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Maharaja Surajmal Institute



Assuring Quality in Higher Education: Innovations and Challenges

Editors:

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Dr. Promila Dabas**

Co-Editors:

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Forewords

First of all I would like to congratulate the editors Dr. Promila Dabas and Dr. Anviti Rawat for bringing this book. This book in the form of compendium of scholarly articles under the theme of, “Assuring Quality in Higher Education: Innovation & Challenges”. All the papers contributed by the community of academicians of education, Management, Commerce and computer application addresses the challenges and innovation to assure Quality in Higher Education. The book serves as an interface to promote the practical benchmarks and quality initiatives for assuring quality in higher educations. Development in higher education displays a growing concern for improvements in quality standard and finding new ways for attaining excellence in pedagogies, industry academia interface and leadership. The book covers the board themes of Role of faculty in Imparting Quality Education, Enhancement of quality of research in higher education and Innovation in research for 21st Century. I really hope this compendium proves to be a valuable resource for teachers, administrators, researchers and students who are working in the common interest of quality higher education.

Emanating from a FDP on the theme Assuring Quality in Higher Education: Innovation & Challenges held from 17th July’18 to 21st July’18 hosted and funded by Maharaja Surajmal Institute and under the aegis of Surajmal Memorial Education Society. This book interrogates how quality concern can be protected and promoted in the field of Education. It bring before reader a series of background and prospects from leading scholars in discipline of management, commerce, computers and education for enhancing the quality of higher education and is a valuable reading for practitioners, administrators and policy framers in field of higher education. I believe that the collection of papers in this volume bridge the existing gaps and promote a wave of culture of quality in higher education. It gives me immense pleasure to present before the reading fraternity this resourceful compendium.

Wish you all happy reading

Prof. Dr. Rachita Rana
Director, Maharaja Surajmal Institute

Preface

In India, where resources are scarce, ensuring quality in higher education should be a key priority for the success of socio-political life of the nation. The concern for quality has to be achieved keeping in mind the issues of relevance, costs, equity and international standards. Higher education is the source or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching and research. Scientific and technological advancement and economic growth of a country are as dependent on the higher education system. Development of indigenous technology and capabilities in agriculture, food security and other industrial areas can be possible only with the help of world class higher education. The world is advancing at a fast pace because of everyday challenges and there is an urgent need to rejuvenate the education sector to help adapt to global educational challenges. The Indian higher education system is in a constant state of alteration and fluctuation due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. Auxiliary to it the degree of use of hi-tech innovations in educational transactions, both academic and administrative, indicates that our system of education is still scratchy with new technology. At a time when our educational institutions are expected to do more with less input, they should make proper use of readily available technological innovations. Taking cognizance of these developments and the role of higher education in society, it is important to examine the issues related to quality of higher education.

This Publication is a compendium of scholarly articles under the theme of, “**Assuring Quality in Higher Education: Innovation & Challenges**”. All the papers contributed by the community of academicians of education, management,

commerce and computer applications addresses the challenges and innovations to assure Quality in Higher Education. The book serves as an interface to promote the practical benchmarks and quality initiatives for assuring quality in higher education. Development in higher education displays a growing concern for improvements in quality standards and finding new ways for attaining excellence in pedagogies, industry academia interface and leadership. The broad themes covered in the book falls in the category of Role of Faculty in Imparting Quality Education, Enhancement of quality of research in higher education, Integrating technology and its tools for higher education, Value of Life skills in higher education and Innovations in Research for 21st Century. We hope this compendium proves to be a valuable resource for teachers, administrators, researchers and students who are working in the common interest of quality higher education.

We express our heartfelt thanks to Prof. (Dr.) Rachita Rana, Director, MSI who have been with us with her unwavering support and encouragement since the inception of this book and in bringing the faculty development programme to its present state. We also extend our deepest gratitude to all the eminent speakers, delegates and participants who have added immense value to this programme by their valuable contributions. And last but not the least we extend our wholehearted thanks to the Organizing committee of FDP'2018 comprising of faculty, technicians, staff and students for their commendable team work in bringing the conference to its fruition.

Dr. Anviti Rawat
Dr. Promila Dabas
(Editors)

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API as a Measure of Quality in Higher Education

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ABSTRACT

Academic Performance Indicator is one of the major components of the career advance scheme for the faculty of colleges and universities in India. As a result, it is also a measure of quality of higher education. It is made part of the regulation for maintenance of standards in higher education. The papers discuss the API as standard of measurement of quality in higher education. Does the API meet all the parameters of standards per se? Are the activities of the teachers in higher education quantifiable? Is the quality of higher education a static variable? Does the API possess the characteristics of a good policy? The regulations of UGC 'Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education' (4th Amendment), 2016 is discussed in this paper with respect to these questions

Keywords: *API, Higher Education, Performance Appraisal, Quality Indicator*

A. QUALITY OF HIGHER EDUCATION: ONE OF THE GOAL

The main issues of education and in particular of higher education in India have been Access, Equity, Quality, Accountability and Affordability from the very first Five Year Plan to as late as 65th Meeting of CABE in 2018. Accordingly, the goals of higher education as stated are to improve employability of youth in the age group of 18 to 23 years, Increase Gross Enrollment in Higher Education to 30 by 2030, Prepare at least one crore skilled workforce by 2022 (65th CABE). The CABE has enumerated the same goals of higher education which were listed in Twelfth Five Year Plan. It shows that even after completion of XII plan period, there is not significant progress. It could be due to many reasons. One of the reason could be that there is either no or partial percolation of policy from one level to another level. Even if a policy is formulated, it may not be comprehensive enough.

As CABE recommendations and Five Year Plans are vision level policy documents, these policies are followed by legislative and regulatory policies. Therefore there is need to study second layer of policy documents formulated based on their recommendations. In accordance to these recommendations, policy

making bodies devise legislative and regulatory policies defining criterion and strategies. The existing legislative policy at national level is National Policy of Education (NPE) 1986 revised in 1992 and passed by parliament. The NPE has translated goal of higher education to prepare skilled manpower for different levels of economy. The manpower includes personnel for research so that development can take place (NPE 2.3). Having mentioned goal of higher education, it also states the strategy to achieve these goals in terms of defining minimum levels of learning for each level of education (NPE 3.7), and produce teachers for each level of education (NPE 5.24). Further it recommends that in order to do so, teacher performance would be assessed (NPE 5.31) and to carry out research, enhanced support would be provided to the universities (NPE 5.32). The policy also envisaged four strategies i.e. minimum levels of learning, preparation of teachers, appraisal of teacher performance and support for research. The legislative policy is older compared to XII the Five Year Plan, but by virtue of its power of being legislative, it is to be enforced.

As per the directions of the legislative policy i.e NPE 1986, the University Grants commission (UGC), a regulatory body for higher education in India, has launched few schemes, programmes and has also issued regulations related to higher education. The regulations of UGC are positioned at a critical juncture because it is a midpoint between philosophy of policy and usage by beneficiaries. If the regulation is not in sync with the philosophy of recommendation, it will not get desired result. Besides that, if it is not implemented properly, the goal would remain elusive.

In this paper, out of the four issues as mentioned above, only one issue of 'quality' of higher education is discussed as focal point. Further the scope of discussion is around the regulations and schemes which are designed by UGC in particular Academic Performance Indicator (API).

B. SCHEMES OF UGC ON QUALITY

The ideals of policy are to be translated into deliverables. That is the role of regulations and also of the schemes. The concept of quality has been translated into deliverables by UGC through its regulations and schemes. A scheme is a helping proposition where as regulation is a kind of compulsive proposition. In an ideal situation regulation should come into force when scheme has achieved its desired goal or the ground is ready for enforcement of a regulation. The UGC has launched many schemes for quality (UGC 2011 & 2013). These schemes are aimed at preparing ground for quality enhancement.

The schemes namely Special Assistance Programme (SAP), Universities with Potential of Excellence (UPE), Centre With Potential for Excellence in Particular area (CPEPA), and Autonomous colleges are for infrastructure development. The

aim of these schemes is infrastructure development for research and capacity building of teachers. A few schemes such as grants given to faculty for major or minor research projects, Academic staff colleges, Faculty Development programmes, and faculty recharge programmes, and travel grant etc. are for the development of teachers in the universities. However, it is important to study how far these schemes have reached the system of higher education before any regulation can be implemented.

C. SPREAD AND REACH OF THE SCHEMES ON QUALITY

Let us examine the access of the schemes on quality by the institution and individual faculty members of higher education in India. The table given below presents the information on access of these schemes.

TABLE 1: Reach of schemes of quality

S.N.	Name of the Programme	Number out of /Total (%)
1	UPE	16/795; (2.01%)
2	CPE	172/42338; (0.4%)
3	CPEPA	21/795; (2.64%)
4	SAP	816/ department no. unknown
5	Autonomous colleges	602/42338; (1.42%)
6	NAAC Assessment colleges	8853/42338; (20.9)
7	NAAC Assessment Universities	413/795; (51.94)
8	Research Projects: Major and Minor	1737/1470000; (0.1%)
9	ASC in XII Plan Period	2463300000/1470000 (Rs.1675 per faculty in plan period Rs. 335 per year)

Source: UGC annual report 2016-17; NAAC annual report 2015-16

The table -1 above provides the view of the reach of these quality schemes. It is evident from the table that only two percent and two point sixty four percent universities could be identified under UPE and CPEPA scheme respectively. Similarly only less than half percent and one point forty two percent colleges could qualify for the CPE and autonomous status respectively under quality schemes. The NAAC assessment which is mandatory has percolated to twenty percent colleges and to fifty one percent universities. The mandatory NAAC rating which is supposed to be facilitating academic environment has not reached to eighty percent of colleges and to fifty percent universities. The status of teacher development schemes shows that only point one percent teachers could get grant for research projects. For training number of teachers trained is not available only amount spent during XII the Five Year Plan Period is available. It shows that approximately Rs. 335 is spent per year per teacher on training. It is evident from

the table and ensuing discussion that the quality schemes have not been able to cover its targeted population. The reach is dismal; therefore expectation to show any impact is not desirable.

If a scheme is not reaching its beneficiaries, the assessment of these beneficiaries on quality is not called for. In the case of the NAAC, it can be said that it was launched as scheme in 1994 but has been made a quality assurance regulation in 2012. The intent of the NAAC is twofold. It is facilitation and appraisal of quality of the higher education Institutions. NAAC entails establishment of quality cell in each university. The function of quality cell is to coordinate all the activities of the university and keep record of the university and of faculty members so as to generate annual report of the university as well as to generate performance appraisal of the individual faculty member. It is to guide institution and faculty member to improve its activities and ensure quality. The role of the cell is to upload annual reports on the website of the institution to plan developmental activities. It facilitates institution to increase its grade point of quality assurance so as to be eligible for enhanced funding.

Quality Assessment for improvement and quality appraisal for recruitment and promotion are two distinct philosophies. A regulation on quality assessment for improvement i.e. NAAC is not contested as much as much a regulation on quality appraisal for recruitment and promotion. Therefore the regulation of UGC namely 'Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education' has been debated widely and has been amended four times already in six years and is to be replaced if the voices of the stake holders and evidences are considered as one of the essential input of policy making (CABE agenda 65th Meeting).

D. API AS MEASURE FOR THE MAINTENANCE OF STANDARDS

In India, as discussed earlier, goals of higher education and strategies to achieve these goals have been listed in policies. If we examine these goals, out of the four goals, two goals of 'access' and 'affordability' are mainly for the system level functionaries therefore these could be excluded from the performance appraisal of the teachers though these two are indirectly influenced by other three remaining goals. The other two goals of 'employability' and 'quality' are related to process and output of education therefore these are to be included directly in the performance appraisal of teachers. And the fifth goal of 'accountability' is addressed by the performance appraisal system by itself. In this way it is important to analyze whether performance appraisal of teachers of higher education is comprehensive enough to include all the goals and associated strategies in it. The following table -2 presents the comprehensiveness of the

performance appraisal on account of goals of higher education and respective strategies:

TABLE 2: Comprehensiveness of API

S. N.	Goal of Higher Education	Strategies as mentioned in NPE	Academic Performance Indicators	Standards
1	Employability	Skill based courses	<i>Category -1</i> Updating course content, teaching and evaluation <i>Category -2,</i> career counseling, corporate linkage, <i>Category -3</i> research guidance	Numeric value of actual hours;, and number of students guided for M.Phil and Ph.D award
2	Quality	Minimum levels of learning	NIL	NIL
		Teacher training/ development	<i>Category -2,</i> participation on seminars etc. <i>Category -3,</i> research projects and publications	Numeric value of actual hours; ISSN/ISBN;, Funding amount;, Policy document publication
		Teacher appraisal	Embedded in the appraisal	
		Support for research	NIL	NIL

Source: extracted from the tables of API

The table -2 given above presents that the picture of comprehensiveness of API as measure to maintain standards of quality of higher education. It is evident from the table that API covers two goals of higher education partially. The goal of employability is to be deciphered from the variables such as updating course content, teaching and evaluating; career counseling and corporate linkage. The standard is number of hours spent on the activity. The adequacy of the variable as well as standard is doubtful. Similarly, the goal of quality is to be met by the variables such as participation in seminars, and publication of articles under the teacher training. The standard of quality is number of publications in terms of quantity and publication under ISBN and ISSN as mark of quality. The two parameters of quality i.e. defining minimum levels of learning and support available to teacher for research are not covered at all.

E. DISCUSSION

The quality of higher education is difficult to define (Noha Elassy 2015) or even if there are attempts to define it, it has been defined as vague and unshared internationally (Fabrice Henard 2008). Under the circumstances, it is prudent to rely on definition of quality as mentioned in the national policies. In India, CABE and Five Year Plans have been the guiding vision level documents after the Constitution. As discussed, as per these documents, quality of higher education is one of the goals. Actually, it is not just one of the goals rather it encompasses all other goals within it. For example if one of the goal is 'access' meaning increasing gross enrollment ratio of the country to 30, this goal itself becomes one of the parameter of quality of education. If quality appraisal system is devoid of this variable in its programmes/indexes, that means the index is not a best fit.

Accordingly, if we analyse API, the only regulation on performance of teachers, from the lenses of the goals, it is very much needed to modify our policies, regulations and further implementation tools. It is noted that there is no parameter included in the API from the perspective of increasing 'Access'. The performance of teachers is assessed on account of listing of the activities in the area of examinations and admissions and hours spent on these. It would be desirable to add a dimension whether examination practices of a teacher are leading to access to higher education or discouraging it. It may mean capturing practices of evaluation such as tools of examinations, duration and frequency, item difficulty of question paper, trends of scores acquired by students in the paper/course in that semester/year and over the years. Inclusion of such analysis on evaluation would be a better variable. Similarly, there is no variable on admission of students which has direct relationship on access. There is need to analyse trends on demand for admission, screening processes, admission granted and rejected besides the policies, rules and regulation related to admission. In the performance appraisal index, activity related to preparation of such reports which may be of value to institution only should also find place. Publishing papers for the national and international journals is required but not at the cost of marginalizing institutional benefit and in turn jeopardizing national interest. It may not carry ISSN number, but it is of immense value.

The next goal of higher education is Employability. The goal is to prepare one crore skilled work force. The goal is not explicitly included in the API. It should be mandatory to mention skills to be generated by the course being taught by a teacher and whether it is updated with respect to the latest demand of the jobs to be pursued after the completion of the course. The placement data and employer feedback should find place in the appraisal of the teacher not the numeric value of hours spent on the updating of the curriculum, teaching and evaluating it. Number of students, enrolled and number of passed outs is also a good indicator.

The third goal is equity. The reports on admission status data, passed out status of the students is one of the good indicators on equity which have been mentioned. Besides that, the role of teacher to provide learning experiences and learning material as per the need of the individual student is one of the indicator of pursuing equity. Reports on such endeavors, counseling and going that extra mile is more important as indicator of equity than mere numeric value of hours spent on academic and administrative activities in the institution. The numeric value is not an adequate indicator of equity.

The next goal is Affordability. In common parlance affordability of education is equated with fees. It is directly related to sector or institutional level policies. Therefore it is difficult to be assessed by performance of teachers. However a teacher performance could also be related to affordability. If a teacher is guiding students for scholarships, using low cost learning material, practices collaborative /peer learning strategies and using ICT for increasing life of the learning material goes long way to make education affordable. This can also be captured through anecdotes or descriptors in the Index of teacher performance. Seeking feedback from peers and students in this respect is also one good indicator.

The API itself is considered as a tool of Accountability. However, it is not so. Academic performance appraisal is not a static thing like index. Performance is always against some targets. Unfortunately, in India, the performance is synonym to index. Though, in an institution activities remain more or less same every year but it may not be the duties of every teacher every year. It is also not desirable. As discussed with many faculty members, duties are not defined for them in every calendar. Time table of the university is only source of duty chart for many. More so these are also not defined for long term. For example, the appointment letters of the faculty members do not mention duties of the faculty in India unlike appointment letters of other countries (Washington 2018). The sample appointment letter of Washington University tells each and every policy and rule governing the services of the faculty. It tells them who and where to go in case of appeal which is not the case in India. It is desirable to capture duties of a teacher in the beginning of the year, and performance against these after the year. It is also not necessary that performance is to be assessed every year. In case of research and extension activities it may be longitudinal in nature and may extend to longer periods. Besides the periodicity, the performance may be assessed qualitatively as well as quantitatively for arriving on accountability.

As mentioned earlier, the goal of Quality comprises all these goals and is not exclusive of these. However, it is discussed from the perspective of the strategies mentioned for quality. The one of the strategies is to mention minimum levels of learning for each level of education. The minimum levels of learning have been understood for long as passing marks ranging from 33- 50 percent depending on

nature of course. The concept of minimum level of learning under quality denotes its place in the curriculum and not in the evaluation policy. It means stating objectives of the course and skills to be generated in a student as discourse of learning. The teacher performance could cover whether teacher is able to achieve these objectives through pedagogical practices or not. Therefore it is qualitative variable and may not be quantifiable by scores of the students. However scores of the students is also not a variable in the API.

The second strategy of quality is teacher development. As mentioned in the table-1 teacher training is conducted every year in ASCs. There is information available with respect to amount spent on training but not on number of teachers trained in a year in the annual reports of the UGC. It can be assumed that number is not significant enough therefore not mentioned. It shows the gap in the service provider level itself. More over Orientation and Refresher courses are not for all cadres of teachers. This is another significant gap because training is required by all and all the time. It shows that policy on training is comprehensive enough to cater to all. The teacher development is assumed to be byproduct of participation in conferences/ seminars and by carrying out researches. Nevertheless, it is. But it is not enough as it is not system level intervention for development. To include a voluntary effort in API is not good governance. Further the standard for teacher development again is numbers in terms of participation and number of articles published in peer reviewed journals. Niti Aayog (2017) also held the same view and its action plan for ministries it mentioned “However, the number of articles published does not necessarily relate to the quality or impact of the articles”. It has laid down three objectives for higher education. These are Build infrastructure; Expand enrollment; and Provide teacher training. API must distinguish between system supported actions and performance based activities to be included in the API. Participation in teacher training, seminars and research projects are system supported activities; therefore these should be followed with rider with respect to availability of facility for the faculty in the index.

The third activity is appraisal of teachers for quality. The appraisal of teachers is a process to be initiated, followed and completed by the institution. A regulation of the UGC is to be followed by the rule to be notified by the institution. In many universities quality cell is not established. As mentioned earlier teacher performance is a byproduct of the institutional activities to be monitored and recorded by the cell. In the absence of the cell, performance of the teacher is not a valid proof of performance. It is mere self narration with or without evidence. API is deficient on this account as well. Further without the institutional mechanism, it is also not a regular feature in many universities. It is observed that it is conducted for many years altogether. It is not a quality practice of a quality appraisal.

The fourth strategy is research support, as evidenced from the table -1; research support is available to less than 2 percent institutions and to less than 0.1 percent teachers. In that case it is not a criterion on which teachers' performance could be judged. As per the theory of item difficulty such items are removed from the question paper. Further the Index also does not capture the element of availability of research support. A faculty member who is carrying out research in the absence of it, in the presence of it, and not doing it in spite of the presence of it, all is to be treated differently. The index is not capable of differentiating among them.

There are differences on quantification of the activities of a teacher and also weightage given to these in the index. Sanjay Singh (2014) has pointed out that representation of the co-curricular, extension and other professional activities of a teacher in higher education institutions are insufficient in the index. He has argued that this dimension of the role of the teacher needs to be increased in the index. Besides that Performance is an ongoing activity. It's every day, after any student interaction or faculty interaction or any other activity in the institution. It's much more fluid. Students want to know on an ongoing basis, am I doing right? Am I moving in the right direction? Do you think I'm progressing? It is also true for the faculty performance. Nobody's going to wait for an annual cycle to get that feedback. API does not even provide feedback to faculty. The concept of performance appraisal came from corporate, but now corporate like Accenture are doing away with appraisal (Economic Times 2015).

The quality as a construct is not an absolute virtue. It is a relative phenomenon. It varies in its contexts. The API is designed as yardstick based on which norms? One wonders whether it is an index or a yardstick by itself. Generally a norm should precede an index. As mentioned earlier it is a first regulation by UGC on performance in the form of index. It would have been better if a norm for performance is separate from index. It would have facilitated comparison of performance against the norm and comprehensibility of index as well. More so, as performance variable is flexible in nature, a norm needs to be flexible. Accordingly an index for quality could have been made flexible. Under the absence of norm, API stands as static yardstick, not amenable to capture variable of quality which is flexible.

It takes us to examine the process of regulation making in India. As per OECD (2015), policy should be evidence based and stake holder consultation is must before a policy is formulated. In most of the OECD countries there is regulation also on how a regulation is to be formulated by a regulatory body. It provides few steps to be followed. If these steps are not followed regulation is not approved. These steps are not mandatory in India. As a result there are court cases, representations from the stakeholders on most of the regulations and in particular

on API. It is also known that the regulation has been amended four times and is to be replaced again.

F. CONCLUSION

A few points are clearly emerging from the discussion. It is evident that there are gaps in the policy percolation. The vision level policy documents such as five year plans are not followed as legislative policy remains static. The last legislative policy is of 1992, which is to be enforced. In that case the recommendations of Five Year Plans are or of CUBE remain on paper and not implemented. A gap is clearly seen with respect to positioning of schemes and regulations by the regulatory body as well. A regulation is in force without ensuring availability of the Infrastructure for research and training of teachers before assessing their performance. It is also noticed that an index has come into force without the norms of performance.

The discussion points out difficulty in defining teaching as a profession, its criteria and procedures as there are no norms of the profession. The goals of higher education are the goals of performance of a teacher. How these goals needs to be weaved in the performance index reveals that its inclusion is partial. Out of the five goals only two goals are part of the API that is also not satisfactory as standard of performance is numerical whereas the performance of the teacher is not quantifiable.

The quality of higher education and quality of performance of a teacher are relative variable whereas an index is static. The Index is not capable of capturing the complexities of performances under different situations of a teacher. The academic environments are not same across the nation and institutions.

It is also pointed out that API does not qualify to be a good policy. A good policy is evidence based and involves stake holders in its formulation. It is not to be opinion based of few experts. The process adopted to formulate API is indicative of these lacunae. The continuous amendments brought in the policy, court cases and voices of dissent by the very users of the policy are indicative of the same (Gupta2013).

It can be concluded that API is not desirable to measure performance of teachers, quality of institutions or of the higher education sector in India. The needs of higher education sector are changing fast; institutions are being equipped to cope with these changes with the help of schemes and programmes. The performance of teachers is flexible as per the need of the sector. An Index is inappropriate tool to capture the comprehensiveness of the sector or the activities of a teacher. The concept of performance appraisal of teachers needs to be relooked as per the nature of the higher education sector.

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“Role of Faculty in Imparting Quality Education: A Perspective”

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INTRODUCTION

Nation is a community of people, whose members are born together by sense of solidarity, culture and a national consciousness. India is a nation with rich intellectual heritage. Here the Teachers are the future builders of any country. They prepare the children and youth for challenging life, Provide literacy and wisdom and are their friend, philosopher, mentor, and guide. **Swami Vivekananda – has said** “Education is not the amount of information that is put into your brain and run riot there, undigested all your life. We must have life-building, man making, character making and assimilation of ideas. We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’ own feet.

Economy is the base of society and education is its superstructure. Education has two basic features: first is the responsive action to the changing needs of the society and its structure, secondly, it is an endeavor designed to stimulate individuals according to their propensities. It chisels the life patterns, logical reasoning, attitude and views of living.

When India became Independent, there were 20 Universities and 500 Colleges in the country with 2.1 lakhs students seeking higher education. According to UGC annual report 2016-17, the number of Universities had gone up to 795 as listed by UGC (47 Central, 360 State Public, 262 State Private, 123 Deemed to be Universities, three Institutions established under State Legislation) and 42338 colleges in the Higher Education sector. The total enrolment in all courses and levels in regular stream in academic session 2016-2017 was 294.27 lakhs including 141.56 lakhs women students, constituting 48.11%. The maximum number of students had been enrolled in the state of Uttar Pradesh (58.71 lakhs), followed by Maharashtra (30.95 lakhs), Tamil Nadu (24.82 lakhs) and Madhya Pradesh (16.76 lakhs) etc. The strength of the teaching faculty in universities and colleges has also increased to 14.70 lakhs as compared to 14.38 lakhs teachers in

the previous year. Out of 14.70 lakh teachers, 88.96% teachers were in colleges and the remaining 11.04 % in the universities.

Government has made significant efforts through policy initiatives and is now looking forward for a revamp. The effectiveness of higher education institutions in contributing to development depends upon their ability to achieve excellence both internally and externally. The government is committed to achieve the Sustainable development Goal for Education; “Ensure inclusive and Quality Education for all and Promote lifelong learning” by 2030. In order to achieve this technology is being integrated. Faculty and Technology are playing a pivotal role in enhancing the spread, scope and quality of education as well as in expanding the facets of education to the masses.

ROLE AND APPROACH TO IMPART QUALITY IN HIGHER EDUCATION

Eminent scholars, educators, visionaries have given great importance to the teachers role in building society and Nation. The quotes of few are **Dr. S. Radhakrishnan** stated “The teacher’s place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.”

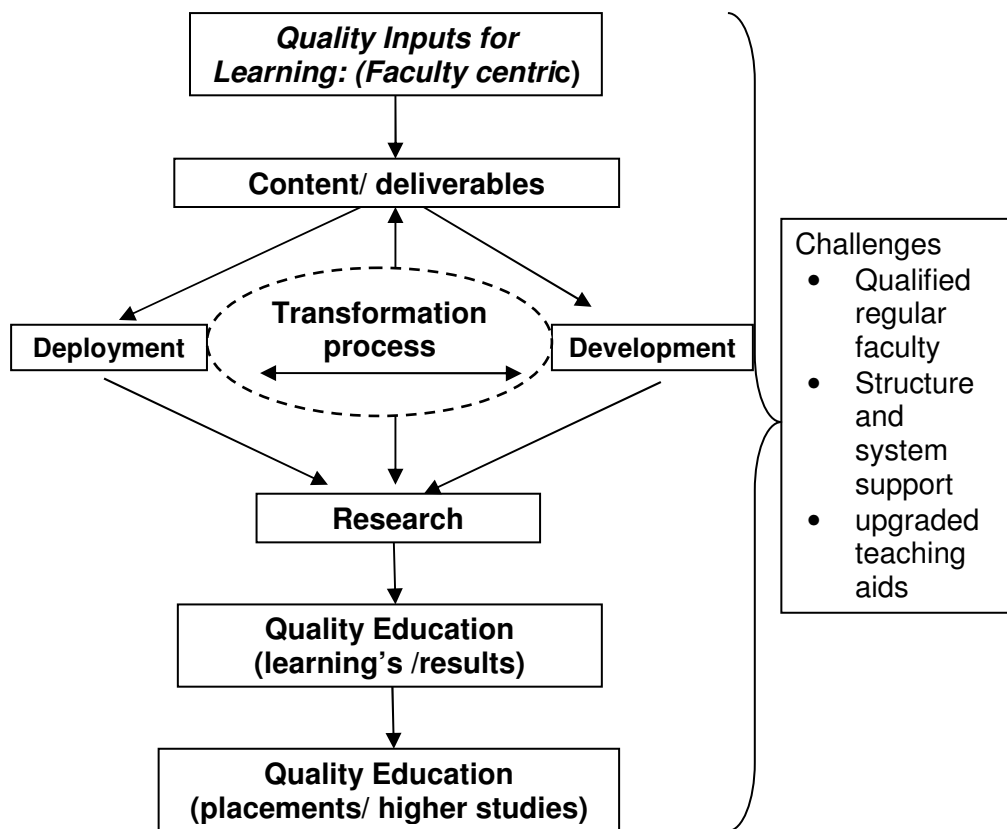
Pt. Madan Mohan Malavia said “It lies largely in his teacher’s hand to mould the mind of the child who is father of the man. If he is patriotic and devoted to the national cause and realizes his responsibility, he can produce a race of patriotic men and women who would religiously place the country above the community and national gain above communal advantage.”

The ways where teacher makes a difference is our world is by Inspiring, Encouraging, Motivating, Releasing the potential, Role modeling, Developing community, Leadership and providing value system. The importance of the role of the teachers in imparting quality education, as an agent of change, promoting understanding and tolerance has become more obvious and is likely to become even more critical in the 21st century. A without passionate teachers we will no longer progress and shall have population with inconsequential information and inputs. It is stated so because the approach to quality education has shifted from Conventional method to the outcome based method. Further, it attributes to the shift of role from educator to facilitator.

Approach to Impart Quality in Higher Education

Education promotes over all development of the society, viz. social, economic, technological, human resource development, etc. and is highly interrelated. It helps in overcoming the fear of unknown, fear of punishment, fear of being criticized. The quality of higher education imparted plays an important role in

facilitating the changes and resulting in the trained manpower. Further the higher education needs sustenance in quality with time and space. Sustenance and quality necessitates structural adjustment and reorienting of curriculum and introduction of vocational courses, market orientation of higher education, introducing multi-media approach in university teaching, striking a balance between efficiency and excellence, bringing about accountability of university system, emphasis on research, resource mobilization and ensuring optimum utilization of resources. The algorithm below depicts the approach that can bring quality in higher education with emphasis on faculty and students as prime stake holders.



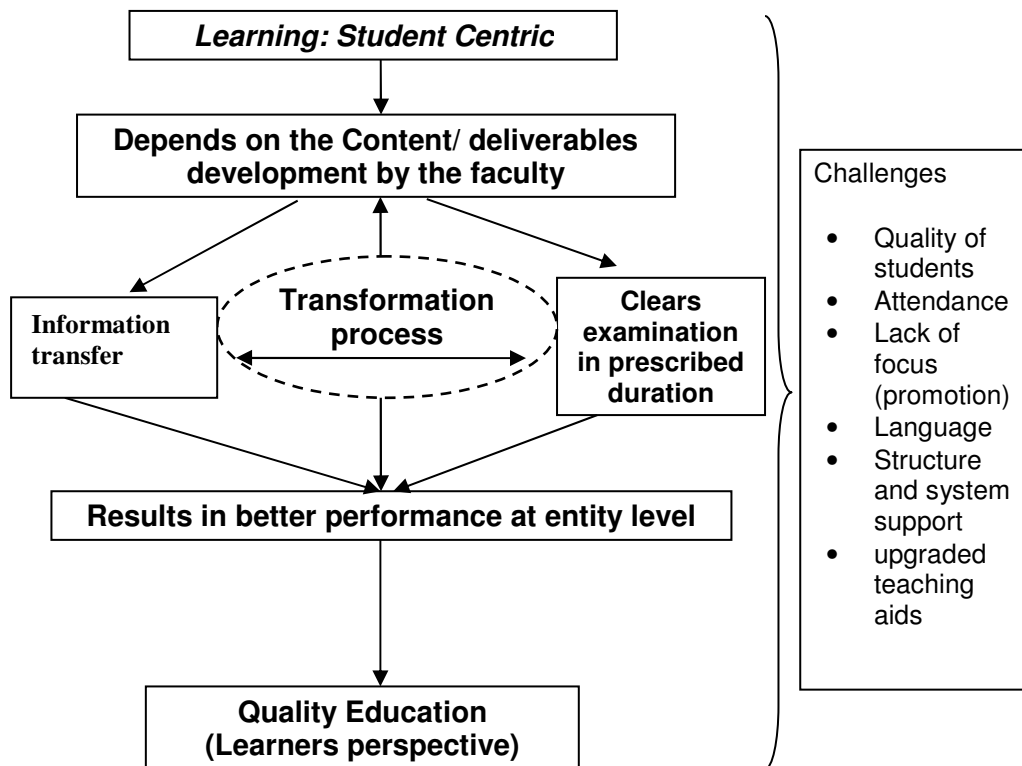


Fig. 1. Algorithm Showing the Approach to Quality in Higher Education with Faculty and Students as major stake holders

ROLE OF FACULTY IS PROVIDING QUALITY EDUCATION

i) Role of faculty in quality Input for learning

Faculty plays a major role by organizing/conducting various activities and Programs to nurture critical thinking, creativity and scientific temper among students and to transform them into life-long learners and innovators. Attributes are inculcated by the faculties by following ways:

A. Critical Thinking:

Interactive Classroom Discussions: The faculties use variety of questioning tactics to promote Critical Thinking. The student uses various thinking skills such as interpretation, analysis, and recognition of assumptions to form a conclusion.

Written Assignments: Application based assignments allow students to expand their thinking processes. Assignments focused on the aspect of thinking have been given to the students for the purpose of promoting thought and focus on the aspect

of thinking. Article writing, Paper writing and paper presentation, live projects case studies exercises are conducted to reiterate the integration of theory and practice.

Case-Studies: It is a very important aspect undertaken to enhance critical thinking. The approach is to provide the students a learning environment which closely resembles the career environment of students, which they are to face during the employment. Students are encouraged to comprehend the case (clarity of management concepts, tools & techniques) and decide whether or not particular theory applies to specific components of the case study in order to identify components in the case problem and use deductive reasoning. The solution to the problem (s) necessitates a creative blending of critical thinking.

Debates: As debates promote critical thinking, the subject teachers do encourage open discussions.

Research Projects: As per curriculum offered by the GGSIP University, the students are to undertake research assignments that inculcate inductive thinking skills guided by faculty.

B. Creativity: Creativity is nurtured among students by organizing various competitions which are: (i) Essay writing, (ii) Collage making, (iii) Poster making, (iv) Thematic Rangoli competition, (v) Creative writing competition, (vi) Ad-mad show, (vii) Business Games.

C. Scientific Temper: Scientific temper describes an attitude which involves the application of logic and the avoidance of bias and preconceived notions. It is nurtured by various major and minor projects. Various industrial visits explore different aspects of applied concepts are taken for educational tours.

D. Keeping students abreast with current state of affairs innovative pedagogy adopted by faculty keep the students abreast with contemporary issues and current affairs in the country and the world.

E. Role of Faculty addressing heterogeneity in intellectual evolution so that “No one to be left behind”.

Faculty believes in catering to the heterogeneity of learners and intellectual evolution.

ii) Role of faculty in providing Psycho-Social Support and Guidance:

It is imperative to guard and guide the value system amongst the students along with their desired competencies. As the value system forms the basis for ethical code of conduct and governance in the global professional arena, the faculty members strive to inculcates amongst the students the various incremental values

like punctuality, sincerity, commitment, perseverance, honesty etc. contributing to their terminal values like Happiness, Success, Contentment etc. on regular basis.

Role of Faculty in Inculcating value system for holistic development of students

In a bid to focus on the holistic development of students by instilling in them the ability to manage stress by managing their time for achieving a more balanced life as students, individuals and professional’s time management exercises and workshops are conducted by faculty.

iv) Role of Faculty as a mentor represents multiplicity in roles such as:

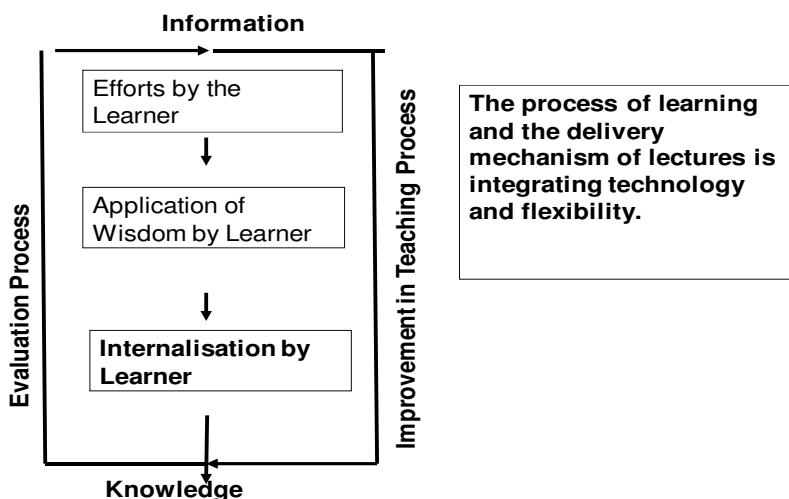
- A Friend & a Philosopher: They provide emotional & moral support with great level of comfort to the students.
- A Guide: with relevant expertise & experience they advise the students on their various vital and trivial matters concerning the day to day conduct.
- A Tutor – by giving relevant & unbiased feedback of their performance.
- A Role Model: is the one who can inspire and influence students’.

ROLE OF TEACHER REDEFINED

Conventional pedagogy involves two major stakeholders the teacher and the students. The teacher in the conventional Teaching learning process promotes the discussion of ideas and open expression of opinions while maintaining civility and respect within and outside the classroom. The teacher helps the students to connect the learning experiences, linkage in knowledge and understanding on generative topics, diverse topics and interdisciplinary aspects. Whereas the integration of technology, flexible approach, self directed learning or experiential learning has revolutionized how education is delivered and received.

Electronic teaching learning is a type of Technology supported education/learning (TSL) where the medium of instruction is through computer technology, particularly involving digital technologies. E-learning has been defined as ‘pedagogy’ empowered by digital technology”. The advancements and developments in internet and multimedia technologies are the basic enabler of e-teaching learning, with content, technologies and services being identified as the three key areas of the higher education. The geographical scope can extend to the rural locations with the use of technology based teaching learning process and the mode of education being open or through correspondence. Audio, video and web based medium and long term programmes in various manufacturing and services sectors can show development and growth even in the rural locations.

Figure 2: Role of Teacher Redefined: E-Learning Process



This process is based on needs, interests, abilities and convenience of the learner. The role of technology here empowers both the teacher (instructor and learners) and student. This system also facilitates the implementation of modular/credit system. Therefore this system is becoming accepted and indispensable part of higher education.

ROLE OF TECHNOLOGY IN EDUCATION

The growth of internet and e-education has changed the way the world behaves, does business and thinks. The faculty and students remain connected through email on which students receive instructions, send assignments, fix appointments etc. Use of technology in education can benefit both students and teachers (Pradeep M). Therefore, technology is a panacea that will enable creation of “learning objects” that will revolutionize how education is delivered and received. We need to maintain and enhance our competitive advantage of abundant, high quality and cost effective human resources (Neeraj Hatekar). Technology can play a major role in meeting these challenges.

The major initiatives taken are i) NROER (National Repository of Open Educational Resources) is bringing together all digitized resources, ii) e-Pathshala is disseminating all educational e-resources, iii) Shala Darpan, iv) In order to promote quality in teaching learning process various initiatives have been taken like, National Institutional Ranking Framework National Institutional Ranking Framework (NIRF) that was launched in September 2015 to rank the institutions. Accreditation of Institutions of higher learning on the following parameters and

verifiable criteria, viz. teaching/learning resources, research, outcome based education, outreach/inclusive nature and the public perception to ensure quality v) Swayam is the Indian electronic e-education platform which proposes to offer courses from the high school stage to Post-Graduate stage in an interactive electronic platform using the Massive Open Online Courses (MOOCs) with a capacity to host nearly 2,000 courses. vi) National Digital Library (NDL) is a platform to higher educational institutions of all the e-books, audio books, educational videos digitally available across the country. vii) Global Initiative for Academic Networks (GIAN) Global Initiative of Academic Networks (GIAN) in another step in Higher Education to acquire international viii) Ucchtar Aavishkar Yojana has annual investment of Rs. 250.00 crore in order to promote innovation of a higher order with the needs of the Industry and and competitive advantage of Indian manufacturing within purview. ix) Unnat Bharat Abhiyan adopts five villages each; identify technology gaps and prepare plans for innovations that could substantially increase the incomes and growth in the rural areas. IIT Delhi has been made the national coordinator for the UBA. X) UGC has approved 64 Pandit Deen Dayal Upadhyaya (DDU) Kaushal Kendras in various Universities and Colleges during the year 2015-16. There are other many such initiatives.

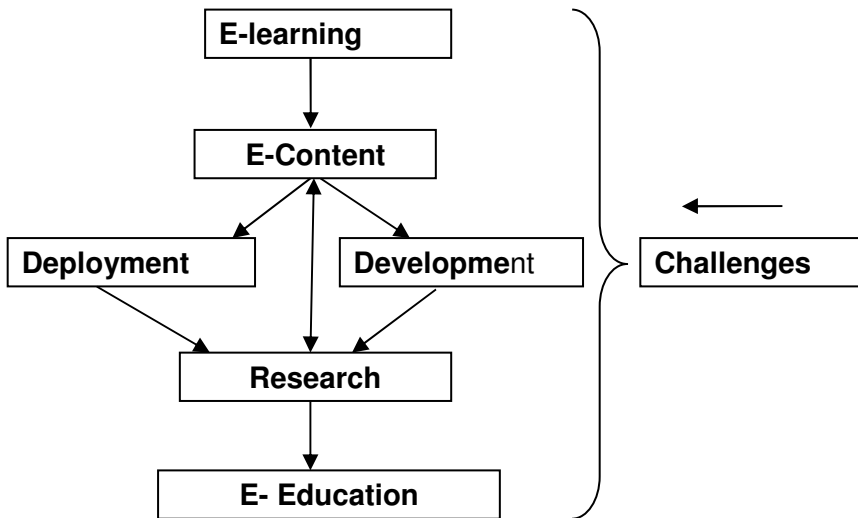


Fig. 3. Algorithm Showing the Integration of Education and Technology

E-learning adds spectrum to the educational process and if utilized well, has the potential to enhance both the students and faculty instructive practice. It is not a substitute for the traditional teaching but can certainly augment the magnitude of knowledge dispensation to the ever increasing knowledge hunger of a learner.

Education always awaits the crystallization of excellence on the part of an individual as well as the society.

The optimistic front is that there will be expansion of higher education through E – teaching learning process, virtual classes and content development and deployment. On the pessimistic side, this would, however, be the most retrograde step that would distort the development of higher education and make the institutions of higher education the puppet of private bodies, further increasing inequality, discrimination, preferences, disparity, increase the rural urban gap and only as profit making enterprises.

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Value of Life Skills in Higher Education

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INTRODUCTION

Higher education has an important role both for the student, as an individual, and also for the society in which he or she lives. Higher education represents an aid for the growth and the development of the students and a key for a better life. For the society, higher education institutions can contribute to the creation of ideal citizens, who will help in keeping the society peaceful.

Quality in higher education is a multi-dimensional, multilevel, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme, or discipline.

Tom Peters and Nancy Austen in their book, “A passion for Excellence: The Leadership Differences”, define quality as-

QUALITY IS ABOUT PASSION AND PRIDE

Quality assurance procedures can serve two major purposes: improvement and accountability.

Accountability – summative approach: “A central aspect of ‘accountability’ in any form is that of ‘rendering an account’ of what one is doing in relation to goals that have been set or legitimate expectations that others may have of one’s products, services or processes, in terms that can be understood by those who have a need or right to understand ‘the account’. Quality procedures for accountability purposes are based on criteria set down by external authorities and institutions. They aim at strengthening external insight and control, with possibility of undertaking external corrective measures, if necessary.

Improvement – formative approach: Quality procedures for improvement purposes aim at promoting future performance rather than making judgments on past performance. The criteria and procedures used are intended to strengthen the conditions, motivations, scope and level of information of Higher Education Institutes towards quality improvement.

GENESIS OF QUALITY

Nothing is final and nothing is perfect in this transitory world. Striving for quality clearly indicates the persistent behavior of the learner and the teacher with reference to achieving perfection in teaching and learning process. We understand the notion of quality and we live by it in our day to day life but it is not that easy to describe the term quality, clearly with precision. The importance of quality can be well understood when the routine go topsy-turvy in the absence or due to the lack of quality. So, it can be said that quality is what makes difference between things being excellent or run-of-the-mill. With the passage of time quality makes different between success and failure.

Quality means doing the right things right. Doing things right - is efficiency and doing right things is effectiveness. Quality in education is to learn the right things and to learn them well. It is not good enough to learn the right things only half well and it may be even worse to learn the wrong things well. Quality has become the key word in today's education scenario.

SOURCES OF QUALITY IN EDUCATION

It is said that quality is not destination, it is a continuous journey. Quality means doing the right things right. Doing things right - is efficiency and doing right things is effectiveness.

There are various sources of Quality in Education-

- **Outstanding teachers**

According to Rabindranath Tagore, "The primary task of a society is to find a real teacher, one who performs his duty with perfection and dedication and is a perfect moral example for the society".

Teachers play critical role in transmitting quality education and in shaping the future and destiny of a nation. Teachers teach the ways of life, channelize youth power and mold their character. In a real sense, the teachers are the backbone of the nation. Teacher plays crucial role in improving the quality of higher education through- dedication and commitment, motivation, skill development, imparting value based education, keeping tab on the latest development with reference to educational policies, continuous up gradation of qualification, collaborating with other teachers from different institutes and so on.

- **High moral values**

It is said that skills are of less importance in the absence of appropriate value systems. Hence, teachers should shoulder the responsibility of inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate

values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is ample scope for inculcating the core universal values like truth and righteousness. The seeds of values sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasized at the higher educational institutions, through appropriate learning experiences and opportunities.

- **Excellent examination result**

The approach should also be result oriented and this is possible only by having clarity of goals where the teacher is clear about the outcome. Excellent result not only boosts the morale of the teachers but provides platform to the students for better avenues.

- **Support of Parents, business and the local locality**

Parents and families have the most direct and lasting impact on children's learning and development. As the first educators of their children, they play a crucial role in their children's educational journey. A stimulating home environment that encourages learning as well as parental engagement in in-school activities is crucial for a child's cognitive, social and emotional development. Quality education can never be achieved without the cooperation of parents and local locality. There is the need of creating employment related activities and promoting skill oriented courses. We must sensitize our learners toward dignity of labour by shedding the mental stigma of white-collared job.

- **Application of latest technology**

With the advent of technology education is revolutionized entirely, new vistas for teacher and learners are opened. Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Our schools, community colleges, adult learning centers and universities should be incubators of exploration and invention. Educators should be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students. Education leaders should set a vision for creating learning experiences that provide the right tools and supports for all learners to thrive.

- **Strong and purposeful leadership**

Clear vision and a sense of direction are imperative for leadership. Strong leadership paves the way for quality assurance in any institute. The guiding force behind the vision and mission holds the key for positive outcome.

- **A well balanced and challenging curriculum**

The curriculum can be understood as a political and social agreement that reflects a society's common vision while taking into account local, national and global needs and expectations. The curriculum, in other words, embodies a society's educational aims and purposes. The complexity of curriculum development processes and the range of issues informing the 'what' and the 'how' of teaching, learning and assessment present major challenges for policymakers and curriculum developers. Since curriculum development processes are influenced both by local needs and by broader, transnational trends, a comprehensive international perspective on curriculum issues, trends and approaches is critical. A well balanced and challenging curriculum is the need of the hour.

QUALITY MANAGEMENT

Quality management can be understood as quality in all the aspects of organisation. The quality needs to be redefined from the narrow criteria of achievement of students in examinations to a holistic approach to quality of life in educational institutes. The system as a whole has to be taken care. Quality is not incidental or accidental. It requires consistency for that matter. It is a planned and deliberate process. It is a continuous process. Quality management is a part of management aimed at achieving quality goals through planning, monitoring, assuring and improving quality. Involving all members of the organization brings us closer to total quality control. Efficient Total quality management system in organization can facilitate quickly challenge in world market. Total quality management realize target and mission in education of young generation. Total quality management upgrade management quality and quality of work in education institute in general. Education efficiency and success don't depend just on quantity but on quality as well.

By providing high quality educational services, educational institutions play an important role in the development of the national economy, of the society as a whole and of its individual members. Total quality can only be achieved by establishing an innovative organization, one that is flexible, which can adjust quickly to changes in its environment and is capable of learning.

LIFE SKILLS

The term life skills refers to the skills we need to make the most out of life. Skills that are necessary or desirable for full participation in everyday life. WHO defines life skills as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of life. As per UNICEF Life skills as "a behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills. Life skills curriculum focuses on attitudes, values and behavioural change, rather than seeking to

provide young people with a body of knowledge about a set of topics. As with literacy, age-appropriate life skills can be incorporated into other areas of study.

The core set of skills (WHO) are:

- Problem solving
- Decision-making
- Critical Thinking
- Creative thinking
- Communication
- Interpersonal skills
- Interpersonal skills
- Empathy
- Coping with emotion
- Coping with stress.

Life Skills Approach strengthens the ability of an individual to evolve, developing self-confidence and power to act, without being restricted to a single hands on skill. It empowers them to take positive actions to protect themselves and to promote health and positive social relationships.

ROLE OF A TEACHER

To quote **Angela Merkel, Chancellor of Germany**, “Teachers are not common people, common people are not teachers”.

The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching / learning process. Teachers' role is of vital significance for the development of society and appropriate changes in the society. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education.

An analogy can be drawn between teacher and the Sun, both are punctual, regular and treat everyone equally. A teacher must have that fire in belly to learn and to motivate the learners. One has to constantly remind oneself that there is no room for ego in teaching learning process. The more humble you are the more rewarding is the process of teaching and learning. As **Isaac Newton** had said, “What we know is drop, what we don't know is an ocean”.

CONCLUSION

It is imperative to remember that Education with life skills is not another subject but it humanizes education. It helps to organize thinking and effort to achieve a goal. A lot of thought requires to be given on how to bring in life skills education into the mainstream curriculum. Our educational policies and the subsequent curriculum frameworks all along have emphasized the need for Life skill Education. It is also true that in order to be effective; there must be clearly defined and definite focus, direction and commitment for fostering life skills.

A teacher can always take that extra mile to inculcate all the above mentioned values in learners and hence ensure quality education. It is not about pertinent and poignant narratives but having that courage to be the best and do the best and bringing out the best in the learners as well.

Preparing Pre Service Teachers for Inclusive Education

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ABSTRACT

The general viewpoint of inclusive education is to provide for good teaching practices, healthy connection between teacher and the students, to improve the quality of education for “all children” in a regular classroom and help in the development of “all children” in different ways. The concept of inclusion places emphasis on changing the system rather than the child.

The present study was taken up with the objective of assessing the inputs in the teacher education program, to what extent the teacher education programme prepares their student teachers. The curriculum of teacher training programs of some courses in Delhi were studied and compared. The results indicated that the teacher educators teaching this paper had not received any in-service training regarding inclusive education. It was also found that the students are only taught theory regarding inclusive education rarely do they get an opportunity to visit a school or an NGO. The stakeholders should understand these gaps as a major barrier to the actualization of inclusion at the Pre service teacher education level. To ensure parity between teacher preparation and the realities of inclusive classrooms, changes to the current approaches are essential and indispensable. Given the present situation, without proper attention being given to teacher education, a policy on inclusion is meaningless.

Keywords: *Teacher Education Programme, Inclusive Education, Curriculum Framework*

INTRODUCTION

India's concern of Universalizing Elementary Education comes with addressing the issue of access, equity and quality which arises from the worldwide concern on 'Education for All'. The teachers are struggling throughout the world to respond to range of students in the classroom. At the school level, inclusive education seeks to address the learning needs of all with a specific focus on those who are vulnerable to marginalisation and exclusion. The regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all. (UNESCO, 1994). This was further restated in World Education

Forum that school should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic and other conditions, (Dakar, 2000). The Indian National Policy on Education (1986, revised in 1992) and National Curriculum Framework (2005) emphasized the need for integration of all children with special needs in the regular schools. Keeping in view the observation of NPE (1986) and 'Persons with Disabilities, Equal Opportunities, Protection of Rights and Full Participation Act (1995), Right to Education Act-2009 (RTE Act) and other international developments imposes inclusion of all children in a regular classroom in any school.

The RTE act (2009) implies that education of all children is mandatory and the government is committed to make provision for each child in the age 6-14 in general schools at the elementary level. Inclusive education is the keyword which ensures that all children should learn together. The 'Rashtrya Madhyamik Shiksha Abhiyan (RMSA)' is an extension of Universal Elementary Education (UEE) focused 'Sarva Shiksha Abhiyan (SSA)' to secondary stage. The National Action Plan for inclusive Education of Children and Youth with Disabilities (IECYD) developed by the Ministry of Human Resource Development (MHRD) envisages their access and participation in all general educational settings from early child education, through school to higher education. The goal of the Action Plan is "to ensure the inclusion of children and youth with disabilities in all available general educational settings, by providing them with a learning environment that is available, accessible, affordable and appropriate." It indicates that all of them get equal chance for education and play.

The National Curriculum Framework for School Education brought out by National Council for Educational Research and Training (NCERT) has made significant recommendation for inclusive schools as a measure towards achieving quality education for all learners. "Segregation or isolation is good neither for learners with impairments. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and sound pedagogical practices". Therefore, it promotes participation of all learners without any discrimination in regular schools. It addresses reducing discrimination on the basis of gender, class, disability etc.

Inclusive education means all learners, young people with or without disabilities being able to learn together in ordinary pre school provisions, schools and community, educational setting with appropriate network of support services. (MHRD, 2003).

Inclusion as the process of addressing the barriers to the presence, participation and achievement of pupils in local neighborhood schools. (Aniscow, 2003). Therefore, it calls for participation of all children with diversity and supporting diverse needs. The concept of inclusion placed the emphasis on changing the

system rather than the child. In order to accommodate children with learning differences our educational system, structure and practices need to shift and become more flexible, more inclusive and more collaborative. This necessitates change and adoption in curriculum, teaching learning process and building a democratic ethos in the school. The index for inclusion is built on the idea of the 'school for all', which supports education for all children within its local communities. The concept corroborates with the recommendation of Education Commission (1964-66) and National Policy on Education (1986) on 'Common School System' and 'Neighborhood School' and Right to Education (2009). Therefore every school has to accept inclusion as a basic philosophy or principle and provide space for each child- socially disadvantaged groups (Scheduled caste, scheduled tribes), minorities, disabled, rural poor, urban deprived, girls, disabled etc. Further inclusive education also recognizes that education is broader than schooling and school should support the education within communities rather than be seen as its only source.

TEACHER EDUCATION FOR INCLUSIVE EDUCATION

“The best way to educate a disabled child in a country like ours is to send him/her to a normal school. However to facilitate that it is important that the existing infrastructure is strengthened and the component on disability in SSA is fully understood and implemented thereafter”. (Chairman, Rehabilitation Council of India (RCI), Hindu News Paper, 2004).

National Council of Teacher Education (NCTE), a statutory body in India, is responsible for planning and coordinating development of various teacher education programs. It lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. . State Council of Educational Research and Training (SCERT) and State Directorate of Education prepare teacher education curriculum at the elementary level and each university develops teacher education curriculum at the secondary level. The teacher education curriculum both at elementary and secondary level comprises components like theory and practice teaching. The type and level of the teacher education institutions depends on the structure of the school education.

The pre service teacher education is organized at three levels

- Pre primary teacher education
- Elementary teacher education
- Secondary teacher education.

In the elementary teacher education programme the teachers are prepared for primary/ elementary schools having entry qualification as matriculation/senior secondary. However, two year or a four year (B.El.Ed-Bachelor in Elementary Education) elementary teacher education has now become national norms and desired qualification for admission to this course is senior secondary (Arts, Science and Commerce). The two year program leading to a Bachelor of education (B.Ed) degree of a University prepares teachers for secondary stage. The minimum qualification for this course is three year graduation (i.e. a bachelor degree in Arts, Science, and Commerce etc.)

Handling a child with disability sometimes becomes a challenge for teachers in a regular class, the teachers need to 'Accept' the child with special needs in the class. "Preparing all teachers to teach all students" should be the key of all pre service teacher education programs if inclusive education has to be successful. As inclusive education is the acceptance of all pupils in the regular education system and teaching within a common framework. This requires building capabilities of the regular teachers to deal with diversity. According to Florian and Rouse (2009), 'The task of initial teacher education is to prepare people to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children'.

Pre service teacher education programs should be well equipped so that the student teachers can meet the needs of children with special needs in regular schools. Teacher development has to be the heart of initiatives for developing inclusive practices in schools (Anisow, 2003). This necessitates building competencies of all "regular teachers" to deal with diverse population of students and to learn pedagogical strategies that facilitate the learning of all students in their classroom. The entire teachers need to be prepared who can teach in inclusive setting, meeting the needs of all students. At the root of implementing a public education system that embraces a philosophy of full inclusion is well and appropriately trained teachers and school administrations (Magrab, 2000).

The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction mode and as well as extent of its appropriateness. A professional teacher education program has to be sensitive to changing societal needs and also to school curriculum. As there is interdependent relationship between school curriculum and teacher education curriculum, they must focus in the following ways:

- Curriculum must create learning opportunities for all knowledge areas related to life and living
- Curricular experiences should be sensitive to social purposive ness reflected by concepts like equality, equity, secularism etc.

- Curricular inputs in all content knowledge areas must address the core values in consonance with the constitution of India. (Panda, 2005)

Various studies indicated that pre-service teachers felt the need for more preparation and experience in order to feel prepared for working with students with special needs. A study by Fayez, Dababneh, and Jumiaan (2011) showed that pre service teachers had strong and positive attitudes about the philosophy of inclusion with respect to children with special needs however the participants showed a narrow understanding of practical skills regarding inclusion when it came to implementation.

In another study by Hodkinson's (2006) the first-year teachers felt their pre service training provided them with a good understanding of the theory of inclusive education but understanding of the practical part was partial. The results implied that even though teacher educators are inclined towards inclusive education they expressed their apprehensions about their own teacher trainees gaining fundamental knowledge and skills of inclusive education as an integral part of their curricula as it is not a compulsory subject.

From the above literature it can be concluded that there is a favorable attitude and concern towards the education of children with special needs in inclusive setup however they need to have adequate theoretical and practical skills. New Education Policy (2016) has the objectives to ensure inclusive quality education and lifelong learning opportunities for all. How far the teacher education programs will be able to fulfill these goals, one needs to have a closer look. to fulfill this purpose the curriculum of a few teacher education courses in Delhi were studied.

The present paper reflects the extent to which teacher education programme prepares their students for the inclusive classrooms. The following parameters of the curriculum of various teacher education programs were studied -

- University offering the course
- Course
- Title of the paper
- Year/Semester in which course is studied
- Marks allotted (Internal and external)
- Practical Work Method

After taking the details of the curricula of these courses the technique of content analysis was employed.

SAMPLE

The present study reviewed the curriculum of various teacher education programme (B.Ed,B.ElEd,B.A/BSc-B.Ed) for inclusive education of some Universities situated in Delhi and NCR.The curriculum related data was obtained from the websites of most of the institutes. Besides this the faculty members of some institutes were approached for getting the details.

RESULTS AND DISCUSSION

For critical reviewing the curriculum of Inclusive Education in B.ElEd(4 year) B.Ed.(2 year)B.A/B.Sc-B.Ed(4 year) were studied. Different components i.e. title of the paper and whether its compulsory or elective, year/semester in which the subject is taught, marks allotted to the subject and practical/activities related to the subject were studied and given in the below mentioned table

TABLE A: Curriculum of various courses in different universities with respect to different parameters

S. No	University	Course	Title of the Paper	Year/ Semester	Marks	Practical
1	Guru Gobind Singh Indraprastha (GGSIPU)	B.Ed	Creating an Inclusive School	II year (IV semester)	100	No
2	University of Delhi	B.Ed	The Inclusive school	II year	50	Yes
3	University of Delhi	B.ElEd	Special education *(Elective)	IV year	50	No
4	GD Goenka University	B.Ed	Creating an Inclusive School	-	-	-
5	KR Mangalam university	B.Ed	Childhood and Growing up (one unit on inclusion)	I year	100	-
6	KR Mangalam university	B.A/B.Sc-B.Ed	Inclusive Education (Elective)	-	-	-

(*The curriculum is under review, a compulsory paper of 50 marks on Inclusive education would be added in second year of B.ElEd)

The analysis and review of curriculum with reverence to Inclusive School as a subject tell some significant insights concerning the direction, scope and quality of the curriculum which has been undertaken in various universities. According to Jangira, Singh, & Yadav (1995) the Universities, which do cover some aspects of special/ inclusive education in their teacher training programs, fail to train teachers adequately to work in integrated settings.

Title of the Paper- After reviewing the curriculum of various courses in different Universities it was seen that a paper on Inclusive education is there in five out of the six universities. Either this paper is taught in IV semester/II year which is after the internship period. It is compulsory in 3 courses only, It is taught as an elective in two courses or it is part of a psychology paper. The students are taught about the various disabilities, different models of disability, policies and provisions for the disabled. Mostly the curriculum addresses the theme relating to teaching in integrated setting, integrated education, objectives, inclusive schools and special schools. The notion of inclusion or integration as part of curriculum addresses only the disabled ones not any other category of children like autism, various learning disabilities (dysgraphia, dyscalculia), and gifted children.

Practical Work/ Activities-: Practical activities help the student teacher to plan as each aspect of the theoretical inputs. Few practical activities like case studies of disabled, visit to special institutions, observation of a special child, which are organized by few states/ provinces. These practical activities should be given some weightage. It has been found that practical work has been included in the curriculum of Inclusive Education in only one University.

MARKS ALLOCATION

Besides the difference in nomenclature of the unit/units in some courses some universities use the terminology like learners with special needs, exceptional children, special education. The units also vary in terms of weightage and marks.

The overall study tells that basic knowledge about inclusive education need is meant to be part of all pre service teacher education programs in India. The practical work should be made an essential component of internalizing the theoretical concepts of inclusion In this regard any theory which has a practical component should integrate it with to inclusive education. These activities provide a chance for student teachers to explore their theoretical knowledge base in the field. This Besides these activities, few states have practical activities relating to different school experiences, work education, school community interaction, action research, projects etc. These activities could also be linked to inclusive education.

According to Panda (2005) the fundamental shift in school policy necessitates curriculum reforms at school level, teacher education reforms and building of a support system. Further it requires three fold changes at teacher education level

- Teaching about inclusion
- Re orienting teacher education curriculum-content and process
- Developing inclusive teacher education.

Teacher education as one field of action in which despite continued efforts to enhance its impact potential there is persisting concern to actualize it. Inclusive education requires not a mere rearrangement of existing curricular inputs in teacher education in general and elementary teacher education in particular but demands a clear articulation on the substance on the conceptual contours of teacher education.

Diversity in various forms should be addressed in inclusive education, it should go beyond the arena of disability. Providing quality education to all diverse students should be the aim of teacher education curriculum, its renewal needs to be based on this dynamic concept of inclusive education so as to prepare all teachers more specifically at elementary level. There is need for operationalizing, humanizing and evolving indicators for inclusion and give support to strengthen capacity at all level of teacher education institutions.

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A Framework for Implementation of Quality Management Processes so as to Make the Students Employable for the Market

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ABSTRACT

The educational institutions of today are required to meet the demands of the commercial world in the sense that they are required to prepare the students to be employable. In other words, this means that they are required to be ready to don the mantle from day one and hence are expected to be well equipped in terms of execution of necessary skills.

Hence, the institutes are required to remain focused on the question of whether the institutes are able to prepare their students so as to ensure that they are judged as 'employable' by corporate stalwarts. Thus, the terms "employability" and "placement" becomes talk of these educational institutions. This paper is, thus an attempt, by the authors to design a framework for implementing quality management system to address the parameters necessary for preparing students. The design of paper is a based on structured approach. Starting with the process of scoping or freezing of the terms "employability" and "placement. and gradually moving to the process of identifying other basic parameters which lead to gaining of competitive advantage. An index at the end depicting the contribution of several parameters. The paper, finally at the end, explores the possibility of future implications of the framework and the manner it can be tailored to include other parameters due to changing scenario of the industry. Various examples have been used in this paper to bring about conceptual clarity.

Keywords: *Competition, Employability, Index, Quality management, Students*

INTRODUCTION

The business world is undergoing transformation; transformation in the form of rapid technological changes; transformation in the form of customers desiring strange and weird demands based on their terms and conditions; transformation in the form of changes affecting the global scenario; transformations in the form of meeting the requirements of recessionary forces; transformation in the form of

changes to many of the business processes which need to be identified, analyzed, revised, developed and implemented so as to ensure that business units are equipped to face the combined onslaught of these transformative forces. In order to meet these challenges, the commercial world or the business world in short has found itself to be wanting; wanting in the form of dealing with the issues of human resources for identification, selection, recruitment and retention of resource personnel's *who are sufficiently equipped* to face the ever changing dynamic business scenario which is ubiquitous by various cumulative forces comprising of demanding customers, injection of technology into business processes and the ever changing global forces.

Thus, in order to address human resource issues the business units have started to turn their attention to the various educational institutes. These educational institutions provide a formal course work of 2-4 years of duration and simultaneously prepare the students for placement activities in the form of campus selections. The main reasons as to why the corporate world is eager to participate and choose potential candidates through these placement activities are

- Students are generally hard working
- They are more focused on learning new techniques and technologies
- They are low cost resource to the company
- They are able to stay longer in the company

But, in spite of these advantages, the following statistics present a different picture

- The National Association of Software and Services Companies (Nasscom) points out that while more than three million students graduate from Indian colleges and the nation produces 500,000 engineers annually, only a very small percentage are directly employable by industry. Says Nasscom vice president Rajdeep Sahrawat: "Only around 25% of technical graduates and 10% to 15% of general graduates are estimated to be suitable for employment in the offshore IT and business process outsourcing industries." (Source: <http://knowledge.wharton.upenn.edu/india/article.cfm?articleid=4319>)
- According to the survey, carried out by a number of agencies, more than 70 percent of our engineering graduates are not employable. Dr Kalam has rightly said that India does not have problem of unemployment but unemployability (source: <http://www.indiaeducationreview.com/article/need-focus-developing-employability-skills-our-engineering-graduates>)
- Education should prepare students with good conceptual knowledge that will prepare them for the long run. That's their primary job. Once the students are strong on their concepts, and are good at learning, then it needs

only a bit of polishing to make them industry-ready (source :<http://www.mbauniverse.com/article.php?id=1307>)

- Yet, employability of graduates is a significant factor in determining the success of higher education effort in country (source: http://www.icrier.org/pdf/icrier_wp180_higher_education_in_india_.pdf)
- For their part, educators need to enrich the academic experience with a wider array of course options and outside of the classroom experiences as well as modify their placement processes to prevent from becoming degree factories.

Technical proficiency is critical to an employee's success but their ability to develop quality content in a manner that is additive to a firm's culture and deliver it for maximum acceptance has a geometric relationship with their ultimate effectiveness(source: <http://peoplematters.in/articles/focus-areas-13/the-industry-for-employability-education-indias-new-eldorado>)

- The un employability issue has been brought to the fore by several reports including the TeamLease Services' India Labor Report 2007. The report, titled 'The Youth Un employability Crisis', puts the spotlight on the issue. The report says:
 - a) 57 % of India's youth suffer from some degree of un employability
 - b) 53 % of employed youth suffer from some degree of skill deprivation while only 8 % of youth are unemployed
 - c) 90 % of employment opportunities require vocational skills but 90 % of our college/ school output has bookish knowledge
 - d) Poor quality of skills/ education show up in low incomes rather than unemployment; 58 % of graduates make less than Rs 75,000 per year.

(Source <http://hrpsyche.blogspot.in/2010/12/employability-issues-in-india.html>)

The above statistics on analysis and interpretation reveal an existence of severe gap between what the students are being taught in these educational institutions and what the industry demands or expects from the students who are completing their degree or diploma course. In fact, this discovery has forced the authors to delve further on this and to prepare a conceptual framework which will address the issues highlighted through the statistics given above.

OBJECTIVE

The prime objective of this paper is to develop a conceptual framework which will address the issues related to bridging the gap between demands of industry and academia. In particular, the framework is designed to focus on the identification, design and implementation of quality management processes which

will assist the educational institutions in ensuring that maximum number of students are *placed* in industry before their course is completed. The framework, at the end generates an index which will display the *employability* factor of each of the students. this index can be used by educational students in assisting the industry stalwarts in selection of the candidates as well in pointing out the specific areas wherein more effort is required by the student or the institute for placement. Finally, future possibilities are explored in this paper related to quality management processes.

LITERATURE REVIEW

As per quote..... “The point of concern of today is the growing gap between the demands of the market and the educational skills that universities offer is spawning a generation of overqualified but underemployed youth” (kasturi, 2012, Hindustan times, delhi edition, 14th October). The number of invisible underemployed have risen to 4.4% of men (National Sample Survey Organization, 2011). Pooja Gianchandani (director, FICCI, HT, 2012, 14th October)... “MBA’s may have an understanding of management practices learned in classes, but they can’t get work done in real world.....” . The same concern has been aired by government “... the UPA government has recognized the skill deficit that threatens the country....”. (Kamble, P.S. *et. Al* , *Quality gaps in higher education in India, vol 1, issue viii*)...” It has been general complaint from the employers that a large number of our graduates are not employable and they have to be trained extensively to make them work after their recruitment...”. Sabarinath C Nair, IMA magazine October, 2012, addressing India’s Skill Gap”, “.... Education should focus on learning skills rather than accumulating paper degrees...” and “....Over the last few years, the words ‘skill gap’ and ‘skill training’ have become buzz words, almost as if India is finally waking up to its demographic dividend - realizing that its population with a median age of 29 years, is an advantage...”.

RESEARCH & DESIGN METHODOLOGY

The paper is designed in a structured manner. It starts with defining or scoping the basic terms on which set the objective of the framework. It then moves to the process of identification of core parameters, which are widely demanded by industry while selecting the candidates for recruitment. These parameters are selected on the basis of criterion *which will be highlighted* during the progress of the paper. Finally the framework proceeds towards generating an index based on the cumulative effects of these combined parameters. In future, hedonic pricing mechanism may be implemented to include the contribution of various factors in determining the index.

EMPLOYABILITY DEFINED

For the purpose of this paper, the word ‘*employability*’ is scoped or narrowed down. As the word, employability is a generic term it can be applied and interpreted in varied ways. It is has been scoped “*as the combination of various factors and processes which enable an individual to stake his claim to employment and not only that but also to increase his chances of moving further once he is employed*”.

Analysis of the above definition reveals that employability covers the process of preparing oneself to gain employment in an industry and also it covers developing competence to move ahead in career path. Careful analysis of this definition means that employability is an ongoing affair so long as an individual desires to work.

PLACEMENT DEFINED

Placement is scoped down to mean “*the contact between the prospective employer and the potential employee or prospective employee*”. The end result of placement process is the conversion (or non conversion) of prospective or potential employee to “*employed*” or “*not employed*” in an organization. From the above definition, it is clear, that placement activities include the following:

- Meeting point wherein the potential and prospective employee meet at a predefined time and place
- The purpose of the meeting is to identify suitable candidate for being “*employed*”. it is limited to identification of the candidate *and leaving apart specific cases, it provides no guarantee whether he/ she would be offered employment or not*. In other words, this indirectly translates to the fact that *there exists an intrinsic criterion, which has not been disclosed during the placement process at the meeting point*

The last point is of specific concern to educational institutions. *They need to determine this criterion.*

The process of generating the framework

Having scoped the terms profitability and employability, let us now gyrate to the process of defining the conceptual framework.

The first step in defining the framework is the identification of the core parameters which define the terms employability and placement. Table 1 below, identifies these core parameters.

A Framework for Implementation of Quality Management Processes so as to Make the Students Employable for the Market

Main Parameter	Sub Parameter	Definition	Why this parameter for inclusion in the criterion for employability	Visible / Demonstrable indicators	Weight age
Leadership					
	Communication skills	The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.	This is the core parameter on account of the fact that without this skill a person cannot be successful to work within organization as he / she has to communicate with different individuals with varying roles and responsibilities.	Writing of Memos, IOC's, putting up his / her thoughts in meetings etc.	25%
	Initiative	Readiness and ability in initiating action	This parameter demonstrates the presence or absence of skill in challenging the status quo; to think differently at the situation; issues and identify the improvement processes etc.	Questions more focused on Why? Such as Why the color of hats worn by staff members is Green / yellow? Why this process? Why the management is maintaining the status quo etc.	25%
Analytics					
	Understanding skills	to assign a meaning to; interpret:	This parameter demonstrates the tendency of the individual in understanding issues; documents; memo's etc.	Questions focused more on What? i.e. more on refining the issues; eg What is meant by requirements; what is the scope of this requirements	20%
Planning					
		A scheme or a method of doing allocated or designated tasks	Planning prepares oneself to take CONTROL over the activities of the designated or allocated work and reduces execution time for associated activities.	The way the student has approached the allocated / assigned tasks such as case studies; field work; project report	15%

A Framework for Implementation of Quality Management Processes so as to Make the Students Employable for the Market

Main Parameter	Sub Parameter	Definition	Why this parameter for inclusion in the criterion for employability	Visible / Demonstrable indicators	Weight age
				preparation;	
Metrics					
		a combining form with the meaning “the science of measuring” that specified by the initial element:	With metrics, greater CONTROL over the activities is exercised in the sense that it assists in FOCUSING the direction of the assigned tasks in terms of time, resources, cost etc.	The student has identified and has made use of various metrics in the allocated tasks	15%

Note: Worth mentioning, the above parameters are not fixed, some more of them can be included and correspondingly the weight-age can be allocated.

Having thus obtained the basic structure of framework, we can now deliberate on this further supported by various concrete examples on each of these parameter and the generation of an index.

Employability Index

Name of the Student	Roll-Number	Year	Course
ABC	IFB09987	2015-18	XXXX
Evaluated By: / Verified by	Mr. Sandisk		
Employability Index			

Leadership	Demonstrable indicators during 2010-2011	Rating out of 10 (1 being lowest)	Remarks (to be given by Evaluator / verifier after going through informal sessions / record verification of several activities)
<ul style="list-style-type: none"> Communication 	Project Report on MIS generation of ABC Company (report evaluated by Mr. Shaw) <ul style="list-style-type: none"> Too Many Spelling & grammatical mistakes 	5/10	Need to focus more on spelling and grammatical

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	Report Format not consistent		
<ul style="list-style-type: none"> Initiative 	<p>Provided a new insight into project planning process of Inventory project (project evaluated by Mr. Robert)</p> <ul style="list-style-type: none"> New focus towards matrix layer project hierarchy New approach to Corrective and Preventive Actions 	7/10	Could grow up to a good resource; an asset. Strong employability potential
Analytics			
<ul style="list-style-type: none"> Understanding skills 	<p>Requirement specification document of project was analysed in detail.</p> <ul style="list-style-type: none"> Questions were focused on What is meant by What is the scope of this requirement etc. 	8/10	Strong Employability factor
Planning	The plan for industrial visit to Parle Factory at Ghaziabad was well documented (verified by Mr. Warne)	7.5/10	Strong case for Employability
Metrics	<p>Metrics were used in most of the activities however, proper use of the same was found lacking (verified by Mr. Ted)</p> <ul style="list-style-type: none"> Tracking of metrics parameters 	4/10	Need to improve more on this aspect

EMPLOYABILITY INDEX:

Index = $\sum \text{rating} \times \text{weight-age} / \text{number of parameters.}$

Thus in the above sheet we have the following index

$$\text{Index} = (5 \times 0.25 + 7 \times 0.25 + 8 \times 0.2 + 7.5 \times 0.15 + 4 \times 0.15) / 5 = 1.265 \approx 1.3$$

Now this index can be further used to take actions. Worth mentioning that we can modify the number of parameters, increase or decrease the weight age of these parameters depending on the market conditions and other factors

Based on the above, Employability Index sheet, let us now turn towards the process of defining and implementing the quality process

QUALITY MANAGEMENT PROCESSES FOR MAKING STUDENTS EMPLOYABLE

Having developed the framework, in which the key components are identified, let us now move towards the process of developing the processes which address the above parameters.

A quality processes in general, follow ETVX model that is for documenting the processes, we have Entry, Task, Verification &Exit methodology.

Entry means or signifies the point at which this process enters the main stream. Task refers to the identified tasks that are to be performed while executing this process, verification refers to the process of checking that entire activities of the processes have been completed to satisfaction. Exit refers to when can we say that the process is complete.

Let us take a concrete example to document the process based on ETVX model.

The process that will be discussed is initiative process

PROCESS NAME: INITIATIVE PROCESS

Introduction: This process is used to focus on the key parameter for identifying whether the student possesses or demonstrates or volunteers for initiation various tasks that are assigned to him / her

SCOPE :

The scope of this process covers the activities, assignments, case studies that is any tasks which is a part of the curriculum as well as any tasks assigned by the institute.

ROLE & RESPONSIBILITY

Student:

- To ensure that the work is assigned to him
- To ensure that he is regularly in touch with mentor, teacher incharge
- To clarify all the doubts related to the assigned tasks

MENTOR / TEACHER INCHARGE

- To note down in specifically designed sheet the initiative activities performed by him / her in specific details as possible
- To update the sheet regularly without letting the students know the rating

ENTRY:

This process begins as soon as the task is assigned to him / her as defined in the scope

TASK:

- The student is advised to be in touch with the mentor, teacher incharge or to whomsoever he / she may be reporting
- Thoroughly understand the assigned task / assignment given to him / her
- Note down or jot down the points of concern
- Plan your work in specific details as possible.
- Identify and define the various metric parameters related to the work
- Plan ahead and discuss the same with your mentor

VERIFICATION

Various initiatives have been documented in appropriate log sheets

EXIT

Assigned task completed successfully or remained incomplete due to paucity of time

The above is an example of a quality management processes. In the same manner, processes are to be defined for each of the parameter.

Once these processes are documented they are required to be implemented by the institutes with firm support of the management. Only then this will prove to be effective. But if it is implemented in right earnest, it will provide a magic wand to the institute.

CONCLUSION & FUTURE IMPLICATIONS

Thus, the authors have been able to identify, define the core parameters which are responsible for labeling the students as '*employable*'. Further, with the core parameters, the authors have developed a framework with appropriate weight ages. By suitable modification, the institutes are able to include / exclude these parameters as well as provide the ratings which they feel are prevalent in the

industry. The institutes can take the assistance of industry experts in arriving the weightages to be assigned as well the general capability and level of students. Thus, in future this can prove to be a rigorous framework for institutes to capitalize upon.

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Role of NAAC in Ensuring Quality in Higher Education: Prospect at Institutional Level

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ABSTRACT

Education in general and higher education in particular is the pavement to become a developed nation from the developing one. The India today is striving with the questions of deteriorating quality despite the fact that in the past it was a guru of all countries in many aspects. The change from then and now needs to be addressed to be resolved step by step to bring quality in higher education. The vision statement to NAAC is, "To make quality the defining element of higher education through a combination of self and external quality evaluation, promotion and sustenance initiatives".

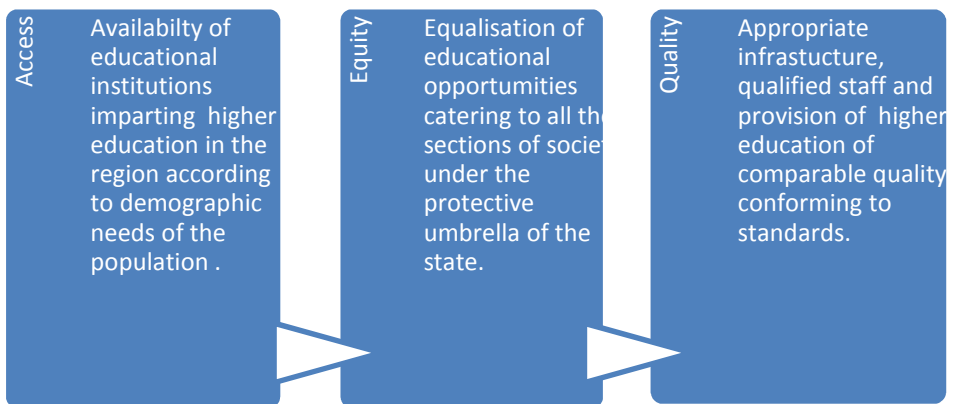
INTRODUCTION

India is the largest democracy in the world committed to providing a quality of life to all its citizens. It has largest written constitution in the world that talks about all spheres of socio political economic life of its resident. Indian democracy is progressing fundamentally in the arena of education too. An educated country is a developed in many connotations of existence. In respect to access, equity and quality of education there is significant increase in terms of elementary education because of right to education 2009, but the situation of secondary education and higher education still reflects shades of grey and black. The staggering enrolments at the elementary level of education post the right to education is evident from the survey reports of government of India. The education in India is the prime concern of the government and appropriate efforts to improve quality of education is being made.

On one hand nation is claiming improvement in standards of elementary education and at the other hand state of secondary education is still lagging behind because of various issues related to insufficient universalization. In the context of higher education the situation is debatable as private players are playing more in the post liberalization phase of nation's development. In the higher education more space is being occupied by private institutions in the field of dissemination

of higher education. It would be too early to conclude the long lasting impact of private players in the higher education channelization. The social divide is still a factor which is determinant to inequitable access to higher education to all the sections of society. Though government is trying to level these dismal demographic enrolments in higher education context, but the schemes and policies are not enough to bridge this equity issue. The government in the 11th five year plan (2007-2012) and in the 12th five year plan(2012-2017) made various ambitious plans to bridge the gaps in gross enrolment ratios. Still a lot has to be done to improve the state of affair of higher education quality in the nation. The question of quality in higher education has been raised from time to time by educationists, planners, administrative authorities, employers and the stakeholders. Very often, stakeholders have expressed their concern about the higher education quality not being as good as it should be. The dictionary connotation of the term ‘quality’ is ‘degree of excellence’. But the literal meaning of the term quality is not sufficient when we talk about quality of education. As quality is something that brings subjective context with itself, at the same time as in the case of good life. Subjectivity for eternity is hard to define, but we can always outline the attribute that helps to visualize standards. Quality is something which is fundamental to higher education. Lack of access, equity and quality remains a basic concern in assuring quality education. Information and communication technologies, adequate trained and qualified staff, appropriate funding, basic infrastructural facilities and curricular reforms in institutions of higher education is matter of concern for bringing prospective changes.

ACCESS, EQUITY AND QUALITY IN HIGHER EDUCATION



In the preview of recommendations of national policy on education (1986) and plan of action (1992), university grants commission established an autonomous body in 1994 The National Assessment And Accreditation Council with its head quarters at Bangalore, India to address the quality of higher education in the

country. The vision statement to NAAC is, “To make quality the defining element of higher education through a combination of self and external quality evaluation, promotion and sustenance initiatives”. In order to realise this outlined vision in respect to higher education certain

clear cut objectives are laid down by the council. Foremost among those objective is periodic assessment and accreditation of higher education institutions, then stimulation of the academic environment of these institutions through quality and research in the learning process. In the whole process self evaluation, accountability and innovative practice is given priority in the whole process of accreditation. The spirit of objectives lies in the collaboration of all stakeholders of higher education for bringing quality in all its parameters. With this guided vision and mission the council assess the higher education institutions of the country through a well accepted methodology.

Revised assessment and accreditation (A&A) Framework 2017: The National Assessment and Accreditation Council NAAC revised its manual of assessment and accreditation making it more quantifiable to overcome the lacunas of subjectivity and focusing more on information and communication technology ensuring scalability and vigor. NAAC followed the international QA tools for enhancing standardization in quality assessment. It also ensured third party validation of data by making promising participation of all the stakeholders. IT also introduced a Pre-qualifier for peer team visit and a 30% of system generated score introducing *System Generated Scores* (SGS) with blend of online assessment (about 70%) along with peer judgement (about 30%). There is a shift in metrics and weight-age to university, autonomous college and affiliated/constituent college. There is an enhanced participation of alumni and students in the whole assessment and accreditation process.

CORE OF ASSESSMENT PROCESS

The NAAC intrinsically works upon quality parameter of the institution in terms of a) Quality Initiatives, b) Quality Sustenance and c) Quality Enhancement. To ascertain these quality parameters the council welcomes the reflective facts and figures related to institutional functioning. The stakeholders from the internal institutional functioning as well as the external stakeholders affecting the institution from periphery are considered for putting the functioning into self evaluation report. In the whole process the internal stakeholders bring in light the innovative ways of doing things and external stakeholders view point helps in enlargement of educational services provided by the institution.

INTERNAL STAKEHOLDERS ENSURES CREDIBILITY AND OWNERSHIP	EXTERNAL STAKEHOLDERS ENSURES DEVELOPMENT OF THE INSTITUTION AT LARGE
MANAGEMENT,	EMPLOYERS
ADMINISTRATIVE STAFF	COMMUNITY
FACULTY	PARENTS
STUDENTS	ALUMINI

Criterion outlined by NAAC to analyse the functioning of higher education institutions:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

KEY INDICATOR 1: CURRICULAR ASPECTS

The main foundation of any teaching learning process stands on curricular component. An affiliated institute/college is mainly a teaching unit which depends upon the parent body or the affiliating university for its curriculum, syllabus, and modes of evaluation. The institution mainly carries out the “givens” in the form of academic and administrative measures. The innovation comes out in the manner of curriculum implementation part the level of affiliated college. Under curricular aspects institution can make guidelines for each department and course run under its name to bring Semester Quality reports, with a copy of updated syllabus and university guidelines. The aspects of academic flexibility in matters related to academic year planning, timetable and curriculum enrichment must be given due breathing space. The institution must carry out extension activities related to curricular aspects for complete holistic development of student’s personalities. A well devised feedback mechanism for students enrolled in different courses and

batches, different employers and other stakeholders should form a regular practice in the affiliated institution.

KEY INDICATOR 2: TEACHING-LEARNING AND EVALUATION

Teaching-Learning and Evaluation aspect to quality enhancement relates basically to rendering services to demographic dividend of the country, through valuable educational experiences in the learning environment. Instructional strategies and techniques that engage students in an interactive manner and encouragement to higher order thinking HOTS is the focal of designing teaching learning process. The variety of teaching methods like debate, discussions, projects, presentations and case study methods should be used to engage students. Student enrollment and profile of the institution should be reflective of societal needs and the affiliating university needs must admitted students belonging to different strata of society as a policy matter. The affiliated institute must make proper records for admission data with records of Admission rules, procedures and guidelines of affiliating university, Separate file for each academic session, with updated information of Male Female Ratio, and other categories under which admission is given by the affiliating university. Students belonging to diverse backgrounds must be catered keeping in mind their diverse learning needs. A learner-centric culture from beginning to end with suitable teaching learning methodologies such as cooperative, participative, constructivist, experiential and collaborative learning modes to be a regular feature of institutions. For making this possible teacher quality is something which institution can overlook at any cost. Every institution must recruit qualified faculty and should promote their professional growth through various program such as orientation and refresher in their respective subjects. Institution at its part must allow faculty to pursue learning enrichment and maintain updated personal file and service files of each faculty along with publication/Workshop/FDP records. Rules of recruitment of faculty and staff should be fair as per affiliating university and regulating body.

KEY INDICATOR 3: RESEARCH, INNOVATIONS AND EXTENSION

This indicator refers to facilities created and efforts put in to enhance a 'research culture' at the institutional level. This criterion ensures that faculty and students undertake research beneficial to society at large and institution must create those facilities which helps faculty to get research projects from the sponsoring agencies. To Research Culture a cell or committee at institutional level consisting of faculty from all the departments must be set up. The Budget and Expenditure for Research should be clearly demarcated in annual budget of the institution. Newsletter, Annual magazine, journal, compendium and reports of all the events should be publication by the Institute for every year. The faculty members under the institutional administration should extend collaboration with external organizations for all departments for extension of knowledge.

KEY INDICATOR 4: INFRASTRUCTURE AND LEARNING RESOURCES

The institutional infrastructure is fundamental resource for all learning experiences. The physical land infrastructure, building plan, safety from hazards and proper hygiene is minimum requirement to run an educational unit. The Master Plan of the campus explaining the built up area, sports facilities, hostel and staff quarters, mess and canteen, bank facility and any other facility created at the campus must be in place. The personnel to look into the matters related to infrastructure and its maintenance should be held accountable to its upkeep in appropriate manner. After the campus, library is the most reliable learning resources of all the times. Library should have adequate physical space, staff and books as per needs of the different courses. Updated records of Library must be maintained with involvement of administration and faculty members for best utilization for students. Every year library resources must be updated in accordance with the guidelines of regulating and affiliating bodies. Faculty members should be included in library committees for inputs on recommendation, finalization of vendors and purchase related matters. Library automation is measure to ensure optimal utilization of resources. In the times of technological revolution it is must to keep IT Infrastructure of the institute in an updated version. Infrastructural facilities in relation to labs, smart teaching classes and updated software is a basic condition for bringing quality in education.

KEY INDICATOR 5: STUDENT SUPPORT AND PROGRESSION

Each and every learning institution must provide for meaning learning experience to its entire student during their course period at the centre of learning and positive support in matters of progression after the completion of course. Institutions must provide provision of mentoring by the faculty and specialized experts from outside for placement and positive learning experience to its students. Institution must upkeep student mentorship for all departments in matters relating to psychological, personal, educational, vocational and career advancement. Records related to placement and progression towards higher education must be kept.

Student achievement in other areas apart from academic must also be appreciated and Entrepreneur-Cell Activities, Alumni meets and record must be maintained at departmental levels and institutional levels. Institutional Vision and Leadership Annual Reports Strategy Development and Deployment, Academic Calendars, Internal Quality Assurance System Reports & Compliance of all audits/ Inspections & IQAC

KEY INDICATOR 6: GOVERNANCE, LEADERSHIP AND MANAGEMENT

Affective leadership, sound policies and good governance practices paves the way for optimal utilization of Resources. Able leadership leads to good governance and management in respect to financial management and strong organizational structure resulting into qualifying parameters of quality. The financial constraints and annual budgets and expenditures must be a transparent factor so that everybody ascertains their responsibility towards the system. Rules, regulation & guidelines for composition of powers and functions of Governing Body, Academic Committee, Executive Committee and Purchase Committee should be stated beforehand to start working a good governance model.

KEY INDICATOR 7: INSTITUTIONAL VALUES AND BEST PRACTICES

An institution can achieve great heights only when there is clarity on what is to be achieved and what is to be aimed at, vision clarity gives impetus for right direction. Formulating vision does not suffice the purpose; one should lay down it in written so that all the concerned works in that direction. Vision & Mission Statements Display at the meeting place and main areas of the learning centre gives a positive message to the team members. Faculty Empowerment Strategies as seminar, conferences, faculty development programmes, workshops of national and international levels works as a professional growth measure and yields good results in terms of quality. Environment Consciousness and sensitivity to the environment is something very fundamental to education irrespective of the discipline of study. Innovations in the form of technological learning tools like MOOC's Moodle and Google Classroom is enrichment to learning and also a quality impetus. CCTV ensures safety to the learning place and ensures regularity of students, teachers, and administrative heads and as well as on part of stakeholders. Institutional Best practices accounts to affirmation to changes when needed and flexibility in routine. Best Practices like long term sustainability goals ensures creation of good work environment. Like making compost at the campus and putting a ban on plastic is a way to Green energy and promotion of clean environment. These things accounts to institutional good practices for promotion of health and wealth of all the persons in the system of learning.

Each of the single step counts in the process of quality enhancement. So it becomes the obligation of all the stakeholders must always remain active in the direction goal attainment.

As, "Ensuring Quality higher education is one thing which present generation can gift to future generation".

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Education 4.0 in the Era of Fourth Industrial Revolution

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ABSTRACT

Revolutions always bring reforms. This article focuses on the developments of industrial revolutions from IR1.0 to IR4.0 in India. Fourth Industrial revolution being the most dynamic and most impactful for the globe is primary discussed. Fourth industrial revolution as second machine age in terms of the effects of digitization and artificial intelligence has influenced the life, work, relationships, networking, education, manufacturing and governance of the societies in the globe. The present article gives an insight on different modes and ways of teaching, the technology driven teachers of India should use to develop and empower the future citizens of India.

Keywords: *Fourth Industrial Revolution, Education 4.0, IR4.0, Elements 4.0, Teaching Modes 4.0*

INTRODUCTION

Revolutions always bring reforms. All the industrial revolutions in the past starting from Industrial revolution I to Industrial revolution III and the ongoing Industrial revolution 4.0 have directly or indirectly brought reforms in the various sectors of India. The journey of industrial revolution started from 1784 and will keep going till the survival of humankind. The various industrial revolutions till 2018 are:

S. No	Industrial revolutions	Characteristics	Tenure	Gap years
1	IR1.0	Based on mechanical production equipment driven by water and steam power	1760-1870	More than a century (approx 150 years)
2	IR2.0	Based on mass production enabled by the division of labor and the use of electrical	1870-1969	Less than a century (approx 99years)

		energy		
3	IR3.0	Based on the use of electronics and IT to further automate production.	1969 - mid 2000's	More than 4 decades (Approx 46years)
4	IR4.0 (Ongoing)	Based on the use of cyber-physical systems.	Mid 2000's till date	More than one decade

After analyzing the timelines of all the industrial revolutions till date, it can be seen that the rate of change from one industrial revolution to the next industrial revolution is increasing day by day. So may be the next Industrial revolution after IR4.0 could be faster and scalable and will impact not just the lives of few people but all the people in the globe.

Talking about India as developing country it is still progressing towards the fourth Industrial Revolution in present era about which many of people in our nation are not even fully aware of it. The term "Industry 4.0" originates from a project in the high-tech strategy of the German government, which promotes the computerization of manufacturing industry. The "Fourth Industrial Revolution" or "Interoperability Revolution 4" is the revolution which is influencing not just India but all the countries of the globe. To coin an acronym Industrial Revolution 4.0 in India is,

R-Research

E-Emerging Technologies

V-Value Creativity

O-Open Global Knowledge Exchange

L-Large scale digital investments

U-Updated Skills

T-Transformations

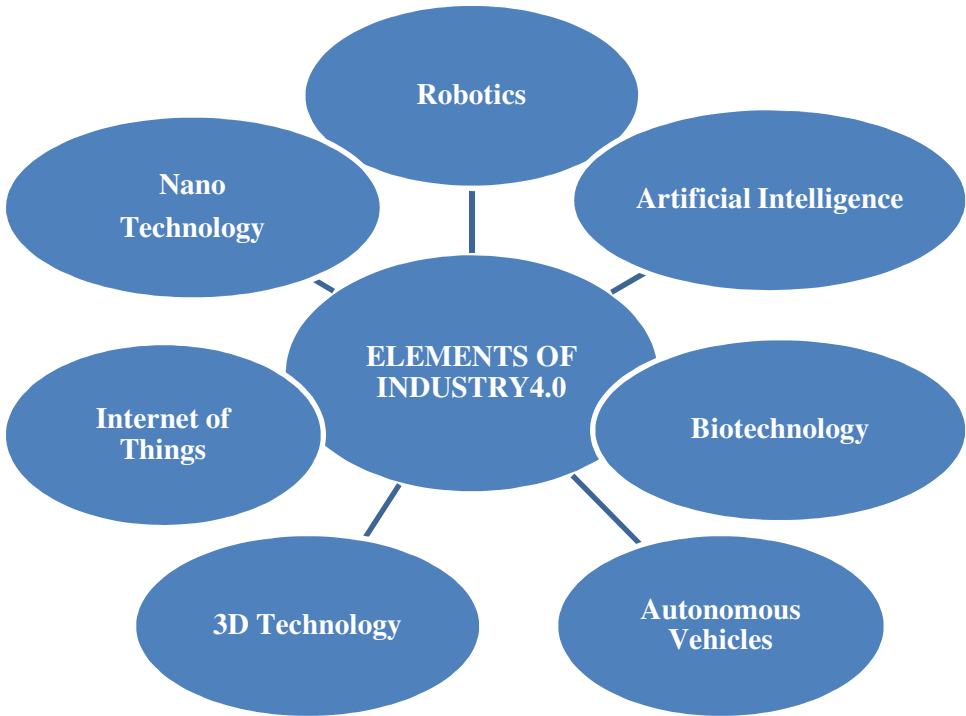
I-Innovative Technologies

O-Open Source Software

N-Networking

The Fourth Industrial Revolution (4IR) is the era which would be the most transformational for India. It comprises of robotics, artificial intelligence,

nanotechnology, quantum computing, biotechnology, the Internet of Things, 5G Technologies, 3D printing and autonomous vehicles technologies that is blurring the lines between the physical, digital, and biological spheres. Klaus Schwab, Founder and the Chairman of the World Economic Forum has linked IR 4.0 with the "second machine age" in terms of the effects of digitization and artificial intelligence on the life, work, relationships, networking, education, manufacturing and governance of the societies in the globe.

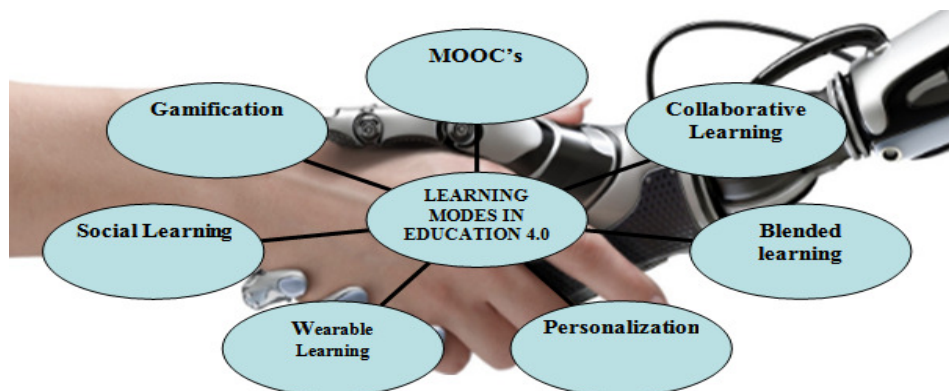


The technologies in IR 4 are being developed for the society, by the society and of the society. The need of revolution in education sector has arisen due to the transformational and high scale revolution 4.0 in industries. Industries of any country cannot grow without compatible education system. For instance the change from Industrial revolution 1.0 to Industrial revolution 4.0 is being supported by transformational change in India from being an Agricultural economy (IR 1.0) to an Innovation economy (IR 4.0). Education 4.0 is a challenge for the traditional teachers because digital technologies will not expect the humans to change the way of doing the things but will transform the humans in all aspects completely. But to live with this change there is a dire need to transform the human resources of India by imparting them the technology driven education and

re-skill and upskill them for future global competition. A new report titled as “Skill Shift Automation and the Future of the Workforce” from the McKinsey Global Institute(May,2018) has highlighted that there would be rise in the demand for Higher cognitive skills, Social emotional skills and Technological skills for job survival in the era of Artificial Intelligence and automation. Moreover in comparison to 2016 it is predicted that by 2030 the future workforce would need to use additional 52% technological skills, 22% social emotional skills and 7% higher cognitive skills per day for their jobs. By looking at the data it is very clear that till today the Indian Education system is preparing the future generations for the jobs those would be replaced by automation in the near future. In spite of the efforts done by Indian government to adapt IR 4.0 through the Make in India Initiative, Digital India, Industrial corridor etc the challenges in readiness which India as a developing country is facing for Fourth Generation Industrial Revolution and need to be dealt with immediate effect are:

- Inadequate infrastructure
- Low Receptiveness of Technology
- Antiquated methods of teaching
- Less use of e-learning and open educational resources during teaching-learning process
- Teachers with learning agility (the ability to learn, adapt, and apply in quick cycles’.)
- There is a massive shift from learning to master the tool, to both learning from the tool and collaborating with the tool,
- Low initiative for lifelong learning among in-service teachers
- Disruption to jobs and skills
- Low scope of innovation and creativity in the present curricula.

The proactive answer to all the challenges of education in the era of Fourth industrial revolution is the dynamism of teachers or Educators. It would not be wrong to say that to empower the future employable technology driven workforce we need technology driven teachers/trainers. So, to help our future generations to develop, grow and sustain in the era of 4.0 the teaching workforce need to hop from lecture based teaching to innovation creation teaching-learning environment. According to various future readiness studies it is mentioned that the STEAd Skills (Synthesizing skills, Transferable skills, Entrepreneurial skills and Data literacy skills) of millennials need to be developed. As a support from teachers the modes of education which could help the Indian future generations to develop their STEAd skills and sustain in innovation society are:



MOOC's (Massive Open Online Courses): First time the term *MOOC* was coined in 2008 by Dave Cormier. A Massive Open Online Course (MOOC) is an **online based system which provides opportunity to the students globally to study through distance education/online mode with the best institutes in the world.** Many MOOCs have communities that have interactive sessions and forums between the student, professors and experts along with the study material and video lectures. MOOC's can work on off campus basis and online basis through web. The University Grants Commission (UGC) along with the HRD (Human Resource Development) Ministry has launched the MOOC program in India for higher secondary, bachelors and masters degrees. This will cover a wide range of subjects that may or may not be taught in regular campus studies. Two important portals for MOOCs in India are: SWAYAM (**Study Webs of Active-Learning for Young Aspiring Minds**) and NPTEL

- **Gamification:** Gamification in education is a approach in which learning is based on the principles of gaming (students as players, rules as principles, reinforcements/rewards as game winners). Teaching learning process through Gamification can be through online and offline mode. It comes under active based learning technique as it has the potential to maximize the motivation level and engagement of the students during teaching learning process.
- **Social Learning:** Social learning means learning through social media, i.e learning done through Wats App, YouTube, Facebook, Twitter and Instagram.
- **Wearable Learning:** Learning through wearable technology means that let the students learn through electronics that can be worn on the body, either as an accessory or as part of material used in clothing. There are many types of wearable technology but some of the most popular devices that can be used for learning are: Smart watches, Memoto, SIRI, Biometrics, Google Glass, Finger motion etc.

- **Personalization:** Personalized learning means individualizing or personalization of learning content, approach and material according to the unique competencies and learning preferences of the students.
- **Blended learning:** In blended learning the students learn through best of the fusion of face to face and online learning modes. For example teaching a topic through the combination of e-learning, workshop, webinar, books, articles and web.
- **Collaborative Learning:** Collaborative learning is a method of learning in which the students collaborate/work together with their best of the knowledge, skills and resources to learn on the same topic or solve the same problem

So the time has come for the educators to collaborate for the global change which has already started to bring the necessary changes to make our future generations survive in the era of global synergistic fourth industrial revolution. Thus concluding with the famous quote given by Charles Darwin,

“It is not the strongest species that survive, nor the most intelligent, but the ones most responsive to change.”

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Importance of Value Education in Present Scenario

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ABSTRACT

Today there is a total crisis of values. It is really surprising that country which was acknowledged by the world as the custodian of moral and spiritual ethics, where the king Harish Chandra sacrificed his wife and son for truth is today facing problems like terrorism, embezzlement of public funds, robbery, corruption etc. It is easy to blame all these ills on our growing population but is that not a means to console ourselves. In India there has been a rapid erosion of social, moral, cultural and political values. In the race of competition people have forgotten about their rich socio-cultural heritage. They have become indifferent towards their families. Joint families have segregated and most of the population has started confining themselves into their narrow territory, and if required are ready to win the race at the cost of their motherland. People have become reluctant to their prior duties towards their families. Erosion of values is a matter of concern to all those concerned with education. In this paper an attempt has been made to understand the importance of value education in today's scenario.

In the earlier days, life of man was very simple and without conflicts because his needs were less and natural resources were much more than it could be consumed. As human population grew, increased needs and greed of human being led to the exploitation of natural resources. Mahatma Gandhi has rightly said, "Earth has everything for man's need but not greed."

Today "technology has brought spectacular advancement in various fields of human endeavour. Ascent of market economy and the growth of consumerism has resulted in the emergence of an economic man, the material man, transient man. A code of morality, based on what works, what profits, what is convenient or what is pleasant has emerged. Due to this, shrinkage has come about in the multi-dimensional man. His spiritual dimension, his humaneness and his linkage with his fellow men has given way to a brutishly selfish attitude". (*Kunnenkal, T.V. 2001*).

Modern warfare with extensive use of nuclear weapons, growth of violence and terrorism, accumulation of power and excessive wealth in the hands of a limited few, environmental pollution to an alarming degree, consumerism devoid of any concern about the needs of others and about the limited resources of our planet, the ugly contrast which is visible everywhere between luxury and poverty,

frustration, depression, insecurity, loneliness, aimlessness in life and erosion of values that cause a severe psychological breakdown after leading to alcoholism, drug addiction and suicidal tendencies, what then will be the future of humanity?

Society has witnessed a tremendous growth and also challenges in the form of deterioration of acceptance, tolerance etc. Growth has been in the form of scientific and technological developments. This, “scientific and technological ingenuity has given us the capacity to overcome all challenges but what is missing is the wisdom and compassion to apply them creatively.” (*Giri, S.V. 2001*).

On the one hand, society is benefited from science and technology, on the other hand it is facing a kind of situation where there are conflicts, rivalries etc. Sometimes tolerance among individuals, societies and Nations becomes the thing of the past. In the old times necessary human values developed among children in joint family system. But now joint families have broken and education system is totally examination oriented, there are no grandparents, teachers, religious or political leaders to set examples as role models for youth today. Old values have been degrading and new have not established themselves. “Erosion of values is a matter of concern to all those concerned with education. It is not only in India, deterioration in the human values has attracted a lot of attention at international level too.” (*Nanjhao, 1996*).

There is tremendous pressure on education to develop certain qualities among men who can tackle such situation, to develop certain qualities to be termed as values and therefore “All policies on education whether in India or abroad have been elaborately commenting on values.” (*Swann Report, 1985*).

Misconceptual notion of modernity, rapid growth of science and technology and the subsequent industrialization have caused a great threat and danger to our old morals and values. In the changed social set up, our definitions of good morals, stand questioned. Old values seems to be lost and new are yet to be evolved and brought into practice. The present era can be termed as ‘transitional one’. Will Durant has very aptly put forth this phenomena. According to him, “These are the varied causes of our moral change. It is in terms of their transit from farms and houses to factories and city streets, that we must understand the generation which so boisterously replaces us. Their lives and problems are new and different. The Industrial Revolution has then in its grip and transforms their customs, their grab, their work, their religion and their conduct to judge them in terms of the old code is as unfair and unhistorical as to force upon them the corsets and bustles, the beards and boots of our ancient days”.

Now a days newspapers, magazines and other news media are flooded with reports of crime, murder, agitation and eve-teasing. We read in newspapers of several such occurrences where landlords and tenants have bitter exchange and altercation leading to stabbing. Disputes between father and son, between wife

and husband, between son-in-law and father-in-law are not rare. For want of endurance in one's dealings all family ties are broken, people leave homes forever out of disgust and anger. All these occurrences indicate deterioration in our ethical standards, loss of our moral and social values accruing great loss to families, society and the nation at large.

It is widely believed that modernization is responsible for the crisis in values to a large extent. The reasons are not far to seek. Modernization involves industrialization, use of modern and advanced techniques in agriculture and all other spheres of life and work. Within modernization comes better communications that bridge the gap not only between places but also between people. The result is that the traditional values of small closely knit society which demands cooperation, loyalty, dependence on relations, neighbours get eroded and people tend to ignore these values. They become more self-reliant and self-centered which makes men more impersonal in their conduct. Had modern society consciously tried to return or imbibe the value of self-discipline in individuals, the crisis of values that is so widespread could have been contained. Self-discipline teaches one not only to value ones rights but to respect those of other equally.

Incidents of violence and destruction are increasingly reported. People take irrational pleasure in discriminating between their faith and that of others and resort to communal riots. Strikes and lock-outs are becoming more and more common-place. Rarely does one read the newspaper without coming across an item reporting strikes, lock-outs and crime. For people realize that strikes and lock-outs hamper the economic development and advancement of society.

Lack of self-discipline has led to an ignorance of one's values and duty which has adversely affected the structure of the society in the modern day. Indian society has also been affected by this trend and the process of disintegration of our basic social infrastructure and system is discernible all around. The hazards we now face are far more dimensional than we had ever imaged earlier. Nietzsche says, "When a tree grows up to heaven, its roots reach down to hell." We must not therefore be overwhelmed by the failure of many individuals to maintain self-discipline. Instead, we must try to make them understand, as Dr. Radhakrishnan wrote, "Error is not crime; it is only youth, immaturity, which can be controlled and corrected with the right effort".

Without any values, the world could not be a place worth living in and, unfortunately, it is heading towards this state due to the present crisis. We witness very often a total lack of regard for the values of others amongst people. Today, very few people care for or have respect for age old values like freedom, belief, sincerity and self-respect, the right to work and freely express one's views. Most people today refrain from or at least avoid taking so-called "unnecessary" responsibilities making themselves morally accountable for some particular

things, whether done by one or the other. Very few people are disciplined enough to fulfill and do justice to such responsibilities and duties, though they heartfully partake of all benefits they can derive from taking the responsibility.

The development of values and moral character is a recurring theme in the recommendations of major commissions and committees on education in India. Then integration of value development and studies is not impossible because values as such cannot be neglected, as these are not only important but necessary part of education, *Supreme Court* gave an historical decision on *12 September, 2002* that moral education is the necessity of the time.

In words of the Father of Nation, *Mahatma Gandhi*, “The whole task of education can be written in a single word and this word is morality.” It means morality and moral education is that fundamental elements without which education is incomplete.

NEED OF VALUES

The behaviour of any person is a reflection of his values, valueless life is meaningless. Society and environment have a unique role in the formation of values since human beings cannot live without society. In this regard famous scholar *Emile Durkheim* is of the opinion, “Impact of society is fully reflected in the personality of a human being.” This inner and outer behaviour reflects social consciousness of the society. Therefore, many thinkers have termed society as a moral power. Moral and spiritual development is considered a very important part of the curriculum for students. Probably it is more important than the whole of material development. Moral and spiritual development is the main function of those human values without which no other social function is possible.

The great philosopher Plato defined education as training which develops good morality in the children through good habits. Today the world is progressing at the speed at which moral values are declining. The whole world has established many standards but the world has created many ‘Bhasmasur’ for the whole of mankind like atom bombs, environment crisis, terrorism, violence etc. By the large today mankind is at the gun point of destructive powers. Fundamental values like good-will, tolerance, honesty, simplicity, cleanliness are fighting the aforesaid crisis. In this regard, the great philosopher Ross says that if we want to construct a high class civilization through education and maintain it and want to protect it from decline, then education must be based on morality. This implies that if we develop other human aspects which are removed from morality, the effects would be harmful, for example if science and technology are used by the educated class without a moral base say for destructive aim. Perhaps illiteracy would be better than education.

In fact, if education cannot provide students the training of analysing and taking decisions wisely about the future problems, then it is disregarding one of its important purposes. Four pursuits of values have been prescribed in ancient Indian culture viz., religion, wealth, lust and salvation. Religion is a very practical and important value in the view of social context. Patience, forgiveness, abstinence from stealing, pride, virtuosity, self-restraint, wisdom, truth and control over anger are main traits of the religion. In the epic Mahabharata's Shanti Parva, it is clearly mentioned that the gist of Sanatan Dharm is that man speaks truth, gives charity, carries out aesthetic practices, follows virtuosity, has satisfaction etc. It is also mentioned in Mahabharata that noble people do not guide any creature through Man, Karam, Vani but shows kindness and the feeling of giving everyone one thing or the other and sum it as the nature of noble soul and good behaviour. Gandhiji believed that truth, non-violence, satyagraha and not hearing or seeing evil are the supreme moral values.

Actually, the development of moral and social values should have been inculcated in education, but in present circumstances, it is nowhere to be found. Dr. Zakir Hussain was of the opinion that we should not sacrifice morality for technical progress, rather this progress should be presented in such a way that it may become a means of strengthening high human-values.

CAUSES FOR DECLINE OF VALUE

(i) *Nuclear Families*

Today grandparents are not along to tell various morality based stories, share joys and sorrows of grandchildren and making them creative by teaching various crafts and manual jobs and give them freedom of expression. Curing their small ailments with home made remedies and touch of sympathy and love. Who is there to tell the children about great ancient Indian culture, history and religions which has produced great religious and social reformers like Rama, Krishna, Buddha, Nanak and many more.

(ii) *Lack of Time with Parents*

Now a days, both parents are working for achieving high status and maximum material gains. There is hard competition and rat race for money because of the belief that with money they can buy everything for their children but the fact is that money is important but it cannot buy everything. Children do need parent's attentions, love care and sympathy. They too have feelings and emotions and thoughts which they want to share and express. No other person than parents can impart necessary value for their harmonious growth and development. Only parents can satisfy their queries, children who feel safe at home become self-confident in all fields. But lack of time with parents is making children devoid of

necessary values in crucial developmental periods of their age. Children brought up in the company of servants are likely to pick up unwanted moral values.

(iii) Mass Media

For the past few years commercialization and vulgarity is shadowing mass media like T.V., magazines and newspapers. T.V. is the only easy pass time for children who are alone at home wherein sex and violence is shown openly which is adversely affecting children's physical and mental growth. They become passive receivers of information given by T.V. One of the news in the Hindustan Times said how a child tried to copy flying like a He Man jumping from the window of his house and lost his life, cruelty on animals is shown through horse-races, camel or bullock card races. Children are unable to make out whether animals are to be tortured for human entertainment or they should be saved from this type of inhuman deal. Snake eater's names are coming in World Records. Advertisement showing Ivory Jewellery, Fur Coats, Snake Skin Bags seem very attractive. People drinking and smoking in the various advertisements are in no way condemned. Children are getting most of the negative values through mass media.

(iv) Heavy Syllabi and Defective Evaluation System

There is lot to be learn by heart due to expansion of knowledge and getting through mass examination with good percentage. It seems to be the only aim of education to students of today because on high percentage depends their further career. Education system does not allow students to learn any other value than getting through examination.

(v) Dying Personal Interaction between Teachers and Students

Teachers have become insensitive to the students problems and needs because they are heavily burdened with a job of finishing off the syllabi and showing good results in mass examination. Teachers are losing their traditional status of respect because most of them are engaged in making money by doing private tuitions. Education has become a business and is no longer a noble occupation which used to impart necessary values for student's harmonious growth and development as a perfect human being. Teachers are no longer perfect models of values for students.

(vi) Unequal Distribution of Power and Economy

This has also led to unrest, tension and frustration in society. Everybody wants to become rich by any means. Young people and adolescents take to crimes and unfair means and bad practices for want of money. Poverty too leads to crimes and is the killer of values.

(vii) Failure of Education to provide livelihood

There are numberless education unemployed youth who consider their education as useless. Joblessness or job dissatisfaction leads youth to degradation of their moral values and take resort to temporary means of relaxation like smoking, alcoholism and drug addiction.

(viii) Lack of Physical Exercise and Nutritious Food

This can also be stated as one of the factors leading to value-crisis because lack of physical and manual work and nutritious food has made youth of today weak and frail. They resort to easy means for every end. They cannot work hard and achieve higher goals. Easy means are generally devoid of positive moral values, which lead to degradation of moral values among youth.

(ix) Lack of Ideal Political, Religious, Educational Leadership

It is another important cause of decline of moral values. Luxury seeking attitude of intellectuals and their negligence towards their duty of upliftment of society is the vital cause of degradation of moral values in society.

MORAL LEARNING AT HOME

Parents are the first teachers of the children, and the pressure of our times imposes upon every parent to develop all that is expected of a good student and a good teacher. At the outset there may be parents who are very harsh disciplinarians. Such parents do not tolerate even slightest deviation of child's activity and behaviours from what they consider as an ideal behaviour. Their sole effort is to develop their child in their own image.

There may be another kind of parents who just allow complete freedom to the child and impose no restriction on the child even if the child behaves in anti-social ways. Such parent adopts what is called a laissez-faire policy. They avoid any kind of interference in child ways. The children of such parents often grow as most unscrupulous and usually become criminals in later life.

Third kind of parent may be those who feel a genuine concern for the child's development. They show due love and affection and freedom which is necessary for the proper development of the child's personality. They avoid all kinds of "extremes" and develop a democratic/interactive behaviour pattern with their children. It is these children who reciprocate their parent's model and to become democratic individuals who can feel for others who can act as shock absorbers in society.

Among all sections of the society, it is the parents who have perhaps the most difficult role. And it can be fulfilled by means of :

- a) continuous programme of training;
- b) participation in teachers-parents associations;
- c) participation in their children's development processes;
- d) deeper understanding of values of Indian culture and how they can be made active under the present difficult conditions where all that is good in the West is to be assimilated, and all that is injurious to our culture and its future has to be rejected; and
- e) ensuring that children are protected from exposure to influences that are injurious to their value-oriented development.

A powerful parents movement requires to be launched in our country to undertake, encourage and support programmes that will enable them to discharge their difficult role.

There is a valuable suggestion that every parent whose child is enrolled in a school should be required to undergo an immediate programme of training, and as their children move forward, also they are required to undergo higher levels of training. This suggestion deserves to be implemented, and appropriate courses of training need to be devised and implemented.

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Initiatives, Future Scenario and Challenges: ICT Integration in Teaching Learning Structure

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ABSTRACT

As a means for social change Education necessitate bringing changes in the methods of disseminating knowledge to synchronise with upcoming trends in all sectors of life. Hence, the necessity for Information and Communication Technology (ICT) based resources to be embedded in educational systems to make possible for the students to be familiar and skilled in ICT tools and environments. However, as educational resources, printed texts were and still are the most accessible, both in terms of cheap availability as well as popularity all across the world, and are in no threat of being upstaged, as the book continues to remain the chief and most powerful visual symbol of education. The use of ICT in Education lend itself to more student-centred learning settings and often this creates some tensions for some instructors and students. But with the world moving rapidly into digital media and information, the integration of ICT into teaching-learning practices is becoming more and more important and this importance will continue to grow and develop in the 21st century. This study aimed at exploring the process of integrating ICT into teaching-learning practices and its emerging challenges. The paper discusses some of the initiatives, future prospects and also tries to spot out certain key areas that are barriers or challenges to all the stake holders in higher education.

Keywords: ICT, ICT tools, Education, Initiatives, Challenges, Future scenario]

INTRODUCTION

In this modern age, the role of technology in improving the lives of the people an enhancement of quality education cannot be underestimated. It has been suggested that information and communication technologies (ICTs) can and do play a number of roles in education. When, how and why do computers come to be used in classrooms? What are the factors involved in the processes of technology integration in schools? In what teaching and learning processes are computers used in the classroom? How and under what conditions can these practices generate processes of innovation? Attempts to answer these questions have resulted in a number of different studies that have identified the uses of technology in education and its role in the educational innovation processes.

There are certain objectives of ICT in education which should be fulfilled when both are integrated:-

- Blending technology with conventional classroom teaching learning process.
- Broadcasting educational lessons and providing online facilities in different subjects.
- Encouraging students to make use of social networking sites and E-resources for educational discussions chats, sharing of ideas and feelings.
- Establishing virtual classroom.
- Exchanging ideas for professional growth among the teachers
- Providing satellite based education.
- Providing computer stimulation.
- Carrying out internet based research to boost educational process.

Globally, through various researches it can be said that ICT can directly be useful for improved student learning and better teaching strategies and techniques. All because of the potentially added value of ICT in education, all instructors and students should use ICT to sustain and augment their teaching and learning activities. Education is incredible without the backing of ICT. Using ICT in education cannot be avoided as it is a tool for the empowerment of instructors and students towards more efficient education. Using ICT in education cannot be avoided as it is a tool for the empowerment of instructors and students towards more effective and efficient education. ICT can be used as a research tool, problem-solving, creative and teaching and learning tool Akbulut et al., [1]:1; Kozma, [18]. The incorporation of ICTs in teaching and learning is more probable if the tools and resources of the Internet, multimedia, and allied technologies are seen as being integrally associated with literacy learning in the wider sense of learning as a matter of accessing information, communicating, and applying knowledge. There have been rapid innovations in ICT that has transformed our society that has totally changed the way people think, work and live. Also in this contemporary society ICT's is used more and more widely, especially for the purpose of teaching and learning due to the fact that modern technology offers many tools that can be used in classrooms to improve teaching and learning quality. Worldwide research has shown that ICT can lead to improve students' learning as well as better pedagogical practices. In addition, ICT has the potential in preparing students for life in the 21st century.

Initiatives for ICT integration in Education: The importance of ICT integration in education has been highlighted in many policies, curricular frameworks as mentioned below:

National policy on Education 1986 modified in 1992

This policy laid stress on educational technology to improve the educational quality and also laid emphasis on two major centrally sponsored schemes, one is educational technology and second is computer literacy and studies in schools (CLASS) paving the way for a more comprehensive scheme called as Information and communication technology @schools in 2004.

The National Curriculum Framework (NCF) 2005

This document also highlighted the ‘significant role’ that ICT can play in school education. The National Policy on Information and Communication Technology (ICT) in School Education laid some goals highlighting the importance and need for integrating ICT in Education.

NCTE (National Council for Teacher Education) has also laid down guidelines about accessibility of ICT resources, infrastructure in each such training institution. NCTE also prescribes appropriate curriculum in ICT corresponding to the ICT curriculum in schools, to be revised intermittently for such pre-service teachers.

The National Mission on Education through ICT (NMEICT)

NMEICT is a centrally sponsored scheme to influence the prospective of ICT. The cabinet committee on economic affairs, Govt. of India in the year 2009 gave approval for the same. There are two main purposes of this scheme:

- (a) Content generation
- (b) Provision for access for institutions and learners along with connectivity.

Computer Literacy Mission Society of India:

It is a non-profit educational organisation working unconventionally as an autonomous society for computer Literacy Mission of Government of India; the head quarters are in Chandigarh. The main goals of the society are endorsement of computer and IT education in India, the training of which can be easily afforded.

National Curriculum Framework for Teacher Education (NCFTE) by NCTE (2009-10):-

The document expresses concern about the actual use of ICT tools. It points out towards the increasing demand of ICT tools in imparting school education. Having computers or multimedia in schools has become more of a fashion statement than a learning tool, and in spite of its capacity to make learning energizing; its implementation is usually very superficial.

Government of India has announced 2010-2020 as the decade of innovation. Reasoning and Critical thinking skills are necessary for innovation. Foundation of these skills is laid at school level. It is desirable that affordable ICT tools and techniques should be integrated into classroom instructions right from primary stage so as to enable students develop their requisite skills. Most of the tools, techniques and tutorials are available in Open domain and accessible on web. In the higher education sector, the National Mission on Education is emphasising on the role of ICT in increasing the enrolment ratio in higher education.

INCORPORATION OF ICT IN EDUCATION

Due to its dynamic nature integrating technology in education is a difficult task. Hence ICT integration in education is considered as an important aspect for improvement and development. Previous research shows that due to the issues and challenges related to the use of learning technologies. Among teachers ICT has been increasing at an amazing rate in instruction. Talking on the phone, sending an email, going to the bank, using a library, listening to sports coverage on the radio, watching the news on television, working in an office or in the field, going to the doctor, driving a car or catching a plane, one is using ICTs.

The prevalence and rapid development of ICTs has transformed human society from the information technology age to the knowledge age (Galbreath, 2000). Teachers need to be confident and competent in using various ICT tools to build their trust in the technology. Without teachers' competency and mastery skills of ICT integration which is appropriate to their needs, ICT could not be put into good use for instructional delivery. In this regard, teachers should have a range of different technical and communication skills which include using chat rooms, word processing skills, web page authoring and using various kinds of ICT tools. Digital ICTs are quickly becoming more accessible, it is important to note that earlier ICTs continue to play a critical role in education worldwide. Access to films, videotapes, telephones, television or radio is still far more common place. Evidence has consistently shown ICT-mediated instruction using conventional teaching methods is as good as traditional face-to-face instruction and, in the case of computer-based instruction, may in select instances improve student learning and attitudes towards learning.

Some of the ICT tools used in Education:

There are different categories of the ICT tools used for educational purposes like feedback tools, Forums, ICT Enthusiasts, Resources, audio tools, words and speaking, Presentation/Collaborate Games, timers, random name pickers, starters etc. Some of the examples of the tools under different categories are mentioned in the table mentioned below:

TABLE 1: Examples of some ICT tools used in education

S. No	Categories of tools	Examples
1.	Feedback tools	Socrative, Answer Garden, Wikispaces, ClassTools, Class Marker, It's Learning, Survey Monkey
2.	Photos/Video	Tag Galaxy, TeacherTube, Common Craft, Camstudio, Screencast-O-Matic, WeVideo
3.	Audio	Audio Network, It's Learning, Podomatic, Audacity.
4.	Forums, ICT Enthusiasts, Resources	Wired Teachers, Web tools for teachers. Khan Academy, Web 2.0 tools, Ed Shelf
5.	Words and speaking	Wordle, Wordsift. EtherPad. Edublogs, Quizlet, Quotepad, WikiSpaces, Read the Words.
6.	Presentation/Collaborate	Mindmapping and diagrams, MindMeister, Mindomo, Create a Graph Presentation, Slide Share
7.	Behaviour, Seating plans	Class Charts, Class Dojo
8.	Games, timers, random name pickers, starters etc.	Class Tools,. MS Excel, Zondle, GPSmission Crossword maker
9.	CAD/Draw	Inkscape, Google SketchUp

Challenges being encountered in achieving optimised ICT integration:

There are many challenges that are being faced in integrating ICT in education. Lack of clear and specific objectives, guidelines and mobilization of required resources pose hurdles in the use of ICT. Apart from these some other challenges are:-

1. Deficiency of trained and skilled teachers.
2. Insufficient computer systems.
3. High investment.
4. Erratic power supply.
5. Security concerns.
6. No internet or slow connectivity.
7. Language barrier.
8. Maintenance problems.
9. Unavailability of technical support specialists.

10. Lack of trained content developers.
11. Inadequate knowledge of intellectuals

Kitschner and Davis (2003) identified the following competence required by lecturers in ICT utilization in instruction in education. These include: competence to make personal use of ICT in instruction, competence to master a range of educational paradigms that make use of ICT in instruction, sufficient competence to make use of ICTs as mind tools, competence to make use of ICT in instruction as a tool for teaching, competence in mastering a range of assessment paradigms which make use of ICT in instruction, competence in understanding the policy dimensions of ICT use in instruction for teaching and learning. According to the Organization for Economic Co-operation and Development (2005) and Gbenga (2006),

ICT can work in a number of general ways as follows: -

- It can be used to train students in skills which they will need in further education and as an ongoing learning process throughout the rest of their lives and for their future jobs, e.g., word processing, email communication etc.
- It can provide access to information and communication outside the classroom e.g., via the internet.
- It can be used to support teacher development via external networks.
- It can support and potentially transform the learning and teaching process. Besides enhancing teacher professionalism, ICT also benefits students by developing their confidence in using ICT and developing competency to be more successful in the future high technological world (Panangalage & Pasqual, 2008).
- ICT brought positive significance in student learning achievement and is seen in many researches.

CONCLUSION

If we make our learning more engaging with the use of ICT, it can completely change how our education system works. Also, we should examine the challenges of cost-factor and availability of trained teachers in the process of dissemination of education with the help of ICT. Though ICT can, and is used for furthering distance education and informal sector education in India, it must be kept in mind, that without a concerted effort on the part of all stakeholders that may require a massive paradigm-shift in the way in which education is viewed. Higher education should not only critically reflect on learning environments and learning processes for students, they should also reflect on their role in creating an infrastructure that supports and enhances lifelong learning processes. The wide

adoption of ICT calls for mindsets and skill sets that are adaptive to change. ICT integration in higher education brings a change in student and teacher learning behaviour and develops higher order skills such as collaborating across time and place and solving complex real world problems. To gain the optimum impact of ICT in education, certain issues: why teachers integrate technology; how ICT implementation could be effective; what the requirements are to achieve effective ICT implementation need to be addressed. Treated and handled in India, the ICT revolution will remain a pipe-dream that may, instead of propelling the country forward become a retrogressive one herefore there is need for proper and successful integration of ICT enabled education that ultimately lead to the democratization of education.

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Value of Life Skills in Higher Education

Dr. Usha Rani Malik

INTRODUCTION

We as a whole face challenges in our lives. With the evolving condition, it ends up vital for a person to adjust to the switch and adapt up to it. Keeping an inspirational state of mind and pushing ahead is exceptionally basic to survive and accomplish something. The capacity of a person to manage these difficulties with an inspirational state of mind and overcome them proficiently is known as Life Skills or Fundamental abilities. Taking in the characteristics of collaboration, common regard, correspondence and stress administration are imperative to make progress in the present life. The fundamental abilities have been incorporated into educational programs with the goal that understudies learn them and exceed expectations in these aptitudes. The educational modules goes for enhancing the social abilities, thinking aptitudes and passionate abilities of understudies.

Every individual has an exceptional method for managing circumstances. Thinking abilities encourages understudies to adapt up to difficulties of life. Critical thinking and basic leadership are key ideas of reasoning abilities. Understudies must know how to manage their challenges and settle on right choices to take care of their issues. Thoroughly considering of the crate is essential to emerge among the group. Innovative and reasonable mindset is energized. Understudies' capacity to control their feelings goes under enthusiastic aptitudes. The way they express their feelings, feel and manage it is distinctive for each person. The school centers on helping them with stretch administration and adapting up to their feelings.

We require fundamental abilities to train understudies the proper behavior capably. They have the capacity and learning, however to have the capacity to change over it to suitable activities at the need of time, understudies must be very much aware of their commitment to the general public and their obligations. It is to make a positive domain among understudies and fathom their conduct medical problems. Fundamental abilities target understudies of age aggregate 10-18, since they are most inclined to intense subject matters because of issues like associate weight, profession stresses, relationship issues, and so forth.

Fundamental abilities instructions additionally fortify the security between the instructor and understudies. Understudies build up an uplifting state of mind towards themselves and their partners. Alongside information and learning, understudies are educated to execute it on genuine issues, consequently helping

them create to their maximum capacity. This outcomes in self-inspiration and certainty building. Understudies figure out how to make a sound domain and spur the individuals who are around them. Fundamental abilities instruction helps in making a solid positive fueled power of subjects who in the coming future will add to the general public. It encourages character building and jam the estimations of society.

HOW LIFE SKILL EDUCATION HELPS?

Aid improvement of adapting abilities that are basic segments for solid advancement in youth and youthfulness and required for influencing an effective progress from tyke to hood to adulthood. Particularly address the requirements of youngsters experiencing childhood in burdened conditions who may somehow or another need chances to build up these skills. Develop social fitness and critical thinking abilities which are among the qualities that advance versatility, positive improvement and successful methods for adapting.

Thinker: Create "passionate insight" and abilities for overseeing feelings and relational .Be more powerful than programs that emphasis just on exchanging information. Positively impacts the go between of issue practices.

Work Together: Affect different youthful wellbeing and improvement needs. Help Institutions address numerous requests for avoidance training educational module by exhibiting a far reaching joined way to deal with meeting numerous needs. Promote constructive social standards that can affect the more extensive condition of juvenile wellbeing administrations, schools and families. Engage instructors, understudies, and their families substantially more that instructional methodologies in light of the fact that no the attention on investment and pertinence for the program participants.

Create Individual: Promote relational abilities, basic leadership aptitudes, basic reasoning abilities, and arrangement abilities required for solid advancement and are additionally abilities that are esteemed by representatives in the workplace.

Be all the more energizing and remunerating for educators and understudies because the substance has a tendency to be more practical and the strategies more fun and compelling than conventional (pedantic) approaches. Help to accomplish the Education for all objectives of creating Life Skills, alongside proficiency and numeracy among all youngsters and youthful people.

Global Competencies: Developing a Perfect Fitin developing accentuation on Life aptitudes in advanced education has a few sources. One is the expanding confirmation of interest from business and boss associations for graduates to have Life aptitudes. We contemporary spotlight on Life aptitudes is truly part of a greater, so far uncertain, wrangle about the reason for training and how to grow

knowledgeable people who are both employable and equipped for adding to society.

What is interested here is the apparently **confident** statement that these social and intellectual capacities are abilities effectively estimated in a prospective employee meeting, or from work application, as opposed to being manners of character, created in light of an assortment of conditions and the difficulties of life.

Key Life Skills

Focused Communication Skills: Use perusing, composing and verbal aptitudes to sort out and convey thoughts and data in individual and gathering settings.

Analytical Skills: Use numerical and scientific ideas, consistent thinking, standards of science/innovation, data investigation and moral thinking to settle on powerful choices and take care of issues. (Critical thinking, Critical reasoning, Professional and Personal Ethics, Information Seeking)

Group Effectiveness Skills: Apply social collaboration abilities to create constructive connections and to work adequately with family, local gatherings, and collaborators. (Compromise, Social Responsibility and Effective Citizenship, Teamwork)

Personal Management Sills: Develop independence and duty regarding viability in individual and word related life.

Career Development: Making profession decisions fitting to ebb and flow individual needs and to the changing idea of the work market.

Study Skills: Use successful examination aptitudes with a specific end goal to ace course content. Career Securing demonstrate compelling pursuit of employment skills. Stress Management helps in manage worry in proper ways. Time Management teaches how to organize exercises to achieve wanted errands in the time accessible. Self-Concept is simply evaluating one's self idea concerning confidence, values, premiums, qualities and shortcomings.

What we are getting in return of teaching Life Skill

Benefits for the individual

In regular day to day existence, the improvement of fundamental abilities causes understudies to:

- Find better approaches for considering and critical thinking
- Perceive the effect of their activities and instructs them to assume liability for what they do as opposed to accuse others

- Fabricate certainty both in talked abilities and for bunch joint effort and collaboration
- Dissect alternatives, settle on choices and comprehend why they settle on specific decisions outside the classroom
- Build up a more noteworthy feeling of mindfulness and thankfulness for others

Benefits for Employment

While understudies strive to get decent evaluations, numerous still battle to pick up work. As per inquire about by the CBI (Confederation of British Industry) in 2011 businesses were looking not only for scholastic achievement but rather key employability aptitudes including:

- The capacity to self-oversee, tackle issues and comprehend the business condition
- Functioning admirably as a feature of a group
- Time and individuals administration
- Readiness and versatility to various parts and adaptable workplaces
- The possibility to lead by impact

Benefits for Society

The more we create fundamental abilities separately, the more these effect and advantage the world in which we live:

- Perceiving social mindfulness and citizenship makes universal collaboration less demanding
- Regarding decent variety enables inattentiveness and creative ability to thrive building up a more tolerant society
- Creating transaction aptitudes, the capacity to network and identify help to assemble resolutions instead of feelings of hatred

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Technology: The Face of Future of Education

Dr. Vanita Anand

As we try to visualise the future of technology in education, we are clear that technology is going to play a central role in nearly all aspects related to education. Research by World Economic Forum estimates that 65% of children entering primary school will find themselves in occupations that do not exist today. The future is about access, availability, anywhere learning and collaboration. All this is going to be possible due to technology that is going to shape the future of education in India as well as world.

During 1990s integration of Radio and TV as technological aid began in the teaching learning process. The spread of technology has been slow after that. But rapid developments took place in the field of technology in last 15 years, which consequently influenced the field of education too. Learners' access to technology has made classroom teaching learning challenging. Schools are extensively using multimedia in teaching (collaborating with various techno-educational enterprises like NIIT, Apple, WiziQ etc. In the years to come, due to common usage of technology, learning would become highly individualised and the face of classroom would be decided by mobile learning, online learning, social networking, networking sites, e-resources etc. A revolutionary development is the launching of National Repositories of Open Educational Resources (NROER) for school education specifically to teachers and students who do not have access to quality material.

E-RESOURCES IN TEACHING-LEARNING

Schoology: It is a Learning Management System (LMS) for K-12 schools, higher education institutions and corporations that allows users to create, manage and share content and resources.

Edmodo: It is an educational technology company offering a communication, collaboration and coaching platform to K-12 schools and teachers. The edmodo network enables teachers to share content, distribute quizzes, assignments and manage communication with students, colleagues and parents.

Khan Academy: It offers practice exercises, instructional videos and a personalised dashboard that empowers learners to study at their own pace in and outside of the classroom. Here, one can find free tools for parents and teachers.

Socrative: It is a classroom app for fun, effective classroom engagement. No matter where one teaches, Socrative allows to instantly connect with students as learning happens. It quickly assesses students with prepared activities or on-the-fly questions to get immediate insight into student understanding.

BYJU's: It is a learning app. The app serves educational content mainly to school students from classes 4 to 12. The company trains students for competitive exams such as IIT-JEE, NEET, CAT, IAS, GRE and GMSAT.

Mobile Learning: The technology access for the cellular communication is termed as mobile technology. The mobile applications, tool or software approach by the devices like smartphones, tablets etc. come under it. The advent and use of mobile technologies have led to the emergence of the concept of Bring Your Own Device (BYOD).

Devices such as smartphones and tablets enable innovation and help students, teachers, and parents gain access to digital content. It enables, empowers and engages learning in ways that transform the learning environment for students inside and outside of school. One of the virtues of mobile devices is their ability to provide personalized digital content 24/7. In India, mobile devices and cellular connectivity have increased manifold during the last decade, and still, it is on the rise.

An advantage of the digital world is the ability to embed assessment within learning tools. When content is delivered in the digital form, it is easy to deploy pop-up quizzes that evaluate comprehension and knowledge base of the students.

However, permission of smartphone use in classroom and the problem of its regulation, availability of wi-fi in campus during school hours and creation and availability of individualised e-resources are some of the challenges.

Wearable Technologies: Wearable technology is a blanket term for electronics that can be worn on the body, either as an accessory or as part of material used in clothing. There are many types of wearable technology but some of the most popular devices are activity trackers and smartwatches. One of the major features of wearable technology is its ability to connect to the internet, enabling data to be exchanged between a network and the device.

Wearables have the potential to change the way we learn, work and live. It enhances student engagement. Wearable technology is growing with each passing day, increasing convenience and feasibility in every field and for every person. For example, Google Glass, Smartwatches, productivity wristbands, VRG (Virtual reality Gears), GoPro.

WAYS TO USE WEARABLE TECHNOLOGY IN THE CLASSROOM:

1. For students to document (still photos, video) their classroom activities, or during field trips to a farm, garden (or museum, etc). This could be done with a video camera, but it's so much easier with the Glass, leaving both hands free.
2. For learning while participating. E.g., learning about snowflakes, outside, while looking at actual snow.
3. For making short instructional / how-to films, which can show the point of view of the Glass wearer. E.g., one teacher asked students to use Glass to teach people how to do something, such as ride a bike.
4. To record practice videos. E.g., students can wear Glass while solving a math problem, to record the process and provide voice over. These videos can be emailed to parents for students practice.
5. Diagnostic videos. Students can wear Glass and record activities such as applying a certain painting style, building something, etc., which allows teachers to review students' motor skills.
6. To record student presentations and performances for later viewing.
7. Tool for students to create visually-rich presentations.
8. Quick voice-based search for instructors for related topics or past class material, which can then be screencast to students or to an overhead projector (possibly via a smartphone or tablet).
9. For live field trips, to supply information and instructions to a group from an app that a teacher would control — say on a smartphone or tablet.
10. Since Glass has GPS, teachers could monitor students during field trips.
11. To encourage remote group work amongst students, or for students to help each other with homework.
12. For remote tutoring, whereby tutor and student can use paper at both locations instead of screen sharing software.
13. Remote class for students at home, sick enough not to attend school but well enough to participate remotely. (Teacher would broadcast the class.) This also works for homeschooled students, for supplemental courses.
14. Attendance taking tool for teachers, using facial recognition software.
15. Teachers can capture notes about classroom activities in Evernote Glassware version for later consumption on a different computing device.
16. Teachers can record their own teaching process and use the video for review, or provide them to student teachers for their learning purposes — either as a live broadcast or for later viewing.
17. For assessing the performance of student teachers, who would wear the Glass and record their classes.

MOOCs: Massive Open Online Courses (MOOCs) are free online courses available for everyone to enrol. MOOCs provide all affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive courses with user forums to support community interactions among students, professors, and teaching assistants (TAs) as well as immediate feedback to quick quizzes and assignments. MOOCs are a recent and widely researched development in distance education which were first introduced in 2006 and emerged as a popular mode of learning in 2012.

Indian Government initiatives in MOOCs: MHRD launched novel initiatives like Swayam and Swayamprabha, India's own MOOCs.

Swayam MOOCs are developed and delivered in four Quadrants:

1. High quality video tutorials and multimedia instructions- Lectures by best teachers- covering a whole course- normally having about 20 hours of instruction in series of lectures, each lecture not exceeding 30 minutes.
2. E-content- Self-instructional reading material, e-books which are downloadable.
3. Assessments- Assignments, problems and solutions-for Self Evaluation.
4. Discussion Forums- For posting queries and clarifying them on a near real time basis.

Features of Swayam:

- High quality learning experiences using multimedia on anytime, anywhere basis.
- One-stop web location for interactive e-content for all courses from school or university level.
- State of the art system that allows easy access, monitoring and certification.
- Peer group interaction and discussion forum to clarify doubts.
- Hybrid model that adds to the quality of classroom teaching

MOOC, the future of Higher Education

No one is entirely clear on how MOOCs are going to affect higher education in India or abroad. But, with the advent of MOOCs, the face of Universities and thus, higher education will change. High quality vetted content will be freely available to faculty as well as students. Teachers will have to transform their teaching methods as students will demand more. There would essentially be a rise

of social and collaborative environment, which would improve the standard of higher education.

Immersive Technologies: Immersive technology refers to technology that blurs the line between the physical world and digital or simulated world, thereby creating a sense of immersion. Immersive technology is applied in several areas, including the adult industry, art, entertainment and video games and interactive storytelling, military, education and medicine. As immersive technology becomes more mainstream, it is likely to pervade many other industries.

E-learning is set to change the face of education. Students today, are able to learn from anywhere and teachers can teach from anywhere. The space, time constraints are no more relevant. Teachers can now adopt a flipped classroom approach. Students can learn independently and at their own pace and ease. Not only that, teachers can use the cloud to set, collect and grade work and projects online. Many of the schools and higher educational Institutes are already equipped with all that is needed to optimally utilise technology. It is time for all to embrace the technology.

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Disaster Management: Government Initiatives

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ABSTRACT

Disasters are social phenomena, as much as physical or economic events. Disaster reduction is thus a multi-disciplinary process, that includes environment, human settlement, human behaviour, health and public administration considerations. Only an integrated approach can have success. A disaster management research paper is a paper about to understand the adverse effect of disaster on mental and physical state of human being. How it affects the nature and whole economy? And how seriously these problems have been taken a cause of serious concern by our Indian Government. The main objective of this paper to highlights the key issues related to disaster management, to study the adverse effect of disaster on humans and nature and further this paper stresses up on the role of government , state government, and local government and media in order to mitigate the problems in disaster management. For this study data and information has been collected through secondary sources including Books, Magazines, Newspapers, Research Articles, Research Journals & E-Journals etc. By analysing all the fact it can be said that It requires the combined efforts of all the responsible organizations and a shift of thinking away from the use of only physical and technological measures in dealing with disasters. It must also incorporate and creatively explore the use of sociological and other human science approaches to dealing with disasters as part of long-term strategies.

Keywords: *Adaptability, Disaster-Management, Legitimacy, Rehabilitation, Sustainability*

INTRODUCTION

Non-governmental organisations and the private sector have often played an important relief role in disasters, particularly drought. Some evaluations of past involvement of non-governmental organisations and community-based organisations during disasters have shown that non-governmental involvement has generally been positive. This is not to say that all community committees worked well. Some have been more successful than others. Conflicts between government and non-governmental organisations, and between community groups, can arise, delaying and hampering disaster management activities.

Community groups have played and continue to play a major role in disaster management. They are quick in response, have local knowledge and expertise to their advantage and can also act as important channels for awareness raising and education. disaster management therefore needs to be a coordinated effort between government, various institutions, non-governmental organisations, community-based organisations and the commercial sector. Where communities are not directly involved and are passive recipients of relief, the result may be the aggravation of a "dependency" syndrome. Existing community networks and agencies can therefore play a major role in disaster management, but the pressing need is for such groups to expand their roles in disaster reduction and mitigation activities and not merely to focus on relief activities.

Because non-governmental organisations can often provide relief more quickly - and in the case of small disasters, more appropriately - it is important that the government ensure that non-governmental organisations receive information promptly. At the same time, non-governmental organisations have much useful information to offer to the local early-warning system. Non-governmental organisations should therefore be a formal part of the local early-warning system. Even when disasters are so large that they are beyond the resources of the non-governmental organisations, these organisations are often able to provide assistance that is complementary to government. Good links with non-governmental organisations should therefore be promoted at all levels.

Private sector participation

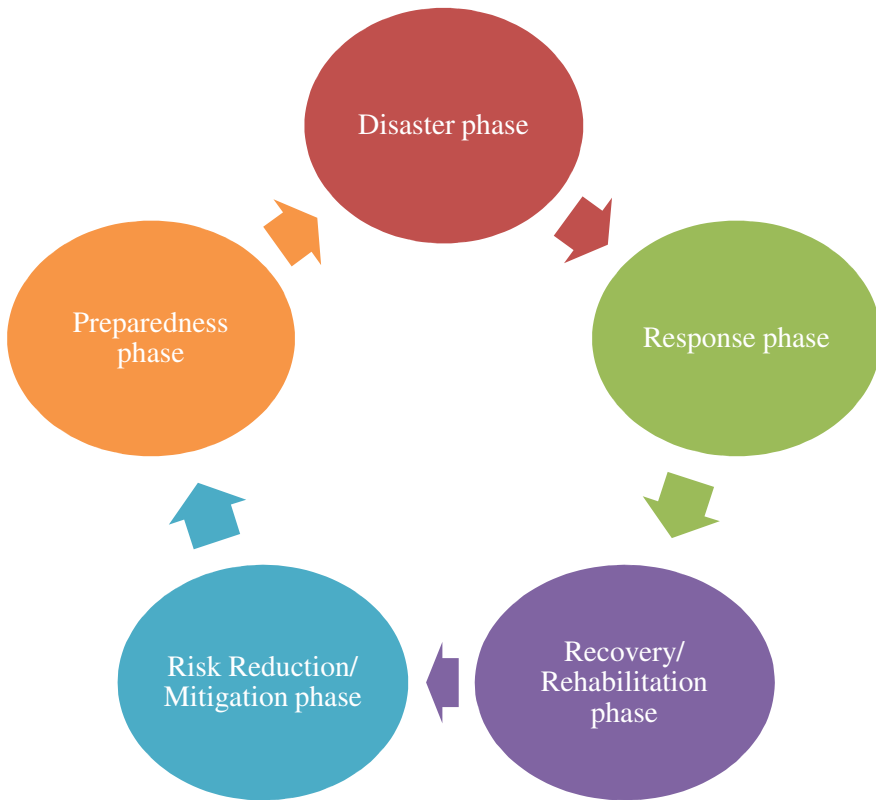
The commercial and private sector can also play an essential role in disaster mitigation. Usually the role of such players has been in the field of relief and recovery. While the value of such contributions is great, the commercial sector should play a greater role in the mitigation of disasters through training, education and capacity building. Involvement by this sector can also be expanded from that of relief to proactive mitigation.

International non-governmental organisations

There are also a number of international non-governmental organisations like the International Red Cross and others who provide humanitarian assistance and are linked to the United Nations. Collaboration with these is important in ensuring that international assistance in disaster management is coordinated and can be used to maximum effect.

DISASTER MANAGEMENT CYCLE

Disaster management cycle includes the following stages/ phases



Disaster management cycle has to pass through the different phases. The first phase is characterized by profound damage to the human society. This is generally related to the loss of human life, loss of property, loss of environment, loss of health or anything else. Response phase follows the occurrence of the disaster. This phase involves the response of the public towards disaster. The arrangement of the ambulance, doctors, nurses, medical camps and other life support services comes under this. When the immediate needs of the population are met, when all medical help has arrived and people have settled from the hustle – bustle of the event, they begin to enter the next phase, the recovery phase which is the most significant, in terms of long term outcome. It is during this time that the victims actually realize the impact of disaster. During the Risk reduction phase population recognize the need for certain measures which may be needed to reduce the extent or impact of damage during the next similar disaster. The last Preparedness phase involves the development of awareness among the population on the general aspects of disaster and on how to behave in the face of a future disaster. This includes education on warning signs of disasters, methods of safe and successful evacuation and first aid measures.

Objectives of the paper

- To examine the key issues related to disaster management.
- To observe the effectiveness of governmental strategies and policies in order to mitigate the problems in disaster management
- To study the role of media in disaster management.

Research Methodology

Research methodology is partly analytical, partly descriptive, partly exploratory and partly casual .For this study data and information has been collected through secondary sources including Books, Magazines, Newspapers, Research Articles, Research Journals & E-Journals etc. This paper highlights the different phases in disaster management cycle and stresses on the role of government policies in order to mitigate the problems in disaster management.

LIMITATIONS

The barriers created in the study were inevitable and did prove to affect our study but their influence was not determining, therefore allowing us to conduct the study successfully. The limitations I found while proceeding with this paper are:

- As a piece of qualitative research work, this thesis does not prove or disprove anything.
- As the research is based on primary and secondary data, the results may be affected by the biasness of the respondents and may be inaccurate and hence cannot be fully trusted upon.
- Being informed by the interpretive social sciences paradigm, the research findings of the thesis are specific to the people and phenomenon being studied and are not representative of the wider population.

The following principles need to be considered when shaping a vision and guiding strategy to deal with disasters:

Reduction of Vulnerability of Communities

Disaster management offers a collective safety net that has the potential to protect development processes against those setbacks that wound development in many countries, frequently through natural and man-made disasters.

Protection of scare resources

The first priority of disaster management is the protection of the people who are most at risk. The second priority is the protection of the critical resources and systems on which communities depend.

Preservation of culture

Government will encourage both citizens and government structures to protect themselves and their property to the best of their ability at all times. It will not provide assistance to citizens who have failed to take proper precautions.

Integral part of development policy

Disaster prevention and preparedness should be an integral part of every development policy.

Focus on Equality

Disaster assistance must be provided in an equitable, consistent and predictable manner without regard to economic circumstances, industry or geographic location.

Encourage the community involvement

Communities must know what disaster management and risk reduction stand for, what their own responsibilities are, how they can help prevent disasters, how they must react during a disaster (and why) and what they can do to support themselves and relief workers, when necessary.

It must be driven in all spheres of government

Disasters know no boundaries. Unless disaster management and risk reduction are effectively driven at central, provincial and local government level and are made compulsory, disasters that impact on a region or country will be extremely difficult and costly to address.

It must be transparent and inclusive

Disaster management and risk reduction require transparency in the way decisions are made and information is exchanged. They must also be inclusive, ensuring that all parties responsible for implementing the ongoing programme or any of its phases, are consulted; this includes private enterprise, unions, non-governmental organisations and community-based organisations.

It must accommodate local conditions

Any efforts could be ineffective if proposals/guidelines are accepted or implemented without ensuring that they are adapted to address local conditions, which differ widely from community to community.

It must have legitimacy

The structures tasked with implementing a disaster-management programme must be recognised by all present and future key roleplayers in the various government

structures, as well as among the various community structures with whom liaison is necessary.

Principle of flexibility and adaptability

Rapid changes in community structures and the general development of an area - i.e., new industries and residential areas and environmental changes require adaptation to planning and allocation of priorities, without which applied principles will become outdated and cause frustration.

It must be efficient and cost effective

Unless disaster management is results-driven, in all spheres of government, it is in danger of becoming sidelined, which could in turn become costly should a disaster occur.

Principle of sustainability

The allocation of funds is an important issue. Hopefully, funds allocated to the ongoing proactive facets of the disaster-management cycle will mean that funds will be required less often to coordinate disaster relief.

It must be needs-orientated and prioritised

Many existing essential and emergency services find it difficult to accept the necessity for disaster management. If the concept is understood, and is seen to address real present and future needs, it will gain acceptance and receive the correct priority it deserves.

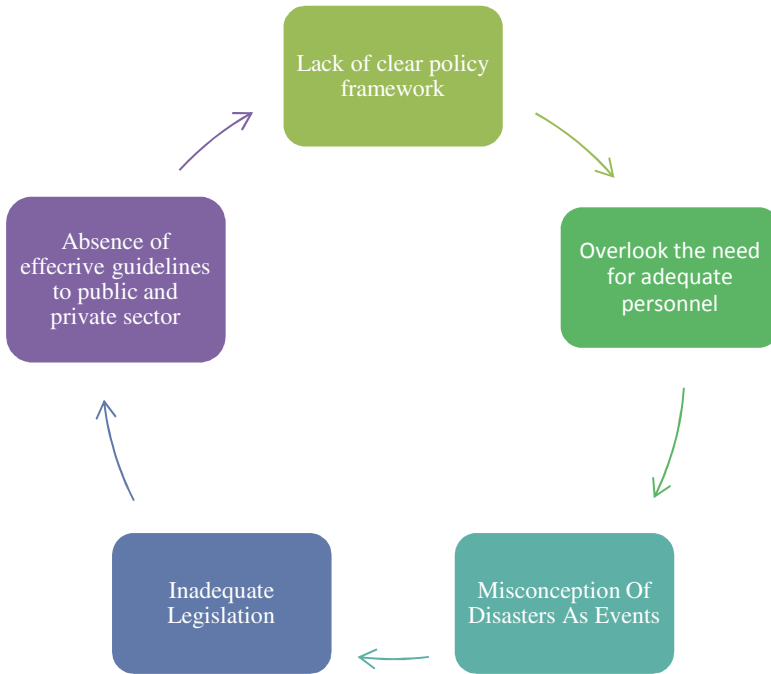
It must be based on a multi-disciplinary and integrated approach

Disasters are social phenomena, as much as physical or economic events. Disaster reduction is thus a multi-disciplinary process, that includes environment, human settlement, human behaviour, health and public administration considerations. Only an integrated approach can have success.

Constraints in current Disaster Management

Current disaster management programme has some weaknesses. First constraint before this is the absence of a clear policy framework. This has no clear structure of legislations and State Expenditure allocations. Further disaster management policies overlook the need for adequate personnel at the national, provincial and local levels. Many authorities are reluctant to move away from the Civil Protection-mode, until new directives and legislation materialise. The existing legislation is inadequate and sometimes confusing and does not meet both the political, institutional and socio-economic concerns that disaster management strategies have to deal with in India. Private and public sector lacks the

availability of adequate guidelines about their roles in disaster management. This needs to be addressed at local, regional and national level.



The role of the media

The media comprise an important and powerful instrument that can be used for changing perceptions and public awareness concerning disaster. In particular, we need to move away from a "relief culture" to one which better understands the need to adapt to climatic and other variabilities. All sectors of society need to adopt risk aversion strategies.

The role and power of the media, in particular with disaster management issues, must not be under estimated. The various forms of communication can be successfully used:

- To promote the function.
- To communicate warnings.
- To prepare communities.
- To report accurately what has happened (during and after a catastrophe).

National strategies and contingency plans must involve the media both in creating awareness around risk reduction and managing in situations of disaster.

Role of national government

National government must set out its role in order to ensure that the following objectives are met:

- Risk reduction measures are incorporated which lead to sustainable development.
- Environmental degradation is addressed where this is within the disaster management framework.
- There is a reduction in loss of life, in damage or destruction of essential resources on which communities depend and in damage to property.
- There is effective coordination, participation and cooperation among all roleplayers nationally, regionally and internationally.
- The necessary infrastructure is created, affordably and cost effectively, to implement, monitor and test the various phases of disaster management.

It is envisaged that a lot of key coordinating and supporting functions that are the role of national government will be provided by a dedicated body such as a national disaster management centre. Each department that has responsibility for the various areas of concern in disaster management will identify its own set of plans and activities for implementation.

Role of provincial government

Many areas that are national government responsibility - such as environment and agriculture - are also "concurrent powers" (exercised jointly by national and province) in terms of the new constitutional framework. For this reason, the role of provincial government in some areas is well established, and in others it is not.

It is possible that each line department within the provinces will work with national government to take responsibility over issues that affect their sector. Alternatively, provincial government may choose to appoint or establish coordinating structures of their own to ensure that there is an integrated approach to disaster management at the provincial level.

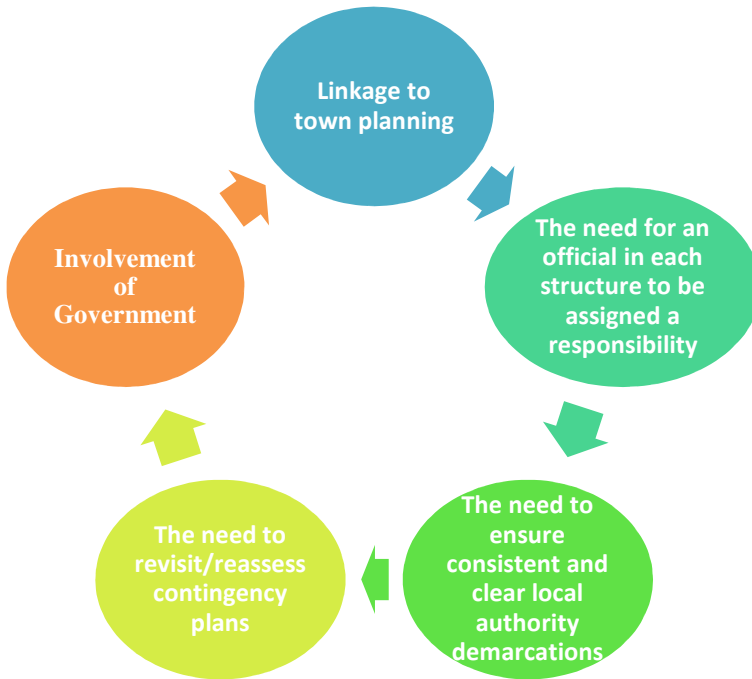
Role of local government

Mitigation is the most important foundation upon which to create a disaster resistant community. This in turn is the first step to creating more sustainable communities. This can only be done by involving communities in the planning and development process. Planning and development are the main vehicles through which local government is able to achieve these objectives.

Local governments - municipalities, district councils, and transitional local governments - must be involved in developing their own mitigation strategies.

This includes educating themselves and their citizens about the importance of mitigation and the overall social, economic and environmental benefits associated with it. They must develop these plans in accordance with their own particularities, capacities and needs, but it is important that the community as a whole - business, neighbourhood associations, builders, the media etc. - are involved in this effort. Often at the time of disasters ordinary people respond spontaneously to the need to assist others in need. This kind of humanitarian gesture can be an important resource and needs to be mobilised effectively by local government.

Key Issues related to Disaster Management



CONCLUSION

It is clear that in many cases where disasters are recurrent, the level of disaster planning and management is more advanced. In areas where there is thought to be no risk, the level of preparedness or the taking of preventative measures may not be well established, enforced or revisited. The management of disasters by government departments at various spheres of engagement is almost entirely reactive in nature. It is also clear that the full continuum necessary for disaster management, such as prevention, mitigation, preparedness, response and rehabilitation is not an integral component of current disaster management

systems. Rather, each disaster is treated as a crisis, and preparations are conducted to deal only with emergency situations.

There is a clear distinction between disasters that occur spontaneously, and those that are a result of cumulative effects. Such distinctions require different kinds of planning and management of risk. How do we deal with issues such as Aids, violence, and road traffic accidents? These are not seen as disasters but as individual incidents. However, statistically and cumulatively they impact significantly on our population growth and affect our gross domestic product (the country's total productive output). Should these be considered to be areas of risk and so form part of a new disaster management system?

RECOMMENDATIONS

- Disaster Management should be an integral part of policy framework and should be integrated into the country's development strategies, as vulnerability to disasters can create development set-backs and hence continue to allow poverty and other causal factors to persist.
- Disasters usually make underdevelopment and poverty more apparent, by drawing attention to the lack of maintenance of basic infrastructure, such as water supply systems - particularly in poor rural areas.
- Although the whole population is susceptible to risk in a disaster situation, special consideration must be given to those people in rural and deep rural areas.
- The criteria for declaring a disaster or a disaster area are not clearly defined. In the past, each case has been judged on its own merits rather than according to a clearly defined set of criteria.
- The most vulnerable sectors of our community like farm workers and small-scale farmers were ill informed or did not have easy access to information, due to language and other barriers. There is therefore a need for greater public education, preparedness, awareness and participation.
- In many cases, disasters have also highlighted a lack of data and knowledge related to disaster management and impacts. Information on vulnerability - for example, in terms of nutrition - and poverty during drought periods is lacking. This creates difficulties when trying to identify and target those who need relief, especially amongst the rural poor.
- The lack of coordinated early-warning systems for several potential disasters in South Africa is surprising, considering how frequently some of these disasters occur.
- Data on known hazards and risks is not readily available at the various levels of government. Effective implementation of disaster management policy

requires central reporting points where disaster management functionaries can receive and process data relating to known hazards and risks.

- Existing civil protection organisations have an important role to play in the dissemination of warnings. However, their ability to do this is severely limited by the lack of reliable and clearly defined channels of communication.

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Impact of Green Marketing in India

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ABSTRACT

Environmental issues have gained significance in trade as well as in community life throughout the globe. It is not like that a small number of leaders of different countries or few big well-known business houses are worried about the day to day worsening of oxygen level in our environment but every common citizen of our nation and the world is concerned about this common danger of global warming. So in this situation of international concern, business houses has taken green-marketing as a part of their policy to encourage products by employing ecological claims either about their attributes or concerning the systems, policies and processes of the firms that produce or sell them. Evidently green marketing is part and parcel of on the whole business strategy; along with manipulating the conventional marketing mix (manufactured goods, price, promotion and place) , it need an understanding of community policy process. So we can say green promotion covers a wide range of actions. The main objectives of this paper are to study the evolution of Green Marketing and the Green Initiatives taken by various company. Also identify the challenges faced by Green Marketing.

Keywords: *Green, Marketing, Corporate houses, Global warming, Environment*

INTRODUCTION

Yes, green promotion is a golden goose. As per Mr. J. Polonsky, green marketing can be distinct as, "All actions intended to produce and facilitate any swap over intended to please human needs or wants such that pleasing of their needs and wants occur with minimal harmful input on the national environment." Green promotion is also called ecological marketing. As resources are restricted and human needs are infinite, it is vital for the marketers to make use of the resources competently without misuse as well as to attain the organization's purpose. So green marketing is predictable. There is rising interest among the clients all over the world concerning the defense of the atmosphere. Worldwide proof indicates public are concerned about the surroundings and are shifting their behavior. As a result of this, green promotion has emerged which speaks for the rising market for sustainable and publicly responsible products and services. Now this has become fresh mantra for marketers to keep happy the needs of consumers and earn enhanced profits. . So we can observe that green marketing encompasses a wide

range of activities counting product alteration, change to production procedure, wrapping change as well as modifying promotion.

NEED AND IMPORTANCE OF THE STUDY

Since early 1990s, a major concern on ecological impact of industrial house on atmosphere has been surfaced on marketplace. Not only the relation among human, institute and natural surroundings being redefined ,but the inference thereof are being interpreted; because of these, new perceptions are being formed or re-evaluated on issues like environmental friendly products, reprocess aptitude, waste-reduction, the cost linked with toxic waste and the price value association of green politics. So in this age where customers decide the destiny of a company, green advertising imparts a practical policy for these companies to cater the market by imparting nature-friendly products/ services which or else reduce or reduce any harmful collision on environment. Green- marketing approach in the manufactured goods area promotes the incorporation of ecological issues into all aspects of the business activities; from policy formulation, setting up, re-engineering in manufacture process and dealing with clients. So to remain competitive inside the confront thrown by the atmosphere protectionists, the companies will have to discover answer during their selling strategies, product service redesign, client handling etc

STATEMENT OF THE PROBLEM

To examine the growth of Green Marketing in India and various issues faced by Green Marketing in India.

OBJECTIVES OF THE STUDY:-

1. To study the evolution of Green Marketing.
2. To identify the challenges faced by Green Marketing
3. To study the Green Initiatives taken by various company.

RESEARCH METHODOLOGY

The study is qualitative study based on secondary data.

LITERATURE REVIEW

Prothero, A. (1998) introduced numerous papers discussed in the July 1998 issue of 'Journal of Marketing Management' focusing on green promotion. This incorporated a quotation of the need to review presented text on green marketing, an experimental study of United States and Australian advertising managers, a explanation of what a green association look similar to in practice in Great Britain, ecotourism and definitions of green promotion.

Prothero, A. & Fitchett, J.A. (2000) argued that greater environmental explanation can be protected during entrepreneurship by using the uniqueness of product culture to more growth ecological goals. Marketing not only has the possible to supply to the establishment of extra sustainable forms of civilization but, as a principle manager in the process and explosion of product discourse, also has a significant liability to do so.

Oyewole, P. (2001) in his manuscript presented a theoretical link between green marketing, environmental fairness, and engineering ecology. It argues for greater awareness of ecological justice in the practice for green promotion. A study agenda is finally optional to determine clients consciousness of ecological justice, and their enthusiasm to bear the expenditure connected with it.

Karna, J., Hansen, E. & Juslin, H. (2003) interpreted that practical marketers are the majority real group in implementing environmental selling willingly and in search of cutthroat advantage through ecological openness. The consequences also give proof that green standards, ecological marketing strategies, structures and functions are rationally linked to each other as hypothesized according to the model of ecological marketing used to direct this study.

Sanjay K. Jain & Gurmeet Kaur (2004) in their study of environmentalism which had quick emerged as a worldwide occurrence discussed business firms too have risen to the occurrence and have ongoing responding to ecological challenges by involving green marketing strategies. Green consumerism has played a catalytic task in ushering business environmentalism and making business firms green advertising oriented. Based on the statistics together through a field survey, the paper made an evaluation of the degree of ecological consciousness, attitudes and performance prevalent between clients in India.

Donaldson (2005) in his research realized in the Britain that in common the ecological approach of customers changed optimistically. This study reported the strong trust of customers in the recognized commercial brands and in the weak performance referring to the "green" claims, which was the major cause behind the intense failure to understand their concerns beyond the atmosphere in their performance.

Alsmadi (2007) while investigating the ecological behaviour of Jordanian clients reveals a high stage of ecological conscience. Regrettably however this optimistic tendency and first choice in the "green" products did not come into view to have any outcome on the concluding decision, obviously because these customers had a stronger trust in the conventional products and a little assurance in the green statements. The above **obstacles** were extra strengthened by the lack of ecological ethics by a lot of enterprises and the survival of a huge scale of prices for the similar product, many of which incorporated an impetuous estimate of

environmental liability. The same occurrence has been presented in other researches too (Ottman, 2004; Donaldson, 2005; Cleveland et al, 2005).

Brahma, M. & Dande, R. (2008), The Economic Times, Mumbai, had an article which declared that, Green Ventures in India is a subsidiary of New York based asset administration firm Green Ventures worldwide. The latter recently announced a \$300 million India listening carefully fund aimed at renewable energy products and sustaining trading in carbon credits.

EVOLUTION OF GREEN MARKETING

Green marketing word was initial discussed in a seminar on -Ecological Marketing planned by American Marketing Association (AMA) in 1975 and recorded its place in the literature. The word green marketing came into eminence in the late 1980s and near the beginning 1990s. The first gesture of green marketing occurred in the 1980s. The physical milestone for the initial wave of green marketing came in the shape of in print books, together of which were called Green Marketing. They were by Ken Pattie (1992) in the U.K and by Jacquelyn Ottman (1993) in the United States of America.

First stage was termed as "**Ecological**" green marketing, and throughout this period all marketing behavior were concerned to help ecological difficulty and offer remedies for environmental harms.

Second stage was "**Environmental**" green marketing and the focus shifted on clean expertise that concerned designing of innovative original products, which take concern of toxic waste and throw away issues.

Third stage was "**Sustainable**" green marketing. It came into prominence in the delayed 1990s and near the beginning 2000. Worried with developing high-quality goods which can meet customers want by focusing on the superiority, presentation, pricing and convenience in an environment friendly way.

GOLDEN RULES OF GREEN MARKETING

1. Know your purchaser: Make certain that the buyer is alert of and worried about the issues to your manufactured goods attempts to address.
2. Educating your clients: It is not just a material of letting public know, whatever you're doing is to defend the surroundings, apart from also a topic of letting them to make out why it matters.
3. Being Authentic & See-Through: means that a) You are really doing what you maintain to be doing in your green marketing movement and b) The rest of your company policies are reliable with whatever you liability for the environment friendly.

4. Reassure the Purchaser: Clients must be made to consider that the manufactured goods perform the job, in this firm should not remember product quality in the name of the surroundings.
5. Think about your Pricing: If you are charging a premium for your manufactured goods and many environmentally preferable products price more due to economies of scale and utilize of higher-quality ingredients make sure those clients can pay for the premium and feel it's value .

Countries ranked according to their response level on Green Marketing

TABLE 1

RANK	COUNTRIES
1	INDIA
2	UK
3	US
4	THAILAND
5	AUSTRALIA
6	CANADA
7	CHINA

Source – Namex International Journal of Management Research

GREEN MARKETING IN INDIA

It's far from grounds well yet, but gradually business crossways India are hitching themselves to the green bandwagon. A survey was done by BT(Business Today) & Tata Energy Research Institute (TERI) to recognize top ten green companies of India. In March 2000, Business Today and the Tata Energy Research Institute strong-willed to perform the first-ever study of ecological practices in corporate India. The study had two aims. The first was to examine key trends and leading environmental practices as experimental in Indian companies. The next was to recognize the 10 'greenest' companies in conditions of the maturity of their ecological systems and practices.

Ten greenest companies are:

1. ABB
2. Bayer (India)
3. Clariant (India)
4. Tata Iron & Steel Co

5. Gujarat Ambuja Cements
6. ICI India
7. Indian Aluminum Co
8. Orchid chemicals and Pharma.
9. Philips India
10. Coromandel Fertilisers

Company's Green Initiatives

ITC:-

*From the last three years ITC has been 'Carbon Positive' in a position (sequestering/storing double the sum of CO² than the Company emits).

*From six years 'Water Positive' in a row (creating three times extra Rainfall Harvesting possible than ITC's net utilization).

*In water recycling it is near to 100% solid waste recycling.

* All atmosphere, physical situation and Security Management Systems in ITC obey the rules to the best international standards.

* ITC's businesses produce livelihoods for over 5 million citizens

* ITC's internationally acknowledged e-Choupal initiative is the world's major rural digital infrastructure benefiting over 4 million agricultural families.

* ITC's communal and Farm Forestry initiative has greened more than 80,000 hectares creating an probable 35 million human being days of employment among the underprivileged.

* ITC's Watershed Development proposal brings expensive water to almost 35,000 hectares of waterless lands and moisture-stressed areas.

* ITC's Sustainable Community expansion initiatives comprise women empowerment, supplementary learning, integrated animal husbandry programmes.

MARUTI: GREENING THE SUPPLY CHAIN

The corporation has remained in front of regulatory necessities in tracking down of environment defense and energy protection at its developed facilities, and in expansion of products that use less ordinary resources and are atmosphere friendly. The company attributed the 'Just-in-Time' philosophy adopted and internalized by the workers as the major cause that helped to excel in this direction. The company has been promoting 3R while its inception. As a result the business has not only been proficient to reprocess 100% of treated waste water but also reduced fresh water utilization. The company has implemented rainwater harvesting to renew the aquifers. Also, eco-friendly packing for bought out components is being keenly promoted. The company has been facilitating accomplishment of Environment Management System (EMS) at its suppliers' last

part. Regular teaching programs are conducted for all the suppliers on EMS. Surveys are conducted to evaluate the vendors who require more direction. The systems and the environmental presentation of suppliers are audited. The green co-efficient of this scheme is much better than the conservative system

HCL'S ENVIRONMENT MANAGEMENT AND ECOSAFE POLICY

In structure of a system to recognize, develop and sustain the maintenance of an environment management system at business level HCL has formulated a program that is refer as HCL's Eco safe.

The aim is to encapsulate information, consciousness, and key developments on all ecological issues faced by today's world and to incorporate these in HCL's operation assuring the promise in delivering excellence products, solutions and services.

The main objective under HCL Eco secure is targeted at integrating environmental management procedures into its business processes thereby defensive the surroundings, physical condition, and security of all its stakeholders.

HCL commits to construct products that are environment friendly in all respects and are free from harmful chemicals.HCL Eco Safe focuses on manufactured goods life cycle management to make certain that our products right from when they are manufactured, bought by clients, recovered at their end-of-life and recycled after proficient life are done in an environmentally responsible manner Key initiatives undertaken during HCL Eco Safe program are:

More Examples

- * McDonald's restaurant's napkins, personal belongings are made of recycled paper.
- * Coca-Cola pumped syrup straight from tank instead of plastic which saved 68 million pound per year.
- * Badarpur Thermal Power station of NTPC in Delhi is devising ways to make use of coal-ash that has been a main basis of air and water pollution.

GREEN MARKETING- CHALLENGES

Although a large quantity of firms is working on green marketing, it is not an simple job as there are a number of troubles which need to be addressed even though implementing Green marketing. The main challenges which Green marketing have to be faced are:

- 1. New Concept-** Indian educated and urban customer is getting more awake about the qualities of Green products. But it is still a latest idea for the

masses. The buyer needs to be educated and made conscious of the ecological threats. The new green activities need to arrive at the masses and that will take a lot of time and attempt.

2. **Cost Issue-** Green marketing involves promotion of green products/services, green technology, green power/energy for which a lot of cash has to be spent on R&D programmes for their expansion and following promotional programs which in the end may lead to increased costs.
3. **Convincing Clientele-** The clients may not consider in the firm's policy of Green marketing, the firm therefore should make convinced that they take on all possible actions to convince the client about their green manufactured goods, the most excellent possible choice is by implementing Eco-labeling schemes. Sometimes the clients may also not be keen to pay the additional value for the products.
4. **Sustainability-** Primarily the profits are very low since renewable and eco-friendly products and green technologies are extra costly. Green marketing will be flourishing only in long run. Hence the trade needs to plan for long term rather than short term policy and get ready for the same, at the similar time it should keep away from falling into lure of immoral practices to build income in short term.
5. **Non Cooperation-** The firms working Green marketing have to struggle hard in convincing the stakeholders and many a times it may fail to induce them about the long term benefits of Green marketing as compared to small term operating expense.
6. **Avoiding Green Myopia-** Green marketing must convince two objectives: improved environmental excellence and customer pleasure. Misjudging either or overemphasizing the previous at the expense of the latter can be termed green marketing myopia.

CONCLUSION

- Consumer Behavior plays a main and important role in the choice of green products.
- It's our accountability to do value addition to our cultural products (green products) by promoting green marketing in India.
- Improve consciousness about green products and their effectiveness.
- Go green should be priced according to its superiority.
- Business organization should start green marketing strategies as it offers incentives and growth opportunity in the long term, through it may involve huge start up-costs.

- There should not be more cost difference among standard product and green product.
- Green product's superiority should be better than normal products.
- Green marketing is still in its early years and a lot of research is to be done on green marketing to fully explore its potential in India.

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Management Education in India: A Fit Case for Reengineering

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ABSTRACT

Owing to the globalization, privatization & liberalization lot of changes are noticed in the functioning of industries. Naturally industries across the world are required to have the manpower with multi-skills rather than simply knowledge oriented. Management education is truly at the crossroad. There are many problems with Management Education in India. The employment potential of Management Graduates is decreasing. This paper is focusing on the problems with Management Education and solutions so that it can be made more practical.

Keywords: *Management Education, Employability, Corporate Sector.*

The objective of Management Education has always been to understand the needs of the market place and to design an education program to satisfy these needs. For decades, entrepreneurs and managers have worked together with management academics at various levels to improve the business practices enriching the corporations and the economy though sometimes the contribution of management education may have been overlooked. After economic liberalisation in 1991 started unshackling the private sector, demand for MBAs shot up. Companies were willing to pay the top dollar to this new breed of executives who were seen as wunderkinds capable of putting family-held, traditional businesses on fast track. Management became a sought-after career for students and MBA the key to success in life. The three-letter acronym spelled money as well as status. And even those who managed to get into B- or C-grade business schools could rest assured that they have made it in life. Old, geriatric tycoons hired 20-something MBAs at gargantuan salaries, installed them at the top of their companies and genuflected before them to seek business wisdom. After more than two decades, the degree is losing its prestige.

OBJECTIVES OF THE PAPER

1. To Know the current position of Employment of Management Graduates in India.
2. To analyse the problems with Management Education in India.

- To Find out the solutions for increasing the relevance of Management Education.

RESEARCH METHODOLOGY

Being an explanatory research it is based on secondary data of journals, articles, newspapers and magazines. Considering the objectives of study descriptive type research design is adopted to have more accuracy and rigorous analysis of research study. The accessible secondary data is intensively used for research study.

CURRENT POSITION OF EMPLOYMENT OF MANAGEMENT GRADUATES

In 2016-17, more than half of MBA graduates could not get hired in campus placements, data by All India Council for Technical Education (AICTE) shows. Just 47% of MBAs were placed, 4% less than the previous year, and at a five-year low. The drop in placements for postgraduate diploma holders was even bigger at 12%. The numbers do not include graduates from the elite Indian Institutes of Management (IIMs) which are not affiliated to AICTE. There is a glut of MBAs in India. Out of nearly 5,000 management institutes across the country, about 200,000 students passed out in 2016-17. Add to that an overall jobs crisis in the country. Excluding graduates from top 20 colleges, only 7% of MBA students from Indian business schools got jobs immediately after the completion of the course, an ASSOCHAM report said last year. The report found lack of quality control and infrastructure, low-paying jobs through campus placement and poor faculty as the major reasons for India's unfolding B-school disaster.

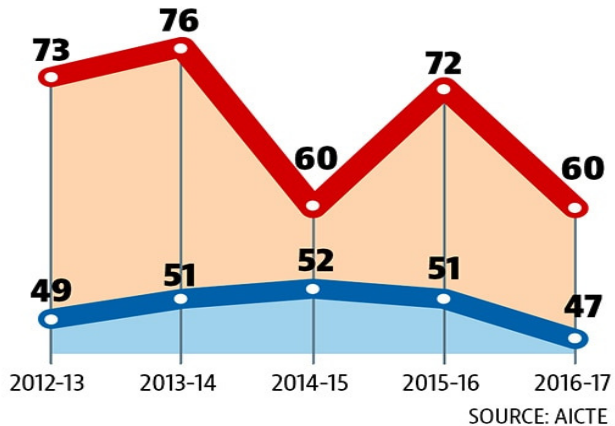
WORRYING TREND

Campus placements of management students have seen a decline

% of students placed

- █ **PGDM:** Post-Graduate Diploma in Management
- █ **MBA:** Master of Business Administration

(Data does not include IIMs, some management institutions not affiliated to AICTE)



RELEVANCE OF MANAGEMENT EDUCATION

After financial crisis, many lucrative jobs have simply disappeared. Many sectors in business are increasingly substituting non-MBA for MBA's. The numbers are small but growing. The over reliance on the concept of maximizing the shareholder's value and the propensity to imitate the procedures of physical sciences has led to the detachment of business theories and management practices from the social and ethical consideration.

Is the lure of MBA fading? Does management education matter? Are there measurable benefits to management education? Management education is shaped by many factors such as need and preferences of the employers of graduates, the knowledge, abilities and skills employers expect graduates to possess, the preferences of the students themselves and the resources business schools can muster. So the usefulness of management education should depend on the provision of satisfactory service to the marketplace and the perception on the part of the students that satisfactory service to the marketplace will payoff for them individually. Management education must make students more marketable and more valuable to employees.

Management education is at the crossroads especially after scandals like Enron, Satyam and Economic Meltdown which have put corporate reputation at stake. While globalization has been a boon in business operations, it has made corporations vulnerable to greater risk, abuse and fraud.

PROBLEMS WITH MANAGEMENT EDUCATION IN INDIA

- I. In our country, students who join a B-School are typically young and without any work experience. Most of them are not sure why they are there.
- II. Many of our B-Schools are unable to attract good faculty. Most of them do not have industry experience when they explain concepts in class; they lack conviction as they are unable to give relevant live examples. In India best people do not get into academics.
- III. Text books and much of the reading material used in our B-Schools are mostly American in origin. There is little quality writing by Indian Professors.
- IV. Different aspects of Management are taught separately and not in an integrated way. There is little attempt to introduce the social, economic and ethnic realities of India while handling the subjects in the class.
- V. Indian B-Schools continue to rely on the traditional Lecture mode of instructions. Most B-Schools do not have trained faculty for handling cases, leave alone writing cases.

- VI. B-Schools are increasingly unable to impart the right values to their students. And what is education if it cannot impart values.

THE SOLUTIONS

How can Business Schools improve relevance in their programs without losing rigor? Following two fundamental changes can be done:

1. Introduce mandatory Internship/ Practical projects as part of curriculum.
2. Place Faculty members in business working alongside professional managers in real life projects in the industry and government, introduce faculty sabbaticals in the industry during which faculty members will handle management responsibility in business.
3. Research Culture must be developed. Imbibing a research culture requires a good library support system. Scholars should be invited to undertake research in certain areas of national interest. Regarding the research grant procedure there is a need to support more to individual project proposals. Encourage those institutes who have adequate support system to start Ph.D. programme.
4. In order to create good teachers for B-schools, the faculty development programmes must be implemented on a large scale. FDP programs which are implemented at the institutional level they are also not adequate & rich in their Quality. As a part of formality & conditions of the AICTE this activity is being implemented.
5. Develop reading materials relevant to Indian Context.
6. The main strength of top class B-schools like Kellogg, Wharton, Sloan & Harvard is their strong relationship with industry through teaching, research, student placements, problem solving & case study preparation. This issue in India is to make this happen in case of the low ranked B-schools in the country, There should be institutional mechanism for developing liaison with industry in each B-schools.
7. The B-schools should become process driven. Corporate governance has to be made an element of accreditations. Faculty development as well as faculty involvement in the administration needs to be a part of the Corporate governance agenda. Issues like Qualifications of faculty members, Size of libraries, & other academic as well as infrastructural facilities must also become a part of governance.
8. There are some businesses which are Context specific to India. e.g. agricultural services, infrastructure management, Contract research, hospital

management & NGO are rapidly growing areas in business. These business need customized management education. Curricula customization, Specific material development & faculty specialization are some of the neglected factors that led to poor Quality of management education in India.

9. The business schools must admit international students to the programme. The Indian management institutes are the only ones with no international participation.
10. The B-schools should induct a few international faculties & provide an opportunity to the students to listen about other country's business culture & systems.
11. The B-schools should provide an active programme of students & faculty exchange with advanced countries.
12. To ensure that at least 25% of the curriculum deals with international subjects like international economics, International Marketing, International Financial Management or international Business Management etc.
13. Indian B-schools should collaborate with some well known foreign B-schools by which Indian students can do part of their education in those institutes.
14. The B-schools also collaborate with some foreign placement Consultancies to make sure at least some students can obtain jobs abroad. Encourage MEE's (Management Education entities) to design and offer executive programs for government officials, NGO's and defense personnel.
15. Revamp the existing Bachelor's degree in management to cater to the burgeoning need for management graduates. Compulsory apprenticeship in organizations and study of under managed sector areas should be included as part of the program. The current bookish nature of the curriculum is not sufficient to prepare students for junior management levels.
16. Distance learning has considerable potential in the domain. Thus online management programs can bridge the demand-supply gap.
17. There is a need for a new wave of management institutions which will focus on enterneunership, leadership and innovation. These institutes will enable to launch India into global arena without the legacy associated with operating in a protected environment. Incentives need to be provided to Indian entrepreneurs/ corporates to set up institutions of excellence on their own in collaboration with foreign universities.

CONCLUSION

Management Education system must be reengineered so as to make it practical and truly giving the desired employment to the youth and skilled manpower to the industry. Institutions and Industry should take proactive role toward developing lasting employability. Curriculum and materials for teaching employability skills should developed and used. The ability to reason and make sound decisions has become crucial for employment, recent days' employers are looking for the candidates who possess wide range of skills and knowledge. Students should be familiarized to work in the real work environment during their studies. Above mentioned suggestions help in bridging the gap between management education and employability requirements.

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“An Analysis of Role of Research Scenario in India”

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ABSTRACT

It is a well admitted fact that Research plays an important position in the economic growth of a country. Research refers to a creative work which is undertaken to in a systematic manner so as to increase one's stock of knowledge. In the context of education, it would refer to solving educational problems in a scientific and systematic way. The research scene in India is a chequered one, while the prestigious establishments and institutions of countrywide significance are shining in study, the mediocre and poor ones are lacking in the same. The Indian Government has taken a number of steps to promote research. The significance of research arises from its promotion of creative thinking; finding solutions to impending problems in a methodical, scientific and well-determined way; promoting further studies in the area of interest and keeping abreast with the latest developments in the selected field of study. Indian scheme of education is characterized by a number of restraints and research is one of the key ones. Carrying out Research in India has a number of challenges such as absence of intellectual stimulation, emphasis on rote learning, lack of scientific theory and base, inadequate data, lack of scientific knowledge, and training in Research Methodology. In the globalized world it is imperative to have knowledge driven growth powered by innovation. A number of steps could be applied to cultivate research such as industry-academia collaboration, expansion of professional skills, provision of added funds and inclusion of research as a criterion for faculty promotion. India has a well-acclaimed brain and promotion Research will only facilitate India move up the global logical ladder.

Keywords: *Education Research; Industry-Academia Collaboration; Research Bodies*

INTRODUCTION

Research plays an important role in the economic development of any country. In fact, research and development form the basis of future competitiveness of an economy. Unfortunately, research in India is showing a downward trend. In this Paper, an endeavour has been made to discuss the concept of research, study the importance of research, briefly touch on the research scene in India, look into the disputes and try to foresee the prospects.

OBJECTIVES OF THE STUDY

The study is based on the following objectives:

1. To understand the meaning of research particularly research in education.
2. To find initial information on the research scene in India and
3. To converse the disputes facing research and throw light on what augurs for the prospects.

CONCEPT OF RESEARCH

Research refers to imaginative effort which is undertaken analytically, in order to increase the stock of data of individuals, customs and society and further utilize this stock to develop new claims. In the broad intellect, it covers gathering of any information, information and facts for the advancement of data. Innovation can be considered as the key participant of monetary expansion and successive improvement in the worth of living. In this century, there is no doubt in relation to the fact that India has the capacity of spearheading universal innovation, but the big difficulty that emerges is will Indian higher education support this potential? The entire issue warrants a careful discussion. Research in education refers to solving educational problems in an organized and logical mode and also to realize, give explanation and foresee individual behavior in a more organized way.

RESEARCH IN INDIA

Education is a key mover of the social order. In order to favorably use our demographic prospective, the class of education jointly with access and equity gathers significance. India has the third largest system of higher education. The overall scenario is that, quality does not match the global standards and there is increased scope and urgency for improving the quality of our country's educational institutions. The research scenario in India portrays a chequered picture. While some leading world class institutions like the IITs and the IIMs are achieving what was well planned in their objectives others portray a dismal picture in terms of quality and quantity of research. The first Prime Minister of independent India, Shri Jawaharlal Nehru, believed in the importance of science and education which would facilitate a path of innovations, which in turn would help in the process of development. Generally India has evolved a large number of high quality research institutions which would provide valuable advice to the policy makers. The institutional framework for research and development can be divided into 2 broad categories: defence and civilian. The five apex bodies which are responsible for research and development are: a) Indian Council of Medical Research; It is the apex body for the formulation, coordination and promotion of bio medical research. b) Indian Council of Agricultural Research; an autonomous body which coordinates guides and manages research and education in agriculture

including horticulture, fisheries and animal sciences. c) Indian Council for Social Science Research; It was recognized in 1969 by the Government of India to advance research in social sciences. d) Council of Scientific and Industrial Research; It was established in 1942 as an autonomous body and India's largest Research and Development organization. Its activities include various fields like aero - space engineering, structural engineering, life sciences, environment etc. e) Tata Institute of Fundamental Research. It is a Research association in Mumbai offered to necessary research in Mathematics and sciences. It is necessary to design a framework that will take into account the entire life-cycle of ideas, beginning from discovery and creation to commercial application and value addition. This calls for a holistic approach to public funding in Research and Development. India attracts more Research and Development facilities from the US multinationals in the „Fortune 500“ than any other nation. This could be primarily attributed to the large number of science and engineering PhDs available in the country. The government wants to increase the spending on Research and Development under the twelfth five year plan (2012-2017) from 0.9% to 2%. However, when a comparison is made with other countries India presents a poor picture. In our country there are 119 researchers per million population as against 5287 in Japan and 4484 in United States. She has a little over 6000 Doctorates in Science as compared to 9000 in China and 25,000 in United States. Most of the Indian colleges and universities lack high end research facilities. The number of PhDs produced every year is very low. The Government of India has taken several steps to promote the Research and Development sector in India, as mentioned in the Union Budget of 2014-15. Two additional Research Institutes of excellence were set up in Assam and Jharkhand with an initial sum of Rupees 100 crores. In adding up, the administration maps to establish a general level research and referral organization for higher dental studies. The following are a few examples of recent investments: 1. French tyre manufacturer Michelin is planning to set up an R&D sector in India. This facility was set up in Gurgaon, which will be first of its kind in developing country; 2. Valvoline Cummins Ltd (VCL), a business between Ashland Inc. and Cummins India Ltd has announced the opening of new labs for Research & Development and Product Development along with a training facility at Lexington, Kentucky, USA.

IMPORTANCE OF RESEARCH

In relation to the significance of Research One, our knowledge is limited and a number of problems need to be solved in different fields of study. Very often we identify a vacuum in our knowledge and try to address it by asking related questions. Research through systematic study makes available a variety of methods which help in finding solutions. Two, research is regarded as an objective, methodical, well-determined scientific method of investigation. Through research a stock of the current scenario can be taken and this will guide

the organizations in their decision taking of the future. Three, we carry out our mundane daily tasks on the basis of our common sense. However, this may not be the correct approach. We will have to find out what is the best under the current situations and research serves this task the best. Four, another angle of research is that it helps to gather information. The findings can be recorded and then analyzed to judge the validity of the information. Five, Research is a systematic investigator into and study of materials and sources. It helps to pursue your interests, learn something new, hone your problem solving skills and come out with results that can contribute to enhancement of knowledge. Six, Practice of research adds depth to research papers as students are kept abreast of the latest information. Through learning from real world case studies and by seeking the guidance of faculty members help students” secure up to date information.

In this planet of Information and Communication Technology, lack of infrastructure and poor quality of digital content are argument for concern. For making a healthy ICT environment, digitized PhD thesis, e-journals, research journals, e-books etc have to be developed. Seven, it is vital that educational institutions establish a Research Consultancy culture involving faculty, students, professionals and industry to work on a few technologies and facilitate discovery. Research should be the core area instrumental for inter-face between the academic and corporate world. It must provide a theoretical framework that enables reassessment and refinement of current practices and thinking. It empowers the faculty with in depth knowledge and instills a sense of curiosity among them. In addition it improves the consultancy capabilities of the faculty.

CHALLENGES FOR RESEARCH IN INDIA

The Indian scheme of privileged learning has been in front of a number of challenges. It requires major investments so as to make human resources productive, by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce, with their applications in the new economy and having adequate field base experience to enhance knowledge with skills and develop appropriate attitudes. There are several basic problems facing Indian higher education at present. They contain scarce infrastructural facilities; faculty crunch; short employment proportion; overfull classrooms; common biological returns, sexual category and cultural disproportions etc. India has a low base of researchers and the academic sector contributes less than 14% of the total number of researchers. The urgent requirement in this framework would be, to push industry-academia collaborations, support alliances connecting the universities and the open authorities as also between the government and Research and Advancement laboratories and also increase the numeral and worth of doctoral students. The Indian learning structure encourages learning and learners simply exercise given materials. This trend continues even when pursuing

higher education. The examinations are more a test of memory power rather than creativity. When the stage comes to pursue further studies and present research papers, they portray a dismal picture hampering the research process associated with higher education. As the students are deprived of intellectual stimulation fostered by research, they fall short of invaluable knowledge and skills which are not only important in their careers but also in other areas of life. Even the number of students pursuing research is limited by want of time, and support. The result being them ending up intimidated, confused and frustrated. One of the main impediments is lack of scientific theory. Many of the researchers are incapable of carrying out sound empirical work; data is often inadequate and even when available not availed of; in addition the problem of bureaucratic inertia is always plaguing the system. Often there is lack of scientific knowledge and training in Research Methodology. Many of our researchers and guides are not competent enough to carry out sound empirical work. The following factors can be said to be encouraging good research: 1. A conducive academic environment of the institutions/universities; 2. A well-stocked library and Reference section covering books, e-books, journals, online library etc; 3. Provision of adequate infrastructural facility; 4. Existence of Research laboratories having the latest equipments; 5. Availability of adequate finance for purchase of funds; 6. Combining teaching and research related activity in the work profile of the Professors; 7. Instilling a feeling of pride and purposefulness among teachers that their major task is to transformation of the economy.

FUTURE OF RESEARCH IN INDIA

One of the great economists and Nobel Prize laureate, Milton Friedman (Consultant to Ministry of Finance –Government of India -1955), said, “The great untapped reserve of technical and scientific facts offered to India for the financial corresponding of the untapped commitment offered to the US 150 years back”. In the increasingly competitive global economy, it is necessary to have knowledge driven growth powered by innovations. The key to continued success for India is building up of a higher education system which is superior in quality and which encourages research. Very often, it is the industry which is the beneficiary of several research efforts and therefore interactions between industry and research establishments is important. In the current age where issues of research are often of global nature active interaction with international institutions of repute must be encouraged. Vocational skills should be emphasized. Vocational training will play a crucial role preparing the workforce to be productively used to propel the growth process of the economy. There are emerging interest in linking skills and higher education sector. While creating an enabling environment, note should be made of reducing the teaching hours, greater financial support and providing access to better infrastructure. Awarding of fellowships and encouraging industry collaborations will promote research. Research can be promoted by following

certain guidelines such as inclusion of research as a criterion for faculty for the purpose of promotion, (a system laid down by UGC and is currently been followed by affiliated colleges and universities); institution of awards for distinguished researchers with substantial financial incentives; generation of greater funding; improvement of infrastructure; and possible reduction of teaching hours so that more time can be devoted to research. India has all the possibility of being a research hub given her lengthy belief of teaching and renowned Brain supremacy. The barriers have to attempted so as to uncomplicated the path to economic prosperity.

CONCLUSION

Research as we have seen plays an important role in the economic development of a country, more so in case of a developing country like India. We face a number of constraints, in the form of ill-stocked libraries, absence of well-equipped laboratories, lack of adequate finance, government intervention etc. In view of the fact that we possess a universally acknowledged Brain Power, the need of the hour is for innovations and inventions. India prides itself in producing Nobel Laureates of Indian origin. The innate talents of our researchers have to be nurtured and fostered to make a mark in the international arena. All this calls for greater financial support, right policy mix together with working on finding solutions to the impairing problems plaguing the Indian society, if we have to be seen as a major player in the global world.

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KWIZ A Learning Management System

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ABSTRACT

Globally, with the expansion of Higher education, the institutions are facing many challenges and issues, including increased student enrolment, decreased quality of research, poor infrastructure, etc. In order to support their education programs Learning Management System (LMS) plays a very important role. LMS allows communication and interaction between faculty members and students in virtual spaces. However, the literature notifies that there are gaps in research, especially related to the use of Information Technology for the management of e-learning. This paper reviews the existing LMS in use and explains one such LMS, named KWIZ, developed indigenously using Javascript.

Keywords: *Learning Management System, Javascript, KWIZ, Statistics, Leaderboard, Resources, Dashboard.*

INTRODUCTION

The economic success of any nation is directly determined by their education systems. Education is the strength of a Nation. It plays a key role behind the development of a country. India stands at third place after United states and China in terms of size of its higher education system. After invention of Internet and World Wide Web, the world has shrunk into a global village. Earlier it was very difficult to spread knowledge at distant places. But today it is very convenient to share and learn by using the Internet. Internet has helped education system evolve a lot by introducing concept called Learning Management System (LMS). Many educational institutes, be it primary, secondary or tertiary started using these systems for serving students, faculty and administration. A traditional e-learning based learning management system (LMS) [1], [2], [3] is shown in fig.1

Generally, an LMS comprises of different components or modules namely Course management, Student Management, Examination, Feedback management, etc. A course management module offers facilities of adding new courses, updating existing courses, and assigning faculty members to courses. The purpose of Online examination module is to automate the process of student evaluation as far as objective type questions are concerned. It reduces the burden of evaluators as it

is automatic. Since there is no human intervention, it provides 100% accuracy. In online assessment module, student can upload the assignment electronically which saves a lot of paper and certainly saves the environment. Student management module comprises of student enrolment, student registration at beginning of each semester/ year for regular as well as elective courses. Using the Course Material Management Module, a teacher can upload study material like tutorials, power-point presentations, videos, etc. By using this module student can view and download the required study material for study. In feedback management module students are given facility to provide feedback for each subjects and teachers. This can objective as well as subjective in nature. The analysis of the objective parameters can be send to authorized persons in the form of summarized data using bar charts, pie charts, etc. This is very supportive module for assessment of teachers. This paper is based on a LMS developed using Javascript. The paper is organized as follows: - second section elaborates the related work, section three explains the LMS that has been developed, section IV focusses on the results and conclusions. This is followed by the References section.

RELATED WORK

At a broader level, there are three types of LMSs: (a) proprietary LMSs, (b) open-source LMSs, and (c) cloud-based LMSs. LMS can also be classified on the basis of their accessibility, using Intranet or Internet. A web based LMS has been proposed by Nadire [4]. It provides DSS with the help of smart and flexible algorithm, which saves efforts as well as time of users. This system is based on proprietary tools. A web based LMS, based on open source technologies, is proposed by Hamsiah Mohd Dahalan and Raja Maznah Raja Hussain [5] to help in assessment of teaching and learning. The open source software Moodle [6] is the basis of the same. Some LMSs have capabilities to provide virtual environment [7] to users for serving various needs. Students can be classified based on multi instance learning as proposed by Amelia Zafra et al. [8]. This LMS mainly has three features: Quizzes, Assignments and a Forum for student classification.

Authors have proposed an adaptive learning system based on multi-agent system, Sharable Content Object Reference Model (SCORM) and semantic Web ontology for learning content storage, sequencing and adaptation as proposed by Mahkameh Yaghmaie and Ardeshir Bahreininejad [9]. A framework using web-mining approach has been proposed to assess the qualitative information of e-learning system by Mona Alkhatabi et al.[10] proposed. This framework could be supportive to the developers and the users of the system. Globally, e-learning is massively used in schools. A system based on Moodle has been used to provide e-learning environment in schools, as explained by Kotzer Shulamit and Elran Yossi [11].

Now a days, cloud based LMS are gaining popularity [12], [13]. For the purpose of project management, the e-learning based LMS system is very helpful [14] [15].

III KWIZ - C++ QUIZ PORTAL

KWIZ is an online quiz portal dedicated for C++. It provides students to test their programming ability apart from the curriculum. It also has a resources section, where students get the required resources for the quiz. It engages the students by providing valuable insights and a leaderboard.

There are numerous advantages of this LMS that are explained as follows: -

1. Personalised learning management system.
2. Public leaderboard to encourage students.
3. Scores are recorded to monitor student's progress.
4. Practice quiz topic wise.
5. Resources are provided for the quiz.

RESULTS AND CONCLUSION

A lot of efforts have been spent in order to develop this LMS. This has been tried and tested in Laboratory of the college. It has also been showcased by NodeJS foundation. The Specifications of this LMS that made it interesting for the students are mentioned below: -

1. Practice Section

Students can sharpen their competitive coding skills. Quiz has been divided into separate topics from easy to advance so that, students can learn accordingly, as shown in Fig.2.

2. Statistics

KWIZ provides valuable insights to the users. This helps students to monitor their performance as shown in Fig.3.

3. Leaderboard

KWIZ comes with a leaderboard. It displays top 10 students with their scores, as shown in Fig.4. It promotes competitive environment.

4. Resources

It also provides required resources for participating in the quiz. This has been shown in Fig.5.

5. *Dashboard*

KWIZ has an interactive dashboard for students to monitor their activity. This is shown in Fig. 6.

It is proposed to add Result Management, Feedback management and course material management modules in near future.

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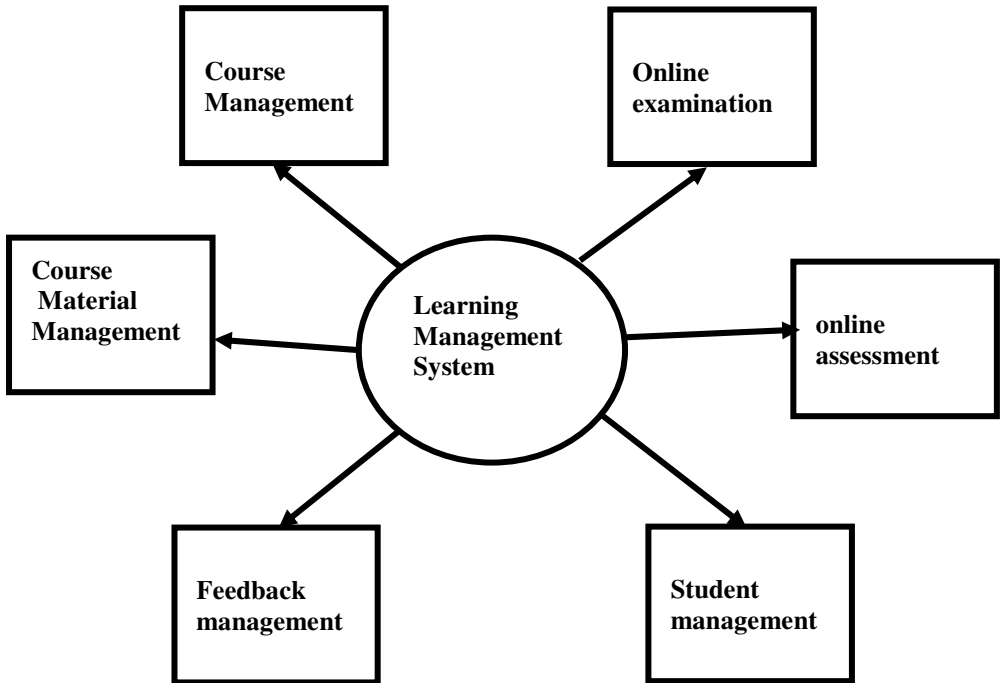


Fig. 1. Learning Management System

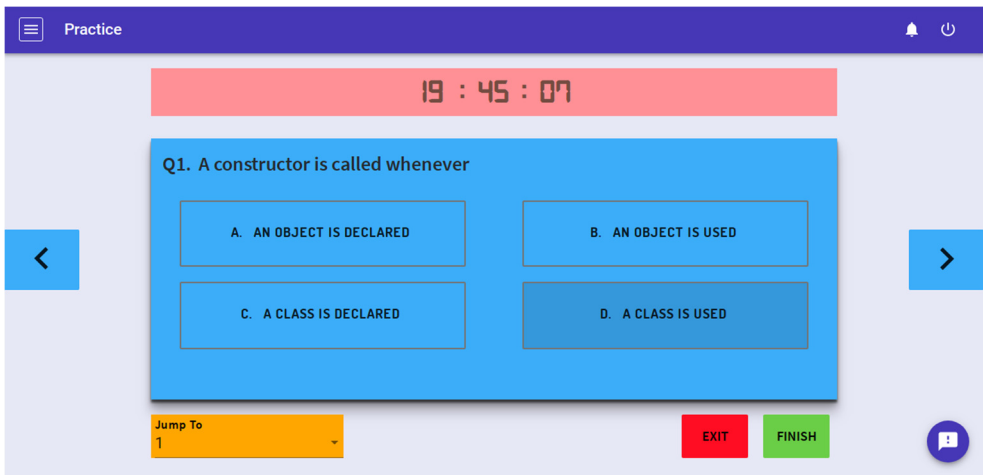


Fig. 2. Practice screen

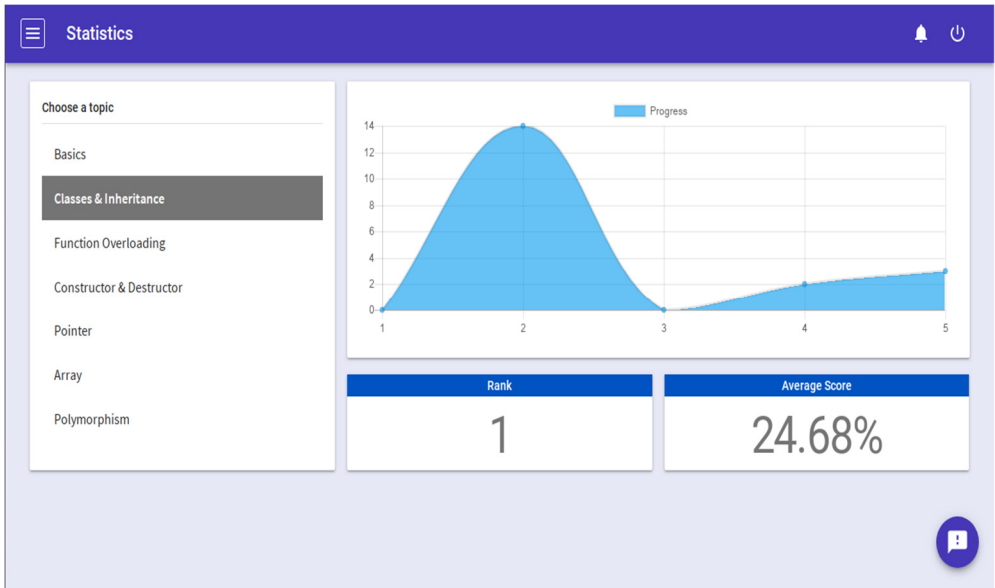


Fig. 3. Statistics details

The 'Leaderboard' dashboard has a purple header with a menu icon and the title 'Leaderboard'. It displays a table of student performance. A notification icon is in the bottom right.

Rank	Enrollment	Name	Score	Quiz Played
1	04114902016	Varun	580	12
2	1234567890	Ritiz	70	1
3	02014902015	Vinod	60	2
4	123	test	20	1
5	1993	Ahmet Eren Yarkin	10	2
6	36214902016	Ritika	0	0
7	09414902016	Yuvraj	0	0
8	09214902016	Vishweshwar	0	0
9	35314902016	Ankit sakuja	0	0
10	1	Onyekachi Okereke	0	0

Fig. 4. Leaderboard

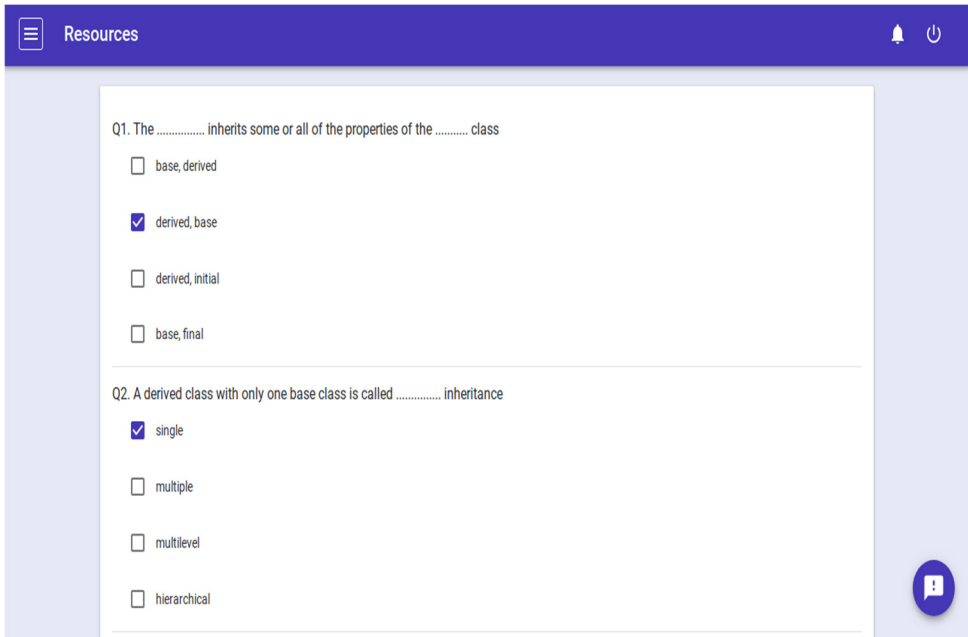


Fig. 5. Resources section

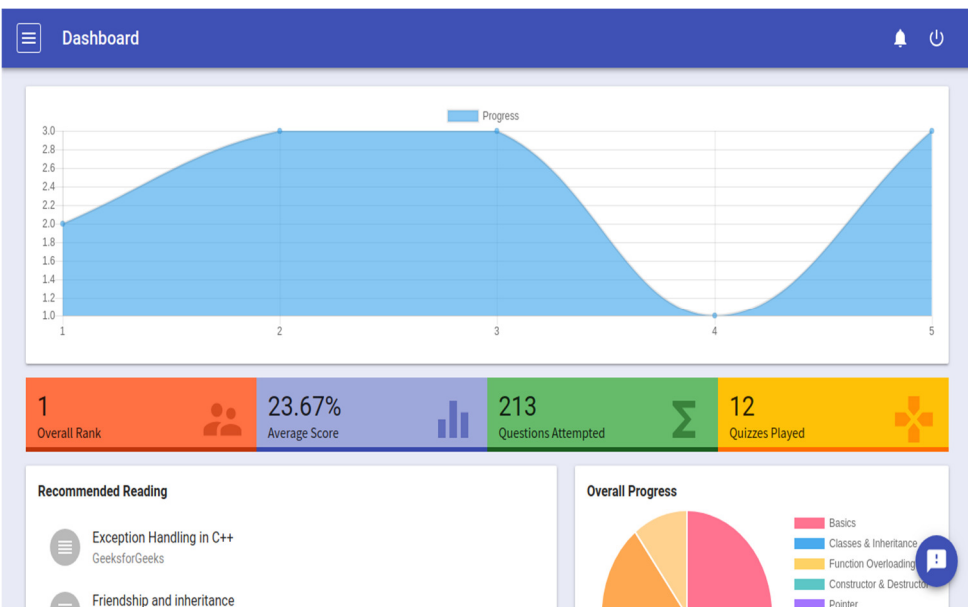


Fig. 6. Dashboard at a glance

Data Mining and Social Network Analysis in the Field of Education

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ABSTRACT

Data mining is the extraction of projecting information from large data sets, is a great innovative technology which helps corporations focus on the most important information in their data stockrooms. Data mining makes use of various statistical, machine learning and graphical methods and separate the knowledge in to a form which is very much useful for many real world applications. Social network has gained remarkable attention in the last decade. Accessing social network sites such as Twitter, Facebook LinkedIn and Google+ through the internet and the web 2.0 technologies has become more affordable. People are becoming more interested in and relying on social network for information, news and opinion of other users on diverse subject matters. The heavy reliance on social network sites causes them to generate massive data characterised by three computational issues namely; size, noise and dynamism. These issues often make social network data very complex to analyse manually, resulting in the pertinent use of computational means of analysing them.

Keywords: Analysis; Data mining techniques; Social network; Application.

INTRODUCTION

Data mining is a powerful tool that can help to find patterns and relationships within our data. Data mining discovers hidden information from large databases⁵. Social network analysis has drawn much attention in graph data management research field. To ensure meaningful data mining results, we must understand our data. There are several factors which has made the study of social networks gain enormous importance by researchers. Few such factors include the availability of huge amount of social network data, the representation of social network data as graphs, and so on².

Social Media is a group of Internet-based applications that improved on the concept and technology of Web 2.0, and enable the formation and exchange of User Generated Content. Social Media sites can also be referred to as web-based services that allow individuals to create a public/semi-public profile within a domain such that they can communicatively connect with a list of other users

within the network . Social Media is an important source of learning of opinions, sentiments, subjectivity, assessments, approaches, evaluation, influences, observations, feelings, borne out in text, reviews, blogs, discussions, news, remarks, reactions, or some other documents. Before the advent of Social Media, the homepages was popularly used in the late 1990s which made it possible for average internet users to share information.

DATA MINING BACKGROUND

Data mining is an interactive process within which progress is defined by discovery through either automatic or manual methods. Businesses can learn from their transaction data more about the behavior of their customers and therefore can improve their business by exploiting this knowledge science can obtain from observational data (e.g. satellite data) new insights on research questions. Web usage information can be analyzed and exploited to optimize information access. Thus data mining generates novel, unsuspected interpretations of data. The main idea of data mining falls under two categories:-

Predictive data mining creates the model of the system from the given data.

Descriptive data mining generates significant data sets from the existing data.

The aim of these above ideas is achieved by the following data mining techniques⁵:

A. Characterization

Characterization is used to generalize, summarize and possibly different data characteristics.

B. Classification

Data classification is a process in which the given data is classified in to different classes according to a classification model.

C. Regression

This process is similar to classification the major difference is that the object to be predicted is continuous rather than discrete.

D. Association

In this process the association between the objects is found. It discovers the association between various data bases and the association between the attributes of single database.

E. Clustering

Clustering involves grouping of data into several new classes such that it describes the data. It breaks large data set into smaller groups to make the

designing and implementation process to be simple. The task of clustering is to maximize the similarity between the objects of classes and to reduce the similarity between the classes.

F. Change Detection

This method identifies the significant changes in the data from the previously measured values.

G. Deviation Detection

Deviation detection focuses on the major deviations between the actual values of the objects and its expected values. This method finds out the deviation according to the time as well the deviation among different subsets of data.

H. Link Analysis

It traces the connections between the objects to develop models based on the patterns in the relationships by applying graph theory techniques.

I. Sequential Pattern Mining

This method involves the discovery of the frequently occurring patterns in the data.

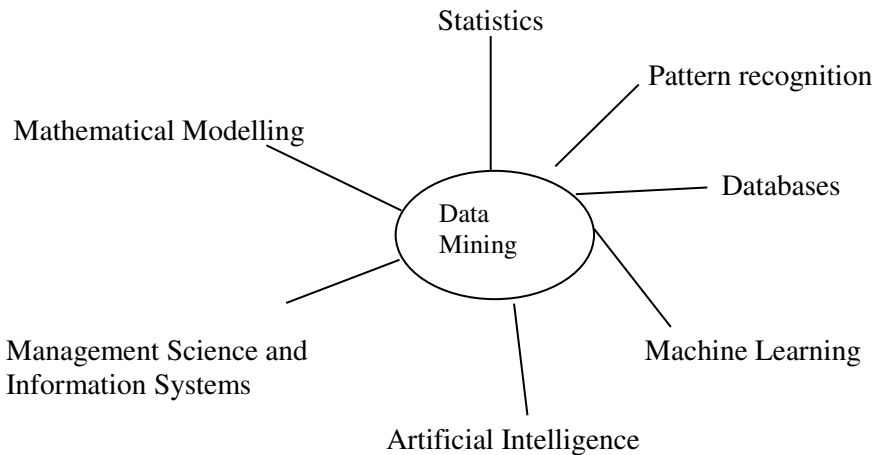


Fig. 1. Data mining Techniques

SOCIAL MEDIA BACKGROUND

During the last decade social network have become not only popular but also affordable and universally-acclaimed communication means that has thrived in making the world a global village. Social network sites are commonly known for information dissemination, personal activities posting, product reviews, online

pictures sharing, professional profiling, advertisements and opinion/sentiment expression. News alerts, breaking news, political debates and government policy are also posted and analysed on social network sites. It is observed that more people are becoming interested in and relying on the social network for information in real time.

Users sometimes make decisions based on information posted by unfamiliar individuals on social network increasing the degree of reliance on the credibility of these sites. Social network has succeeded in transforming the way different entities source and retrieve valuable information irrespective of their location. Social network has also given users the privilege to give opinions with very little or no restriction.

A social network is a heterogeneous and multi relational dataset represented by a graph. Vertices represent the objects (entities), edges represent the links (relationships or interaction), and both objects and links may have attributes³. Social networks are usually very large. Social network can be used to represent many real-world phenomena (not necessarily social), such as electrical power grids, Phone calls, spread of computer virus. Network construction from general, real-world data presents several unexpected challenges owing to the data domains themselves, e.g., information extraction and preprocessing, and to the data structures used for knowledge representation and storage.

SOCIAL NETWORK ANALYSIS AND DATA MINING

Data mining tools can answer industry questions that traditionally were too time consuming to resolve. Data mining of social networks can be done using the graph mining methods such as classification/topologies, prediction, efficiency, pattern detection, measurement and metrics, modelling, evolution and structure, data processing, and communities⁵. To extract the information represented in graphs we need to define metrics that describe the global structure of graphs, find the community structure of the network, and define metrics that describe the patterns of local interaction in the graphs, develop efficient algorithms for mining data on networks, and understand the model of generation of graphs.

Social network and its analysis is an important field and it is widely spread among many young researchers. Social networks research emerged from psychology, sociology, statistics and graph theory. Based on graph theoretical concepts a social network interprets the social relationships of individuals as points and their relationships as the lines connecting them. The various types of social network analysis are -

1. Socio Centric (whole) Network Analysis

- Emerged in anthropology and psychology.

- Involves quantification of interactions between an individual (called ego) and all other persons (called alters) related (directly or indirectly) to ego.
- Make generalizations of features found in personal networks.
- Emerged in sociology.
- Involves quantification of interaction among a socially well defined group of people.
- Focus on identifying global structural patterns.
- Egocentric (personal) network analysis.
- Difficult to collect data, so till now studies have been rare.

2. *Knowledge Based Network Analysis*

- Emerged in Computer Science.
- Involves quantification of interaction between individuals, groups and other entities.
- Knowledge discovery based on entities associated with factors in the social network.

APPLICATIONS

• *Future Healthcare*

Data mining holds great potential to improve health systems. It uses data and analytics to identify best practices that improve care and reduce costs. Researchers use data mining approaches like multi-dimensional databases, machine learning, soft computing, data visualization and statistics. Mining can be used to predict the volume of patients in every category.

• *Market Basket Analysis*

Market basket analysis is a modelling technique based upon a theory that if you buy a certain group of items you are more likely to buy another group of items. This information may help the retailer to know the buyer's needs and change the store's layout accordingly. Using differential analysis comparison of results between different stores, between customers in different demographic groups can be done.

• *Education*

There is a new emerging field, called Educational Data Mining, concerns with developing methods that discover knowledge from data originating from educational Environments. The goals of EDM are identified as predicting students' future learning behaviour, studying the effects of educational support,

and advancing scientific knowledge about learning. Data mining can be used by an institution to take accurate decisions and also to predict the results of the student. With the results the institution can focus on what to teach and how to teach. Learning pattern of the students can be captured and used to develop techniques to teach them.

- ***Manufacturing Engineering***

Knowledge is the best asset a manufacturing enterprise would possess. Data mining tools can be very useful to discover patterns in complex manufacturing process. Data mining can be used in system-level designing to extract the relationships between product architecture, product portfolio, and customer needs data.

- ***CRM***

To maintain a proper relationship with a customer a business need to collect data and analyse the information. This is where data mining plays its part. With data mining technologies the collected data can be used for analysis. Instead of being confused where to focus to retain customer, the seekers for the solution get filtered results.

- ***Fraud Detection***

Data mining aids in providing meaningful patterns and turning data into information. Any information that is valid and useful is knowledge. A perfect fraud detection system should protect information of all the users. A supervised method includes collection of sample records. These records are classified fraudulent or non-fraudulent. A model is built using this data and the algorithm is made to identify whether the record is fraudulent or not.

- ***Intrusion Detection***

The defensive measures to avoid an intrusion includes user authentication, avoid programming errors, and information protection. Data mining can help improve intrusion detection by adding a level of focus to anomaly detection. It helps an analyst to distinguish an activity from common everyday network activity.

- ***Financial Banking***

Data mining can contribute to solving business problems in banking and finance by finding patterns, causalities, and correlations in business information and market prices that are not immediately apparent to managers because the volume data is too large or is generated too quickly to screen by experts.

- ***Corporate Surveillance***

Corporate surveillance is the monitoring of a person or group's behaviour by a corporation. The data collected is most often used for marketing purposes or sold

to other corporations, but is also regularly shared with government agencies. It can be used by the business to tailor their products desirable by their customers. The data can be used for direct marketing purposes, such as the targeted advertisements on Google and Yahoo, where ads are targeted to the user of the search engine by analyzing their search history and emails.

- ***Research Analysis***

Data mining is helpful in data cleaning, data pre-processing and integration of databases. The researchers can find any similar data from the database that might bring any change in the research. Identification of any co-occurring sequences and the correlation between any activities can be known. Data visualisation and visual data mining provide us with a clear view of the data.

- ***Criminal Investigation***

Criminology is a process that aims to identify crime characteristics. The high volume of crime datasets and also the complexity of relationships between these kinds of data have made criminology an appropriate field for applying data mining techniques. Text based crime reports can be converted into word processing files. These information can be used to perform crime matching process.

- ***Bio Informatics***

Data Mining approaches seem ideally suited for Bioinformatics, since it is data-rich. Mining biological data helps to extract useful knowledge from massive datasets gathered in biology, and in other related life sciences areas such as medicine and neuroscience. Applications of data mining to bioinformatics include gene finding, protein function inference, disease diagnosis, disease prognosis, disease treatment optimization, protein and gene interaction network reconstruction, data cleansing, and protein sub-cellular location prediction.

CONCLUSION

To set the techniques developed for mining graphs and social networks, the rise of social networks gives very strong effects. Social networks are rooted in many sources of data and at many different scales. Data Mining provides proficient way to execute and make use of database. In this paper we have briefly reviewed the various data mining techniques which are used for social network analysis and its applications.

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Value of Life Skills in Higher Education

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ABSTRACT

In this world where people are indulging in epicuricity, where there is constant change in the dynamics of environment be it working environment or society in general or nature per say, having life skills is a mandatory part of being able to meet these challenges of everyday life. To cope up with the never ending pace of modern life and to strike a balance between work and home it is imperative for the students to have life skills which will definitely assist them to cope up with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. Students who are able to understand and use these skills, along with their educational qualifications, will be better placed to take advantage of educational and employment opportunities. These Life Skills enable individuals to translate knowledge, attitude and values into actual abilities.

The present paper focuses on the value of life skills education in higher education along with suggesting to weave it with our curriculum i.e. developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.

Keywords: Life Skills, Higher Education, Strategies

INTRODUCTION

With advent of technology education is revolutionised by leaps and bound. Industrialisation, globalisation, privatisation, urbanisation are jointly weaving a complicated tapestry where today's youth finds himself/herself entangle and discombobulate. There are various issues such as global warming, poverty, suicides, population explosion, information explosion etc. along with social, emotional, psychological and physical issues. Cut-throat competition, rat-race, lack of job security, imbalance between home and work life resulting in I, me, myself kind of philosophy leading to unsaid seclusion where the youth is baffled and is not in a position to have clarity to deal with the situation. There is dearth of role model around who can guide or motivate. Love and empathy are losing its sheen. No one has time to develop environment of empathy in surrounding and harmony in society.

Due to their physical and intellectual capability young people are considered to be the greatest asset of any nation. They are the most productive member of the

society- true face of the nation. But the saddest part is majority of them are unable to utilise their full potential in an appropriate way due to lack of proper guidance and motivation. Various social issues like sexual abuse, drug abuse, alcoholism, juvenile delinquency etc. has adverse effect on them to a large extent.

This new challenge requires immediate response from socially responsible education system. Education has been very integral part of our society since time immemorial, it is not only about education but kind of education that is or that should be imparted. Education which will emphasis on developing skills in students that will assist them in not only surviving in this fast- paced world but will excel too. To put it in different way, we expect education to prepare young people for the world of work and for economic independence; to enable them to live constructively in responsible communities playing their role meticulously; and to enable them to live in an acceptable, culturally diverse and rapidly changing social milieu.

REVIEW OF RELATED LITERATURE

The topic has been a significant area of interest to the researchers, theorists, and practitioners, and there have been numerous researches carried out to emphasize the importance & effectiveness of life skills education in the development of students' social, emotional and cognitive development & dealing with their psychosocial problems and issues.

Life Skill Education for Children and Adolescents in Schools. Programme on mental health: The document outlined the framework for life skill development programmes both theoretically and practically. Every single aspect has been delineated thread-barely. The document clearly affirms that well designed, tested and delivered life skill programmes can achieve much in helping children and adolescents become more responsible, healthy and resilient both during childhood and adulthood.

UNICEF. (2011). Life Skills Introduction. The Child-Friendly Schools Manual developed during three-and-a-half years of continuous work, involving UNICEF education staff and specialists from partner agencies working on quality education. It benefits from fieldwork in 155 countries and territories, evaluations carried out by the Regional Offices and desk reviews conducted by headquarters in New York. The document also focuses on the need of education wherein the entire system right from the beginning is child- friendly where a child gets education not just for the sake of earning a degree and applying mystique initial to his/her name but he/she gets education for life.

Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents. Journal of the Indian Academy of Applied Psychology, the study elaborated the impact of life skill training on self-esteem, adjustment and

empathy among adolescents. It clearly emphasises that Life skill training do show positive results in bringing change in adolescent's attitude, thought and behaviour by providing supportive environment to them. If adolescents develop some life skills, then positive feelings of self-worth will follow—or if such youth have positive feelings of self-worth, they will be more likely to develop and practice new life skills. It could be said that Group learning provides opportunity for social skills by encouraging social interaction and thus promotes self-esteem in the subjects.

CBSE- Adolescence Education Programme: Teachers' Workbook for Student Activities- Elaborates the importance of life skills and role of teachers. Various strategies are discussed to imbibe values in students. Most of the Schools are adopting this changed approach to develop a program for continuous professional development of teachers. In this regard technical support is being provided by the National Commission for Human Development, the first organization to take up the initiative of designing and introducing Life Skills based teacher training program on a large scale in Pakistan.

Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum. It has been felt, that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behaviour practical.

Life Skills: Definition (WHO)

Life Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Life Skills are abilities that facilitate the physical, mental and emotional well-being of an individual. **Adaptive** means that a person is *flexible in approach* and is *able to adjust* in different circumstances. **Positive behaviour** implies that a person is *forward looking* and even in difficult situations, can find a ray of hope and opportunities to *find solutions*.

Core Life Skills (WHO)

Ten core Life Skills as laid down by WHO are:

- Self-Awareness
- Interpersonal-Relationships
- Critical-Thinking
- Decision-Making

- Dealing with Emotions
- Empathy
- Effective-Communication
- Creative-Thinking
- Problem-Solving
- Coping with Stress

Self-Awareness

Self-Awareness includes our recognition of ‘self’, of our character, of our strengths and weaknesses, desires and dislikes. Developing Self-Awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite to Effective-Communication and Interpersonal -Relations, as well as Developing-Empathy for others.

Interpersonal-Relationships

Interpersonal-Relationship Skills help us to relate to the people we interact with in positive ways. This may mean being able to make and sustain friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, who are an important source of social support. It may also mean being able to end relationships constructively.

Critical-Thinking

Critical-Thinking is the ability to analyse information and experiences in an objective manner. Critical-Thinking can contribute to health by helping us to recognise and assess the factors that influence Attitudes and Behaviour, such as Values, Peer Pressure and the Media.

Decision-Making

Decision-Making helps us to deal constructively with decisions about our lives. This can have positive consequences for the health of young people when they actively make decisions about their own health practices by assessing different options and the effects of different decisions.

Dealing with Emotions

Dealing with Emotions involves recognising the emotions within us and others, being aware of how they influence behaviour, and being able to respond to them appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

Empathy

Empathy is the ability to understand what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to accept others who may be very different from ourselves. This can improve social interactions, especially in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatised and ostracised by the very people they depend upon for support.

Effective Communication

Effective-Communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

Creative Thinking

Creative-Thinking contributes to both decision making and problem solving by enabling us to explore available alternatives and the various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, Creative- Thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

Problem Solving

Problem-Solving enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Coping with Stress

Coping with Stress means recognising the sources of stress in our lives, recognising how they affect us, and acting in ways that help us control our levels of stress by changing our environment or lifestyle and learning how to relax.

Benefits for the individual

In everyday life, the development of life skills helps students to:

- Find new ways of thinking and problem solving
- Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others

- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyse options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others

BENEFITS FOR EMPLOYMENT

While students work hard to get good grades, many still struggle to gain employment. According to research by the CBI (Confederation of British Industry) in 2011 employers were looking not just for academic success but key employability skills including:

- The ability to self-manage, solve problems and understand the business environment
- Working well as part of a team
- Time and people management

Benefits for society

The more we develop life skills individually, the more these affect and benefit the world in which we live:

- Recognising cultural awareness and citizenship makes international cooperation easier
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- Developing negotiation skills, the ability to network and empathise can help to build resolutions rather than resentments
- Agility and adaptability to different roles and flexible working environments
- The potential to lead by influence

Life skill education assists the youth to understand self and evaluate their abilities and area of development. It aims to provide students with various strategies to make sound choice and lead a meaningful life. As a fact of the matter life skills are the objectives of holistic education.

ROLE OF TEACHER TO PROMOTE LIFE SKILLS

It is well said by Henry Adams, “A teacher affects eternity; he can never tell where his influence stops.” Teaching based on life skills can definitely promote more inclusive and empathetic culture. It will have positive effect on children as a

whole. The teacher must ensure that the classroom ambience must be conducive and non-threatening where the learner is free to express his/her ideas. For this different activities can be used by teachers while teaching to enhance Life Skills in Students such as:

1. **Group Discussion (in small or large groups)** The group examines a problem or topic of interest with the goal of better understanding of an issue or skill, reaching the best solution or developing new ideas and directions for the group.
2. **Brainstorming** is a method used for problem solving or generating different possible solutions to a problem. The purpose of brainstorming is to come up with as many ideas as possible without regard to quality, with as many team members as possible contributing their thoughts. The number of ideas generated is more important than their practicality, and even the wildest ideas are accepted and recorded.
3. **Role-Play** is an enactment or dramatisation in which people act out a suggested situation. Students can be encouraged to take on different roles. It is not necessary for the female characters to be played by women or the male characters by men.
4. **Question Box** is an activity through which questions asked by learners are answered by teachers, Facilitators or experts. The box is placed in a convenient location allowing students to insert their questions without revealing their identity.
5. **Visualisation in Participatory Programmes (VIPP) exercises** VIPP is a collection of techniques applied to encourage people to participate and cooperate with their colleagues. In VIPP processes, a whole range of participatory techniques is used: card collection (one idea per card), brainstorming, drawing exercises and debates.
6. **Presentation-** This method is effective when a substantial amount of information is required to be imparted in a short period of time. However, an effective presentation allows for interaction between the Facilitator and students.
7. **Debate-** A debate is an interesting activity for broaching controversial issues. The pros and cons of an issue are presented, enabling individuals to take a rational position on it. The issue to be debated should be framed in a motion/proposition, and have positive and negative aspects that can be argued for and against by the students.

8. **Quiz contests** are very popular both within and outside educational institutions. This activity creates a motivated environment for the audience, in which learning takes place in a very involved manner. A quiz contest may be at an individual level or between teams.
9. **Posters and painting competitions** have become popular activities. Adolescents are drawn into such competitions in order to stimulate serious thinking on a given issue and then translate their ideas creatively into visuals and colours.
10. **Guided Meditation and Creative Visualization Unit** This Unit focuses on the objectives of Guided Meditation exercises and Creative Visualization techniques and activities for students. The purpose of these learning activities is to improve the ability to concentrate, relax, reduce stress and create an individual with rhythm and balance. These can be done every day for 5-10 minutes, in a group, entire class or even in the morning assembly.
11. **Games:** Games promote active learning, decision making, discussion and fun. It promotes healthy competition among participants as they work hard to prove their talents. It enable students to use their knowledge, attitude and skills.
12. **Situation Analysis:** During situation analysis, students are allowed to explore problems and safely test solutions. It provides opportunity to work hard in collaboration, share feelings and develop critical thinking.
13. **Goal Orientation:** Setting a clear target helps students keep track of their progress. How students reach the goal is left open, allowing for creative thinking and individual solutions. Reaching a goal autonomously gives students a feeling of success and is therefore motivating.
14. **Life-relevant learning:** Tasks are designed as to be relevant to the lives of the children.
15. **Cross-curricular learning:** Life-skills-based education is cross-curricular in nature and is therefore easily integrated into a pre-existing curriculum.

CONCLUSION

A relevant and proper implementation of life skill education is a need of an hour, for today's society. Imparting life skills education to the students, can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for leading a balanced and harmonious life. All these exercises will be futile if the main stakeholders- parents are not included. Parents are the integral part of the entire plan wherein they along with teachers will ensure the harmonious growth of the

young learners in right direction. As the first education starts with family all the values of sharing, caring and sense of belongingness generates or we can say originates from family, proper orientation of parents is must for this purpose. In the current scenario of market driven nuclear family structure and compromising style of parenting the basic values are gone with the wind. There is this dire need to sensitise parents regarding these life skills as we are not preparing machines but we are educating and nurturing our future generation with humane qualities for a better tomorrow, this is not a utopian concept but a promising start. Thus, there is, urgent of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/ teacher/counsellor/parents to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

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Knowledge Management and Human Resource Practices in Indian Organizations and Education Institutes

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ABSTRACT

This research paper tries to assert the importance of managing knowledge as a strategic asset. However, the approach towards knowledge management varies. Some organizations rely more on creating a knowledge culture in an organization while others emphasize the need for a process approach to manage both tacit and explicit knowledge within the organization. Infrastructure capabilities that constitute culture, structure, and IT infrastructure play an important role in improving organization effectiveness that results in improved communication, enhanced collaboration, improved employee skills, better decision-making, and improved productivity & quality.

Keywords: Knowledge management, quality, innovation, human resource practices

INTRODUCTION

Over recent decades it has been increasingly recognized that intangible assets can play a vital and key role in obtaining and achieving success. Human Resources and Knowledge Management are considered to be one of the most important factors within organizations that help them to achieve a competitive advantage. Use of human resource in a strategic manner is required to overcome the different challenges that an organization faces. Managing the human resource of an organization requires the use of different practices like training & development, recruitment methods, performance appraisal, reward systems etc. so that the organization can have and its human resources provide best possible outcome from the available resources / sources in hand and are motivated for innovation, knowledge management. The use of these human resource practices by an organization is human resource management (HRM). Human resource management is mostly about managing the employees whose most important resource is knowledge, which makes human resource management and knowledge management very closely interrelated. The term knowledge management evolved from the thinking of academicians and pioneers such as Peter Drucker in 1970. Human resource management policies and practices play a significant role in knowledge management and are a powerful means of aligning employee's efforts

with the knowledge strategy of the firm. Knowledge strategy means dealing with three main components of knowledge management in the organization. They are knowledge creation/ assertion (acquisition), sharing /dissemination (Distribution and Interpretation) and capture and storing (Memory). Scarborough (2003) pointed out three aspects of human resource management that are particularly important in shaping the flow of people and knowledge: employee selection methods, compensation strategies and career development system. Effective/ proper selection is crucial because it is the process of building onto organization knowledge and competencies. Compensation strategies can help promote knowledge management as it motivate employee to share and create knowledge. The extent to which an organization performs well, will depend, on the things, on how effectively its people can create new knowledge, share knowledge around the organization, and use that knowledge to best effect. The aim of knowledge management is not necessarily to manage all knowledge, but the knowledge that is most important to the organization. The people will provide and participate in knowledge domain only if they conceive and have proper environment for that i.e. there is an arrangement of optimal human resource management practices and rational policies and a conducive environment where employee feels motivated and committed to perform as per requirements. Generally speaking, creating a knowledge environment usually requires changing organizational values and culture, changing people behavior and work patterns and providing people with easy access to each other and to relevant information resource. Knowledge management is essentially about people- how they create, share and use knowledge and so no knowledge management tool will work if it is not applied in a manner that is sensitive to the ways people think & behave. The people in the organization possess two types of knowledge i.e. the knowledge that can be captured & written down in document or databases is termed as Explicit & the other that people carry in their heads in the form of learning & experience termed a Tacit knowledge.

Comprehensive analysis of Literature Review

S No.	Author's Name	Title of the Paper	Year	Conclusion	Research Gap
1.	M. Dodgson	Technology Learning. Technology strategy and competitive pressures.	1991	The study suggests that employees themselves must exert some control over their career & development and should be responsible for recognizing their own career & developmental	The future research can be done on other companies of country by using an elaborative set of HR practices that includes training, recruitment methods, performance appraisal etc. and their effect on knowledgemanagement.

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S No.	Author's Name	Title of the Paper	Year	Conclusion	Research Gap
				needs.	
2.	M. E. McGill, and W. J. Slocum	Management practices in learning organizations.	1992	Incentives should be based on group performance that will enhance teamwork and co-operative feelings among employees.	Multi-skill training is better than specific training to acquire, knowledge but investigation related to the cost associated with these methods and the vary appropriateness of selected method in different companies should be studied.
3.	D. Ulrich T. Jick, and M.A. Von Gliow.	Management practices in learning organizations.	1992	Although appraisal is the job of employee's superior, but it is important that employees themselves actively participate and confirm his involvement in the whole process.	Future study can concentrate on different types of industries situated in different geographical areas.
4.	I. Nonaka & H. Takeuchi, (1995)	The Knowledge-Creating Company	1995	The emphasis is on the internal source of recruitment by stating that this method offers stability and career opportunities within the company to eligible qualified employee that motivate and enhance the commitment of and facilitate transfer of knowledge.	Further research can investigate the external source of recruitment and its advantages over internal source by exploring the untouched areas of human resource management practice together with the analysis of same aspects in more firms for better generalization.
5.	M. London, and W. J. Smither.	Empowered self-development and continuous Learning.	1999	Compensation should not only be based on specific job description but on employee's actual performance, skill and behaviour.	The future study can be on the best method of remuneration and its suitability in different types of organizations.
6	J. Ortega	Job rotation as learning mechanism	2001	The study highlights the positive impact of training on	Future research can focus on other important methods of internal

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S No.	Author's Name	Title of the Paper	Year	Conclusion	Research Gap
				knowledge management as it helps in maintaining and developing employee's capabilities and boost up learning-oriented organizational culture within the organization.	training like vestibule, apprenticeship, external visits etc together with other off the jobs training methods.
7.	H. Scarbrough	Knowledge Management, human resource management and the innovation process.	2003	The research pointed out three aspects of human resource practices that are particularly important in shaping the flow of people and knowledge: employee selection methods, compensation strategies and career development system.	Future study can concentrate on other aspects of human resource management and knowledge management of an organization.
8.	P. de Ordonez Pablos	Human resource management systems and their role in the development of strategic resources: empirical evidence.	2004	The study concluded that amongst the three widely known sources of competitive advantage vis-a-vis human capital, relational capital and structural capital, human capital is the most significant of all.	The study is limited to limited/small area and sector of a country.
9.	Jan Mouristen & Heine Thorsgaard Larsen.	The 2nd Wave of knowledge management: The management control of knowledge resources through intellectual capital information.	2005	The conclusion is that knowledge management may have an air of a frail discipline as it is concerned with people development and human resource practices.	The study is limited to one company only thus the future study can be on similar companies of same kind, in country.
10.	A. A.	Notions of Knowledge	2007	Focusing on	The future study can be

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S No.	Author's Name	Title of the Paper	Year	Conclusion	Research Gap
	Moteleb & M. Woodman.	Management System: A Gap Analysis.		epistemology alone or ontology alone limits the value of knowledge management and human resource management to the organization similarly emphasizing either analytical or other aspects in knowledge management model hinders the success of knowledge management system in organizations. Therefore knowledge management system development should embody both epistemological and ontological aspects of knowledge and encompass in knowledge management.	to define the ways relating to management of knowledge in organizations more than as stored entities and store houses.
11.	Zahid Majeed	A review of HR practices in knowledge-intensive firms and MNEs: 2000-2006.	2009	The study tried to show the association that exists among the wide range of knowledge management, knowledge sharing and human resource practices in the knowledge intensive firms. He elaborate that entrepreneurial, organizational success depends upon the innovative alteration and dealings with top executives. In the absence of mass-	The futures study can be on multiple replication of study for cross-case analysis.

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S No.	Author's Name	Title of the Paper	Year	Conclusion	Research Gap
				management the big-to-big organization can't achieve their objectives.	
12.	Dr. Jyotimayee Choudhury & B. B. Mishra	Theoretical and Empirical Investigation of impact of Development-al HR Configuration on Human Capital Management.	2010	The study said - people are the organizations greatest assets, providing the intellectual capital that drives differentiation and value added services, and conclude that though development is too important to gauge the human supply chain it is crucial in nature in today economy.	The future study can be extended to other sectors together with large sample and more analytical techniques of stastics.
13.	Deepak Chawla & Himanshu Joshi	Impact of Knowledge Management Dimensions on Learning Organization.	2011	Aims to understand the various dimensions of knowledge management. and how they differ in public and private sector organization in India. They develop specific set of indicators to manage knowledge and conclude that human resource practices and knowledge management practices are significantly higher in private than public sector.	The future study can be extended to more aspects of knowledge management and human resource management of firms.
14.	Bhajan Lal, & Gurvinder Kaur.	HR Strategies for Knowledge Creation	2012	The study conclude that knowledge management is not possible without proper and adequate HR strategies in the	Multiple and diversified companies can be the base for future study.

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S No.	Author's Name	Title of the Paper	Year	Conclusion	Research Gap
				organization and HR strategies require a good corporate culture, organization for their development and implementation.	
15.	Ritika Saini	Impact of Knowledge Management Practices on Selected Industries: A Structure Equation Modeling Approach	2013	The conclusion is-in software, pharmaceutical and textile SME's, knowledge management deals with the effective transfer, sharing and reuse of knowledge with employees, customers, market, competitors and experts and it was one of the facilitator of organizational growth on one hand & knowledge management process on the other hand was found.	The future investigation can be on different imperatives of knowledge management practices in more industries of SME's of north India.
16.	Badar Yousef obediat, Ra;ed (Moh'd Taisir) Masa'deh & Ayman Bahjat Audallah	The Relationship among HRM practices, Organizational Commitment and Knowledge management Process: A structure Equation Modeling Approach.	2014	The study conclude that human resource practices have a significant influence on organizational commitment. The study didn't find a direct relationship between HRP and knowledge management process. However casual relationship is between HRP and Organizational commitment.	Only Quantitative (questionnaire) Technique was used as main method of collecting data from consultancy firms of Jordan only, thus the future study can use more qualitative techniques in more sectors of economy.
17.	S.P. Iqbal Toulson and D. Tweed.	Employees as Performers in Knowledge Intensive firms: role of knowledge sharing.	2015	The result suggests that human resource practices have direct and positive effect on employees sharing behavior	The focus of future study can be on the effect of specific human resource practices on knowledge sharing behavior among

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S No.	Author's Name	Title of the Paper	Year	Conclusion	Research Gap
				and it is independent of reward system and employees recognition.	employees of knowledge intensive firms.
18.	Sangeeta Shah Bhardwaj, Sumedha Cauhan & Aparna Raman	Impact of Knowledge Management Capabilities On Knowledge Management Effectiveness in Indian Organizations	2015	The research ends with conclusion that infrastructure capabilities that constitute culture, structure, and IT infrastructure play an important role in improving organization effectiveness mainly resulting in improved communication, enhanced collaboration, improved employee skills, better decision-making, and improved productivity.	The future study will be to covers SMEs organizations of India. Thus, it is important to carry out further research in linking infrastructure and process variables of knowledge management with the firm's performance
19.	H. Inkinen	Review of empirical research on knowledge management practices and firms performance.	2016	He finds that knowledge management practices are significant drivers of innovation. Also, leadership and organizational arrangement support firm's performance through more efficient & effective management of knowledge resource.	The future investigation can be on results drawn by reviewing the empirical literature and by adopting systematic review procedure by the use of more analytical techniques.sss

SCOPE OF THE STUDY

The proposed study deals with knowledge management and human resource practices in Indian organizations. The conceptual framework of human resource practices and knowledge management of organization will be studied particularly

in context of India. In human resource practices the study assess various practices like recruitment methods, training & development, promotion, performance appraisal, rewards & pays, whereas in knowledge management the study deals with components i.e. creating, sharing, interpreting & memory of knowledge.

Proposed Research Methodology

Research methodology comprises of a number of alternative approaches and interrelated and frequently overlapping procedures and practices. Since there are many aspects of research methodology, a line of action has to be chosen from a variety of alternatives.

(a) Research Design

A research design is the basic plan, which guides the data collection and analyses the phases of the research. The research design of the present study will be exploratory cum descriptive. Exploratory because, this research area is still underexplored, thus requires more insight and exploration.

(b) Data Collection

Both primary and secondary data will be used for this research. Questionnaire survey technique together with other methods of primary data collection will be adopted for primary data. Secondary data will also be adopted from other scholarly publications i.e. Annual reports of company,

(c) Sampling

- **Sample design and area**

The sample design for this research will be Proportionate Stratified random sampling. Respondent will be Indian employees who are working in different Indian organizations.

- **Population**

In this study, knowledge-based organizations of service sector of India will be taken because this is the sector which basically works upon or excel upon the soft or Intellectual Capital even the development theme of today's economic scenario- 'Make in India' also cover different industries of service sector. Service sector mainly includes various kinds of industries, but in this study the strata's of the following selected industries have been taken up, i.e. Banking, Information Technology, Telecommunication, Healthcare, and Education sector.

- **Sample Unit**

Unit of the sample considered for conducting study is an Indian organization of industry running in the sector selected. The term 'unit' implies any Indian organization of either from selected industry and area.

- **Sample Area**

The study will cover industries of service sector of India.

- **Sample Size**

The sample size of the research will be based on 500 employees from the industries of Indian service sector.

(d) Tools of Analysis

All relevant statistical tools and techniques will be used for analyzing the data of research as per requirement of analysis of research.

OBJECTIVES OF THE STUDY

The main objective of study is to examine the impact of human resource management practices on knowledge management which enhances quality of Indian organizations and education institutes. In this broader framework, the following are the specific objectives of study:

To assess the relationship between human resource practices in organizations and knowledge management.

Hypothesis of Study

The study proposes to test the following hypothesis

H₁: Human resource practice has a significant influence on Organisation's performance

Sample Distribution

First we understand the sample distribution so its impact on decision variable can be obtained. Following tables and charts describe the demographics distribution of sample.

First we ask about the designation of respondent with-in the organization i.e. we needed to have a clear view point about the different level of managements the respondent comes from. This demographic is very important for the topic as different level of managements in an organization have different decision making power and have a diverse exposure of people.

TABLE 1: (Designation)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Top Management	114	16.8	16.8	16.8
	Middle Management	413	60.8	60.8	77.6
	Lower Management	152	22.4	22.4	100.0
	Total	679	100.0	100.0	

We could observe from the table above that most of the respondents nearly 60% come from middle management. The second largest chunk of the data comes from lower management. The top management is the least representative group. Practically in top management the number of people is least in any organization as well. Following pie chart further provides a bird's eye view on data.

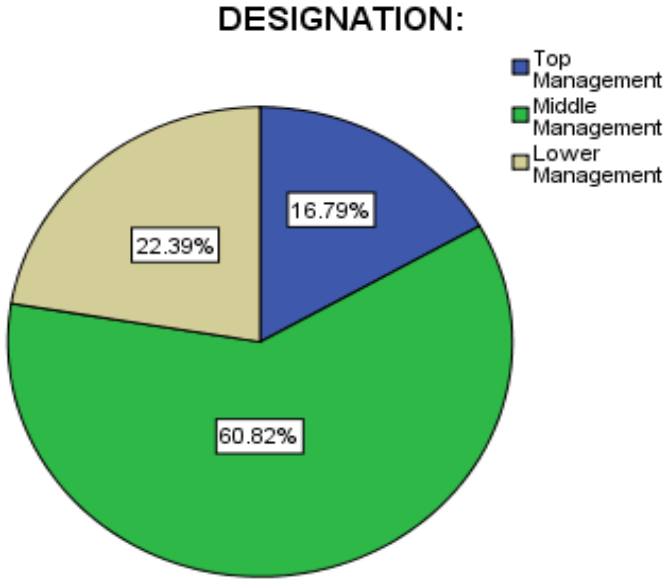


Fig. 1.

What is your highest educational qualification?

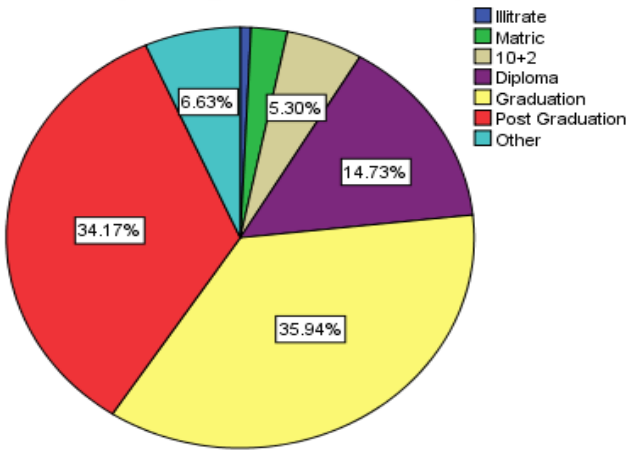


Fig. 2.

Next it is essential to understand the industry type from which a respondent comes. We note the industry type of a respondent. Following table presents the result.

TABLE 2: (Industry)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	198	29.2	29.2	29.2
	Banking	152	22.4	22.4	51.5
	Telecommunication	115	16.9	16.9	68.5
	IT	120	17.7	17.7	86.2
	Health	94	13.8	13.8	100.0
	Total	679	100.0	100.0	

We could observe that highest percentage of respondents come from education industry i.e. nearly 30%. The least responses come from health industry. Following pie chart represent the data graphically.

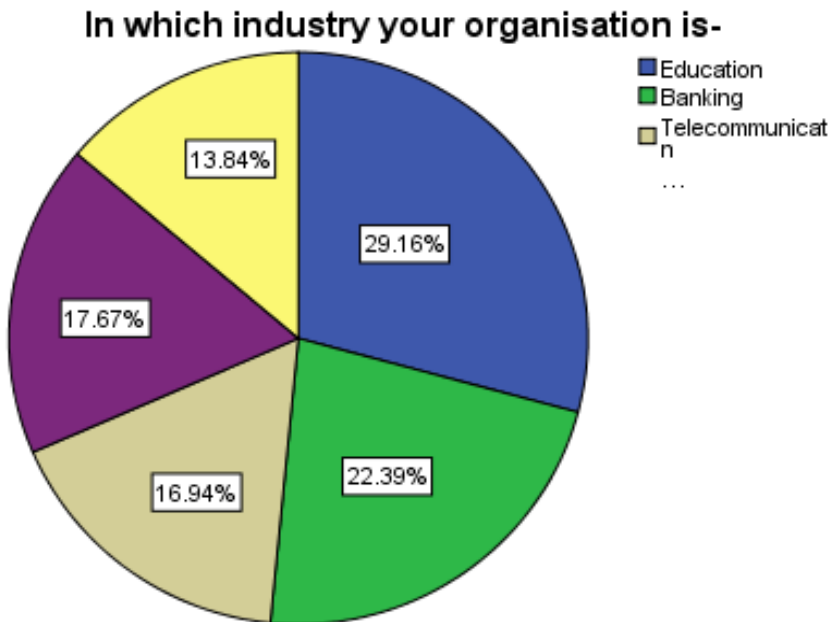


Fig. 3.

Parameters measuring Organization's Performance

- E.1 Work relationship
- E.2 Employee Productivity
- E.3 Innovation
- E.4 Customer satisfaction
- E.5 Financial Performance (over past three years...)

A composite mean score is generated for the purpose for variable ‘E’ i.e. organization’s performance for testing hypothesis 5 as mentioned below.

H₁: Human resource practice has a significant influence on Organization’s performance.

First we measure the correlation between HR practices and Organization’s performance. Following table presents the results.

TABLE 3: Correlations

		HRP	Performance_Org
HRP	Pearson Correlation	1	.841**
	Sig. (2-tailed)		.000
	N	679	679
Performance_Org	Pearson Correlation	.841**	1
	Sig. (2-tailed)	.000	
	N	679	679

** . Correlation is significant at the 0.01 level (2-tailed).

We can observe a very high positive correlation that indicates the moment of togetherness of the variables. The correlation is also significant. Following figure presents the result graphically.

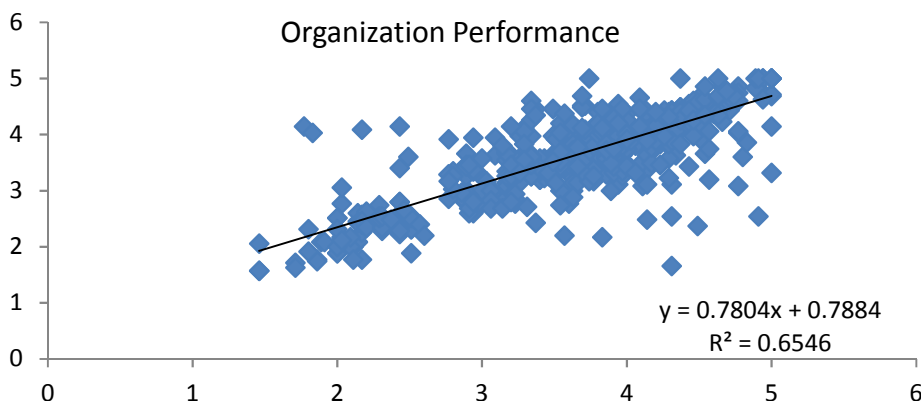


Figure -a

A strong linear relationship is observed amongst HR practices and organization’s performance. Following simple regression equation can establish a statistical relationship.

$$\text{Organization's Performance} = 0.7804 \times \text{HR Practices} + 0.7884 \dots (9)$$

Further we analyze the impact of various items measuring HR practices on Organization’s Performance by using multiple linear regression analysis. Following tables present the results.

TABLE 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.845 ^a	.714	.711	.37647	.714	238.735	7	671	.000

a. Predictors: (Constant), Employees Recognition, Recruitment, Performance Appraisal, Selection, Teamwork, Training Development, Compensation & Reward Strategies

b. Dependent Variable: Organization Performance

We can observe a significant correlation amongst the variables. A high value of coefficient of determination explains nearly 71% variance in dependent variable caused by independent variables. The model is also significant. Hence we conclude that HR practices have an impact on organization’s performance.

Further we can develop a multiple regression equation with the help of following table.

TABLE -5: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	.663	.075		8.830	.000					
	Recruitment	.123	.031	.145	3.906	.000	.741	.149	.081	.309	3.241
	Selection	.165	.034	.192	4.806	.000	.766	.182	.099	.268	3.725
	Training & Development	.175	.036	.199	4.844	.000	.770	.184	.100	.254	3.938
	Compensation & Reward Strategies	.052	.037	.062	1.414	.158	.748	.055	.029	.226	4.431

Knowledge Management and Human Resource Practices in Indian Organizations and Education Institutes

Performance Appraisal	.028	.035	.032	.785	.433	.729	.030	.016	.253	3.957
Teamwork	.149	.034	.172	4.345	.000	.753	.165	.090	.273	3.658
Employees Recognition	.123	.034	.142	3.559	.000	.753	.136	.074	.267	3.751
Dependent Variable: Organization's Performance										

We could observe that compensation & reward strategies and performance appraisal do not play a significant role in organization's performance. We remove these variables and further generate regression table.

TABLE -6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.670	.075		8.936	.000
	Recruitment	.134	.031	.159	4.347	.000
	Selection	.181	.033	.210	5.429	.000
	Training Development	.196	.034	.223	5.740	.000
	Teamwork	.164	.033	.189	4.974	.000
	Employees Recognition	.136	.034	.158	4.035	.000
a. Dependent Variable: Organization Performance						

We could see that all the items of HR practices presented in above table play a statistically significant role in Organization's performance. The highest impact is created by Training and Development while employee recognition has the least impact.

CONCLUSION

- The analyzed papers have a strong argument that various human resource practices and knowledge management are very important constituents of today's modern organization all practices and phases of human resource practices and knowledge management have their owned position in organization.
- it can be said that presence of human resource practices and knowledge management paves the way for innovation and development for an organization as both these aspect deals with efficient and knowledge workers and their participation and development in the organization who actually converts dreams of business into reality.

- From above detailed literature review is that efficient knowledge workers are the demand of today's time because knowledge i.e. empirical and tacit knowledge lies with them and they only are responsible for actual production, their management requires special attempts by business, that is known as knowledge management and this knowledge management is an essential tool for performance and development in today's business world. This conclusion gives way the following objective.

RECOMMENDATIONS

An appropriate set of human resource practices and knowledge management are the intangible asset of business the avoidance and forbearance of any one can't be tolerated/beard in today's hyper competitive knowledged market. An organization must use a proper blend of human resource practices and knowledge management in their organizational setup to have accomplishment of objectives, goals and to have success.

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Challenges and Issues in Management Education in India

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Higher Education has always been important not only to individuals for the sake of enriched lives, greater earning capacity and higher status but also to the economy for the sake of economic prosperity. Skilled human resources have always been considered to be the biggest assets of a modern & progressive country. However, the relevance of skill development has never been greater than present time. In today's Internet age, industrial battles are fought not only on scale of capital investment but on knowledge.

Earlier, while India was a traditional agricultural economy, land was considered to be the main source of wealth and income, but with the advent of Industrial evolution, machinery gained importance. As India embarked on its journey towards industrialization, demand for educated and skilled professionals grew. This demand proved to be financially beneficial for skilled professionals & hence there was immediate desire for higher education to maximize rewards. Far from the earlier Industrial age, even in today's Internet age, industrial battles are fought not only on scale of capital investment but on knowledge. Higher education Institutions are the greatest enabler to capture & spread that knowledge. Hence we see, knowledge based economies placing greater emphasis on the production and distribution of knowledge. Among various courses of higher education, Management Education has gained huge popularity over past few decades as it is often linked to high paying jobs and profile. Masters in Business Administration (MBA) is considered to offer immense opportunities to individuals and a 'ticket' to raise fast in the corporate ladder. Thus over a period of time, there has been huge expansion in both demand and supply of management education in India. As of now there are 2450 Management Institutions which are run by societies, trusts, university departments, Deemed University and affiliated colleges. In Delhi region itself, there are 101 Institutions which are approved by AICTE to provide Management Education. (AICTE, 2013)

GROWTH OF MANAGEMENT EDUCATION IN INDIA

As discussed above, there has been phenomenal growth in number of management Institutions in past 2 decades. This growth trend is also in line with the progress of Indian Economy. Kraft, & Vodopivec (2003) rightly said that "When a nation

makes a transition from a protected economy to a market economy, there is a surge in the demand for management education. To match this demand, there is usually an increase in the number of private schools running courses in business management.”

In first 3 decades of Independence, 118 Business Schools were added in the country. This rate has accelerated so much especially after 2006 that in the year 2012-13 alone, 65 new institutes were added.

Various Issues surrounding Management Education

The business world has changed significantly in the past few decades. The pace at which technology has evolved is unheard and unseen. The fourth industrial revolution is bringing advanced robotics and autonomous transport, artificial intelligence (AI) and machine learning, advanced materials and biotechnology. For instance, AI will almost certainly automate some jobs, particularly those that rely on assembly lines or data collection. The mobile internet and cloud technology are already impacting the business world to a larger extent. What is certain is that the future managers will need to align their skillset to keep pace in this VUCA (Volatile, Uncertain, Complex and Ambiguous.) world. It is therefore imperative for management education to meet the challenges of rapid changing times and technologies. (AICTE, 2018)

According to Pfeffer & Fong, 2004, an important function of business schools is to develop important, 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. In this role, business schools would stand connected to but also somewhat apart from business and other organizations, providing objective research and critical consideration of business, business practices, and their effects on people and society in an effort to serve not only business but also broader social concerns. Suriseti, Jain, Sarkar (2012) in their paper also views that management education should target new competences both from individuals and from society as a whole.

- With phenomenal growth in the number of management Institutions especially private institutions, there are greater concerns over maintaining the quality of management education in India. Indian management programmes are often considered obsolete and not suited to industry needs (Reddy, 1992). Various researchers have criticised Indian Management programmes for various reasons. A few of the criticisms are as follows:
- With significant changes taking place in trade, industry and economy, the Indian management education programmes are becoming less and less relevant. (Reddy 1992)

- Though, India produces a large number of graduates perhaps next to U.S. but still a scholarly debate on curriculum pedagogy and innovation is negligible. (Saha, 2012)
- The ultimate challenge of Management Education approaches is to become more practical oriented and industry focus reason being theory-based developments and teachings are worthless, due to the fact that they will be of little use in concrete situations(Dash, Kumar 2011)
- 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, in as much 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).

For maintenance of the quality, AICTE has been designated responsibility of regulating management institutions in the country. However critics have argued that the regulatory framework and implementation has been unable to link the entrepreneurial initiative to performance in terms of educational quality. It has a control perspective focusing on inputs such as land, faculty, and other infrastructure rather than on the outcomes such as quality of education, research, access, cost effectiveness or relevance (Working paper on management education NKC). Also it has been argued that heavy regulation would take away autonomy and flexibility from the institutions which in turn will also affect quality. Manimala (2006) also states that dilemma is in maintaining the balance between regulation and autonomy. While autonomy is necessary for the institutions to make dynamic adjustments to the changing environment and thereby maintain and improve the quality levels as appropriate for the prevailing environment, regulation is necessary to ensure a minimum level of quality in all schools.

Between these two concerns, there has to be greater emphasis on autonomy, as the need of the hour is a dynamic and continuous improvement of quality rather than static non-responsive level of quality, often prescribed in terms of certain numbers of faculty, classrooms, computers, books, journals, etc. The current emphasis, therefore, is on autonomy rather than regulation both at the levels of policy-makers as well as practitioners. (Manimala, 2006)

Major issues facing management education can be summarised as follows:

1. Increasing rate of unemployment among Business Graduates.

Although supply of management graduates is still less than the demand of management graduates but still rate of unemployment is increasing among graduates. The major reason behind this phenomenon is poor quality graduates. A survey by the Associated Chambers of Commerce and Industry of India (Assocham) reveals that despite the robust demand for MBAs, only 10 per cent of graduates are actually employable. Further the survey reveals that barring graduates from IIMs, the b-schools are losing fast shine of attracting corporate India Inc. for campus recruitment and are increasingly facing their survivals. DS Rawat, Secretary General Assocham (2013) has commented that there is no quality control, the placements are not commensurate with fees being charged, the faculty is not good enough and there is no infrastructure. According to him "The biggest reason for the gap is the rapid mushrooming of tier-2 and tier-3 management education institutes that has unfortunately not been matched by commensurate uplift in the quality of management education." Assocham has recommended that Institutions should improve the infrastructure, train their faculty, work on industry linkages, spend money on research and knowledge creation, as well as pay their faculty well in order to attract good teachers.

2. *Poor quality of teachers*

Non availability of adequate proficient faculty is a major constraint for sustainable growth of quality management education in India (NKC). It is also observed that some of the institutions either engage part time faculty or appoint them on contractual basis where they have a little involvement either with the institution or with the students. (Saha 2012). Also Institutes are engaged in appointing new faculty member on low salaries and heavy teaching load which further deteriorate their quality and they are left with no time for further development. Saha, 2012 also observed that often newly joined faculty members adopt only lecture methods & impart theoretical or conceptual knowledge to the students rather than brainstorming or its application and they deliver only the lectures mainly drawn from the text books.

It is also pointed out that the teachers are usually not dynamic and thus are able to impart only theoretical knowledge. As observed by Reddy (1992), though Management Institutions do need to have faculty members with a strong grounding in the basic disciplines, they also need to have a larger proportion of faculty members without great depth in any single discipline, but having greater breadth and inter-disciplinary orientation. It is recommended by researchers (Reddy 1992, Saha 2012, Suriseti, Jain, Sarkar, 2012) that Institutions need to recruit practising managers with sound conceptual abilities in greater numbers as faculty. Faculty members, having no experience of working outside of the academia should be given a feel of the practising world so that they develop a better understanding of the practitioner's perspective

3. Neglect of Research and innovative methods

Manimala (2006) observed that the faculty and students in general do not have the inclination or competence for doing research and hence they do not generate any new knowledge relevant for the economic, political, cultural and organizational context of management available in India. He further notes that the exclusive use of Western research and knowledge of organizations and management have often given rise to the complaint that what is being taught in business schools are irrelevant for managing Indian organizations. Saha (2012) also noted that the management Institutions do not have culture that is supportive of research. Imbibing a research culture requires a good library support system. NKC also noted that Management Institutions do not provide conducive environment for research. Management institutes should inculcate proper motivation and interest among faculty for research. This can be done by providing incentives to faculty involved in research, giving due weightage to research activities and providing a good library support system. University Grant Commission has already taken step in this direction by giving due weight age to research and publication for promotions. This need to be extended and implemented not only in government universities and institutes, but all institutes imparting business education.

Also scholars should be invited to undertake research in certain areas of national interest. Regarding the research grant procedure there is a need to support more to individual project proposals. Encourage to those institutes who have adequate support system to start Ph.D. programme (Saha 2012).

4. Inadequate infrastructure in B-Schools and lack of governance in many private institutes.

As discussed above, although AICTE has mandated minimum requirements for infrastructure, books, teacher faculty ratio, most Institutions lacks adequate infrastructure and governance. Jagadeesh, 2000 also noted that 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). Management Institutions are also often criticized for taking annual Inspections as just a process and misusing autonomy given to them throughout the year.

5. Course not suited to needs of industry.

It is often criticized that with significant changes taking place in trade, industry and economy, the Indian management education programmes are becoming less and less relevant. (Saha, 2012). Reddy (1992) also noted that to cope with the increasing competition and globalization, due to liberalization, Indian organizations are trying out newer and newer management systems and techniques like TQM (Total Quality Management), JIT (Just-in-Time Inventory). But management education has not been able to keep pace with the dynamics of the practicing world. Industry interaction has to be strengthened by inviting senior

person from industry to deliver lecture and ensuring student get associated with live industry projects (Dash 2011).

There is need for enhancing industry exposure which will lead to enhancement of experiential learning. Exposing students to real life situations which are more complex, demanding, critical, messy, will bring them closer to reality. When it comes to decision making, experience that lies with decision maker is detrimental. One of the issues that management education has to consider is the manner in which experiential learning elements could be enhanced.

6. Negligible attention to innovation in teaching content and methods

Focus of the management education may need to be shifted from conceptual learning to skill development, attitude change and value clarification. In many schools, curricula are not frequently revised and updated to make them more suitable for the emerging job markets. Developing a curriculum is a challenging task and has to be continuously updated to keep pace with the advancements. Curriculum should be change driven and periodically reviewed to match the industry needs. But in most of Indian universities and B School it takes years to get syllabus revised due to bureaucratic setup and private B School also don't show much enthusiasm towards revision of syllabus because it may call for appointing new faculty and updating existing faculty which could be a costly issue.

To improve the quality of management education in India, AICTE has proposed a change in curriculum and also developed a model curriculum for the same in January, 2018. The revised curriculum emphasizes an intensive, flexible core in management education with large number of specializations and electives including second generation courses. According to the report, Use of technology is one of the powerful ways to enhance the students' ability to meet the ever-changing requirements of the corporate world and society. MBA/PGDM students be equipped to work across time zones, languages, and cultures. Employability, innovation, theory to practice connectedness are the central focus of MBA/PGDM curriculum design and development. The core curriculum is designed to give students an in-depth mastery of the academic disciplines and applied functional areas necessary to every non-business and business leader's success.

Conclusion: AICTE draft of model curriculum is an initiative to revamp management education and make it suitable for VUCA world. Hopefully with new model curriculum, we will be able to address the issues faced by management education. If quality of management education and employability of the students has to be improved, it must be made more relevant to industrial demands and suited to fourth industrial revolution

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Capital Goods Sector around Union Budget: Erodes or Appreciates Investor Capital?

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ABSTRACT

There is no denying the fact that capital goods sector plays a highly pivotal role in any economy. Economic growth and development is a direct function of growth in capital goods sector, which in turn, is impacted by economic policies and government initiatives. This paper studies the effect of budget announcement on stock prices of capital goods sector by using Standard event study methodology on 17 years data. Abnormal returns for a 41-day event window are computed using market model and tested for significance using inferential statistics. The results suggest that capital goods stocks are negatively influenced by Union Budget announcement. Our analysis shows that a short selling strategy can bring decent returns for investors; however, it requires deep analysis of price patterns and budget information. This study contributes to the existing literature which would be useful for researchers, students, investors, traders, market regulators, etc.

INTRODUCTION

Budget is a government document containing estimates of revenue and expenditure of the government for next financial year. It depicts the way forward for economy's development activity in the coming year. Therefore, it is closely watched by people from all walks of life. Stock markets, often called as 'barometer of economy', reflect the budget through trading in financial instruments. An optimistic budget pulls up the market whereas unfavorable news brings Bears to surface. For example, a subsidy package for textile companies results in a rally in textile sector stocks. Whereas, additional excise duty imposed on a particular product category calls doom for concerned stocks.

The subject matter of this work is capital goods sector which plays a crucial role in economic development of a nation. Capital goods sector consists of companies dealing in manufacture or distribution of goods. The sector is diverse, containing companies that manufacture machinery used to create capital goods, electrical equipment, aerospace and defense, engineering and construction projects.

Performance of capital goods sector is sensitive to fluctuations in the business cycle so it performs better when the economy is booming or expanding. Therefore, it is significant to study the impact of policy initiatives which are announced in union budget by the government.

The introduction of long term capital gains tax in Union Budget 2018 was received negatively by the market participants. There was massive decline in all 19 sectoral indices of BSE since the budget day. The most impacted sector was the Capital goods sector. “BSE Capital goods index lost over 7 % due to increase in customs duty which will affect the imports of capital goods industries. The index market cap went down from Rs 5.72 lakh crore to Rs 5.41 lakh crore between 31 January 2018 and 9 February 2018, eroding over Rs 30000 crore of investors’ wealth. [Source: www.moneycontrol.com] These facts can cause any one to intrigue that “Does this happen every time?” or “it’s just a onetime event”. “Can I make surplus money around budget?” We deal with this research question here.

So, we commence our research pilgrimage with an objective to find out the impact of budget announcement on stocks of capital goods sector. The sector’s response is a good proxy to comprehend the future of manufacturing sector and hence the whole economy. The rest of the work is segregated as follows - Section 2 provides a critical review of literature, Section 3 explains the data and research methodology. Section 4 presents a discussion of our empirical results in detail. Section 5 provides conclusion, limitations and further scope of research.

REVIEW OF LITERATURE

The aim of this research work is to comprehend the impact of Union budget on capital goods sector’s stocks in India and thereby presence of any profitable investor strategies. However, most of the current literature deals with overall stock markets and not sector specific study. Owen (2016), Oliveira (2014), Ardagna (2004), Kevin Siew et al (2014), are some of the papers from foreign literature. Singhvi (2014), Thomas & Shah (2001), Gupta (2015), Varadharajan & Vikkraman (2011), Gakhar (2015), Datta et al (2015), Singh & Kansal (2010), Mishra (2012), Patel et al (2016), Pandya (2014) and Joshi & Giri (2015) are the only traceable studies on Indian markets.

Thomas and Shah (2001) may be called as a pioneer study on this topic in Indian context. It is a very comprehensive work covering 26 budgets over two decades from 1979 to 2001 but it will be more relevant to reassess the results with fresh data belonging to a comparatively homogeneous economic regime. Moreover, the paper hasn’t utilized the standard event methodology to the full potential. Gupta (2015) has bridged the temporal gap in research by conducting a study for 1992 to 2014 period but this too relied on actual returns rather than abnormal returns.

Impact of any event shall be studied using returns generated in excess of normal returns. Varadharajan & Vikkraman (2011) is a study only regarding market volatility and it doesn't give any conclusion about impact of budget on daily returns. Gakhar (2015) suggests a further scope of doing a sector-wise analysis. Patel et al (2016) analysed only one union budget, i.e., 2015 and thus has a lower generalization power. A larger sample should be used. Singhvi (2014) is a humble attempt to make a comprehensive contribution, in terms of a long sample period, to this topic but it has a very simplistic research design and incomplete empirical analysis to help readers draw robust conclusions.

There is already very thin literature in Indian context, so there is a huge research gap in terms of a large sample study, improved research design, sectoral study, etc.

DATA AND RESEARCH METHODOLOGY

Economic impact of any event is reflected in real economic variables like GDP, prices, income, interest rates, etc after its happening. However, given market rationality, the effect of an event will be instantaneously inculcated in security prices. Therefore impact of an event can be studied by observing securities prices over a shorter period around its occurrence rather than waiting for it to be reflected in production and income, which takes a longer time. Event study compares if there is any significant change in capital goods stocks' performance before and after the event. If yes, then, it is a signal of a major impact of budget on the sector.

We have used event study methodology to achieve the following objectives:

RESEARCH OBJECTIVES

1. To determine the general reaction of Capital goods sector around budget
2. To determine the impact of union budget on Capital goods sector's returns every year
3. To investigate whether investors can make abnormal gains in Capital Goods sector around budget announcement

Hypotheses

1. H_0 : Average abnormal market returns of BSE Capital Goods around budget announcement in year i are not significantly different from each other, i.e., $AAR_i = 0$
2. H_0 : Cumulative Average abnormal market returns of BSE Capital Goods between t_1 and t_2 event day around budget announcement are not significantly different from zero, i.e., $CAAR_{t_1,t_2} = 0$

Data: The population of interest involves shares of capital goods sector's companies listed on Bombay Stock Exchange (BSE). Daily closing prices of BSE CAPITAL GOODS index (sector proxy) and BSE 200 (market proxy) from 2000 to 2016 are used to analyze the impact of union budget on the sector.

Methodology: For event study, the day of announcement of union budget is designated as the event day 0. A period of 20 days before and 20 days after budget announcement forms the 41-day event window. Market model parameters, α and β , are estimated using a period of 180 days prior to the event window. Therefore, period spanning from -200 to -21 day is defined as our estimation window. [Brown and Warner (1980) and (1985)]

Expected returns for the event window are computed using the market model equation:

$$R_{it} = \alpha_i + \beta_i \times R_{mt} + \varepsilon_{it}$$

Where, R_{it} = actual daily index return of year i on day t

α_i = ordinary least squares intercept of equation

β_i = slope of the equation, sensitivity of index return to market return

R_{mt} = actual daily return on market index BSE 200 on day t

ε_{it} = white noise error term for year i on day t

Abnormal return is calculated as:

$$AR_{it} = R_{it} - E(R_{it})$$

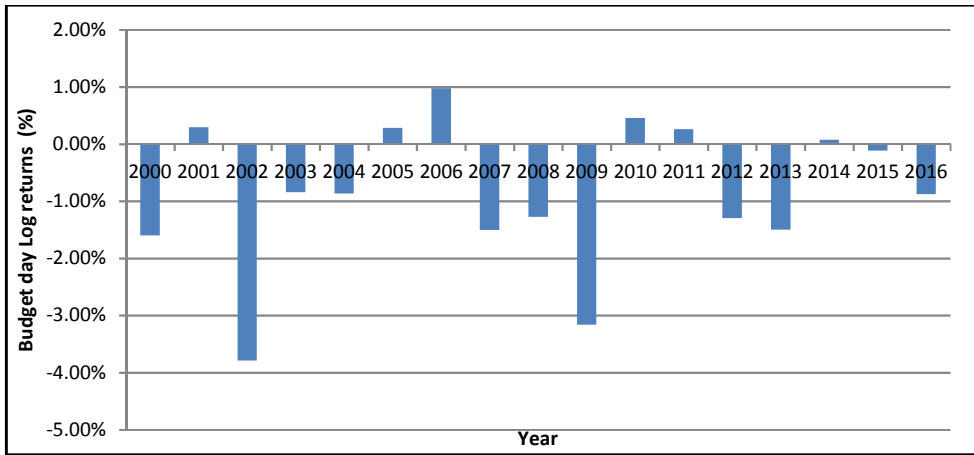
The abnormal returns are cross-sectional averaged for each day t :

$$AAR_t = \frac{1}{n} \left(\sum_{i=1}^n AR_{it} \right)$$

Such abnormal returns are then used in one sample t-test for hypothesis testing. Graphs and descriptive statistics have been used, wherever required. All the empirical analysis has been done using MS-excel and SPSS software.

4. *Empirical Analysis*

The BSE capital goods index shows negative budget day returns for 10 out of 17 years. One can infer from Graph 1 that Capital goods stocks usually decline around budget announcement. The biggest dips of 3.79% and 3.16% came in the year 2002 and 2009 respectively. In the remaining years, budget caused smaller moves, hovering near 1%, in the capital goods sector.



Graph 1: Return of BSE Capital goods on budget day

The AAR of capital goods sector for the 17 years of study are displayed in Table 1 which also depicts the results of t-test on null hypothesis $AAR_i=0$. It can be observed that the highest AAR of 0.31% is in year 2000 and it is also statistically significant at 5% level. We reject the null hypothesis for year 2000, 2004 and 2014, thereby saying that budget had a significant impact on capital goods stocks in these years. For the remaining years, we don't reject the null hypothesis.

TABLE 1: Year wise analysis of Capital goods sector

Year	AAR	t value	Year	AAR	t value
2000	-0.31%	-2.076**	2009	-0.08%	-1.194
2001	-0.09%	-0.739	2010	0.01%	0.353
2002	0.07%	0.590	2011	0.00%	0.006
2003	0.08%	1.604	2012	0.02%	0.258
2004	0.10%	1.724*	2013	-0.02%	-0.273
2005	0.06%	1.117	2014	-0.19%	-2.356**
2006	-0.03%	-0.455	2015	0.10%	1.473
2007	0.07%	1.383	2016	0.06%	0.812
2008	-0.12%	-1.219			

*significant at 10%, **significant at 5%, ***significant at 1%

Next, we try to find whether there are any opportunities for the traders or investors to earn more by making trading strategies in capital goods sector around budget. Cumulative average abnormal returns (CAAR) which depict the 'buy and hold' returns of investors are computed as:

$$CAAR_{t_1,t_2} = \left(\sum_{i=t_1}^{t_2} AAR_t \right)$$

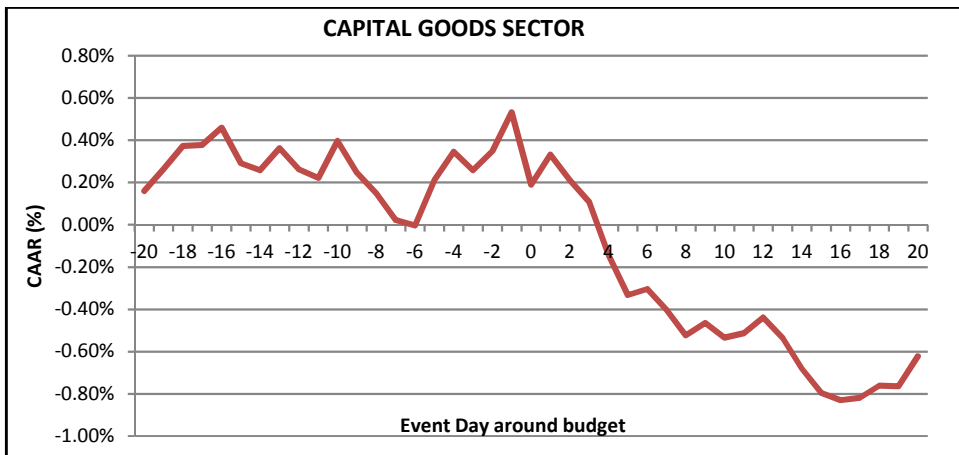
In the symmetric windows, we don't find any such statistically significant CAAR. Therefore, we don't reject the null hypothesis $CAAR_{t_1,t_2}=0$ in symmetric windows around budget, even at 10% level of significance.

TABLE 2: CAAR of Capital goods sector in symmetric windows

CAAR window	Mean	t value
(-20,+20)	-0.62%	-0.561
(-15,+15)	-1.26%	-1.625
(-10,+10)	-0.76%	-1.301
(-5,+5)	-0.33%	-0.813
(-3,+3)	-0.24%	-0.976
(-2,+2)	-0.05%	-0.208
(-1,+1)	0.02%	0.071

*significant at 10%, **significant at 5%, ***significant at 1%

But, we continue our search for trading opportunities in asymmetric windows formulated on the basis of CAAR patterns. Graph 2 clearly tells that capital goods sector yields positive CAAR in pre-budget window but it enters negative territory a day after budget. This indicates that capital goods sector stocks shall be sold off prior to budget to avoid losses or a trader can do short selling also.



Graph 2: CAAR of BSE Capital goods during event window

Following asymmetric trading windows are identified from the CAAR graph. We test the hypothesis $CAAR_{t_1,t_2}=0$ in these asymmetric windows spread over the budget window.

TABLE 3: CAAR of Capital goods sector in asymmetric windows

CAAR Window	Mean	t value
(-20 , -1)	0.53%	0.631
(-6 , -1)	0.51%	1.823*
(-1 , +8)	-0.87%	-1.629
(-1 , +20)	-1.15%	-2.163**

*significant at 10%, **significant at 5%, ***significant at 1%

Results of t-test as seen in Table 3 show that CAAR is significantly different from zero in -6 to -1 and -1 to +20 windows at 10% and 5% level of significance respectively. Therefore, we reject the null hypothesis for these two windows and not for the other two trading windows. So, a trader can make 1.15% more money by short selling capital goods stocks on day -1 and buying back on +20 day around budget. Similarly, he can buy it 6 trading days before budget and sell on -1 day which has historically generated a 0.5% excess return.

CONCLUSION

This study concludes that capital goods sector stocks generally decline around budget announcement every year. Also, a major declining pattern in CAAR from -1 day onwards indicates that a short sell strategy is most apt. However, the strategy will yield returns only in carefully identified trading windows which requires investors to closely track prices and analyze budget information.

Like any other study, this paper also has certain limitations. It takes a sample of 17 years only and the event window is based on certain assumptions, both of which may be expanded further by future researchers. We have dealt only in returns whereas; volatility can be another important variable. Author has tried to make a small but conspicuous contribution to the existing literature on market efficiency.

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Social Network Sites Current Trends and Future Possibilities

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ABSTRACT

Medium of connectivity facing a vast mutation in the fast changing digital era of human society. There are various social networking platform via any one can connect with any other around the globe. It is observed recently that all of these platforms frequently changing their structure and module. In this article we present a survey on this change and modification of various social networking platforms.

Keywords: Social Networking Sites, Internet, Information science

INTRODUCTION

The attraction of Social Networking Sites (SNSs) is increasingly a dominated topic of discussion in the academic and industry researchers. According to the survey [1] the first recognizable social networking site was launched in 1997. After that in 1998 the beginning of SixDegrees.com allowed users to create profiles, list their Friends and surf the Friends lists. Many Social networking sites (SNSs) like MySpace, Facebook, Cyworld, and Bebo have attracted millions of users, many of whom have integrated these sites into their daily practices. There are hundreds of SNSs, with various features supporting a wide range of interest. Each one have been designed according to the demands and interest of their enlarge varieties of users. In the initial phase of development their key technological features are consistent [9]. Changes in the on-line features are observed from the fast change of the culture emerging around the SNSs. However these cultures are of diverse nature therefore these SNSs attracts them on the classification of common interest, language or shared racial, sexual, religious based identities [7].

SNSs platforms also vary to the extent to which they incorporate new information and communication tools, such as mobile connectivity, privacy, efficiency, blogging, and photo/video-sharing. From 2003 onwards, many new SNSs were launched. In [2] C. Shirky has studied the software of various SNS platforms. During this era most of the SNS were of the form of profile-centric sites. They tried to replicate the early success of Friendster or target specific demographics. While socially-organized SNSs target solicit broad audiences, professional sites such as LinkedIn, Visible Path, and Xing (formerly openBC) focus on business

people. The technology development in various media file shearing schemes promotes many of interesting features on SNS platforms. As the social media and user-generated content phenomena grew, websites focused on media sharing began implementing SNS features and becoming SNSs themselves. Examples include Flickr (photo sharing), Last.FM (music listening habits), and YouTube (video sharing). Failure of some major SNS platform is interesting phenomena in the development of various new SNS and public interest in the features of upcoming social network platforms. For example, Google's Orkut failed to build a sustainable U.S. user base, but a "Brazilian invasion" [3] made Orkut the national SNS of Brazil. A rapid popularity of Facebook can measure only from that Facebook alone has 1.15 billion users, up from 1 million in 2004, just ten years ago[5]. It has observed various changes in the Facebook SNS during this period[10].

Some of the recent changes in the well known SNSs are as follows:

- a. Facebook continues its push to help users and brands tell Stories.
- b. LinkedIn implements lead gen forms on ads.
- c. Instagram begins its rollout of the "paid partnership with" tag.
- d. LinkedIn launches its own video capabilities.
- e. Twitter doubles its character count.
- f. Facebook refreshes poll feature to include GIFs.

Therefore it is an interesting question to find the recent trends of features on all social network platforms. The outcomes of this article are to suggest some useful and futuristic topic of research on feature for social networks. In the next section we discuss various objectives for the research on SNS.

CONTEMPORARY MODERATION ON SNS :

The situation is rapidly changing in the social media platforms. Researchers have a limited understanding about the trends on the change on the SNS platforms [6]. Answering of the question on their cause and effect is a large scale quantitative and qualitative research. However it is a problem related to the market analysis of every SNS platforms. In terms of their sudden popularity the usability among people and an innovative feature with interesting mode of communication play major role. Evolution of app based facility in every sector of service provider is increasing the dependency of human being in machines. From an examination for a job to the service under a profile all are possible through a simple mobile app and social networking analysis is a trending topic to know about a people with rigorous qualitative as well as quantitative analysis. All changes on SNS platforms are based on the requirement and interest of their users. There are various studies

on the users interest on SNS are available in literature [11-16]. Based on the survey of literature we propose a list of following future work for research.

1. *Future aspects of the professional SNS platforms:*

There are various professional websites and online services available to hire human resources. It is an interesting and technical task to justify the essential eligibility through digital platform and ensure the candidature. We are using frequently all of these resources in current era of computer. Therefore it is a major problem to find the failure of existing SNS platforms related to hire people and also those SNS platform where someone presents their profile digitally also would be interesting to find some new requirements for running platforms like Linkdin, Naukri.com.

2. *Probable modification in the SNS platform for researchers and academicians:*

Story of internet started from the academic community and today its vast use among every domain of universe just fascinates us. For the connectivity of research and academic community there are so many SNS platforms running over there. They require specific and essential attention of the SNS researcher. It is an important future work to analyze all the available SNS platforms for the specific group of academicians and predict some probable modification for them.

3. *Predict some latest modifications provided by the most common SNS platforms:*

In this section we try to focus on the problem of SNS provided by Face book and Twitter. There is frequent change in privacy protocols on the most usable SNS platform named Face book. Therefore it is high time to think about to analyze the requirement or interest of users through the changes provided by Face book and predict some more useful and long lasting features. It would be interesting to propose the validity of these new features on the SNS platform.

4. *Analysis of the requirement in future of various privacy features in all SNS platforms:*

Privacy is essential criteria on internet and the amount of connected people through SNS promotes the strong requirement of privacy and confidentiality. In aspect of this requirement almost all SNS platforms modify their features. Therefore we survey on each platform and propose the future requirement in this context.

An abrupt jump in the number of users of Face book shows the speed of digital age in our society. According to a report, Face book alone has 2.2 billion users, up

from 1 million in 2004. This speed signifies the issue that how digital technology is changing our connectivity measure and social networks. The study of all those tools and feature from which we are connected digitally is an important part of research.

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Swachh Bharat – A Road Map Ahead Clean India

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ABSTRACT

India is suffering from a major problem of open defecation where approximately more than 72 percent of rural population is suffering from the above mentioned problem. It has ultimately resulted in a wide range of problems like untimely deaths of children, vast spread of various dangerous infections and diseases and also a huge increment is seen in the number of rapes among young girls. Out of the total Indian population of 1.2 billion people, 600 million people i.e. 55 percent have no facility to the basic amenities like toilets, clean drinking water, hygienic living conditions etc. Apart from the rural population even the slum dwellers residing in the metropolitan cities also, have no access to the clean running water supply, toilets and other basic civic amenities. Looking into this major problem of rural sanitation and open defecation, the current Government has launched the "Swachh Bharat Abhiyan" on 2nd October, 2014 under the leadership of our hon'ble Prime Minister Sh.Narendra Modi, to mark the birth anniversary of Mahatama Gandhi. The major objectives of this scheme are to make India a "clean" India by:

- 1. eliminating the problem of open defecation,*
 - 2. by building up of toilets for all households,*
 - 3. to provide running water supply,*
 - 4. treatment of solid and liquid wastes and*
 - 5. majorly providing the hygienic facilities to the citizens of the country.*
-

INTRODUCTION

It's been 67 years of the Independence of India, but still, more than half of the population of our country is still deprived of the basic living conditions. As per Census 2011, 113 million households do not have toilets, which means nearly 50% of households in India still defecate in the open being exposed to healthcare challenges, harassment and shame.

Keeping this reality in mind, Hon'ble Sh.Narendra Modi, the present prime minister of our country has launched his dream project "**Swachh Bharat Abhiyan**" on 2nd October 2014, on the birth anniversary of Mahatma

Gandhi. The major aim of the mission is to provide sanitation facilities to every family, which includes toilets, solid and liquid waste disposal systems, village cleanliness, and safe and adequate drinking water supply by 2nd October, 2019. It will be a befitting tribute to the Father of the Nation, Mahatma Gandhi on his 150th birth anniversary. "Swachh Bharat Abhiyan" or the "Clean India Campaign" is the biggest ever cleanliness drives in the country and to make it a huge success our Prime Minister has made a strong and a humble appeal to each Indian to get completely involved in the mission. He has also invited all the citizens of the country to devote a minimum of 100 hours in a year to clean their surroundings.

The major objectives of the assignment is to make India a "clean India" by building up of toilets for all households and stopping the open defecation, providing clean and running water supply and the treatment of solid and liquid wastes in a proper manner. It will also include cleanliness of roads, pavements, and clearing of encroachments in unauthorized areas. Above all and most important is that, this project majorly aims at creating awareness among the citizens of the country to understand the need for proper sanitation and hygienic facilities.

For proper execution of the Swachh Bharat Abhiyan, a 19-member specialist team has been formed under the chairmanship of scientist Raghunath Anant Mashelkar, the former director general of the Council of Scientific and Industrial Research (CSIR). The entire team will be involved to identify and apply the best and the most advanced methodologies to provide proper sanitation and clean running water facilities in those states which are still deprived of these basic amenities. These facilities will be made available at affordable, sustainable and scalable cost.

Need of the Clean India Mission

1. According to a UN report, nearly 60 percent of India's population is at risk of diseases like cholera, diarrhoea, typhoid due to the practice of open defecation.
2. India faces a huge economic loss due to the poor hygiene and sanitation in the country.
3. There has been seen a huge number of diarrhoeal deaths of at least 1000 children in a day because of the lack of proper sanitation facilities.
4. The water of river Ganga is completely unsafe for bathing because of a huge amount of coliform bacteria which is again a result of the open defecation.
5. Poor hygiene and sanitation facilities in India leads to 600,000 lives annually because of diarrhea and apart from that a shocking fact is that the lack of toilets also expose one third of country's women to the risk of rape or sexual assault.

6. According to the Prime Minister Sh. Narendra Modi, the pursuit of this cleanliness drive can also become an economic activity, contributing to the GDP growth of our country.
7. Clean India will also lead to an enhanced growth in the tourism sector which will finally lead to a paradigm shift in the country's global perception.

The major launch of the mission on 2nd October 2014, was accompanied by approximately 3 million government employees, also the students from various schools and colleges had participated in the event to make it popular globally and also creating awareness among common public. The event was organized at Rashtrapati Bhavan on 2nd of October in 2014 in the presence of 1500 people and it was flagged off by the Indian President, Pranab Mukherjee. To make it a mass movement, Prime Minister also designated nine celebrities including Priyanka Chopra, Shashi Tharoor, Sachin Tendulkar and Anil Ambani to acquire up the cleanliness challenge, who in turn should invite nine more people and in this way the chain should continue. The original nominated members have already accepted the challenge and have appealed more people to get involved. Along with the above mentioned some states have also participated in this cleaning campaign.

OBJECTIVES

The main objectives of the mission are as under:

- a) Improve the general quality of life in the rural areas, to promote cleanliness, hygiene and eradicate the open defecation.
- b) Enhance the sanitation coverage in rural areas to achieve the goal of Swachh Bharat by 2nd October 2019.
- c) To prompt the various Communities and Panchayati Raj Institutions to adopt sustainable sanitation practices through awareness creation and health education.
- d) Encourage cost effective and most probable technologies for ecologically safety and sustainable sanitation.
- e) Build up Community managed sanitation systems which will focus on Solid & Liquid Waste Management systems scientifically, for overall cleanliness in the rural areas.
- f) To remove the system of manual scavenging.
- g) To link people with the programmes of sanitation and public health in order to generate public awareness.

- h) Lay water pipelines in all villages, ensuring water supply to all households by 2019.
- i) To provide required environment for the private sectors to get participated in the Capital Expenditure for all the operations and maintenance costs related to the clean campaign.

STRATEGY

The strategy towards this campaign is to move towards a ‘Swachh Bharat’ which could not be possible without the flexibility of State governments, to decide on their implementation policies and mechanisms. The role of the government would be to complement and support the efforts of the state governments through the use of various programmes which are being given the status of a Mission, which is actually the dire need of the country. The expected cost of the project is around Rs.2 lakhs crore. To boost up the campaign the government has sought some financial and technical support from the World Bank. Above all numerous Corporates and private organizations have joined this movement as their Corporate Social Responsibility (CSR).

It is suggested that Implementation Framework of each state should comprise of a number of activities covering the 3 necessary phases of the Programme:

- (i) Planning Phase (ii) Implementation Phase (iii) Sustainability Phase

Planning Phase

1. Annual Implementation Plan
2. Open Defecation Elimination Plan
3. Human Resource Forecasting

Implementation Phase

1. Advocacy and Communication
2. Financing
3. Toilet Construction

Sustainability Phase

1. Hygiene Promotion
2. Follow – up
3. Monitoring and Evaluation

Celebrities involved in Swachh Bharat Abhiyan

Anil Ambani, Chairman of Reliance Group
Shashi Tharoor, Politician
Amitabh Bachchan, Actor
Manisha Koirala, Actress
Ruby Yadav
Baba Ramdev, Spiritual leader
Hrithik Roshan, Actor
Kamal Hassan, Actor
Aamir Khan, Actor
Mridula Sinha, Writer in Hindi Literature and Politician
Priyanka Chopra, Actress
Salman Khan, Actor
Sachin Tendulkar, Former Indian cricketer
Saina Nehwal, Indian Badminton Player
Chanda Kochhar, Managing director of ICICI Bank
Kapil Sharma, Stand-up Comedian
Team of Taarak Mehta Ka Ooltah Chashmah, TV Serial

The "Swachh Bharat Abhiyan" has two major sub missions:

- Swachh Bharat Abhiyan (rural)
- Swachh Bharat Abhiyan (urban).

Swachh Bharat Abhiyan(rural)

Under this mission the ministry of rural development has proposed to provide a fund of Rs 20 lakh to each village annually for the coming five years and along with that a sum of Rs 1, 34, 000 crore will be spent by the Ministry of Drinking Water and Sanitation for the above said programme.

Objectives of Swachh Bharat Mission(Rural/Gramin)

- To bring an improvement in the general quality of the life in the rural areas.
- Promote the increase the sanitation coverage in rural areas to achieve the vision of Swachh Bharat by 2019 which could be possible when all Gram Panchayats in the country would attain a Nirmal status.
- Encouragement of cost effective and appropriate technologies should be done for the ecologically safety and sustainable sanitation.
- Motivate the various communities and Panchayati Raj Institutions to promote sustainable sanitation facilities through creating awareness and health education among the rural population.

- Development of community managed environmental sanitation systems which will focus on solid & liquid waste management for overall cleanliness in the rural areas.

Components of Swachh Bharat Mission (Rural/Gramin)

- Provision of the incentive of Rs. 9000/- and 3000/- for each toilet is given by Central and State Government respectively to the eligible BPL households and Identified Above Poverty Line (APL) households after they construct and use toilets.
- Construction of Community Sanitary Complexes (Upto 2 lakh per Community Sanitary Complex).
- Assistance of upto Rs. 35 lakh per district is provided to the Production Centres of sanitary materials and Rural Sanitary Marts.
- A viable fund for Solid and Liquid Waste Management is provided to satisfy the requirements.
- Provision for Administrative Cost would be expected to be around 2% of the total Project cost, where the cost would be shared in the ratio of 75:25 between Centre and State.

Swachh Bharat Abhiyan (Urban)

The urban development ministry has announced to allocate Rs 62,000 crore for this project. It majorly aims to provide individual domestic toilets, community and public toilets and also the solid waste management, that will cover 1.04 crore households in all 4,041 statutory towns. It has also been targeted to provide the Public toilet facilities available at common public places like markets, bus stops, railway stations, public leisure places and tourist spots,.

Objectives of Swachh Bharat Mission (Urban)

1. Removal of open defecation
2. Elimination of Manual Scavenging completely
3. Modern and Scientific Municipal Solid Waste Management
4. To target the behavioral change regarding healthy sanitation practices
5. Generate awareness about sanitation and its linkage with public health
6. Augmentation for ULB's
7. To create an enabling environment for the participation of private sector for Capex (capital expenditure) and Opex (operation and maintenance)

Components of Swachh Bharat Mission (Rural/Gramin)

1. Household toilets, including conversion of insanitary latrines into pour-flush latrines
2. Community toilets
3. Public toilets
4. Solid waste management
5. IEC (Information Education and Communication) & Public Awareness
6. Capacity building and Administrative & Office Expenses (A&OE)

Key Elements necessary for making The Swachh Bharat Abhiyan a huge success

The campaign needs to be implemented by making use of a very effective multi-pronged strategy that encompasses the following key elements which are very essential to achieve the goal “Clean India” by 2019:

- 1) **Sustained involvement of multiple stakeholders:** All stakeholders (politicians, bureaucrats, NGOs, private enterprises, funders and communities) have to take a very keen interest and should be sustained to work towards the targeted goal in a concerted fashion. Along with the Government, major organizations like Bill & Melinda Gates Foundation and USAID, need to ensure that all stakeholders should give their best efforts in order to avoid gaps in the implementation of the scheme. For instance, a UNICEF led coalition is working really hard on a vast project of Water, Sanitation & Hygiene in Schools which has targeted to ensure the access to basic services in schools in India.
- 2) **Focus on changing behaviours:** The biggest roadblock in achieving the desired goal of clean India is the overall behavior of the people regarding cleanliness and hygiene. Hence changing the behaviour of people at large is a very critical task. As it has been observed that several families still defecate in open and also that there is a large numbers of toilets constructed and are still lying unused or in a dysfunctional state. That is why the involvement of celebrities could prove to be very helpful (for instance Mr Amitabh Bachchan has been the Goodwill Ambassador for polio eradication) and would also be imperative to understand the local cultures, motivations and belief systems. Hygiene education should be made compulsory in the school curriculum. Children are known to be the change agents and thus can play a vital role to make a significant contribution to the success of this campaign by spreading the message of cleanliness among their families and communities.

- 3) **Going beyond toilet construction:** It is very important to understand that merely constructing a huge number of toilets is not only worthwhile, they should be operational as well. The maintenance needs to be very robust which could not be possible without involving private sector enterprises to take up the maintenance on the basis of a very nominal fee. The availability of water should also be ensured in toilets. Effective solutions for collecting and recycling waste should also be identified and adopted.
- 4) **Going beyond fund allocation:** The funds are raised and managed by the “Swachh Bharat Kosh” which has been established to monitor appropriate use of the raised fund. Clearly defined roles and responsibilities should be given such that there is clear accountability for the money spent. The Government should also work according to a defined strategy for achieving the target by 2019.

Swachh Bharat Abhiyan: Waste Management and wealth generation

Recycling of the solid waste is a global problem and Swachh Bharat Abhiyan (Clean India Campaign) is trying to give a very sincere attempt to address this issue which is gradually becoming a major challenge for the growth of our country. Another *major dimension of sanitation to be resolved is the problem of sewage or wastewater disposal*. A report given by CPCB estimated that in 2009, 38 billion liters of sewage was generated per day from 498 tier I cities. The currently installed capacity to treat this giant ocean of wastewater is approximately 12 billion liters which is less than one-third of the current requirement. This clearly proves that the remaining 26 billion liters of water is being dumped into the streams and rivers, making most of them terminally sick. Till the date there are several initiatives which have already been taken up for the waste management across the globe. To accomplish this there is a huge participation of the private ventures which have generated wealth from the waste, created jobs for millions and also addressed the rising pollution and climatic change issues. The solid bio-degradable waste has been proved to be a catalyst for the field of agriculture hence reducing the demand for chemical fertilizers which further leads in the reduction of the carbon footprint, recycling of plastic and metals in a creative manner can also help save forests and protect the greens around us.

Impact of “Swachh Bharat Abhiyan”

The campaign has already received an overwhelming support from corporate houses as a part of CSR as well as a huge number of celebrities is joining in to make it a mass movement. In order to bring out behavior change, extensive awareness generation initiatives have to be taken with regards to the negative healthcare issues related to open defecation. Different stakeholders would need to

be a part of the behavior change campaign including students, teachers, principal, parents and panchayat along with the different mediums that can be used for creating awareness like comics, wall painting, audiovisual tools, street play etc.

With regards to enabling the infrastructural facilities, it is important to ensure regular water supply to maintain hygiene and hand washing facilities, which would require pump set and electricity to run it, which is still non-existent in many backward districts in India. Options of solar pump set and Rainwater harvesting facilities could also be explored. With regards to **CSR initiatives**, companies would need to partner with social organizations in ensuring behavior change and maintenance. Every primary and secondary school has a school management committee, which would need to be empowered to ensure sustainability of the initiative and financial support from the panchayat's sanitation funds that would be helpful in regular maintenance of the toilets.

Decisive roles played by Corporates and CSR

While launching the biggest ever cleanliness drive in India, Swachh Bharat Abhiyan, on October 2, Prime Minister Narendra Modi has set up the Swachh Bharat Kosh (SBK) so that big and small corporations may provide help to the mission by donating funds in the form of their Corporate Social Responsibility (CSR) and also to raise funds from individual volunteers. It has also been observed that many private and public companies have helped the Swachh Bharat Abhiyan and have by now started implementing it. Some of the leading organizations that have supported and contributed to this huge cleanliness drive are given below:

1) Oil and Natural Gas Commission (ONGC)

The Oil and Natural Gas Corporation (ONGC) has launched a major cleanliness campaign in all its work centers under the Swachh Bharat Abhiyan. As a part of their CSR, the ONGC has promised to construct toilets in 2500 Government schools in 26 districts extended over 13 States, along with other initiatives, during the current financial year. The ONGC has also allocated Rs 100 crore for this programme, which has been named as Swachh Vidyalaya Abhiyan by ONGC officials. It has already signed an MoU with the Archaeological Survey of India and the Ministry of Tourism for conservation and cleanliness of Taj Mahal, the historical monument of India, at a cost of 20.75 crore.

2) Public Sector Undertakings (PSUs)

The Public Sector Undertakings (PSUs) underneath the Ministries of Power, Coal and New & Renewable Energy, have announced the construction of 50,000 toilets in schools by 2015 next year August; the work on 1001 toilets has already started. Many PSUs have also earmarked 50% of the CSR for the construction of these

toilets during the financial years 2014-15 and 2015-16. The main PSUs concerned in this programme and the States they are covering with the number of toilets to build in schools are as under:

- NTPC: Chhattisgarh, Jharkhand, Bihar, MP, Odisha, Rajasthan, UP and West Bengal – 240 toilets
- Power Finance Corporation (PFC) Rajasthan - 72 toilets
- SJVN Limited: Himachal Pradesh, 21 toilets
- POWERGRID: Arunachal Pradesh, Assam, Bihar, Chhattisgarh, MP, Odisha and Telegana – 90 toilets
- National Hydroelectric Power Corporation (NHPC) Assam: WB, J&K, HP, Uttarakhand, Arunachal Pradesh, Manipur and West Bengal – 56 toilets
- Rural Electrification Corporation Limited (REC): UP – 90 toilets
- Neyveli Lignite Corporation Ltd (NLC): Tamil Nadu- 25 toilets
- THDC India Limited (THDCIL) Uttarakhand: – 5 toilets
- Indian Renewable Energy Development Agency (IREDA) Chhattisgarh: – 4 toilets
- North Eastern Electric Power Corporation (NEEPCO) Assam :- 6 toilets
- Coal India Limited (CIL): Jharkhand, West Bengal, Odisha, MP, Chhattisgarh, UP, Assam – 400 toilets

3. *L&T*

Larsen & Toubro announced that it will build 5000 toilets in different parts of the country under the Swachh Bharat Abhiyan. L&T Public Charitable Trust will build 2,000 toilets in the primary phase and will also invest in other initiatives like water supply, healthcare and skill training institutes.

4. *Dabur*

Dabur has joined in the campaign by launching Swachh Toilet, in which the company will provide germ-free public toilets crosswise the country. It has also announced that it will contribute one Sani Fresh Toilet Cleaner from the sale of each pack of this cleaner, to maintain clean toilets in the country.

5. *Confederation of Indian Industry (CII)*

The Confederation of Indian Industry (CII) has also actively participated in Clean India movement and has promised to give sanitation conveniences in schools. It has promised to construction of 10,000 toilets by 2015-16 through its CSR.

6. *Gail*

Gail has announced that as it will build 1,021 toilets crossways India, with separate toilet facilities for schools girls. This will help in reducing dropouts and

help in increasing female literacy. The PSU is committed to improve sanitation facilities for girls at schools.

7. *Tata Consultancy Services*

TCS has also promised to give Rs 100 crore for constructing toilets and providing sanitation facilities for girls in 10,000 schools.

8. *Vedanta*

Vedanta group pledged that it will build 10,000 toilets more. It has already been involved in construction of 30,000 toilets in a partnership with the Government of Rajasthan.

9. *Corporation Bank, Mangalore*

The bank launched Swachh Vidyalaya Scheme under which 100 toilets will be constructed crosswise the country in the schools which do not have toilet amenities. The bank will construct five toilets in the schools in Udupi region of the bank.

10. *Hotels and Real Estate Developers*

Prominent hotels like Radisson and Park Inn, run by Global hotel chain Carlson Rezidor will construct toilets in the Delhi-NCR area for girls in schools. Employees of Lemon Tree Hotels also pledged that they will spend 100 hours a year to clean areas just about their premises in the country.

Unitech, a prominent real estate developer strategy to take residents and further stakeholders energetic participation in a drive to clean up areas around the projects it has launched across the country. The group has also announced that it will tie up with a number of schools and get in students to spread awareness and also influence the customers' mind when they come to the malls.

CONCLUSION

Responding to Modi's call to take part in Swachh Bharat Abhiyan, it is really very awesome to see so many public and private companies sustaining the mission and causative towards its success. Each of these has already drawn up plans to fulfill their promise to construct toilets, provide sanitation and clean up their surroundings, and support the mission. It is not only the Government who can make it a success, people's participation is of utmost importance. Also, a detailed prototype of the model should be equipped for implementing the programme. India will certainly be a hygienic nation in upcoming years provided the Government and the people contribute in this Swachh Bharat Mission in a holistic approach.

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