगळ्या प्रकारचे असते. वैद्यकासारख्या व्यवसायात पारंगत होण्यासाठी श्रेष्ठ बुद्धिमत्ता, तसेच तात्त्विक व प्रात्यक्षिक अभ्यास आवश्यक असतो. याउलट डाकघरात पत्रांचे वर्गीकरण करणाऱ्यां व्यक्तीला नुसते भाषाज्ञान असले तरी चालते.आणि व्यवसायाच्या स्वरूपानुसार प्रत्येक व्यवसायातील कुशलता अनुभवाने किंवा प्रत्यक्ष कृतीद्वारे मिळविता येते.

व्याख्या: व्यवसाय शिक्षण

" व्यवसाय शिक्षण म्हणजे माध्यमिक, व उच्च माध्यमिक, महाविद्यालयीन स्तरावर विद्यार्थ्यांना त्यांच्या पुढील नोकरी, रोजगार किंवा व्यवसायासाठी दिले जाणारे गुंवात्तापून शिक्षण किंवा प्रशिक्षण होय."

व्यावसायिक शिक्षणाचे सूत्र:

- व्यावसायिक शिक्षणात फक्त कौशल्ये आत्मसाद करण्यावर भर न देता, त्या शिक्षणातील त्याची पार्श्वभूमी देखिल समजून घेणे महत्वाचे आहे.
- व्यावसायिक शिक्षणात तत्व आणि मर्म या दोन घटकांची सांगड अत्यंत महत्वपूर्ण आहे.
- कोणतेही व्यावसायिक शिक्षण किंवा प्रशिक्षण देता असताना कोणत्याही स्वरुपाची सक्ती असता कामा नये.
- व्यावसायिक शिक्षण घेताना, त्याचा अभासक्रम आधीच निश्चित आणि पूर्व नियोजित असतो.
- व्यवसायिक शिक्षणाचे स्वरूप सामाजिक गरजेप्रमाने ठरविलेले असते.
- व्यावसायिक शिक्षण घेत असताना लागणारी यंत्रसामग्री आधीच अद्यावत असणे आवश्यक असते. अन्यथा व्यावसायिक शिक्षणाचा उपयोग होत नाही.

व्यावसायिक शिक्षण देत असताना प्रशिक्षण व्यवस्था करणे आणि तज्ञ नेमणूक करणे गरजेचे आहे.

1. लहान मुले किंवा शालेय विद्यार्थ्यांना व्यावसायिक शिक्षण घेता यावे म्हणून शाळा, विद्यालये किंवा महाविद्यालये येथे व्यावसायिक शिक्षणाची सोय उपलब्ध करून दिली पाहिजे.
2. विद्यार्थ्यांच्या वयोगटानुसार व्यावसायिक शिक्षणाचा अभ्यासक्रम भिन्न असावा. येथे या शिक्षणाची विद्यार्थ्यांना कोणत्याही प्रकारची सक्ती करता कामा नये.

- व्यावसायिक शिक्षण प्रणाली मध्ये सैद्धांतिक अभ्यासक्रमापेक्षा प्रात्यक्षिक अभ्यासक्रमाची आखणी वर भर द्यायला हवा.

व्यवसाय शिक्षणाची गरज:

व्यवसाय शिक्षणाकडे लोकांचा वाढता कल असल्याचे कारण की भारतासारख्या विकसंशील देशामध्ये लोकसंख्या हि झपाट्याने वाढताना दिसते. हि वाढती लोकसंख्या मोठ्याप्रमाणात रोजगाराचा प्रश्न निर्माण करते. आजची पिढि हि शिक्षण घेताना दिसते. मात्र ज्या प्रमाणात शिक्षण घेत आहे, त्याप्रमाणात शिक्षस्नातून रोजगार उपलब्ध झालेला दिसर नाही. अनेक सुशिक्षित लोकं त्यांच्या कुवतीप्रमाणे आणि त्यांच्या शिक्षणाप्रमाणे उत्पन्न मिळवू शकत नाही. अशा परिस्थितीत मोठ्या प्रमाणात "बेरोजगारी" निर्माण होते. विद्यार्थी किंवा या तरुण पिढी कडे गुणवत्ता आहे पान त्या प्रमाणात काम नाही, नोकरी नाही. अशा वेळी शिकण हे फक्त नोकरी मिळविण्याच्या उद्देशाने न घेता स्वयंरोजगार या दिशेने घेतले तर उत्तम मार्ग निघू शकतो. ज्याप्रमाणे आपण पारंपारिक शिक्षण घेतो आणि नोकरी शोधतो, त्याप्रमाणे आपण व्यावसायिक शिक्षण घेणून स्वतः रोजगाराची निर्मिती करावी, आणि अनेक लोकांना रोजगाराचे मार्ग उपलब्ध करून द्यावेत.

व्यावसायिक शिक्षणामुळे स्वतःसाठी किंवा कुटुंबासाठी हातभार लागतोच, त्याच प्रमाणे देशच्या विकासासाठी देखिल हातभार लागतो. याचे आपण उत्तम उदाहरण पाहताच आहोत. जसे की, रिलायन्स उद्योग समूह! या समूहामुळे समाजातील अनेक लोकांना रोजगार मिळाला आहे. असे व्यावसायिक शिक्षण शाळा किंवा महाविद्यालयीन स्तरावरच विद्यार्थ्यांना दिले गेले, तर रोजगाराच्या समस्या दूर होतील. तरुण पिढी स्वयंरोजगारीत होतील. आणि देशाची प्रगती होण्यास हातभार लागेल.

व्यावसायिक शिक्षणाचे फायदे:

- व्यावसायिक शिक्षण घेण्यासाठी कोणत्याही विशिष्ट पात्रतेची आवश्यकता नाही.
- ग्रामीण भागातील विद्यार्थ्यांना पूर्वी शिक्षणाची उणीव भासत असे. कारण त्यांच्या कडे कौशल्यांची कमतरता होती. परंतु व्यावसायिक शिक्षण पद्धतीमुळे या कमतरतेची उणीव भरून काढण्यात आली.
- व्यावसायिक शिक्षणात कौशल्यांची निर्मिती केली जाते. आणि कुशल मनुष्बळ तयार केले जातात. त्यामुळे ग्रामीण भागातील मुले हि शहरी भागाशी जोडली जाऊ शकतात.
- सरकारी आणि खासगी संस्थांमध्ये अशा अभ्यासक्रमांना प्लेसमेंटची जोड मिळत असल्याने हा आणखी एक फायदा विद्यार्थ्यांना वाटतो.
- आजकाल अनेक डिस्टन्स लर्निंग युनिव्हर्सिटीज (दूरस्थ विद्यापीठ) ऑनलाइन पद्धतीने असे व्होकेशनल कोर्सेस (व्यावसायिक अभ्यासक्रम) उपलब्ध करुन देत आहेत. वेळ आणि पैशांची बचत होत असल्यामुळे

विद्यार्थ्यांची पसंती अशा ऑनलाइन व्होकेशनल कोर्सेसना मिळत आहे, वाढत आहे. त्यामुळे अशा विद्यापीठांची लोकप्रियताही वाढत आहे.

- क्रिएटिव्ह (कल्पक) जगतात ॲनिमेशन किंवा ब्युटी यांसारखे विविध व्होकेशनल कोर्सेस (व्यावसायिक अभ्यासक्रम) उपलब्ध आहेत. इंजिनीअरिंग क्षेत्राकडे ओढा असणारे विद्यार्थी/व्यक्ती मेकॅनिकल शाखेतील डिप्लोमा करू शकतात किंवा कम्प्युटर ॲसेम्ब्लिंगचा विचार करू शकतात.
- हॉस्पिटॅलिटी क्षेत्रात येऊ इच्छिणाऱ्या विद्यार्थ्यांना/व्यक्तींना हॉस्पिटॅलिटी मॅनेजमेंट किंवा हेल्थ मॅनेजमेंट कोर्स करण्याचा पर्याय आहे. रिटेल, टुरिझम (पर्यटन), इन्फर्मेशन टेक्नॉलॉजी (माहिती तंत्रज्ञान), कॉस्मेटिक्स (सौंदर्य प्रसाधनं), पारंपरिक हस्तकला आणि इतर उद्योग आदी ठिकाणी जेव्हा कर्मचाऱ्यांची नियुक्ती केली जाते तेव्हा बहुतांश असे व्यावसायिक अभ्यासक्रमाद्वारे कामाचं प्रत्यक्ष शिक्षण घेणाऱ्या कुशल मनुष्यबळाची निवड करण्यास प्राधान्य दिलं जातं. त्या-त्या क्षेत्राचं प्रत्यक्ष प्रशिक्षण घेतलेल्या व्यक्तींना अशा उद्योगधंद्यांमध्ये कामाची संधी मिळते.
- व्होकेशनल कोर्सेस(व्यावसायिक अभ्यासक्रम) हे पुस्तकी ज्ञानापेक्षा संबंधित क्षेत्राचं परिपूर्ण प्रत्यक्ष कामाचं प्रशिक्षण देतात. अशा कोर्सेसमुळे कुशल मनुष्यबळ निर्माण होतं हे खरं. पण या कौशल्याला शैक्षणिक पदवीची (डिग्री) जोड मिळाल्यास चांगली नोकरी करु इच्छिणाऱ्यांसाठी तो एक प्लस पॉइंट ठरु शकतो.

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महाविद्यालयीन शिक्षणातील डिजिटल ग्रंथालयाची भूमिका

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सारांश –

सध्या माहितीचा विस्फोट सर्वच क्षेत्रात दिसत आहे. यास ग्रंथालय शास्त्र हि अपवाद नाही . ग्रंथालय क्षेत्रामध्ये हि सतत बदल होत गेले आहेत . वेगवेगळ्या संशोधनातून मोठ्या प्रमाणात माहितीचा साठा उपलब्ध होत आहे . लिखित किंवा इंटरनेटच्या माध्यमातून आपणास सर्व प्रकारची माहिती उपलब्ध होत आहे . माहितीचा शोध घेणे, माहितीचे संकलन व प्रसारण करणे सोपे झाले आहे . आजच्या ग्रंथालयात संगणकाचा वापर वाढत आहे त्यामुळे इलेक्ट्रॉनिक माध्यमांचा वापर ग्रंथालयात वाढत आहे . साहजिकच ग्रंथालयाच्या विकासावर या सर्वांचा परिणाम झाला आहे . सदर लेखामध्ये महाविद्यालयीन शिक्षण म्हणजे काय?शिक्षण आणि ग्रंथालय संबंध , महाविद्यालयीन ग्रंथालय, महाविद्यालयीन ग्रंथालयाची उद्दिष्टे ,डिजिटल लायब्ररी ,डिजिटल लायब्ररीची उद्दिष्टे , डिजिटल लायब्ररीची भूमिका इत्यादींचा आढावा घेतला आहे

प्रस्तावना –

सध्या माहितीचा विस्फोट सर्वच क्षेत्रात दिसत आहे. यास ग्रंथालय शास्त्र हि अपवाद नाही.आज प्राथमिक शिक्षणापासून ते उच्च शिक्षणापर्यंत विद्यार्थी ज्ञान ग्रहणाचे काम करीत असतो . हे ज्ञान तो विविध माध्यमातून घेत असतो . यामध्ये क्रमिक पुस्तके , कथा , कादंबरी , संदर्भ ग्रंथ , नियतकालिके ,दैनिक वर्तमानपत्र इत्यादी अनेक माध्यमातून विद्यार्थी ज्ञान मिळवत असतो . हे ज्ञान व माहिती त्यास ग्रंथालयातूनही मिळत असते . म्हणूनच शालेय जीवनात ग्रंथालयांना फार महत्त्व प्राप्त झाले आहे . सध्या माहिती तंत्रज्ञानाचे युग आहे आणि या सर्व माहितीची भर ग्रंथालय संग्रहामध्ये पडत असते . ग्रंथालयात विविध प्रकारच्या साहित्यांचा संग्रह असतो . यामध्ये प्राचीन काळापासूनचे साहित्य म्हणजेच हस्तलिखिते , दस्तऐवज , दुर्मिळ ग्रंथ ते आधुनिक काळातील इलेक्ट्रॉनिक स्वरूपातील साहित्यांचा साठा आपणास ग्रंथालयात मिळत असतो. उच्च शिक्षणामध्ये ग्रंथालये खूप महत्वाची असतात. ग्रंथालयामुळे विद्यार्थ्यांचा शिक्षणाबरोबरच व्यक्तिमत्व विकास होत असतो . माहितीच्या विस्फोटामुळे वाचक वर्गाना त्यांच्या आवश्यकतेनुसार माहिती ग्रंथालयातून मिळत असते म्हणून उच्च शिक्षणात ग्रंथालये महत्वाची भूमिका बजावत आहेत . सध्या संगणकाचे युग आहे . त्यामुळे ग्रंथालये हि इलेक्ट्रॉनिक स्वरूपात आपणास दिसत आहेत . यामध्ये ई - जर्नल्स , ई - बुक्स,इत्यादी ग्रंथालयातील वाचन साहित्य हे इलेक्ट्रॉनिक स्वरूपात साठवून ठेवले जाते . डिजिटायझेशनमुळे भाषा,वेळ,श्रम व पैसा या सर्व स्वरूपातील अडथळे दूर झाले आहेत.

महाविद्यालयीन शिक्षण :

महाविद्यालयीन शिक्षण हे शालेय शिक्षणानंतर घेण्यात येते. आजच्या माहितीप्रधान समाजामध्ये शिक्षणाच्या कक्षा रुंदावल्या आहेत . त्यामुळे महाविद्यालयीन शिक्षण घेणाऱ्या विद्यार्थ्यांची संख्या हि मोठी आहे . महाविद्यालयीन शिक्षण हा उच्च शिक्षणाचा एक भाग आहे भारतात उच्च शिक्षणाची सुरवात राजाराम मोहन रॉय यांनी (१८१७ मध्ये)

कलकत्ता येथे करून हिंदू महाविद्यालयाची स्थापना केली असून सध्या उच्च शिक्षण हे 'जागतिक शिक्षण ' या संकल्पनेकडे वाटचाल करीत आहे .

शिक्षण आणि ग्रंथालय संबंध :

शिक्षण व ग्रंथालय यांचा जवळचा संबंध आहे . शिक्षण व ग्रंथालय संबंधाबाबत लुईन्स म्हणतात " शिक्षण हि विशिष्ठ प्रक्रिया आहे .ती मानवाला स्वत:बद्दल जीवनाबद्दल व त्याच्याशी जोडणाऱ्या दुव्याबद्दल ज्ञान मिळविण्यास तयार करते. त्यामुळे त्याला आजूबाजूच्या परिस्थितीबद्दल जाणीव निर्माण होते व परिस्थितीशी जुळवूनघेण्याबाबत तारतम्य येते. या प्रक्रियेमुळे मानव अशा बिंदूपर्यंत पोहचतो की जेथून तो जीवनाकडे अतिशय स्वच्छ नजरेने पाहू शकतो . जीवनाचा खरा अर्थ त्याला समजू शकतो . स्वत:चा विकास करून घेताना उत्तराशी सहाय्य करणे हे शिक्षित व्यक्तीचे वैशिष्ट त्याला समजू शकते ". शिक्षक अध्यापन करीत असताना विध्यार्थ्यांच्या सर्व शंकाचे निरसन करणे शक्य नसते. कारण अध्यापनासाठी मिळणार वेळ हा अपुरा असतो आणि म्हणूनच विध्यार्थ्यांच्या शंकाचे निरसन करण्याचे काम ग्रंथालयातून होते. त्यामुळे ग्रंथालय हे विध्यार्थी व शिक्षकांना मार्गदर्शन करीत असतात . शैक्षणिक जीवनामध्ये उच्च शिक्षित विध्यार्थ्यांना स्वयं - अध्ययन करावे लागते तेव्हा ग्रंथ हेच त्याचे गुरु बनतात . साहजिकच महाविद्यालयीन विद्यार्थ्यांचा ग्रंथालयासी अगदी निकटचा संबंध असतो. उच्च शिक्षणक्षेत्रातील प्राध्यापकाना आपले ज्ञान वाढविण्यास व विध्यार्थ्यांच्या शंकाचे समाधान करण्यासाठी ग्रंथालयाचा उपयोग होत असतो . ग्रंथालयातील संदर्भ ग्रंथातून मिळणाऱ्या ज्ञानामुळे प्राध्यापकांचे अश्यापण प्रभावी व परिणामकारक होते. महाविधालयीन ग्रंथालयाचा वाचक वर्ग हा मुख्यतः प्राध्यापक व महाविधालयीन विधार्थी असतात . त्यांना उपयुक्त असे वाचनसाहित्य पुरविणे हे ग्रंथालयाचे मुख्य कर्तव्य आहे .

महाविद्यालयीन ग्रंथालय : -

महाविद्यालयीन स्तरावरील विद्यार्थी हा स्वयंअध्ययन करीत असतो. त्यामुळे त्याला ग्रंथालयाचा अधिकाधिक वापर करावा लागतो . त्यामुळे महाविद्यालीन ग्रंथालयात सर्व वाचन साहित्यांचा संग्रह असतो . महाविद्यलयीन विद्यार्थ्यास सर्व उपयुक्त साहित्य मिळावे हवं एकमेव ग्रंथालयाचा उद्देश असतो. महाविद्यालयीन विध्यार्थ्यांव्यतिरिक्त प्राध्यापक , संशोधक व इतर वाचन वर्गाच्या गरजा पूर्ण करणारे महाविद्यालयीन ग्रंथालय असते . ग्रंथ व ग्रंथेत्तर वाचन साहित्य यांची निवड करणे, खरेदी करणे,निगा राखणे,त्याची रचना शास्त्रीय पद्धतीने करणे,ग्रंथालयातील वाचन साहित्य आणि माहिती याचा प्रसार करणे इत्यादी महाविद्यालयीन ग्रंथाची कामे आहेत

महाविद्यालयीन ग्रंथालयाची उद्दिष्ठे :-

१) ज्ञान व माहिती क्षेत्रात स्वावलंबी किंवा निर्भर होण्यास विद्यार्थ्यास मदत करणे

२) विध्यार्थी व प्राध्यापकांना सेवा देणे

३) पाठयपुस्तकातील मर्यादित माहितीव्यतिरिक्त इतर माहिती देणे

डिजिटल लायब्ररी :-

डिजिटल लायब्ररी म्हणजे ज्यामध्ये सर्व माहिती स्रोत ई - स्वरूपात उपलब्ध असतात. ग्रंथालयातील तालिकीकरण, माहितीचे संग्रहण, ग्रंथोपार्जन , जतन इत्यादी कार्य डिजिटल तंत्रज्ञानाच्या माध्यमातून केली जातात. डिजिटल लायब्ररीच्या माहिती स्रोतामध्ये सी. डी . रॉम ,डेटाबेस,अर्काइव्ह संग्रह,ऑनलाईन डेटाबेस ,इलेक्ट्रॉनिक

प्रकाशने.,इंटरनेट स्रोत,प्रकाशकाचे डाटाबेस, दृक - श्राव्य साधने , संगणक प्रोग्रॅम , मल्टिमीडिया इत्यादींचा समावेश होतो

व्याख्या :-

1) Anns William Y.:- डिजिटल लायब्ररीच्या ठिकाणी साहित्यसंग्रह हा डिजिटल स्वरूपात साठविलेला असतो व नेटवर्कच्या माध्यमातून तो वापरता येतो

डिजिटल लायब्ररीची उद्दिष्ठे :-

१) डिजिटल माहितीचे संग्रहण,संघटन व पुनर्प्राप्ती करणे .
२) माहितीचे जातं करणेसाठी डिजिटायझेशन करणे .
३) ग्रंथालयीन कार्याच्या खर्चची परिणामकारकता सुधारणे
४) ग्रंथालयाच्या अधिक जागेची समस्या कमी करणे .
५) वाचक व सेवकांचा वेळ वाचविणे .
६) सेवा देणे .
७) देव - घेव , ग्रंथोपार्जन , ग्रंथखरेदी , नियतकालिकांचे व्यवस्थापन यासारख्या दैनंदिन कार्याची परिणामकारकता वाढविणे.
८) इलेक्ट्रॉनिक स्वरूपातील प्रकाशित होणाऱ्या राष्ट्रीय व आंतरराष्ट्रीय जर्नल्सचा वापर वाढविणे.
९) सी. डी. च्या स्वरूपात डेटाबेसचे संग्रहण करणे .

डिजिटल लायब्ररीची भूमिका :-

माहितीचे केंद्र —

डिजिटल ग्रंथालयात माहिती डिजिटायझेशन करून ठेवली जाते यामध्ये माहितीचे अनेक स्त्रोत आपणास पाहावयास मिळतात उदा. सी. डी . रॉम , डी. व्ही. डी .,हार्डडिस्क,डेटाबेस , इंटरनेट अर्काइव्ह संग्रह , इंटरनेट स्त्रोत , संगणक, आज्ञावली व मल्टिमीडिया . सर्व संग्रहित माहिती आपणास पाहिजे त्या वेळेस मिळविता येते. सर्व प्रकारच्या माहितीचा व ज्ञानाचा संग्रह इंटरनेटच्या माध्यमातून ग्रंथालयात उपलब्ध करता येतो . त्यामुळे वाचकांच्या सर्व गरजा या माध्यमातून भागविल्या जातात

वेळ,जागा,व भाषा :-

वेळ,जागा,व भाषा या समस्यांवर डिजिटल ग्रंथालयाने मत केली आहे . वेळेच्या बाबतीत पाहावयास झाले तेर विद्यार्थी मोबाईलचा वापर करून कुठेही, केंव्हाही ग्रंथालयाचा वापर करू शकतो . त्यामुळे विध्यार्थी व प्राध्यापकांच्या वेळेची बचत होते. ओपॅकच्या माध्यमातून ग्रंथालयातील पुस्तके शोधणे सोपे झाले आहे . त्यामधूनही वेळेची बचत होते . ग्रंथालयीन कर्मचाऱ्यांनाही ग्रंथोपार्जन , ग्रंथसंवर्धन, ग्रंथपडताळणी यासाठी लागणाऱ्या वेळेतही बचत होत आहे ग्रंथालयात पूस्तके ठेवण्यासाठी जागा मोठी असावी लागते . कारण संदर्भ ग्रंथ,क्रमिक पुस्तके, नियतकालिके इ. ग्रंथालयीन साहित्यासाठी जागेची उपलब्धता करणे गरजचे असते पण डिजिटल ग्रंथालये या सर्वांवर मत करते. कारण डिजिटल ग्रंथालयाच्या माध्यमातून मोठ्या प्रमाणात माहितीचा साठा करणे सोयीचे झाले आहे . कारण एखाद्या ऑप्टिकल डिस्क मध्ये हजारो पानांची पुस्तके आपण संग्रहित करू शकतो व हव्या तेवढ्या प्रति काढू शकतो . डिजिटल ग्रंथालयाच्या माध्यमातून त्याचा वापरही करता येतो त्यामुळे जागेची , पुस्तकांची निगा व काळजी यासारख्या समस्यांना

तोंड द्यावे लागत नाही . भाषेच्या बाबतीतही तसेच आहे . आपले ज्ञान आंतरराष्ट्रीय स्तरावर पोहचविण्यासाठी स्थानिक भाषेतील साहित्य इंग्रजी भाषेत करून ते प्रकाशित केले जात आहे . डीजिटल ग्रंथालयात भाषांतराचा वापर केल्याने भाषांचाही अडथळा दूर झालेला आहे . त्यामुळे विविध भाषिक वाचक आपल्या भाषेच्या माध्यमातून ग्रंथालयातील साहित्याचा वापर करू शकतो

गरजेनुरूप माहिती :-

ग्रंथालयात येणारा वाचक वर्ग हा विविध प्रकारचा असतो . त्याच्या गरजा विविध प्रकारच्या असतात . त्यामुळे ग्रंथालयात येणारा वाचक वर्ग हा डिजिटल स्वरूपातील माहिती संगणकाद्वारे पाहू शकतो व त्याचा वापर करू शकतो . काही मल्टिमीडिया मोबाईल मध्ये ई - बुक वाचण्याची सुविधा असते . त्यामुळे अतिप्राचीन साहित्यातील संत, पंत साहित्यापासून ते आधुनिक काळातील अर्वाचीन साहित्य प्रकारांपैकी कोणतेही साहित्य आपणास इंटरनेटच्या माध्यमातून आपल्या मानसिक, बौद्धिक गरजा भागविण्याचे कार्य करते.

तत्पर सेवा :-

ग्रंथालये डिजिटल झाल्याने ग्रंथालयातून मिळणाऱ्या सेवा ह्या तत्पर झाल्या आहेत . ग्रंथालयात एखादा ग्रंथ जर उपलब्ध नसेल तर आंतरग्रंथालयीन देवघेव प्रक्रियेतून एखादा ग्रंथ वाचकापर्यंत जलदरीत्या पोचविण्याचे कार्य डिजिटल ग्रंथालये करीत असतात . याशिवाय ग्रंथोपार्जनापासून ते ग्रंथमोजणी पर्यंतचे कामकाजही अतिशय जलद झाले आहे.

वेगवेगळ्या स्वरूपातील साहित्याचे जतन :-

मुद्रित तसेच अमुद्रित साहित्याचे जतन करणे आता शक्य झाले आहे . मुद्रित वाचन साहित्यामध्ये ग्रंथ, संदर्भ ग्रंथ, नियतकालिके, हस्तलिखिते इ. चा समावेश असतो तेर अमुद्रित साहित्यामध्ये ध्वनिमुद्रित चलचित्र,व्हिडीओ इ. चा समावेश असतो . हि माहिती कायमस्वरूपी टिकविण्यासाठी डिजिटल ग्रंथालये महत्त्वाची भूमिका पार पाडताना दिसतात. तसेच शैक्षणिक संस्थामधील क्लासनोट्स , व्हिडीओ लेक्चर,विविध अभ्यासक्रम इ . चा स्थानिक पातळीवर माहितीचे संकलन करून विध्यार्थ्यापर्यंत पोहचविण्याचे कार्य डिजिटल ग्रंथालयामुळे शक्य झाले आहे.

ग्रंथालयीन कामकाजामधील भूमिका :-

ग्रंथालयीन कामकाजामध्ये ग्रंथउपार्जन , वर्गीकरण, तालिकीकरण, नियतकालिकाचे व्यवस्थापन व ग्रंथसंग्रह मोजणी इ. चा समावेश होतो वाचकांच्या मागणीनुसार ग्रंथ उपार्जन केले तरच वाचकांचे समाधान होते. म्हणूनच वाचनसाहित्याचे उपार्जन महत्त्वाचे असते. ग्रंथोपार्जन विभागात ग्रंथनिवड,ग्रंथखरेदी,ग्रंथांची नोंद नॊदवहीत करणे. या कार्याचा समावेश असतो. ग्रंथ उपार्जनासाठी अनेक फाईल्स ठेवाव्या लागतात त्यामुळे साहजिकच चुका होण्याची शक्यता असते . निवड केलेले ग्रंथ ग्रंथालयात आहेत कि नाहीत याची शहानिशा करता येते . त्यानुसार ग्रंथखरेदीकरिता विक्रेत्यास मागणी पत्र पाठविता येते. तालिकीकरण करणे हे ग्रंथालय कामकाजामधील महत्त्वाचे कार्य आहे. तालिका म्हणजे ग्रंथाचा आरसा. ग्रंथाची आवश्यक माहिती तालिकेत असते . या तालिका ओपायचा वापर करून ग्रंथालयातील ग्रंथाचा शोध घेण्यास मदत करतात. त्यामुळे शोधप्रक्रिया जलद होते नियतकालिकांचे व्यवस्थापन करणे ग्रंथालयाचे महत्त्वाचे कार्य आहे नियतकालिकाच्या नोंदी ठेवणे आवश्यक असते.ठराविक कालावधीत प्रकाशित झालेले नियतकालिकाचे अंक ग्रंथालयास मिळतात . हे अंक प्रकाशन बंद होईपर्यंत सुरूच असते. नियतकालिकांची वर्गणी भरणे, मागणी करणे, मागणी केलेले अंक येतात कि नाही यांच्या नोंदी ठेवणे न आलेल्या अंकांना समरणपत्र पाठविणे या सर्व कामकाजाकरिता डिजिटल ग्रंथालयाची आवश्यक असते . त्यामुळे नियतकालिकाचे व्यवस्थापन सुलभ होण्यास मदत होते. ग्रंथसंग्रहाची मोजणी करणे या क्लिष्ट कामाकरिता डिजिटल ग्रंथालय महत्त्वपूर्ण ठरतात. कारण ग्रंथसंग्रहाची मोजणी करणे हे फार क्लिष्ट असते प्रत्येक ग्रंथपालास आपल्या ग्रंथालयातील ग्रंथाची मोजणी करून त्याचा अहवाल

सादर करावा लागतो . बारकोडिंग सिस्टम मुळे ग्रंथसंग्रहाची मोजणी अचुक , सुलभ व लवकर पार पाडण्यास मदत होते त्यामुळे ग्रंथमोजणीदरम्यान होणाऱ्या चुका टाळता येणे शक्य झाले आहे

समारोप :-

आजच्या आधुनिक युगात पारंपारिक ग्रंथालयापेक्षा डिजिटल ग्रंथालयाची प्रक्रिया अतिशय उत्तम प्रकारे कार्य करताना दिसते. दुर्मिळ ग्रंथाचे जातं व संवर्धन करणे. दुर्मिळ ग्रंथाचे डिजिटायझेशन केल्याने ती संशोधकांना आवश्यक त्या ठिकाणी माहिती पुरविण्याचे काम सहजरित्या होऊ शकते. सर्व वाचक वर्गाच्या गरजा पूर्ण करण्याचे महत्त्वपूर्ण कार्य ग्रंथालये करीत असतात व वाचकांना समृद्ध व प्रगल्भ बनवीत असतात. साहजिकच माहिती तंत्रज्ञानाच्या जगात ग्रंथालये हि ग्लोबल रिसोर्स सेंटरर्स होत आहेत

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