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SPECIAL ISSUE

On

RUSA : A Strategic Intervention for enhancing of Higher Education in India

St. Aloysius College (Autonomous)

(Reaccredited 'A' (CGPA 3.5/4) by NAAC, Bengaluru)

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DECLARATION:

The opinions and views expressed in the articles published in NINAD are of the contributors themselves. The Editors in Chief and the members of the Editorial Board do not take responsibility of the same.

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Editorial

It gives me great pleasure to bring to you this special edition of NINAD, the Journal of Multi disciplinary Research. An educated and productive workforce is what we must strive to achieve through concerted efforts to improve quality and relevance of higher education. Given the pitiable condition, wide reach of the state university system and limitations of the UGC, there is a strong need for strategic intervention for the improvement of access, equity and quality in Indian higher education, that focuses on state universities and state institutions through a special centrally sponsored scheme in a mission mode. The Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a new centrally sponsored scheme for higher education will spread over two plan periods (XIIth and XIIIth) and will focus on state higher educational institutions. RUSA will have a completely new approach towards funding higher education in state universities. It is based on key principles of performance-based funding, incentivizing well performing institutions and decision making through clearly defined norms, which will establish and rely upon a management information system to gather the essential information from institutions. RUSA aims to provide greater autonomy to universities as well as colleges and have a sharper focus on equity-based development, and improvement in teaching-learning quality and research. It is a new flagship scheme of the government that will pave the way for far reaching reforms at the state level. The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the state level. Such planning will create new academic institutions and expand the existing institutions, that are self-reliant in terms of quality education, professionally managed, and characterized by greater inclination towards research and provide students with education that is relevant to them as well as the nation as a whole.

Academicians can play a very distinct role in bringing about this change. It is very important that different stakeholders unite and collaborate on issues which confront the society. One of the key objectives of research should be its relevance and application. This journal attempts to document and spark a debate on the research focused on RUSA in context of emerging issues. The implementation and application of RUSA is a key theme in every paper which is published in this journal. The intent of this issue of the journal is to showcase the strategy which could bring about a fundamental change in achieving quality and excellence in higher education.

This journal is a special issue consisting of the papers that have been presented at the National Seminar on "RUSA: A strategic intervention for enhancing of Higher Education in India" sponsored by UGC and organized by Department of Economics. The principal, management, staff and students are deeply grateful to UGC for having sponsored the national seminar. The total number of participants were 107 and 75 papers were presented in the various technical sessions. This special edition of NINAD has been initiated with the support of the management, contributors and faculty. I truly hope that the pages that follow will make interesting reading in view of helping academicians reaching the pinnacle of perfection and professionalism, thus strengthening our journey of achieving excellence.

Dr. Ved Pal Singh Deswal, presents his views on the topic "Role of the state as a guardian of education vis-à-vis status of legal education in India" that quality legal education is to be imparted to the people taking into consideration the changing needs of society in the present era of globalization.

Dr. Elena Philip, presents her paper on the topic "RUSA: A Strategic Intervention to Revamp Higher Education in India" this paper aims to study the benefits and long-term sustainability of the strategy and assess whether this strategic intervention will help in attaining higher levels of access, equity and excellence in the State Higher Education system with greater efficiency, transparency, accountability and responsiveness. The purpose of this paper is to explore and examine the ways in which States and Institutions of Higher Education can prepare for participation in the reform process under RUSA.

Dr. Prabha Soni, expresses her views on the topic "RUSA - A holistic scheme of development for Higher Education". The paper discusses on centrally sponsored scheme which aims at providing strategic funding to higher educational institutions throughout the country.

Dr. Narendra Shukla & Mrs. Soma Paul's paper deals with" Quality and Employability of Higher Education Institutions in India". They discuss the quality and employability of higher education (Management Education) in India.

Rajesh Jain, expresses his views on "RUSA: An Innovation in Higher Education for World Class Standards" that aims to improve the quality of state universities and colleges and enhance existing capacities of the institutions to become dynamic, demand-driven, quality conscious, efficient and forward looking, responsive to rapid economic and technological developments occurring at the local, state, national and international levels.

Ms. Ritu Shrivas, deals with the "Challenges of Education Upliftment" that has a formative effect on the way one thinks, feels, or acts. Education is commonly divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship.

Dr. Chitranshi Verma, discusses the "Role of Action Research in Education" and states that the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings.

Dr. Viswas Patel and Dr. Tuhina Johri deal with the "Present Scenario of Higher Education in India Role of RUSA". They state that the higher education system as a whole is faced with many challenge such as financing and management, access, equity, relevance and discuss the reorientation of policie and programmes for laying emphasis on values, ethics and quality of higher education together with th assessment of institutions and their accreditation.

Mrs. Rashmi Patras expresses her views on "Knowledge Management in Higher Education in India: - An Initiative towards Quality Enhancement". This paper highlights the applicability of knowledge management and Knowledge Management initiatives in Higher Education Institutions (HEI) towards quality enhancement and internationalization of education.

Fr. Ben Anton Rose expresses his views on the topic "Quality and Employability of Higher Education in India" that the purpose of the study is to identify the employability skills required by young graduates and assess how there can be a value creation through effective knowledge management in terms of education, evaluation process and feedback mechanisms.

Ms. Pearly Jacob, discusses the topic "Convergence of Competency and Employability Skills in Higher Education" this paper attempts to study the gaps in the higher education curriculum and find the ways in which the skill development and competency development program are to be implemented.

Dr. Manju Maria Solomon expresses her views on "The Ethical Issues in Higher Education". She highlights the nature of moral literacy and the process for promoting moral literacy through teaching in colleges and universities.

Dr. Hephzibah Beula John her reviews on the topic" Human Resource Accounting – a need for Higher Education in India". The paper outlines the development of Human Resource Accounting from an administrative function to a strategic one and discusses the crucial role that it has to play in institutions of higher learning. It highlights the need for a complete make – over of Human resource accounting in the functions of recruitment, placement, training, appraisal, compensation and employee relations.

This edition of the journal contains papers of contributors and are immensely grateful to them. The views expressed in all the papers are the individual views of the contributors and are not to be taken as representing the views of the Editors. We look forward to suggestions and feedbacks from the intelligent readers of NINAD. Together we can create a better academic ambience and contribute our share to nation building .

Role of the State as a guardian of education vis-a-vis status of legal education in India

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Abstract

Education has wider implication in a society. It stands for development. Education makes men perfect. It means the delivery of services on the basis of the platform of education takes place in a natural way i.e. free from biasness, in tune with the welfare state. Whereas, today we have been facing a high back log (Pendency) of the cases in all courts including Supreme Court of India. It leads a question mark on our legal education and moreover the system of administration of justice in India. In a democratic country like India, where rule of law is the driving force of the Government, legal education assumes great significance. In the case of Keshvanand Bharati versus State of Kerala ,Hon'ble Supreme court held that rule of law is the basic foundation of our democracy. Rule of law says that "Be you ever so high, the law is above you". Again, legal education makes men law- abiding and socially conscious. Legal education helps in bringing and establishing socio-economic justice. Change is the law of nature and law is the regulator of social change. It is sine qua non for the development of rule of law and a sustainable democratic order. In other words, legal education is the heart and the very soul of the society for administering rule of law in a democratic country like ours. Therefore, quality legal education is to be imparted to the people taking into consideration the changing needs of the society and in the changing era of globalization. In ManubhaiVashi versus State of Maharashtra Hon'ble Supreme court held that the legal education should be able to meet the ever growing demands of the society and should be thoroughly equipped to cater to the complexities of different situations.

Introduction

India is having the second largest number of lawyers in the world next to USA. During Vedic period the concept of legal education was based on the concept of Dharma.Training was self-acquired in matters connected with Dharma. The Kings either used to dispense justice themselves or appoint Judges and Assessors to administer justice, not necessarily trained in law but who were known for their righteousness and justness and had the reputation of being fair and impartial. The present pattern of legal education in India was transplanted by the Britishers after the establishment of English Rule in the country. The era of legal education was started by establishing three universities at Bombay, Calcutta and Madras in the year 1857. Legal Education was introduced as a subject for teaching in these universities.

After getting independence in the year 1947 it became a great challenge for our Government to carry out the activities as a welfare state. The citizens of the nation became aware of their rights. So to know about the rights and redressal of their grievances the study of law was felt necessary. Legal education is a sine-qua non for the development of rule of law and a sustainable democratic order.

Legal education is essentially a multi-disciplined, multipurpose education which can develop the human resources and idealism needed to strengthen the legal system. A lawyer, a product of such education would be able to contribute to national development and social change in a much constructive manner. Because of democratic form of Government it became necessary that judicial system of the country should be brought in tune with social, economic and political needs of the society. With the changing complex of law and social needs, there was felt a greater need for change and reform in the structure and pattern of legal education. The ethos of legal education was required to undergo a change to fit in with the constitutional philosophy of ushering in the socio-economic

transformation of the society.

Role of University Grants Commission

Parliament of India in exercise of its legislative power enacted the University Grants Commission Act, 1956 for reforming the university education.[2] The UGC is also the authority dealing with the grant of affiliation to the law colleges. The objective of UGC is the promotion and coordination of university education and for the determination and maintenance of standards of teaching, examination and research in the universities. [33] University Grants Commission Act was enacted in the year 1956 for dealing with the grants of financial aid to the Universities and College.

UGC may recommend to any university necessary measures for improvement of university education and advise the university regarding the action to be taken for the purpose of implementing its recommendations. [4] The UGC Act did bring about some improvement in the matter of regulation of standards of teaching in the universities generally but much was still left to be done. The decline in standards of legal education and with that the decline in the prestige and image of the legal profession became a cause of concern. [5]

The Law Commission on Reform of Judicial Administration, 1958

The Law Commission in its report on "Reform of Judicial Administration", in 1958 stated that legal education in the country has deteriorated. [6]

Role of Bar Council of India

Consequently, the Advocates Act, 1961 was enacted by Parliament of India. [7] Under the Advocates Act, 1961, one of the functions of the Bar Council of India is to "promote legal education and to lay down standards of such education in consultation with the universities. The Bar Council of India enacted its Rules in 1965 to deal with the standards of legal education and recognition of degrees in law for admission as advocates. Bar Council of India may issue directions from time to time for maintenance of standards of legal education and the university/college. [8] No LawCollege/ Schools/ University shall impart legal education unless its affiliation to any university has been approved by the Bar Council of India. [99] Rule 17 of the Bar Council Rules provides that no college shall impart legal education unless its affiliation to any university has been approved by the Bar Council of India. An inspection should be done by a Committee to be appointed for this purpose by the Bar Council of India. [10]

Judges Conference on Legal Education

In 1993 a Conference of the Chief Justices of the High Courts of the country was held to deliberate on the position of legal education. A committee was constituted to know the position of legal education. The committee was headed by Justice Ahmadi. The Committee opined: Since all law teaching is undertaken by the universities and colleges affiliated to universities and since a recognized university law degree is in itself sufficient qualification for entry into the profession, a heavy duty lies on those who manage the affairs of the Bar Council of India to take appropriate steps to enhance the prestige of legal profession by ensuring high quality legal education.

Role of Universities

There is an old saying that education eradicates ignorance and enlightens us to earn and to acquire minimum basic knowledge upon applying the same we can excel in our profession and earn name and fame.[11] The importance of education in any society cannot be overemphasized. One of the predominant reasons for bridging disparities in educational access is its role in promoting global security, equity and fair-play [12]. To impart legal education there are more than 120 universities in the country. Most of the universities have started five years' degree course in addition to the three years' degree course. There are

about 650 law colleges/schools in the country. Two systems are operating simultaneously i.e. three year course and five year course for imparting legal education. For admission in Three-Year Law Course, a person must be a graduate having Bachelor's Degree in the discipline of Science, Arts, Commerce, Medicine or Engineering, etc. In Five-Year Law Course, a student is admitted to the Course on passing Higher Secondary (10+2).

The initiative of the Bar Council of India is indeed praiseworthy in sponsoring the National Law Schools/ University. In 1987, NLSIU was established at Bangalore by the Bar Council of India. Presently eleven National Law Universities are operational in departing the quality legal education.[13] These institutions are completely free to design its course, test the product and maintain a strict quality control. These institutions are using multi-disciplinary knowledge to understand the intricacy of law in operation and emphasizing research skill and application ability. The students are also more serious about their study. They have clear objectives. The students coming from different places interact amongst themselves and participate in moot courts/ group discussions/seminars, etc. They undertake case studies, during holidays they attend chamber of lawyers, LokAdalats, Internships with Non-Governmental Organizations, Subordinate Courts, High Courts and Supreme Court. There they understand Pre-Trial preparations and participate in Trial proceedings. On joining back after internship they are asked to submit the report of the work carried out in holidays. All this gives them good exposure and confidence.

In **V.Sudheer**'scase theHon'ble Supreme Court struck down the apprenticeship introduced by Bar Council of India on the groud that the Bar Council of India was not vested with any right to make rules for conducting apprenticeship. Thus the onus shifts on the Universities to control the quality of legal education that is imparted to the law graduates.

In **Unni Krishnan, J.P**'s casethe Hon'ble Supreme Court expressed its concern and firmly laid down that "education cannot be allowed to be converted into commerce. The court held that most of the law schools and colleges had only part-time law teachers, with an exception of a few whole-time teachers. There was, thus, hardly any commitment of the teaching staff to the cause of legal education. The sudden spurt in the number of law schools with almost free admission to law schools and the lack of infrastructural facilities and non-availability of high quality teaching staff took its toll on the quality of law graduates churned out by these law schools which in turn affected the quality of the standards of the Bar. Since, many of these law schools could not house the total number of students enrolled for want of adequate classrooms and non-maintenance of teacher-student ratio, the administration of many of such law schools encouraged absenteeism. In many law schools there were more "absentees" than "present". Neither the school nor the students took law study seriously.

Planning of Legal Educational Curriculum

Legal Educational Curriculum needs to be considered at two levels

i. An input level knowledge of social and bio-physical sciences if the course has to be a five year integrated law course after higher secondary school, in order to catch them young and motivate and condition them for the profession.

ii. Substantive legal education programme keeping in mind both general level and specialized level knowledge necessary for a growing profession.[14]

Establishment of National Knowledge Commission- 2005

In 2005 the Prime Minister of India established a National Knowledge Commission [15]to recommend and undertake reforms in order to make India knowledge based economy and society. An important constituent of NKC's functions is professional education, particularly in the field of legal education. The commission identified varieties of areas including- brining regulatory reform, maintaining quality standards, creating incentives for faculty, developing research traditions, upgrading

curriculum, changing systems of evaluation, establishing research institutions, financing legal education, incorporating dimensions of internalizations and disseminating new technology.[16]

Factors Responsible for Deteriorating the Legal Education

i. Lack of attention being paid to law stream in professional courses. This discontent has become more articulate in recent times.

ii. The quality of legal education got deteriorated because of not having quality faculty members. Private colleges are hiring the faculty members on adhoc basis just for nominal roll.

iii. Lack of discipline in the law colleges. In many law colleges there are more absentees than present. Neither the college nor the students take the law study seriously.

iv. The objective of Law Colleges has become profit making institutions instead of creation of quality advocates to serve the society.

v. Admission process is very easy. To fill up the seats, law colleges are admitting the students who are not getting admission anywhere in any professional course.

Due to globalization and universalisation there is a need that a student of law has to be trained in professional skills and research techniques to deal with the problems of diverse magnitudes to meet the requirements of the society. Challenges posed by scientific and technological revolution and greater interaction between nations, trades in goods and services (International Contracts), information technology (Cyber Crimes) and free capital flow across the international boundaries made the world a global village. Therefore to cope up the present situation an innovative programme of integrated interdisciplinary legal learning and research in the new areas like commerce, transfer of technology, alternative dispute resolutions, intellectual property rights and space law is important. Legal education for professional excellence is needed on a global basis in these areas.[17] Recently Legal education in the country is set for a major overhaul. HRD ministry has set up a 12-member 'Round Table on Legal Education' with a mandate to suggest how the legal education could not only meet the requirements of legal system but also the needs of trade, commerce and industry, society and governance as well as in areas of research. [18]

Some Suggestions for Improving the Legal Education

i. Admission to a law college should be on the basis of high percentage of marks obtained in the entrance examination and marks obtained in graduation or 10+2 examination respectively for seeking admission in three or five year course.

ii. The creation of new breed of lawyers depends on the teacher. Therefore the teachers should be professional, well trained and dedicated to their duties. Their selection should be purely on the merit and there should be no interference from the government.

iii. The objective of the law education is to serve the society as an advocate or as a judicial officer. The objective of education is "Come for Education and Go for Service of the Society".

iv. There should be arrangements for the students to undertake practical training, such as attending chambers of lawyers, participating in trial proceedings, attending LokAdalats, etc. and it should arranged by the institutions rather than leaving the students to manage for themselves.

v. There should be greater interaction between the practicing lawyers and the law teachers. Teaching of procedural laws should be entrusted to the sincere practicing lawyers.

vi. There should be training for the advocates after passing out from Law institutions. They should be associated with the Legal Aid Programmes, LokAdalats under the guidance of an experienced lawyer.

vii. Significant focus on curriculum development keeping in mind the contemporary demands for legal services in India and abroad.

Conclusion

In conclusion we can say that our government has set up many Universities/ Colleges and Law Schools to impart legal education for creating the good quality advocates having good research skills, judges who are dedicated to provide the justice to the deprived, disadvantaged, poor and needy person and social workers. The advocates should ensure that common people in India are able to enjoy their constitutional and fundamental rights to the full extent. This is the profession which shows the lights to the students towards the realization of basic democratic values. Law teachers must themselves scholarly commitment to self-enlighten. In 21st Century the advocate has to become socially more relevant and technically very sound if he has to survive and serve the needs of the welfare state. [19]Therefore, legal education too ought to rise up to facilitate future lawyers to be social engineers. The teachers, being the national builder need to disseminate the quality education to make the students the torch bearer of the society.

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- Dr. Radhakrishnan lamented that "our colleges of law do not hold a place of high esteem either at home or abroad, nor has law become an area of profound scholarship and enlightened research.
- Shri M.C. Setalvad headed The Law Commission on "Reform of Judicial Administration", 1958. The Law Commission in 14th report stated that legal education in the country has deteriorated.

- In pursuance of the powers under Entries 77 and 78 of List I of the Indian Constitution, the Indian Parliament enacted the Advocates Act, 1961.
- Rule 21 of the Bar Council of India Rules, 1965 provides that the Bar Council of India may issue directions from time to time for maintenance of standards of legal education and the university/college.
- Rule 17 of the Bar Council Rules provides that no college shall impart legal education unless its affiliation to any university has been approved by the Bar Council of India.
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RUSA : A Strategic Intervention to Revamp Higher Education in India

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Abstract

The XII Plan deviates from the previous plans by suggesting some strategic shifts in the approach towards higher education. Given these strategic shifts and goals talked about in the XII Plan, there is a need to develop a policy that gives concrete shape to this much needed holistic plan for the development of higher education in India. The Union Ministry of Human Resource Development has launched its ambitious programme to revamp the higher education sector in the country, RashtriyaUchchatarShikshaAbhiyan (RUSA). RUSA would be spread over the XIIth and XIIIth Plan period for funding the State universities and colleges to achieve equity, access and excellence in higher education. The allocation of funds under RUSA would be based on well defined norms and linked to certain key academic, administrative and governance reforms in the State higher education system.

This paper aims to study the benefits and long-term sustainability of the strategy and assess whether this strategic intervention will help in attaining higher levels of access, equity and excellence in the State Higher Education system with greater efficiency, transparency, accountability and responsiveness. The purpose of this paper is to explore and examine the ways in which States and Institutions of Higher Education can prepare for participation in the reform process under RUSA.

Introduction

The XIIth Plan has proposed a holistic plan for the development of higher education in the country by ensuring access, equity and quality. The Plan recommends strategic utilization of central funds to ensure comprehensive planning at the State level through a new Centrally Sponsored Scheme (CSS) "Rashtriya Uchchatar Shiksha Abhiyan (RUSA)".The National Development Council (NDC) approved the Scheme as part of the XIIth Plan and subsequently it was included in the list of 66 schemes approved by Cabinet on 20th June, 2013, as part of the restructured CSS for implementation in the XIIth Plan. The Central Advisory Board on Education (CABE), the highest advisory body of the Government of India in education on policy matters, in its meeting dated 8th November, 2012 gave approval to RUSA. The Expenditure Finance Committee (EFC) approved the Scheme on 11th September, 2013 and with the approval of Cabinet Committee on Economic Affairs(CCEA) on 3rd October, 2013, RUSA became the final reforms in the State higher education system which currently enrolls over 96% of the students. The Scheme will be implemented through the Ministry of Human Resource Development (MHRD) with matching contributions from the State governments and Union Territories (UTs).

According to an official release, "With over 96 percent of students enrolled in the state higher education system, there is a need for state colleges and universities to be strengthened through strategic central funding and some certain much-needed reforms." It also stated that during the XIIth Plan period, 80 new universities would be created by converting autonomous colleges and other colleges in a cluster to state universities. One hundred new colleges, including professional/technical colleges would be set up and 54 existing colleges would be converted into model degree colleges. Infrastructure grants would

be given to 150 universities and 3,500 colleges to upgrade and fill critical gaps in infrastructure especially libraries, laboratories etc. RUSA would also support 5,000 faculty positions.

Rashtriya Uchchatar Shiksha Abhiyan

The XIIth Plan continues to maintain focus on higher education in the country, to make it more relevant to the global needs and to remove the inequities in access to education amongst various social groups. Such objectives are sought to be realized by providing adequate inputs and implementing much needed governance and regulatory reforms in the sector. Greater emphasis will be laid on the improvement of the quality of teaching- learning processes in order to produce employable and competitive graduates, post- graduates and Ph. Ds. With respect to the planning and funding approach, some key changes are envisaged; (a) funding will be more impact and result oriented, (b) various equity related schemes will be integrated for a higher impact,(c) instead of unplanned expansion, there will be a focus on consolidating and developing the existing system by adding capacities and (d) there will be a greater focus on research and innovation. A paradigm shift proposed by the Planning Commission is in the arena of funding of the state higher education system. Strategic funding of this sector has been strongly proposed in order to make a marked difference in the overall resource endowment for the state higher education sector.

While state universities cater to a large number of students, their funding is only a fraction of that provided to central institutions. Over the years most states have not been able to allocate enough funds to higher education; these meager funds are thinly spread as a result of being shared amongst many institutions. Plan expenditure on higher education in states is almost stagnant. As a result, the quality of infrastructure and teaching in state universities is far below the acceptable levels. Shortage of funds and procedural bottlenecks cause vacancies in faculty positions and also compel the state public institutions to look for alternate funding options. Linked to faculty quality and availability are the issues of quality of teaching, research output and general management; in state universities these areas have been grossly neglected.

There are 306 state universities and about 8500 colleges that can be covered under RUSA. The funding will be provided in the Center - State ratio of 90:10 for Special Category States ie North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for Other States and UTs. Funding will be available to private government-aided institutions also, subject to their meeting certain pre-conditions, for permitted activities on pre-determined norms and parameters.

RUSA will have a completely new approach towards funding higher education in state universities; it will be based on key principles of performance-based funding, incentivizing well performing institutions and decision-making through clearly defined norms. A management information system will be established to gather essential information from institutions. RUSA will aim to provide greater autonomy to universities as well as colleges and have a sharper focus on equity-based development, and improvement in teaching- learning quality and research. It will be a new flagship scheme of the government that will pave the way for far reaching reforms at the state level. Once eligible for funding under RUSA, after meeting the prerequisite commitments, the states will receive funds on the basis of achievements and outcomes. The yardstick for deciding the quantum of funds for the states and institutions would comprise the norms that reflect the performance in key result areas (access, equity and excellence). The State Plans will capture the current position of the states and institutions with respect to

these indicators, as well as the targets that need to be achieved. The State Higher Education Council will undertake this process of planning, execution and evaluation, in addition to other monitoring and capacity building functions

RUSA envisions attainment of higher levels of access, equity and excellence in the State higher educationsystem with greater efficiency, transparency, accountability and responsiveness. Its main objectives are:

Objectives

- To achieve the Gross Enrolment Ratio (GER) target of of 25.2% by the end of XIIth Plan and 32% by the end of XIIIth Plan. Improve the overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards.
- Adoption of accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the State higher education system by creating a facilitating institutional structure for planning and monitoring.
- Ensure governance, academic and examination (and evaluation) reforms and establish backward and forward linkages between school education and the job market.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions in un served and underserved areas by way of upgradation and consolidation.
- Create opportunities for states to undertake reforms in the affiliating system.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels.
- Create an enabling atmosphere in institutions to facilitate research and innovation.
- Integrate the skill development efforts of the government through optimum interventions.
- Correct regional imbalances in access to higher education.
- Improve equity in higher education by providing adequate opportunities to socially deprived communities; promote inclusion of women, minorities, SC/ST/OBCs and differently abled persons.
- To identify and fill up the critical infrastructure gaps in higher education by augmenting and supporting the efforts of the State governments.
- Promote healthy competition amongst states and institutions to address various concerns regarding quality, research and innovation.
- Clearly define role of State governments vis a vis higher educational institutions.
- Facilitate the creation of State Higher Educational Councils (SHECs).

Key Features

- RUSA is an umbrella scheme operated in mission mode that would subsume other existing similar schemes in the state higher education sector.
- Norm based and performance based funding.

- Commitment by States and institutions to certain academic, administrative and governance reforms will be a precondition for receiving funding.
- Funds would flow from the Ministry of Human Resource Development (MHRD) to universities and colleges, through the State governments.
- Funding to the States would be made on the basis of critical appraisal of State Higher Education Plans(SHEPs). SHEP should address each State's strategy to address issues of equity, access and excellence.
- Each institution will have to prepare an Institutional Development Plan(IDP) for all the components listed under the Scheme. It will be aggregated at the State level, after imposing a super layer of State relevant components into the SHEP.
- State higher education councils (SHEC) will have to undertake planning and evaluation, in addition to other monitoring and capacity building functions.
- SHEC will be the key institution at the state level to channelize resources to the institutions from the State budget.
- Two on going Central schemes of Model Degree Colleges and submission on polytechnics will be subsumed under RUSA.
- UGC Schemes such as development grants for State universities and colleges, one time catch up grants, etc. will be dove tailed in RUSA. Individual oriented schemes would continue to be handled by UGC.
- Centre State funding would be in the ratio of 90:10 for North Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for Other States and Union Territories (UTs).
- Funding will be provided for government aided institutions for permitted activities, based on certain norms and parameters, and in a ratio of 50:50.
- States would be free to mobilize private sector participation (including donations and philanthropic grants) through innovative means, limited to a ceiling of 50% of the State share (see chapter 6 of RUSA document for more details).
- Statewise allocations would be decided on the basis of a formulaic entitlement index which would factor in the population size of the relevant age group, GER and Gender Parity Index(GPI) across categories, State expenditure on higher education, institutional density, teacher student ratio, issues of access, equity and quality and excellence in higher education, etc.
- Further allocation of funds would be dependent upon performance of the
- state and its demonstrated commitment to the reforms agenda.

Target Group

- State Universities and colleges {both 12B and 2(f)} compliant and non 12B and non 2(f)).
- Government aided colleges would be entitled to some components (including infrastructure support) as approved by the PAB. Funding to such colleges would be decided based on their antiquity and other parametes

Approach and Strategy

- RUSA would follow a bottom up approach for planning and budgeting to redress multiple and graded inequalities.
- States would also become equal partners in planning and monitoring. The yardstick for deciding the quantum of funds for the States and institutions under RUSA comprise the norms that reflect the performance in key result areas; access, equity and excellence.
- Access, Equity, and Excellence would to be the main thrust areas. Considering the inter linkages between them and taking into consideration the current realities existing in the country, these objectives would be pursued differently. This would necessitate reforms in governance arrangements at all levels (national, state and institutional), with suitable implementation frameworks and monitoring arrangements.
- Planning process would begin at the institutional Level, with the IDP based on inputs/ discussions with the stakeholders within the institution. These IDPs would be aggregated to form the SHEP. The SHEP would have mainly two components; State component and institutional component. The SHEP would be further broken down into annual plans, by taking the various factors under the eighteen components into consideration. These annual plans will constitute the basis for determining the funding to states
- In order to be eligible for funding under RUSA, States will have to fulfill certain prerequisites towards reform process which include academic, sectoral and institutional governance reforms.
- Each State must undertake a baseline survey against which performance and progress would be measured.
- Once eligible for funding under RUSA, the States will receive funds on the basis of achievements and outcomes. Future funds flows would be determined based on outcomes and achievements against the targets.
- RUSA would enable and empower the States to develop sufficient capabilities to plan, implement and monitor initiatives for the higher education sector as a whole.
- Preparatory funds that would be provided to the State governments to equip them for complying with the prerequisites would be based on a differential funding method.

Strategic Intervention to improve Access, Equity and Excellence

The National Policy on Higher Education (1986) translated the vision of the Radhakrishnan Commission and the Kothari Commission into an actionable policy by setting five main goals for higher education, as enumerated below:

Access: Greater access requires an enhancement of the education institutional capacity of the higher education sector to provide opportunities to all those who deserve and desire higher education.

Equity: Equity involves fair access of the poor and the socially disadvantaged groups to higher education.

Quality and Excellence: Involve provision of education in accordance with accepted standards so that students receive available knowledge of the highest standard that helps them to enhance their human resource capabilities.

Relevance: Involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country; and

Value Based Education: Involves inculcating basic moral values among the youth.

The XII Plan has kept the above concerns in mind and called for measures that provide higher education to a larger number of students while ensuring equal opportunities for all sections of society and maintaining focus on quality. The XII Plan deviates from the previous plans by suggesting some strategic shifts in the approach towards higher education. Given these strategic shifts and goals talked about in the XII Plan, there is a need to develop a policy that gives concrete shape to this much needed holistic plan for the development of higher education in India. The XIIth Plan has laid emphasis on improving access, equity and excellence. The XIIth Plan mentions that access must be increased, preferably though consolidation of existing institutions and special importance is to be given to excellence or quality. Given its subjective nature and being a conspicuous weakness in the Indian higher education system, quality is a hard target to achieve. Quality must not be pursued by just a few selected institutions but by every single institution of higher education. The Plan also talks about incorporating lessons learnt from the past for designing better policies to improve access and equity. The plan lays out the following as the objectives that must guide central, state and private institutions in the country:

- Higher education in India to be brought in line with and at the frontiers of global trends in higher education and knowledge development;
- Improvement in the overall quality of teaching-learning in an average higher education institution in the country;
- Arresting and reversing the trend of group inequalities in access to quality higher education;
- Creation of additional capacity for 10 million more students from eligible age cohort to have access to higher education in a demand-driven manner; and
- Undertaking governance and regulatory reforms that focus on institutional autonomy within a framework of accountability and build adaptive capacity of the system.

Access, Equity, and Excellence would continue to be the main thrust areas of the XII Plan with respect to higher education. However, considering the inter-linkages between them and taking into consideration the current realities of the higher education, these objectives need to be pursued differently. A strategic shift in thinking is needed in several critical areas ranging from issues of access and equity to teaching-learning process, research, governance, funding and monitoring. These shifts are:

- Significantly Increase funds for higher education and use funds strategically. This investment has to come from both public and private sources and both from the central and state exchequer.
- Connect various funding streams to specific outcomes and desired impact. This would need reforms in governance arrangements at all levels (national, state and institutional), with suitable implementation frameworks and monitoring arrangements.
- Foster institutional autonomy and link meaningful academic autonomy and managerial flexibility with effective monitoring and overall accountability through competitiveness.
- Targeted, integrated and effective equity related schemes, instead of the existing maze of multiple, diffused and low-value schemes, so as to give effect to the Constitutional ideal of

Equality of Opportunity. Mechanisms for connecting national and state equity programs are needed.

- Institutional differentiation and distinctiveness should be encouraged. The spectrum of higher educational institutions must include multidisciplinary research universities as well as short-cycle vocational education institutions.
- A renewed focus must be laid on research by integrating teaching and research.
- Shift from an input-centric and credential-focused approach to learner-centric approach.
- Consolidate rather than expand the number of institutions to ensure that the capacity expansion is done at lower capital costs and quality is maintained while expanding the system. New institutions can still be set up in areas uncovered so far.
- A move towards internationalization of higher education is imperative.
- Creation of alliances, networks, clusters, and consortia of academic institutions amongst themselves and with the research institutions and industry should be facilitated in order to create a self-governing system.

The quality of higher education rests on the quality of all its facets, be it faculty, staff students, or infrastructure. As such, all policies, systems and processes should be clearly directed towards attaining improvement in all the relevant facets for an overall rise in the quality of education. The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the state level. Such planning will include creating new academic institutions, expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education, professionally managed, and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation as a whole. Over the years, higher education in India has gone through a phase of unprecedented expansion, marked by a huge increase in the volume of students, an exponential increase in the number of institutions and a quantum jump in the level of public funding. The increase however has not been commensurate with the growth of the population and its diverse needs.

Conclusion

Today, the higher education system as a whole is faced with many challenges such as financing and management, access, equity, relevance and reorientation of policies and programmes for laying emphasis on values, ethics and quality of higher education with the assessment of institutions and their accreditation. These issues are of vital importance for the country, since higher education is the most powerful tool to build a knowledge- based society for the future. The enormity of the challenge of providing equal opportunities for quality higher education to an ever-growing number of students is also a historic opportunity for correcting sectoral and social imbalances, reinvigorating institutions, crossing international benchmarks of excellence and extending the frontiers of knowledge.

Recognizing this requirement, as well as the basic fact that institutions of higher learning have to perform multiple roles like creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool, the Indian higher education system has to brace itself to address global challenges by channelizing teaching, research and extension activities, and maintaining the right balance between need and demand. Higher education needs to be viewed as a long-term social

investment for the promotion of economic growth, cultural development, social cohesion, equity and justice. In order to meet the XII Plan aim of inclusive growth and to ensure genuine endogenous and sustainable development along with social justice and equity, the higher education sector has to play a pivotal role, especially in generating research-based knowledge and developing a critical mass of skilled and educated personnel. Within this philosophical paradigm, some of the issues pertaining to the higher education system have been identified that need to be squarely addressed for the balanced development of higher education in India.

The globalized era has necessitated the inculcation of competitive spirit at all levels. This can be achieved only by bringing quality of highest standards to every sphere of work. Therefore, the quality of higher education has become a major concern today. Needs and expectations of society are changing very fast and the quality of higher education needs to be sustained at the desired level. The quality of higher education rests on the quality of all its facets, be it faculty, staff students, or infrastructure. As such, all policies, systems and processes should be clearly directed towards attaining improvement in all the relevant facets for an overall rise in the quality of education.

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RUSA - A Holistic Scheme of Development for Higher Education

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Abstract

RashtriyaUchchattarShikshaAbhiyan (RUSA) (Hindi for "National Higher Education Mission") is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country. Funding is provided by the central ministry through the state governments and union territories (UT), which in coordination with the central Project Appraisal Board will monitor the academic, administrative and financial advancements taken under the scheme. A total of 316 state public universities and 13,024 colleges will be covered under it.

Introduction

Innovative educational policies in India have been a huge success. Sarva Shiksha Abhiyan (SSA) launched in 2001 for elementary education and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched in 2009 for secondary education produced great results in the educational developments. For higher education University Grants Commission (UGC) has a provision for routine innovation and development fundings. UGC funds are quite adequate for centrally funded universities and colleges, which are recognized under sections 12B and 2(f) of UGC Act. However, as of 31 March 2012 statistics, the higher education sector in India consisted of 574 universities and 35,539 colleges, out of which 214 universities are not covered under 12B of UGC Act, and only 6,787 colleges are registered under 12B and 2(f). Thus a larger number of higher institutes run by state governments, which are limited in their own management, are not provided with sufficient financial support to enhance their facilities for educational reforms. Therefore a separate scheme for state/UT-managed universities and colleges was proposed by the National Development Council (NDC) as part of the 12th Five-Year Plan in 2012. The Cabinet Committee on Economic Affairs approved it in October 2013.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 65:35 for general category States and 90:10 for special category states) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

Objectives

RUSA aims to provide equal development to all higher institutions and rectify weaknesses in the higher education system. Its target achievement is to raise the gross enrolment ratio to 32% by the end of

XII Plan in 2017. The major objectives are to:

1. Improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
2. Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in state universities and improving governance in institutions.
3. Ensure academic and examination reforms in the higher educational institutions.
4. Ensure conversion of some of the universities into research universities at par with the best in the world.
5. Create opportunities for states to undertake reforms in the affiliation system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.
6. Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
7. Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
8. Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
9. Correct regional imbalances in access to higher education by facilitating access to high quality institutions in urban and semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served and underserved areas.
10. Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.
11. Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
12. Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
13. Ensure reforms in the affiliation, academic and examination systems.
14. Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
15. Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
16. Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
17. Correct regional imbalances in access to higher education by setting up institutions in un served

& underserved areas.

18. Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

Funding process

RUSA is provided by the central Ministry of Human Resource Development directly to the state and UT governments. From the state/UT budget the funds are disbursed to individual institutions. The funding to states would be made on the basis of critical appraisal of state plans for higher education plans. The amount of funding from central government will be 65% of the total grants, and 35% will be contributed by the state/UT as matching share. For northeastern states, Sikkim, Jammu and Kashmir, and Uttarakandthemacthing share is waived to 10%. During the 12th Five-Year Plan period between 2012–2017, RUSA is allotted a financial outlay of INR 228.55 billion, of which INR 162.27 billion will be contributed by the central government. During the first phase, 80 new universities would be created by converting autonomous colleges/colleges in a cluster to state universities. 100 new colleges would be set up and 54 existing colleges would be converted into model degree colleges. Infrastructure grants would be given to 150 universities and 3,500 colleges to upgrade and fill critical gaps in infrastructure especially libraries, laboratories, etc. Further additional 5,000 faculty positions would be supported. Then the scheme will extend into the 13th Five-Year Plan.

Components

RUSA would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster. It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators are also an important part of the scheme. In order to enhance skill development the existing central scheme of Polytechnics has been subsumed within RUSA. A separate component to synergise vocational education with higher education has also been included in RUSA. Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating state.

Institutional Hierarchy

RUSA is implemented and monitored through an institutional structure comprising the National Mission Authority, Project Approval Board and the National Project Directorate at the centre and the State Higher Education Council and State Project Directorate at the state level.

In order to be eligible for funding under RUSA, states will have to fulfill certain prerequisites. These include the creation of a State Higher Education Council, creation of accreditation agencies, preparation of the state perspective plans, commitment of certain stipulated share of funds towards RUSA, academic, sectoral and institutional governance reforms, filling faculty positions etc. Under the scheme, an initial amount will be provided to the State government to prepare them for complying with these a-priori requirements.

Once eligible for funding under RUSA, after meeting the prerequisite commitments, the States will receive funds on the basis of achievements and outcomes. The yardstick for deciding the quantum of funds for the states and institution comprise the norms that reflect the performance in key result areas

(access, equity and excellence). The State plans will capture the current position of the states and institutions with respect to these indicators, as well as the targets that need to be achieved. The State Higher Education Council will undertake this process of planning, execution and evaluation, in addition to other monitoring and capacity building functions.

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Quality and Employability of Higher Education Institution in India

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Abstract

In India Higher Education has grown up significantly in recent years. It has been seen that there is a tremendous increase in the number of students enrolling for higher education. Higher education plays an important role in economic growth of the country. There is a need of value based higher education system which reduce the major problem the youth is facing today that is unemployment. In this paper we will discuss about the quality and employability of higher education (Management Education) in India.

Keywords: *Quality in Higher Education, Employment Opportunity.*

Introduction

Higher Education in India passing through a phase of unprecedented expansion marked by explosion in the volume of students, a substantial expansion in the number of institution and a quantum jump in the level of public funding. With the dynamic environment of economy, globalization and technological up-gradation companies are facing real new types of problem to cope up with the situation to survive in the world of competitive market. In order to maintain the quality of higher education studies must be fused with the theoretical know-how, along with close relation with the industries. This will not only reduce the gap between academia and industry but also help in developing a new generation of managers with updated skills to cope with the difficulties of sudden changes in external environment. This dynamic environment will increase the complexity of running the organisation and business in today environment. Much greater challenges continue to exist with respect to quality and the provision of relevant education. Curricular reforms leading to regular revision and upgrading of curricula, introduction of semester system, choice based credit system, examination reforms are yet to take place in all higher educational institution across the country. Exceptions apart, majority of our higher education institution perform poorly in the area of quality on a relative global scale.

After the establishment of the Indian Institute of Technologies for imparting quality education in the field of engineering, need was felt to open for similar establishments for management education. Looking towards the need the Indian Institute of Management was conceptualized and four new Indian Institutes of Management was established at Calcutta (1961), Ahmadabad (1962), Bangalore (1973), Lucknow (1984). Other than these premium institutes management education was opened in various universities in various part of India as well as in Madhya Pradesh and being offering full time and part time MBA program. According to annual report (2009-2010), published by Ministry of Human Resource Development, there were 20 Universities and 500 Colleges at the time of independence, as on August 2011, there are 611 universities and university level institution, 289 state universities, 94 private universities, 43 central universities, 130 deemed universities, 50 institutions of national importance established under acts of parliament, 5 institutions established under various state legislation and 31,324 colleges.

TABLE 1
Number, Nature and Category of Institutions in India
(As on August, 2011)

Type of Institution	**Number**
Central Universities	43
State Universities	289
State Private Universities	94
Deemed to be Universities	130$
Institutes of National Importance plus	
*Other Institutes	50
Institutions established under State Legislature Acts	5
Total	611
Total Colleges	31,324
Grand Total	**31,935**

**Other Institutes include Indian Institutes of Science Education and Research (IISERs) (5), National Institute of Fashion Technology (NIFT), Rajiv Gandhi Institute of Petroleum Technology (RGIPT) and Jawaharlal Nehru Institute of Post-Graduate Medical Education and Research (JIPMER). $ Now 129, as Deemed to be University status of one university has been withdrawn.*

Table – 2 Depicts the growth in number of institutes and students in the last five years in India.

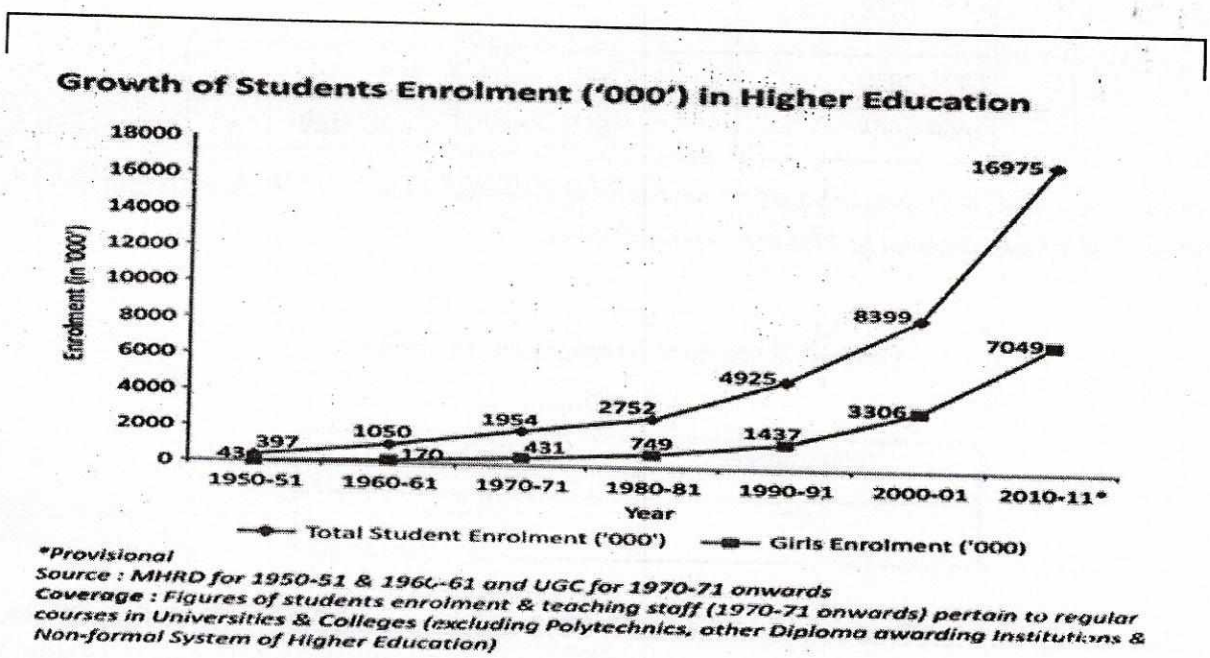
TABLE 2
Growth of AICTE approved Management Institutes in India

Year	**Number of Institute**	**Added in Last one Year**	**% Growth**
2005-06	**1052**	-	-
2006-07	**1132**	**80**	**7.6%**
2007-08	**1149**	**17**	**1.4%**
2008-09	**1523**	**374**	**24.5%**
2009-10	**1940**	**417**	**21.49%**

Source: www.aicte.ernet.in

In year 2008-09 phenomenal growth is seen as per the number institutes increased at exceptional rate of 24.5%, and the growth still continue in the next session i.e. 2009-10 thus can be called the golden year in respect to establishment of management institutes in India. Increasing and enhancing excess through a mission called national program, Rashtriya UchchShikshaAbhiyan (RUSA) aimed to achieve 25% national level GER (Gross Enrolment Ratio) which will include: -

- Upgrading of autonomous colleges, Colleges with potential for excellence and a great - accredited colleges by the National Assessment and Accreditation Council (NAAC), University level institution.
- Introduction of undergraduate programs in the universities as integrated Undergraduate/ Postgraduate (UG/PG) programs.
- Enhancing the intake capacity of the existing institution of higher education.



*Provisional
Source : MHRD for 1950-51 & 1960-61 and UGC for 1970-71 onwards
Coverage : Figures of students enrolment & teaching staff (1970-71 onwards) pertain to regular courses in Universities & Colleges (excluding Polytechnics, other Diploma awarding Institutions & Non-formal System of Higher Education)

From the above figure it is shown that number of universities, number of colleges and number of students enrolled has increased considerably since last decade. But, what problem we are facing today is that with the increase in institutes of higher education and enrolment of students whether they are getting employment? The proponents of the classical school of economics emphasis that full employment is automatically achievable in any economy. The under line assumption was that the real wages is fully flexible and it is determined by the free movement of market force such as demand and supply.

Full employment implies that all the resources of the economy are optimally utilised and there is no involuntary unemployment. The government can restore full employment situation by adopting expansionary fiscal and monetary policy mix and also increase the aggregate demand. In the era of liberalization, privatization and globalization when the government of India is gradually confining itself into the governance activities and allowing the private foreign player for doing the business. Here we also need to think about how we can transform our examination system to an education system which is targeted at overall development of knowledge base of students than limiting them to specific narrow focused disciplines.

The following table shows a growth of B-Schools in the country from 1950 till now:

TABLE - 3
Growth of B- Schools in India During 1950 – 2006

S.No	Period	No. of B Schools Added	Average Annual Addition
1	1950-1980	118	04
2	1980-1995	304	20
3	1995-2000	322	64
4	2000-2006	1017	169

("Source: DayalIshwar, 'Developing Management Education in India', 'Journal of Management Research' 2August 2006 P.101.2002. (The figures attributed for 2000-2006 as per AICTE data)

TABLE - 4
Current Scenario of Management Institutes

Total Colleges	MBA Seats
3900	3.5 lakh

According to a Meri Trac employability study 2012 which covered 2,264 MBA's from 29 cities and 100 B-schools beyond the Top 25 as shown in Table-6 highlights the downfall of employability in last 6 years.

TABLE - 5
Growth in Number of MBA Seats

Year	MBA Seats
2006-2007	94,704
2011-2012	3,52,571

TABLE - 6
Decrease in Employability Ratio

Year	Employability Ratio
2006 - 2007	25%
2011 - 2012	21%

Results:

From the above figure we see that there is a considerable growth in higher education institution. There is a continuous increase in number of universities and number of colleges but at the same time when we compare the Table-5 and Table-6 it seems that with the increased number of B-School the employability ratio is going down. The Indian management education sector grew so widely few years back when demand was very high that supply overshot demand by a long straw. But here comes the day which marks the downfall of management education. In the last few years the number of MBA seats in India has grown almost four times as shown in Table-5 resulting in a five year compounded annual growth rate of 30%, but employability rates are falling down. An expert feels that new management colleges neither have proper infrastructure nor proper faculty and their quality of education is also not as per requirements of the industry.

Conclusion:

In above sections we discuss about various factors prevailing in higher education, trends and contemporary issued faced by management education in India. There is a tremendous increase in the number of colleges and the enrolment of students, but something is lacking behind due to which there is a fall in employability ratio. Employability of management graduates will be related to many factors such as: -

- Intake quality of students entering through entrance test or minimum criteria.
- Quality of education rendered by universities/Colleges.
- Types of syllabus, teaching learning process, teaching methodology etc.
- It is clear that management education will emerge as one of the main distinct of higher education, due to its growing demand. It has been stated that business school if they have to survive, have to focus on research to solve problems of enduring importance and to build such curricula that can actually prepare students to be effective in practising the profession.

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RUSA: An Innovation in Higher Education for World Class Standards

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Abstract

The objectives of RUSA would be to achieve the target of GER of 30%, which the central Government has set for itself, by the year 2020. Go I aims to improve the quality of state universities and colleges and enhance existing capacities of the institutions to become dynamic, demand-driven, quality conscious, efficient and forward looking, responsive to rapid economic and technological developments occurring at the local, state, national and international levels. The scheme operates on the premise that State's will make a pre-defined matching contribution to the Central Government's share. Clearly, given that the volume of public resources is limited, the government has to find innovative and newer avenus for addressing access, equity issues in addition to funding, promoting research and upgrading quality while focusing on scale to meet the requirements. The Central Plan Scheme Monitoring System (CPSMS), is a Central Sector Plan Scheme of the Planning Commission and is being implemented by the Office of Controller General of Accounts. The scheme aims at establishing a suitable on-line Management Information System and Decision Support System for the Plan Scheme of the Government of India. With 139 Central Sector Schemes (CSS) and more than 800 Central Sector Schemes (CS), along with State Plans and Additional Central Assistance (ACA), the CPSMS aims to track almost Rs.300,000 Crores. RUSA has suggested a composition and structure for the Council. The Council will be expected to perform planning, monitoring & evaluation, quality assurance and academic functions, as well as advisory and funding functions. It will plan for the development of higher education at the state level and the State Higher Education Plan prepared by it would constitute the main instrument to guide the entire transformative process in the state higher education sector.

***Keywords** : occurring, enhance, RUSA, evaluation, transformative, avenus.*

Introduction

Keeping in view the recommendations of the Planning Commission, the need for reforms in state higher education sector, using central funds in a strategic manner to ensure holistic planning at the state level and enhancement of allocations for the state institutions, a new centrally sponsored scheme is proposed. The scheme would be spread over the two plan periods (XII and XIII), and would be an overarching scheme for funding the state universities and colleges to achieve the aims of equity, access and excellence. This scheme is called Rashtriya Uchchatar Shiksha Abhiyan (RUSA). Centre-State funding to will be in the ratio of 90:10 for North Eastern States & J&K, 75:25 for Other Special Category States (Sikkim, Himachal Pradesh and Uttarakhand) and 65:35 for Other States and UTs. Funding will be available to even private-aided institutions, subject to their antiquity, for permitted activities (not all) based on certain norms and parameters, in a ratio of 50:50.

Goal

The objectives of RUSA would be to achieve the target of GER of 30%, which the central Government has set for itself, by the year 2020. Goal aims to improve the quality of state universities and colleges and enhance existing capacities of the institutions to become dynamic, demand-driven, quality conscious, efficient and forward looking, responsive to rapid economic and technological developments occurring at the local, state, national and international levels. The salient objectives of the scheme can be enumerated as follows:

- Improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at state level, promoting autonomy in state universities and improving governance in institutions.
- Ensure academic and examination reforms in the higher educational institutions.
- Enable conversion of some of the universities into institutions of excellence at par with the best in the world.

Scope

Project will support all state universities and colleges (Both 12B and 2f and non-12B and non-2f) from all states and Union Territories (UTs) across the country. Subject to eligibility, an estimated 316 state universities and 13,024 colleges will be covered under this initiative to improve the learning outcomes and employability of the Graduates and scaling- up research, development and innovations. The project will also support these institutions to improve their policy, academic and management practices. While public funded colleges and universities would be eligible for all the components, the private aided colleges would be entitled to some components (including infrastructure support) but the funding ratio would be 50:50. Funding to such colleges would be decided based on their antiquity and relevance. Funds would be provided both for infrastructure as well as for quality improvement.

Approach

RUSA will fund the institutions under a few key components. The yardstick for deciding the quantum of funds for the states and institution will be the norms that would reflect the key result areas (access, equity and excellence). The State plans will capture the current position of the states and institutions on the basis of these norms as well as the targets that need to be achieved. The State Higher Education Council (discussed in following sections) will undertake this process of planning and evaluation, in addition to other monitoring and capacity building functions. The State Higher Education Councils will be the key institution at the state level to channelize resources to the institutions.

Strategic Focus of RUSA

The broad components of RUSA, therefore, would be creation of new universities, new engineering colleges and new degree colleges by the State Governments. Reforms in the areas of governance of universities, academic and examination reforms and affiliation system of State universities would be another important component of the scheme. The details are discussed in the succeeding Sections of the Report. RUSA would also focus on capacity expansion through increase in intake of new degree colleges, infrastructure improvement of universities and colleges. The objectives of RUSA would be achieved through need-based and customized equity interventions, quality improvement programmes, incentivizing institutions to apply for and obtain accreditation. Faculty issues would be addressed through creation of new posts, faculty improvement programmes.

Components of RUSA

RUSA is envisaged as a prime vehicle for strategic funding of state institutions so as to ensure that issues of access, equity and quality are addressed in an equitable manner with the state as a composite unit of planning. The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfillment of the targets:1.Creation of new University and Colleges 2.Converting existing Colleges/cluster of colleges into Universities 3.Expansion of courses and disciplines (with special focus on inter and cross disciplinary learning).

Guiding Principles of RUSA

RUSA is structured on certain inviolable guiding principles. These tenets constitute the foundational premise and all the decisions taken under the scheme must be guided these foundational principles. It is necessary to list these principles upfront so as to ensure that this scheme does not degenerate into some kind of infrastructure support scheme. The states are expected to keep these principles as guiding posts while formulating their state plans and planning their strategies.

Performance based outlays and outcome based reimbursements

The cornerstone around which RUSA is designed is that the states and state institutions will be funded on the basis of their performance on the targets mutually agreed to between the states and the center. The funds given to a state will be linked closely with the outcomes it can achieve in the sphere of higher education. These results and parameters of performance will be defined through norms that will focus on key areas of equity, access and excellence.

Incentivizing and dis-incentivizing

RUSA will also be using the principles of incentivizing desirable actions of states and institutions and dis incentivizing the undesirable actions. Not only will compliance of rules and fulfillment of norms be supported by incentives, non performance or non fulfillment of prerequisites and norms will invite sanctions/penalties/reduced allocations for states and institutions. This is intended to make these scheme not only demanddriven, but also competitive. The states and institutions will be encouraged to compete with each other in order to reap benefits of competition based formulaic grants.

Apolitical decision-making

Another basic tenet of RUSA is that the decision making regarding the center's allocations to various states will be done in an unbiased and apolitical manner, on the basis of performance of states on the predefined norms. The process of decision making and its result will be transparent and the methods of decision making will be impartial. It is expected that states also exhibit the same alacrity while planning and ushering governance reforms at the apex level. It is expected that selection of leadership positions in state universities would take into account the imperatives of merit and performance alone and be divorced from the ad hoc, politically expedient decisions.

Disclosure based governance

Both the institutions and the states must have full disclosure policy in terms of their decision-making and outcome achievements. Disclosure based governance must be followed not just by the RUSA authority but also by thestates councils and institutions that come under it. RUSA envisages a higher education system that has a greater participation of all stakeholders, where the institutions are responsible for their quality not just to the regulatory authorities but also to the students, parents and the society. A policy of full disclosure and clean governance are the first steps towards establishing such a system of higher education. This policy alone can curb the growing ill effects of crass commercialization in education sphere.

Autonomy

The issue of autonomy is crucial to the growth and development of higher education. Autonomy has been a subject of discourse in the Reports of the Commissions and Committees set up from time to time, since our independence, to review the system of education and to initiate the needed reforms and innovations. A study of such Reports not only shows expression of sensitivity towards the erosion of the principle of autonomy in the academic institutions but also the overall environment of lack of accountability in the higher education system in the country. It is acknowledged that there is an interesting interplay between the issues relating to autonomy and accountability and it is not easy to separate the two.

Equity based development

In the creation of any development or expansion plans, both states as well as institutions must keep in mind the guideline of equity-based development. In chasing the goal of greater access, the question of equity must not be given a go-by. Any growth in the higher education sector must create equal opportunities for women, disadvantaged classes and differently-abled. Also, development must have a greater focus on serving the rural and tribal areas. The plan appraisal process would take this aspect into account while deciding the allocations. Special interventions through innovative strategies will be encouraged in the scheme. Well calibrated equity strategies must be built into the entire state planning.

Quality and research focus

Another fundamental guiding principle of RUSA is a greater focus on better quality of research and innovation in higher education. The aim is to reconcile the conflicting goals of massification of higher education with quality standards. States will be encouraged to promote research and innovation amongst their institutions. Research is a critical component of higher education; it improves the quality of undergraduate and postgraduate education, it will also be vastly helpful in improving the quality of teachers that are recruited into the higher education system. Since research focus can be judged both from input efforts and outcome signs, the state plans are expected to have a rounded appreciation of such circumscriptions. States and institutions are expected to honestly declare their present status in this area and outline specific strategies for improvements. Each state can think of re-orienting one university in state as a Research University. Similarly, one existing college in each district can be upgraded into a Model Degree College. It is expected that state institutions would make full use of ICT strategies in such efforts. The key parameters of research efforts are set out in the templates.

Prerequisites

A cornerstone of RUSA will be the stipulation of Prerequisite conditions, certain commitments that must be made by the state government as well as institutions in order to be eligible for receiving grants under RUSA. This is an essential element of strategic central funding. These conditions are in the nature of categorical policy imperatives which would ensure that the higher education in the country is guided on desirable paths by all states.

State Higher Education Council

In order for the State Higher education system to function effectively, states need to set up State Higher Education Councils. State Councils may be formed through an executive order, in the beginning, but within five years they must be converted into statutory bodies by Acts of the State Legislature. The Councils will perform multiple roles such as strategy and planning, monitoring, evaluation etc. Subsequent section would detail the way these councils have to be structured and formed.

State plan

The States must make a detailed State Plan in the prescribed format duly keeping in mind the norms and indicators prepared under RUSA. These plans would constitute the primary vehicle for the States to plan for accelerated growth and equitable development of the higher education sector in the respective states. The plans must be formulated keeping in view the targets that the state wishes to achieve in about ten-year time frame. These targets would then be broken down into yearly milestones and targets. Each state plan has to comply with the timelines prescribed under RUSA. A Project Approval Board at the national level would appraise and evaluate each of the plans.

State contribution to higher education

It has been observed that many state universities have not been able to perform well for want of adequate resources from the state exchequer. Plan and non plan support from the states is either

stagnating or coming down. That has compelled many institutions to seek alternate sources, thereby creating a vicious spiral wherein self financed courses and affiliation fees have become primary sources of revenue.

State Accreditation Agency

Assessment and accreditation in the higher education, through transparent and informed external review process, are the effective means of quality assurance in higher education to provide a common frame of reference for students and others to obtain credible information on academic quality across institutions thereby assisting student mobility across institutions, domestic as well as international. Presently, accreditation is voluntary as a result of which very few colleges and universities are accredited. Mandatory accreditation in the higher education would enable the higher education system in the country to become a part of the global quality assurance system.

Academic Reforms

An action plan is needed for the phase-wise introduction of substantive academic reforms in the institutions of higher education in the country. Academic reforms are a key towards imparting better quality education that is oriented towards employability and innovation. The sections above have discussed the major lacunae in the current system of examinations, curriculum development etc. In addition to changes in the existing system, we need to introduce new policies that make the higher education system more flexible to the needs of the students and the society.

Leadership Development for Educational Administrators

One of the major ways in which quality of higher education can be improved is through the twin approaches of high quality leadership and a requisite governance structure. Institutional heads are generally chosen from among academics with certain expectations. The Vice-Chancellors come across a plethora of situations requiring innovative handling. Hence there is a need for professionalizing academic administration by building the competencies in the domain of leadership, strategies, developing relevant systems and processes, inculcating appropriate skills and attitude at all levels in the administration.

Nurturing the Research University through the Abhiyan

RUSA would encourage and support the State's endeavours to create Research Universities by improvingits infrastructure, creating enabling governance structures which would help achieve academic excellence, attract high quality talent, forge linkages with industry, peer institutions, the academia and other stakeholders and facilitate resource mobilisation for continued enhanced research activities.

Institutional Structure for RUSA

✍ ***State Level Project Implementation Arrangements***

The project would be steered in each states/UTs through an institutional mechanism called State Council for Higher Education (SCHE). The SCHEs would be supported in turn by the Project Directorate (in the State Government) and Technical Support Group. They would report to the SCHEs and will be directly responsible for management, coordination, implementation and monitoring of the project at the state/UT levels.

Role of Private Sector

The scheme operates on the premise that State's will make a pre-defined matching contribution to the Central Government's share. Clearly, given that the volume of public resources is limited, the government has to find innovative and newer avenus for addressing access, equity issues in addition to funding, promoting research and upgrading quality while focusing on scale to meet the requirements. It is the commitment of RUSA to encourage private participation in the higher education, but with

necessary caution to be exercised against profit objectives or commercialization.

Financing Strategy of RUSA

✍ ***Norm based funding***

As already discussed, central funding should be strategic, based on State Higher Education plans which should be leveraged to stimulate enhanced state funding. It is imperative also that central funding is linked to academic and governance reforms. The most transparent and objective way to do so would be through norm-based funding for state universities and colleges. In addition institutions should be encouraged to raise their own funds through various legitimate means. Allocation of operating budget should be based on objective norms and new investments based on competitive grants and performance contracts.

✍ ***Performance based funding***

The other component of RUSA would be performance based funding. The State Higher Education Councils will create State Higher Education plans. These would serve as the benchmark against which the performance of the state and particular institutions will be graded. Depending upon the level of achievement in various spheres of the plan, the funding for the future would be decided. Of course, the funding for the future would also take into account the new Plans submitted by the Councils.

Key Sources of Funds

The funds given to the State Council of Higher Education Societies mainly consist of the following components:

- Grants in aid Made by or through MHRD, GoI
- Contribution by the State Government As per RUSA Framework of Implementation, all States and UT all SHEC receiving grants from the Central Government. Centre-State funding to be in the ratio of ratio of 90:10 in the North Eastern states and J&K, 75:25 in special category states and 65:35 for other states and UTs.

Central Plan Scheme Monitoring System

The Central Plan Scheme Monitoring System (CPSMS), is a Central Sector Plan Scheme of the Planning Commission and is being implemented by the Office of Controller General of Accounts. The scheme aims at establishing a suitable on-line Management Information System and Decision Support System for the Plan Scheme of the Government of India. With 139 Central

Sector Schemes (CSS) and more than 800 Central Sector Schemes (CS), along with State Plans and Additional Central Assistance (ACA), the CPSMS aims to track almost Rs.300,000 Crores. The system is envisaged to track the fund disbursement from Government of India up to the last beneficiary under Plan Schemes and ultimately report utilization under these schemes at different levels of implementation on a real time basis.

Conclusion

The detailed institutional structure of RUSA is also presented in this document. At the national level, the scheme will be implemented by the RUSA Mission Authority and assisted by the Project Advisory Group, Technical Support Group and Project Directorate. The main agency through which RUSA will work in the States will be the State Higher Education Council (SHEC), an autonomous body that will function at an arm's length from the state and central governments. It maybe be immediately created through an executive order by the issued by the States, but within must be accorded statutory status within 5 years. RUSA has suggested a composition and structure for the Council. The Council will

be expected to perform planning, monitoring & evaluation, quality assurance and academic functions, as well as advisory and funding functions. It will plan for the development of higher education at the state level and the State Higher Education Plan prepared by it would constitute the main instrument to guide the entire transformative process in the state higher education sector.

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Challenges of Education Upliftment

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Abstract

Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship.

A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic Social and Cultural Rights recognises the right of everyone to an education. Although education is compulsory in most places up to a certain age, attendance at school often isn't, and a minority of parents choose home-schooling, e-learning or similar for their children.

Introduction

Education upliftment is a non-profit organization charter school operator headquartered on the grounds of North Hills Preparatory School in irvingtexas in the Dallas fort worth metroplex."Uplift Education" operates with the sole mission "to create and sustain public schools of excellence that empower each student to reach their highest potential in college and the global marketplace and that inspire in students a life-long love of learning, achievement, and service in order to positively change their world.

Furthermore, "Uplift Education" believes in three commitments:

"**Commit to College:** Uplift Education is committed to building a brighter future – one student at a time. We do this by creating quality, college preparatory public schools in underserved communities. Each student must be accepted into a two- or four-year college institution in order to receive their diploma from an Uplift high school."

"**Commit to Community**: Our community approach means that we actively reach out to local leaders and invite them to help us improve education in their communities by serving on our local boards and being advocates for our mission in their local neighborhoods."

"**Commit to Change:** By nurturing academic performance and civic responsibility from kindergarten through high school, we do more than expand our students' horizons. We also change people's perceptions of what is possible in public education."

Study About Education Upliftment And Its Challenges:

Recent investigations in the study of demographic trends at global level are currently making light on a very controversial aspect, although ignored by global institutions, like O.N.U., U.N.D.P., G 20, same by organizations with attributions in the educational field (as UNESCO, Youth International Authorities and other). The so-called "demographic winter" phenomenon, which reveals the dramatic consequences of the "modern" life, marked by familial and moral decline, by miscarriage, vulgarization and the homosexuality "normalization", by the poisoning influence of the majority of mass-media and the "Hollywood culture" are inoculating egocentrism, frivolity and irresponsibility. Considering this demographic trend offers a new dimension to the way in which abundance and resource of the world are

distributed and also gives a new vision on elementary educational issues.

The globalization of education is reflecting itself in the extension and unification of educational practices, used by all those public or private entities, involved as active social educators. Over time, the public education systems in developed or emerging countries, which promote formal education, are illustrating with consistency the practice of a classical education system. In the field of non-formal education there are used more innovating and diverse methods of education, but unfortunately few of this are oriented upon individual behaviour reshaping in the global context, and they are looking only to proliferate consumerist habits, by preparing youngsters for a successful professional career start. The presence of NGO's with international coverage and professional training companies has fixed the currently understood "development in education" in comfortable limits. This makes room for a reshape of educational fundamentals and, more obvious, for the ultimate purpose of learning.

Most people think that education should equip them with the proper exploitation instruments so that they can forever trample over the masses. Still other thinks that education should furnish them with noble ends rather than means to an end. The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals.

Socially speaking, the technological revolution, the broaden access to information and the modern lifestyle facilities have made possible the appearance of an irreversible phenomenon in the conflict between generations. In our present times, the children, "sons of globalization" have access to multiple sources of information, with the internet being most of the time an instrument of self-education. The balance is leaning in the favour of the power of informed youth, who become "the teachers", explaining the new world order to the eldest. This theory takes into consideration the acceleration of technology and the way of our lifestyle, but, beyond its observational character, it does not bring up the discussion on the relevance of educational systems, visible outmoded, which attempts to destroy the moral and statutory principles. The wisdom is transmitted from the old generation to the youth, and not backward.

Therefore we are raising the question regarding the way organisms responsible for educational issues should reconsider the basic fundamentals of this basic activity, which clearly has guided the evolution of our world so far. It isn't enough for organizations like U.N.E.S.C.O or U.N.D.P. to confront the absence of primary education and the discrimination regarding access to education in underdeveloped countries, to avoid resettling the educational needs inside an inappropriate system. It is necessary to deal with these aspects in proper time, because we consider education the key-element which can slow down the process of planet and people self destruction.

The proposal regarding fundamentals reshaping and reviewing the individual education, approached in all stages and cycles of life, starts with the assumption that "Man has to be educated to act responsible towards the environment and civilization, and not interfere in the harmony and balanced world development with his behaviour". This observation, not exactly recent, triggered a chain of initiatives in the educational system in countries like France, Italy, Germany, including Romania, but I consider that implementing a discipline of Civic Education, in the gymnasium module is not enough, neither convincing.

We feel that the new fundamentals and principals of education, which must be known, understood and applied by every teacher, through all the range of educational processes in the long life learning of individuals, and also in the non formal educational process, whereas people have access during existence are:

1. Self-consciousness - is essential because it allows every individual to find his role in society, to know his weak points and to develop them according to his unique talents genetically inherited. A person aware of his/her self can easily act in choosing the occupation or the carrier to practice that he or she will be able to direct his energies to and recognize the real problems that the world and society faces.

Consciousness-based education, introduced in 1971 by Maharishi Mahesh Yogi, is unique in its ability to effectively develop the total brain potential of every student.

2. Stimulating creativity - this special quality is reflected in the mental and social process of generating new ideas, concepts, associations, and permits individual adaptation to unpredictable contexts and situations. There are simple techniques, associated to lateral thinking that can promote this capacity, for example: improvisation, fiction as imaginary product, (Randomness, Improvisation, P.S.).

3. Communication - in the actual forms and methods used as learning practices, communication is not capitalized at being the supreme value, because mostly individual activity it's encouraged, which promotes inappropriate values like egoism, indifference, self-interest. Without communicating problems and discussing difficult situations, there is no way to claim solving the issues in optimal parameters of time, quality and accuracy. The man can not act in terms of social responsibility, as a "macro attitude", which I consider as being shallowly approached, especially in the economical environment.

4. Promoting a responsible role in society - education must train one for quick, resolute and effective thinking. To think incisively and to think for one's self is very difficult. We are prone to let our mental life become invaded by legions of half truths, prejudices, and propaganda. At this point, I often wonder whether or not education is fulfilling its purpose. A great majority of the so-called educated people do not think logically and scientifically. Even the press, the classroom, the platform, and the pulpit in many instances do not give us objective and unbiased truths. To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. This is the way in which he or she could develop and exercise an active role in society.

5. Changing opening - in order to be able to intervene in the actual course of the life circle, accepting and promoting the changes is considered a healthy habit, which stimulates the flexibility and the disruption of existing corporately stereotypes, which are heading humanity to destruction, because of the ignorance or simply because of unknown problems that Terra is facing. From this perspective, the change tackling implies a real transformation at psychological level and of human behaviour, therefore to satisfy those priorities needed to be handled immediately. Here we refer to: the necessity of a re-conversion of world economy from a military economy to civil one, immediate solutions for energetic and environmental problems, as well as for the underdevelopment and poverty aspects propagated into the world.

6. Global vision upon world - the actual educational system, as a whole, is constituted by a sum of operations (method -> evaluation -> communication), whose final objective must reflect a pragmatic and global view on the world. At present, the youth is informed regarding global problems through sources like mass media, not making possible a healthy analysis, not making possible a debate and a thoroughness facilitation that could lead to the understanding and building-up personal opinions regarding aspects like underdevelopment, global economical relations, international monetary system, etc.

7. The ability of solving problems - solving problems is the easiest way to re-create conditions and actions in an artificial manner, experience which allows pupils and students to deal with in a constructive way and to develop solutions for different problems. Learning systems which are basically constructed like this are superior because it helps individuals to recognise and adapt to specific economic, social, psychological, spiritual context and to detect real problems in any form, associating optimal alternatives of decision. For example, simulating a complex economical context for a start-up enterprise leads to the stimulation of individual creativeness and decision-making abilities.

8. Multidisciplinary teams - to permit the reshaping and the restructuring of scholar curricular in

the needed form in order to develop these abilities and capacities, we are suggesting even some changes in the study of discipline, considering the logical and contextual relations between them, providing an understanding of all existing correlations at a certain point. For example, Public Finances should be studied in the International Monetary System context and not separately. At the same time this characteristic involves, according to those said before, the start point of collaborations between students coming from different specialization, in order to accomplish complex projects with a multidisciplinary approach. In this case, the elaboration of a business plan would unite students from different specializations in economical science discipline (services, marketing, management) and students from engineering, agriculture and others profile Universities.

In recent years, there have been promoters that recognise the importance of remodelling and updating the learning systems and they have introduced some of this principals through various pedagogic and psychology methods and ideas, which became guide-lines in Universities educational activities from regions around the world. A recent example at this point is the study made by Clay Shirky, author of "Here Comes Everybody", in which he proposed an innovating learning model, named Open Model of Education. In the Closed Model of Education or Classical System, education is limited because the ideas that a school or district can consider can come from only a limited number of sources, usually teachers, administrators, and consultants. A great deal of thought must be put into the consideration of ideas because the time and cost of failure are so high. Time spent with meetings, staff training, and materials, has a cost. This means the filter for ideas is very high. Only those ideas that seem to have the most benefit will be implemented, though there is no way to know in advance that one of the ideas picked will bring the desired benefit, and one of the ideas left on the table could be the most effective and beneficial.

It is true that by putting into practice an educational system based on the same universal fundamentals it essentially means stimulating globalization through its universal optic itself. Although the manner in which this model contributes to the globalization phenomenon is clear, still we must consider the fact that the final purpose of education is no other then confronting globalization's effects and influences, as well as the global negative impact upon environment and, ultimately, upon the way people live everywhere. Education will allow us to know the actual estate of the world, with all its pluses and minuses, and also will increase the awareness of the impact of every individual upon the world and upon the next generations. In other words, we consider politics, economy or administrative sciences weapons of less importance in the process of global issues eradication, compared to education, as a social science.

Conclusion

To conclude, I would like to specify the way these ideas were generated and which were their fundamentals. This actual study is not a result a thorough research activity, neither a genius idea. I am myself a "product" of a classic, formal educational system, but also had some benefits form the non-formal educational system by involving myself in a volunteer organization that developed soft skills and hard skills both. I consider that these educational practices are not adapted enough to the global context that we are facing everyday, and that specialized literature is exposing, bringing up to light its pronounced effects of human existence on Terra. I am a person that does not hold sufficient information and power to be a voice and to be able to get involved in a sustainable and constant development of society, whose values are not profit, nepotism, indifference towards future generations, but responsibility to create and offer equal chances. I am an ambassador of a civilization which is plunging headfirst, shy daring to change the dissonant order and murderously world.

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Role of Action Research in Education

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Abstract

Action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions. Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings.

Perhaps even more important is the fact that action research helps educators be more effective at what they care most about—their teaching and the development of their students. Seeing students grow is probably the greatest joy educators can experience. When teachers have convincing evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile.

Introduction

Action research is a practical approach to professional inquiry in any social situation. The examples in this component relate to education and are therefore of particular relevance to teachers or lecturers engaged in their daily contact with children or students. But professional practice need not be teaching: it may be management or administration in a school or college, or it may be in an unrelated area, such as medicine or the social services. The context for professional inquiry might change, but the principles and processes involved in action research are the same, regardless of the nature of the practice. Indeed, action research did not arise in education (Lewin 1948), but was applied to the development of teaching as its potential was identified. Of particular influence was the work of Lawrence Stenhouse, who famously advocated that 'curriculum research and development ought to belong to the teacher' (Stenhouse, 1975) .He was most adamant that 'it is not enough that teachers' work should be studied: they need to study it themselves.

The Action Research Process

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

Step 1—Selecting a Focus

The action research process begins with serious reflection directed toward identifying a topic or topics worthy of a busy teacher's time. Considering the incredible demands on today's classroom teachers, no activity is worth doing unless it promises to make the central part of a teacher's work more successful and satisfying. Thus, selecting a focus, the first step in the process, is vitally important. Selecting a focus begins with the teacher researcher or the team of action researchers asking:

What element(s) of our practice or what aspect of student learning do we wish to investigate?

Step 2—Clarifying Theories

The second step involves identifying the values, beliefs, and theoretical perspectives the researchers hold relating to their focus. For example, if teachers are concerned about increasing responsible classroom behavior, it will be helpful for them to begin by clarifying which approach—using punishments and rewards, allowing students to experience the natural consequences of their behaviors, or some other strategy—they feel will work best in helping students acquire responsible classroom behavior habits.

Step 3—Identifying Research Questions

Once a focus area has been selected and the researcher's perspectives and beliefs about that focus have been clarified, the next step is to generate a set of personally meaningful research questions to guide the inquiry.

Step 4—Collecting Data

Professional educators always want their instructional decisions to be based on the best possible data. Action researchers can accomplish this by making sure that the data used to justify their actions are *valid*(meaning the information represents what the researchers say it does) and *reliable* (meaning the researchers are confident about the accuracy of their data). Lastly, before data are used to make teaching decisions, teachers must be confident that the lessons drawn from the data align with any unique characteristics of their classroom or school.

To ensure reasonable validity and reliability, action researchers should avoid relying on any single source of data. Most teacher researchers use a process called *triangulation* to enhance the validity and reliability of their findings. Basically, triangulation means using multiple independent sources of data to answer one's questions. Triangulation is like studying an object located inside a box by viewing it through various windows cut into the sides of the box. Observing a phenomenon through multiple "windows" can help a single researcher compare and contrast what is being seen through a variety of lenses.

When planning instruction, teachers want the techniques they choose to be appropriate for the unique qualities of their students. All teachers have had the experience of implementing a "research-proven" strategy only to have it fail with their students. The desire of teachers to use approaches that "fit" their particular students is not dissimilar to a doctor's concern that the specific medicine being prescribed be the correct one for the individual patient. The ability of the action research process to satisfy an educator's need for "fit" may be its most powerful attribute. Because the data being collected come from the very students and teachers who are engaged with the treatment, the relevance of the findings is assured.

For the overworked teacher, "data collection" can appear to be the most intimidating aspect of the entire seven-step action research process.Fortunately, classrooms and schools are, by their nature, data-rich environments. Each day a child is in class, he or she is producing or not producing work, is interacting productively with classmates or experiencing difficulties in social situations, and is

completing assignments proficiently or poorly. Teachers not only see these events transpiring before their eyes, they generally record these events in their grade books. The key to managing triangulated data collection is, first, to be effective and efficient in collecting the material that is already swirling around the classroom, and, second, to identify other sources of data that might be effectively surfaced with tests, classroom discussions, or questionnaires.

Step 5—Analyzing Data

Although data analysis often brings to mind the use of complex statistical calculations, this is rarely the case for the action researcher. A number of relatively user-friendly procedures can help a practitioner identify the trends and patterns in action research data. During this portion of the seven-step process, teacher researchers will methodically sort, sift, rank, and examine their data to answer two generic questions:

What is the story told by these data?

Why did the story play itself out this way?

By answering these two questions, the teacher researcher can acquire a better understanding of the phenomenon under investigation and as a result can end up producing grounded theory regarding what might be done to improve the situation.

Step 6—Reporting Results

It is often said that teaching is a lonely endeavor. It is doubly sad that so many teachers are left alone in their classrooms to reinvent the wheel on a daily basis. The loneliness of teaching is unfortunate not only because of its inefficiency, but also because when dealing with complex problems the wisdom of several minds is inevitably better than one.

The sad history of teacher isolation may explain why the very act of reporting on their action research has proven so powerful for both the researchers and their colleagues. The reporting of action research most often occurs in informal settings that are far less intimidating than the venues where scholarly research has traditionally been shared. Faculty meetings, brown bag lunch seminars, and teacher conferences are among the most common venues for sharing action research with peers. However, each year more and more teacher researchers are writing up their work for publication or to help fulfill requirements in graduate programs. Regardless of which venue or technique educators select for reporting on research, the simple knowledge that they are making a contribution to a collective knowledge base regarding teaching and learning frequently proves to be among the most rewarding aspects of this work.

Step 7—Taking Informed Action

Taking informed action, or "action planning," the last step in the action research process, is very familiar to most teachers. When teachers write lesson plans or develop academic programs, they are engaged in the action planning process. What makes action planning particularly satisfying for the teacher researcher is that with each piece of data uncovered (about teaching or student learning) the educator will feel greater confidence in the wisdom of the next steps. Although all teaching can be classified as trial and error, action researchers find that the research process liberates them from continuously repeating their past mistakes. More important, with each refinement of practice, action researchers gain valid and reliable data on their developing virtuosity.

Purposes for Action Research

As stated earlier, action research can be engaged in by an individual teacher, a collaborative group of colleagues sharing a common concern, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes:

- Building the reflective practitioner
- Making progress on schoolwide priorities
- Building professional cultures

Building the Reflective Practitioner

When individual teachers make a personal commitment to systematically collect data on their work, they are embarking on a process that will foster continuous growth and development. When each lesson is looked on as an empirical investigation into factors affecting teaching and learning and when reflections on the findings from each day's work inform the next day's instruction, teachers can't help but develop greater mastery of the art and science of teaching. In this way, the individual teachers conducting action research are making continuous progress in developing their strengths as reflective practitioners.

Making Progress on Schoolwide Priorities

Increasingly, schools are focusing on strengthening themselves and their programs through the development of common focuses and a strong sense of esprit de corps. Peters and Waterman (1982) in their landmark book, *In Search of Excellence*, called the achievement of focus "sticking to the knitting." When a faculty shares a commitment to achieving excellence with a specific focus—for example, the development of higher-order thinking, positive social behavior, or higher standardized test scores—then collaboratively studying their practice will not only contribute to the achievement of the shared goal but would have a powerful impact on team building and program development. Focusing the combined time, energy, and creativity of a group of committed professionals on a single pedagogical issue will inevitably lead to program improvements, as well as to the school becoming a "center of excellence." As a result, when a faculty chooses to focus on one issue and all the teachers elect to enthusiastically participate in action research on that issue, significant progress on the schoolwide priorities cannot help but occur.

Building Professional Cultures

Often an entire faculty will share a commitment to student development, yet the group finds itself unable to adopt a single common focus for action research. This should not be viewed as indicative of a problem. Just as the medical practitioners working at a "quality" medical center will hold a shared vision of a healthy adult, it is common for all the faculty members at a school to share a similar perspective on what constitutes a well-educated student. However, like the doctors at the medical center, the teachers in a "quality" school may well differ on which specific aspects of the shared vision they are most motivated to pursue at any point in time. Schools whose faculties cannot agree on a single research focus can still use action research as a tool to help transform them into a learning organization. They accomplish this in the same manner as do the physicians at the medical center. It is common practice in a quality medical center for physicians to engage in independent, even idiosyncratic, research agendas. However, it is also common for medical researchers to share the findings obtained from their research with colleagues (even those engaged in other specialties).

School faculties who wish to transform themselves into "communities of learners" often empower teams of colleagues who share a passion about one aspect of teaching and learning to conduct investigations into that area of interest and then share what they've learned with the rest of the school community. This strategy allows an entire faculty to develop and practice the discipline that Peter Senge (1990) labeled "team learning." In these schools, multiple action research inquiries occur simultaneously, and no one is held captive to another's priority, yet everyone knows that all the work ultimately will be shared and will consequently contribute to organizational learning.

Need of the Hour

If ever there were a time and a strategy that were right for each other, the time is now and the strategy is action research! This is true for a host of reasons, with none more important than the need to accomplish the following:

- Professionalize teaching.
- Enhance the motivation and efficacy of a weary faculty.
- Meet the needs of an increasingly diverse student body.
- Achieve success with "standards-based" reforms.

Professionalizing Teaching

Teaching in North America has evolved in a manner that makes it more like blue-collar work than a professional undertaking. Although blue-collar workers are expected to do their jobs with vigilance and vigor, it is also assumed that their tasks will be routine, straightforward, and, therefore, easily handled by an isolated worker with only the occasional support of a supervisor. Professional work, on the other hand, is expected to be complex and non routine, and will generally require collaboration among practitioners to produce satisfactory results. With the exploding knowledge base on teaching and learning and the heightened demands on teachers to help all children achieve mastery of meaningful objectives, the inadequacy of the blue-collar model for teaching is becoming much clearer.

When the teachers in a school begin conducting action research, their workplace begins to take on more of the flavor of the workplaces of other professionals. The wisdom that informs practice starts coming from those doing the work, not from supervisors who oftentimes are less in touch with and less sensitive to the issues of teaching and learning than the teachers doing the work. Furthermore, when teachers begin engaging their colleagues in discussions of classroom issues, the multiple perspectives that emerge and thus frame the dialogue tend to produce wiser professional decisions.

Enhancing Teacher Motivation and Efficacy

The work of teaching has always been difficult. But now it isn't just the demands of the classroom that are wearing teachers down. Students increasingly bring more problems into the classroom; parental and societal expectations keep increasing; and financial cutbacks make it clear that today's teachers are being asked to do more with less. Worse still, the respect that society had traditionally placed upon public school teachers is eroding, as teacher bashing and attacks on the very value of a public education are becoming a regular part of the political landscape. Consequently, teacher burnout has become the plague of the modern schoolhouse.

Many teachers now ask, "Am I making any difference?" Regardless of all the negative pressures on teachers, the sheer nobility of the work keeps many dedicated educators on the job, but only so long as they can get credible answers to the "efficacy" question. However, without credible evidence that the work of teaching is making a difference, it is hard to imagine the best and brightest sticking with such a difficult and poorly compensated line of work. Fortunately, evidence has shown that teachers who elect to integrate the use of data into their work start exhibiting the compulsive behavior of fitness enthusiasts who regularly weigh themselves, check their heart rate, and graph data on their improving physical development. For both teachers and athletes, the continuous presence of compelling data that their hard work is paying off becomes, in itself, a vitally energizing force.

Meeting the Needs of a Diverse Student Body

In a homogeneous society in which all students come to school looking alike, it might be wise to seek the one right answer to questions of pedagogy. The days are gone when it was possible to believe that all a teacher had to do was master and deliver the grade-level curriculum. It is now imperative that

classroom teachers have strong content background in each of the subjects they teach, be familiar with the range of student differences in their classrooms, and be capable of diagnosing and prescribing appropriate instructional modifications based upon a knowledge of each child's uniqueness.

Crafting solutions to these dynamic and ever changing classroom issues can be an exciting undertaking, especially when one acknowledges that newer and better answers are evolving all the time. Nevertheless, great personal satisfaction comes from playing a role in creating successful solutions to continually changing puzzles. Conversely, if teachers are expected to robotically implement outdated approaches, especially when countless new challenges are arriving at their door, the frustration can become unbearable.

Achieving Success in a Standards-Based System

In most jurisdictions standards-driven accountability systems have become the norm. Although they differ somewhat from state to state and province to province, fundamentally these standards-based systems have certain things in common. Specifically, most education departments and ministries have declared that they expect the standards to be rigorous and meaningful, and that they expect all students to meet the standards at the mastery level. The stakes in the standards movement are high. Students face consequences regarding promotion and graduation. Teachers and schools face ridicule and loss of funding if they fail to meet community expectations. Of course, none of that would be problematic if we as a society knew with certainty how to achieve universal student success. However, the reality is that no large system anywhere in the world has ever been successful in getting every student to master a set of meaningful objectives. If we accept the truth of that statement, then we need to acknowledge the fact that achieving the goal of universal student mastery will not be easy. That said, most people will agree it is a most noble endeavor in which to invest energy and a worthy goal for any faculty to pursue.

The reality is that our public schools will not prevail with the challenges inherent in the standards movement unless they encourage experimentation, inquiry, and dialogue by those pioneers (the teachers) who are working toward meeting those challenges. For this reason, it is imperative that these 21st century pioneers, our classroom teachers, conduct the research on "standards attainment" themselves.

So the time is right for action research. The teachers, schools, and school systems that seize this opportunity and begin investing in the power of inquiry will find that they are re-creating the professional practice of education in their locale as a meaningful and rewarding pursuit. Conversely, school systems that enter the 21st century unwilling to invest in the "wisdom of practice" will likely find it increasingly hard to fill their classrooms with enough teachers who are both capable of and willing to tackle the challenges that lie ahead.

Conclusion

The application of action research to education arose out of a dissatisfaction with the technical approach to curriculum development. Because education is a practical enterprise, the resolution of educational problems can only take place by adopting a course *of action* and this action cannot exist outside the practitioners' history, beliefs and values. To help practitioners understand what course of action to take, it was essential to have a research approach that would help illuminate the personal complexities of their own situation. The clear reflective rationality of action research enables it to do that.

- Action research is about teachers striving to understand and to improve their practice. At the 'bottom line', this operates at a personal level. It may lead on to collaboration and a critique of the situation in which the practice is carried out, but this does not have to be a fundamental aim.

- Action research proceeds through a process of planning, action and reflection upon action.

This can be thought of as an action-reflection 'cycle'.

- Action research involves the gathering of evidence about practice.
- Action research involves teachers trying to see the effects of planned change in their practice.
- Action research strives to be systematic and rigorous.
- Analysis and knowledge formation in action research belong to the practitioner.

Action research deals with our questions and our problems, not someone else's. It starts now, that is, we can begin to use action research immediately. It has proven itself, time and time again, as one way in which educators such as ourselves can come to develop a better understanding, and thus improve, our educational practices. Action research helps us to build stronger collegial relationships with those with whom we work. Through it we can gain a greater control over our own teaching practices. It helps us to develop a greater understanding and appreciation of the ethics involved in education. It can break down some of the hierarchical barriers that can separate people in schools, such as principals and teachers. It will provide us with alternative ways of viewing and approaching our educational questions; with new ways of seeing our educational practices. It helps us to examine the 'habits' we have developed - what we are "really" doing in our teaching or in our administrative practices.

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Present Scenario of Higher Education in India: Role of RUSA

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Abstract

The Higher Education has to play a pivotal role in the shaping of the personality of learners who come from various backgrounds/streams and try to achieve excellence in their lives. Higher Education today is one of the pillars of success for any Nation.Higher education systems in India face issues relating to inadequate financing, ineffective planning at the state level and lack autonomy, thereby ushering in the immediate need for strategic intervention. Higher education system in India seeks a relook.Today, the higher education system as a whole is faced with many challenges such as financing and management, access, equity, relevance and reorientation of policies and programmes for laying emphasis on values, ethics and quality of higher education together with the assessment of institutions and their accreditation. Higher education needs to be viewed as a long-term social investment for the promotion of economic growth, cultural development, social cohesion, equity and justice. This can be achieved only by bringing quality of higher standards to every sphere of work. Therefore, the quality of higher education has become a major concern today.

Introduction

The globalized era has necessitated inculcation of competitive spirits at all levels. Needs and expectations of society are changing very fast and quality of higher education needs to be sustained. The quality of all its facets, be it the faculty, students research or infrastructure. Higher education systems in India face issues relating to inadequate financing, ineffective planning at the state level and lack autonomy, thereby ushering in the immediate need for strategic intervention.

- **Low enrollment:** With regard to access, the higher education requires reforms when India wants to reach its target of 30% GER by 2020. India's Gross Enrollment Ratio is very low of 18.8% . India's enrolment rate is well below the global average of 27% and low compared with 26% in China and 36% in Brazil. By GER significantly less than in countries such as US (89), Russia (76), UK (59), Malaysia (40), China (24). Low GER in higher education directly affects the effective contribution of work-force in all spheres involving specializations for innovations, research and design and leaderships at various levels. It is being increasingly realized all over the world that economic well being and productive efficiencies can be realized with higher intellectual and professional capabilities of human beings.

- **Lack of Quality:** Quality enhancement needs to be addressed immediately in higher education system. The major components consider teaching (learning environment, student teacher ratio, quality of curriculum), research (volume, income from research, reputation)and citations (research influence). Our current education system is not particularly strong which is certainly a cause for concern. Adequate number of good faculty in institutions is required. Number of sanctioned faculty positions, faculty vacancies even in sanctioned posts are not being filled which is undisputedly a serious problem. Dhande Committee report has identified the vacancy positions in Universities or Colleges as 40% as of 2008. Faculty shortage creates extremely serious problems in the teaching-learning process besides research or curriculum development. In most affiliated colleges, faculty strength is grossly inadequate and mostly filled with contract faculty or part-time teachers.

This does not facilitate quality enhancement and continuity. Besides, the student- teacher ratio of 24:1 in India is very unreasonable whereas the same stands at 9.5:1 in Sweden, 13.6:1 in the USA, 18:1 in the UK, 16.8:1 in China and 18.01:1 in Russia.

- **Decline Research**: Research is an important element for the quality of higher education. Government initiative is imperative to improve the standard of research in higher education with heavy investment in building research infrastructure. Limited research output has come in Indian higher educational institutions and also gets insufficient funding and focus on research. An analysis of global R&D investments shows that the bulk of such investments come from countries like USA 32.4%, Japan 13%, China 9.2%, India's share remains low at 2.2%.

- **Apathy towards Accreditation:** Independent quality assurance mechanism is a weak, in India the accreditation is still optional. While institutional accreditation through National Assessment and Accreditation council (NAAC) and program accreditation through National Board of Accreditation (NBA) gained momentum during XIth Plan, the coverage of institutions is still small. Only 172 out of 612 eligible universities and 4529 out of 22500 colleges have been accredited so far.

- The National Policy on Higher Education (1986) translated the vision of the Radhakrishnan Commission and the Kothari Commission into an actionable policy by setting five main goals for higher education, as enumerated below:

- **Access:** Greater access requires an enhancement of the education institutional capacity of the higher education sector to provide opportunities to all those who deserve and desire higher education.

- **Equity**: Equity involves fair access of the poor and the socially disadvantaged groups to higher education.

- **Quality and Excellence:** involve provision of education in accordance with accepted standards so that students receive available knowledge of the highest standard that helps them to enhance their human resource capabilities.

- **Relevance:** involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country; and

- **Value Based Education**: involves inculcating basic moral values among the youth.

The key aspects of RUSA are to provide opportunities for higher education to all who deserve and desire higher education (access), fair access to the poor and the socially disadvantaged groups to higher education (equity), and providing knowledge of the highest standards available in education to help the students to enhance their skills and other human resource capabilities (quality). Under RUSA, the central government has committed extra funding to most states for higher education in the ratio 65:35 central to state funding. "RUSA is proposed to be an umbrella scheme that would subsume existing schemes and the central funding would flow from MHRD through state councils of higher education to institutions. States would be funded on the basis of plans of higher education prepared by them. All funding under RUSA would be norm-based and future grants would be outcome-dependent. Certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA," said the Central Advisory Board of Education, document. The key objectives of RUSA are to;

1. Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
2. Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in

State Universities and improving governance in institutions.

3. Ensure reforms in the affiliation, academic and examination systems.
4. Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
5. Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
6. Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
7. Correct regional imbalances in access to higher education by setting up institutions in un served & underserved areas.
8. Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

To implement RUSA in the state, a State Higher Education Council (SHEC) has to be set up. Under RUSA, the focus will be on strengthening state institutions and building their capacity to use resources efficiently. This will perform multiple roles such as strategy formation, planning, monitoring and evaluation etc. State Government has to commit 2% of its GDP (Gross Domestic Products) for the state higher education sector. It is necessary to appoint full time faculty in adequate numbers. Assessment and accreditation in the higher education, through transparent and informed external review process are the effective means of quality assurance in higher education.If implemented swiftly and efficiently, RUSA will be a turning point for the Indian higher education system as it seeks to achieve higher enrolment rates and address access, equity and quality related concerns.

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Knowledge Management in Higher Education in India: - An Initiative towards Quality Enhancement

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Abstract

With dynamic environment and preferences for quality, Knowledge Management has rooted itself in Higher Education. In Higher Education Institutions (HEI) where knowledge creation and knowledge dissemination is the prime focus, merely providing knowledge to the students is not an end to the job. Moreover now at the international edge, it requires development of skills, techniques and practices that will lead towards quality enhancement with respect to the demands fulfilling the global challenges. Higher Education have a wide scope for the implementations of Knowledge Management, as Knowledge management and its framework is the most effective tool shoring up the various parts of the mission of Higher education Institutions.

Understanding the need, this paper highlights the applicability of knowledge management and Knowledge Management initiatives in Higher Education Institutions (HEI) towards quality enhancement and internationalization of education.

Introduction

India is a country with millions of children knocking the doors of higher education each year.The key to harnessing India's demographic dividend is education. Indian higher education currently the third largest in the world, is likely to surpass the US in the next five years and China in the next 15 years to be the largest system of higher education in the world. Indian higher education has a complex structure riddled with many contradictions, stiil has great possibilities. By 2030, India will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian education system. Higher education in India has recorded impressive growth since Independence. University Grants Commission (UGC), by designing programmes and implementing various schemes through academic, administrative and financial support, has contributed in the growth and development of Indian higher education. In the changing landscape, entrance of private universities is a game changer. Many new institutions of medicine, science, technology and others have been introduced. We have gross enrollment ratio of about 17.9% now, while an ambitious target of 25.2% has been envisaged by the end of 12th Plan.With many state universities in bad condition, the gap is being filled by several private universities. It is important to ensure that these universities have adequate faculty, research facilities, relevant curriculum and adequate infrastructure among others. There is an immediate need to transform the whole system of higher education in India. What now is required is Academic Quality and Knowledge Transformation.

Changing Education System in India

Higher education in India has recorded impressive growth since Independence, but there is an immediate need to transform the country's higher education system. Indian higher education has a complex structure riddled with many contradictions, still has great possibilities.

India, by 2030 will be amongst the youngest nations in the world. With nearly 140 million people in the college-going age group, one in every four graduates in the world will be a product of the Indian education system. University Grants Commission (UGC) is designing programmes and implementing various schemes through academic, administrative and financial support, which will contribute in the growth and development of Indian higher education. In the changing landscape, entrance of private

universities will be a game changer, it will not have direct impact on the government universities (State or Central Universities) as the education in these universities is highly subsidized but will give more options to the students. Over the last two decades, India has remarkably transformed its higher education landscape. Many new institutions of medicine, science, technology and others have been introduced. Quality practices for higher education have become a prerequisite for effectual quality assurance system (QAS) for the boundaries of those institutes and universities which are turning their selves into the knowledge disseminating executive by upgrading their existing practices in the light of QAS. This has ascertained the value of higher education moving ahead for the expansion and ceaseless resurgence of instructive attributes in learners, examiners and teachers. However, ideologies and fundamental requirements and approaches towards quality are well-matched with the best practices and perspectives of higher education; which when critically considered in quality assurance system are beneficial for higher education. Quality system in higher education demands an orderly evaluation of all characteristics connected to processes. Education today is subject to the pressures of the marketplace. According to (Brown and Duguid, 2000), profound changes in competition have made institutions think like business. The B-schools behave like educational markets and are becoming global to benchmark and internationalize their curricula. B-schools also have to adjust themselves and develop strategies to respond rapidly to the changes in technologies and increasing demands of stakeholders. The institutes have been making substantial investments into information technologies to meet their goals to increase the effectiveness of operations and information systems. All institutes are using the information about their students to gain insights into bigger issues like students' performance, placements, students' admissions and students' successes. The regulatory bodies, accreditation bodies are seeking more information to measure and evaluate the effectiveness of the institutes (this process is often termed as rating).Driven by market opportunities and entrepreneurial zeal, many institutions are taking advantage of the lax regulatory environment to offer 'degrees' not approved by Indian authorities, and many institutions are functioning as pseudo non-profit organizations, developing sophisticated financial methods to siphon off the 'profits'. Regulatory authorities like UGC and AICTE have been trying to extirpate private universities that run courses with no affiliation or recognition. Students from rural and semi urban background often fall prey to these institutes and colleges.One the fundamental weaknesses of the system is lack of transparency and recommendations have been made to mandate high standards of data disclosures by institutions on performance.

Knowledge Management and Higher Education

Knowledge can be defined as (Awad and Ghaziri, 2004) the understanding that is obtained through the process of experience or appropriate study. The Knowledge management principles if applied to management education will enhance the quality of academic learning process. The term "Knowledge Management" (KM) is used to describe everything from the application of new technology to harnessing of the intellectual capitalof an organization.

"Knowledge management is concerned with the exploitation and development of the knowledge assets of an organization with a view to furthering the organization's objectives. The knowledge to be managed includes both explicit, documented knowledge, and tacit, subjective knowledge. Management entails all of those processes associated with the identification, sharing, and creation of knowledge. This requires systems for the creation andmaintenance of knowledge repositories, and to cultivate and facilitate the sharing of knowledge and organizational learning. Organizations that succeed in knowledge management are likely to view knowledge as an asset and to develop organizational norms and values, which support the creation and sharing of knowledge"(Rowley, 2000). Knowledge Management in Higher Education- An Imperative Need.Indian higher education system has undergone massive expansion in post-independentIndia with a national resolve to establish several Universities, Technical Institutes,Research Institutions and Professional / Non-professional Colleges all over the country togenerate and disseminate knowledge coupled with the noble intention of providing easyaccess to higher education to the common Indian. Quality practices for higher education have

become a prerequisite for effectual quality assurance system (QAS) for the boundaries of those institutes and universities which are turning their selves into the knowledge disseminating executive by upgrading their existing practices in the light of QAS. approaches towards quality are well-matched with the best practices and perspectives of higher education; which when critically considered in quality assurance system are beneficial for higher education. Quality system in higher education demands an orderly evaluation of all characteristics connected to processes. The system pertaining to assurance of quality raises the significance of assessment founded on knowledge to discover the qualities of an individual. Knowledge management positively revolutionizes the system of education of any country and inculcates awareness to explore innovative measures for implementation of beneficial education system coupled with enhanced qualitative assurance for higher education. Knowledge management also brings to limelight the gap which requires to be refilled for clarifying the policies and procedures by making use of exclusive quality parameters with regard to academia. Knowledge management increases the ability of the Education System to learn from its environment and incorporate knowledge into the academic processes by adapting to new tools and technologies. One has to tighten their strategies to sustain high level competition in education market. KM is used to examine the overlapping and ongoing relationships among faculty, students, course, and programs in any business school academic environment. It is important to realize that we live in a fast changing world, dictated by the developments in technology. Quick access to information has made knowledge creation fast, and the multiplier effect has made it even explosive. It is increasingly difficult to anticipate changes and respond to them with creative purpose.

Role of Knowledge Management in Higher Education

The idea of knowledge management has been well recognized in the business world but the literature regardinginformation management to support education learning is scarce. Effective implementation of Knowledge Management is considered as an increasingly important tool facilitating organisations to gain a competitive advantage. Educational Institutes are not far behind, they have also realized that Knowledge is now a driving force for organisational change and innovation, which are a survival tool in today's dynamic environment. All Organisations store, access, and deliver knowledge in aunique manner; the differing factor is the way that value is added to the products and services they deliver by theeffective use of the knowledge capital. Higher Education institutions have significant avenues where they can practice knowledge management techniques to support their mission and accomplish their vision. The benefits of the use of KM method in higher education can classified into five main categories, such as the benefits on the research processes, the curriculum development processes, student and alumni services, administrative services, and strategic planning. KM practices can also benefit Management Education Institutions in other ways such as Faculty Development, Research process, Curriculum development , Student teaching and learning process , overall control of the institutional processes like library, computer lab, recruitment, etc ,Strategic planning like Institute marketing,Placements/Corporate Interface etc. To meet the growing requirement of curriculum design and curriculum delivery, to meet the twin objective of relevance and quality of human resource development, and to ensure that teaching learning processes create an environment conducive for creativity and innovations, it becomes necessary to adopt KM techniques in curriculum development. As a result, Educational Institutions are exercising radical changes and are at varying stages of planning and implementing knowledge-based strategies in effort to improve their competitiveness, productivity, organisational effectiveness and better service to the nation by producing skilled leaders for tomorrow. However, KM initiatives are both expensive and risky propositions. Financial resources put a constraint on what can be expended on knowledge activities. This necessitates a re-look at knowledge management initiatives in Educational Institutions, which can be considered to be knowledge intensive organisation.

Conclusion

To conclude it can be said that Knowledge management is a crucial consideration in higher

educational institutions to ensure that knowledge flows efficiently to the functionaries, students and other stakeholders. Knowledge management (KM) is an essential consideration in higher educational institutions (HEIs) to ensure that knowledge flows efficiently between the people and processes. A crucial aspect of KM in HEIs that has not been addressed adequately is the unstructured nature of knowledge management and varying degrees of conformance to KM mechanisms in the functional domains.

The KM system and supporting technology will blend the higher educations goals, social processes, organization behavior, and organization strategy with the Knowledge management strategy .There will be a unison in the processes of knowledge creation, sharing, or application. It will foster the growth of an organisation,Higher Education Institution in this case, and promote the primary activities of teaching, learning and academic administration. In a nutshell if the KM portal is properly and implemented as discussed above, it would improve theInstitution performance and productivity.

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Quality and Employability of Higher Education in India

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Abstract

Education is a social process. Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. Education and training create assets in the form of knowledge and skills which increase the productive capacity of manpower and this is referred to as human capital. Higher education and employment are indisputably tightly connected. Changes in the education sector, in policy, funding and structure, directly impact the employment sector. At present the unemployment rate in India is increasing day by day. The way out to compete with smart people across the globe is to ensure smart learning and quality teaching. The purpose of this study is to identify the employability skills required by young graduates and assess how there can be a value creation through effective knowledge management in terms of education, evaluation process and feedback mechanisms.

Introduction

Higher education is very important for a developing country like India and it is encouraging to increasing human development. The Indian higher education system has witnessed significant expansion in recent years, both in terms of the number of institutions as well as the student enrollment. India has more than 400 universities and over 20,000 colleges, of which almost half were set up in the last decade. Indian higher education has grown by 20% in one year and added more than 5,000 colleges to the system. Likewise, gross enrollment ratio grew from 12.5% in 2007-08 to 17.3% in 2009-10. India's target of doubling the gross enrolment ratio (GER) in higher education by 2020 will come at a price of R9.5 lakh crore and require an additional 10,510 technical institutions, 15,530 colleges and 521 universities. GER is the number of actual students as a share of all potential students. The human resource development (HRD) ministry has set a goal of doubling GER to 30% by 2020 from the current 15%. The ratio was approximately 12% in 2008-09 — only a fourth of the average GER in developed countries (54.6%), even worse than developing countries in transition, which have 36.5%.

Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. The social sector of a country, namely, health, rural development, education and employment generation has assumed great significance in the new economic regime. The prosperity of any nation is intrinsically linked to its human resources. Only a quality future human capital can envision development of its nation to meet the needs of the present without compromising the ability of future generations to meet their own need. Without a quality human capital, a nation will be weak as there is no human factor that is capable to embark on new initiatives and perspectives. A quality human capital comes from a quality education process. A carefully designed and well planned education system is critical to developing such human capital. Thus, institutions of higher learning play a very important role and the teaching and learning processes in institutions of higher learning should provide such knowledge and skills to future graduates. The importance of education, we must know that schools have become the most important means of transforming wealth of knowledge and skills from one generation to another. However, the role of institutions becomes more challenging in the modern world with innovations and technological developments. Investment in education and educational institutions should be viewed as an investment for economic prosperity.

Education system in India

Education is a social process. The form and content of education of any age and society are products of society-education dialectics. Education, particularly higher education, as the instrument of the individual, societal and economic transformation in India became well recognized in the second half of

the twentieth century. Since independence in 1947, there have been larger investments in higher education, with the concomitant increase in the number of students who opt for higher education. The transformation of Indian education system from the ancient *gurukula* system to today's virtual learning system is a reflection of the changing social context. The new social realities, particularly the interplay between democratization of education, emergence of knowledge society and globalization, greatly influence the educational processes in all societies (UNESCO, 2002).

For a long period, India did not have an organized way of educating its population. The *gurukula* system was prevalent in India in ancient times, which rendered access to education very difficult for the common person. The organized system of education is a British legacy, introduced by the British in the middle of the nineteenth century. There was a progressive quantitative expansion of the system in the early part of the twentieth century, and at the time of independence in 1947; there were approximately 21 universities and500 colleges in the country (Gnanam, A & Stella, A. 1999)Although the increase in the number of higher education institutions and student enrolment seems to be impressive, it is no different from the experience of other nations. Unlike in other countries, however in India, its impact is nullified due to the growing population. Quantitative expansion resulted in the increase in expenditure on higher education. Higher education costs in India have gone up significantly in recent years. Full costs are recovered for most of the professional programmes whether these are offered in private or public institutions. While fee levels may continue to be low in central universities that form a very small part of higher education in India, the fee levels are quite high in many state universities.

National Knowledge Commission (2006) recommended to the Government of India to create around 1500 universities nationwide that would enable India to attain a gross enrolment ratio of at least 15 per cent by 2015. It also recommended the creation of 50 National Universities that can provide education of the highest standard. As exemplars for the rest of the nation, these universities shall train students in a variety of disciplines, including humanities, social sciences, basic sciences, commerce and professional subjects, at both the undergraduate and post-graduate levels.

Employability Scenario in India

Higher education and employment are indisputably tightly connected. Changes in the education sector, in policy, funding and structure, directly impact the employment sector. At present the unemployment rate in India is increasing day by day. One of the various roots of the high unemployment rate lies in the higher education system and the lack of encouragement toward entrepreneurship. We define higher education as university education216in different streams. Within the scope of our paper, we consider higher education non vocation based. Even though there is a trend towards professional courses in India, the concept has yet to grow in popularity. Effective education for employment, the connection between the demands of employers and the output of our current education system, the implications of a rapidly globalizing world, and what needs to happen to deliver fit-forpurposeeducation in the 21st century is the topic of concern.

India is the third largest higher education system in the world after China and the United States of America. India's higher education landscape is made up of government-run,state-run, and private institutions. There are 20 central universities, which are run by the central government. At central universities, education is meant to be cheaper; however, technical majors in particular are becoming expensive even at government-run institutions. Furthermore, there are 42 specialized colleges, including institutes of technology or management, which are also run by the central government. India has 215 state-rununiversities, funded and coordinated by the federal governments. Other universities, like the100 "Deemed Universities" got their university status from the University Grants Commission, and were initiated by private economic initiatives, though financed by government funds. Private universities and distant learning institutions are growing in number and popularity, as state institutions have decreasingly met the increased demand for higher education since the 1990s. The higher education offered by private institutions of higher learning is motivated by profit rather than in accordance with

India's employments market.

Employability Skills - A Definition

The term "employability skills" refers to those skills required to acquire and retain a job. In the past, employability skill swere considered to be primarily of a vocational or job-specificnature; they were not thought to include the academic skills most commonly taught in the schools. Current thinking, however, has broadened the definition of employability skills to include notonly many foundational academic skills, but also a variety of attitudes and habits. These transferable skills include the ability to "solve complex, mulii disciplinary problems, work successfully in teams, exhibit effective oral and written communication skills, and practice good interpersonal skills" **(Schmidt, 1999).**In fact, in recent usage, the term "employability skills" is of ten used to describe the preparation or foundational skills upon which a person must build job-specific skills (i.e., those that are unique to specific jobs). Among these foundational skills are those which relate to communication, personal and interpersonal relationships, problem solving, and management of organizational processes**(Lankard, 1990).** Employability skills in this sense are valued because they apply to many jobs and so can support common preparation to meet the needs of many different occupations. Robinson (2000) defined employability skills as "those basics kills necessary for getting, keeping, and doing well on a job." Employability skills are teachable **(Lorraine, 2007)** and transferable skills **(Yorke, 2006).**

The majority of the working population in India is employed in the agricultural sector. Latest research by the National Sample Survey Organization indicates that the creation of jobs in India over the past year was limited, particularly in the agricultural sector, and there was a vast withdrawal from the labour force, especially by women1. There is a shift in popularity of higher education among young people, yet the labour force participation rate has declined. The importance of the informal sector is growing, but trends in education are not responding to this development. Main issues which arise when discussing education in conjunction with employment are discrepancies between rural and urban trends, gender differences, illiteracy rates, the impact of federalism, and the consequences of traditional societal structures such as the caste system. The services sector has been the growth engine for India's economy. Its share has grown to around 52% in 2004-2005 from 41% in 1990-91. The key growth factor has been the shortage of right skilled talent in major market sof the world and its abundance in India. The road ahead is not expected to be smooth with rising wages and retention challenges, driven by shortages of 'employable' workforce.

Employability is a very important aspect of higher education system. Students seek educational opportunities to enter the world of jobs . According to Bridges (2000) the real requirement today is to take into serious consideration the student placement, and in this process inculcate the requisites kills and habits viz. original analytical thinking, communication skills, superior presentations kills, working in teams, and information technology. This will help in aligning the students with the industry. Therefore, higher education institutions should make their curriculum more practical and industry oriented instead of traditional methods being followed. Singh and Sharma (2008) have emphasized the emerging role the industry could play in the Indian context, in ushering collaboration with the education sector; they recommend that industry could play a vital role in increasing the growth prospects of educational institutions.

The education system has to be aligned to employment trends. The Indian education system has had its focus on scholastic achievements with little focus on skill development. Shaswat Kumar (2006) feels that developing the right core skills at early age is important for long-term employ ability. Research shows that threshold skill levels in language, cognitive ability and ICT literacy help the individual absorb domain inputs rapidly and be employable. In October 2006, Ram Shriram, a founding board member of Google Inc. said that the company faced the challenge of finding candidates with the right skill sets in India, when compared to other parts of the world. He cited the shortage of web development

skills, web design technology professionals and the need for more talented middle-level managers.

Analysts pointed out that these remarks were a further indication of the impending talent shortage in the Indian IT sector. NASSCOM had estimated that by 2010 India could face a shortfall of 500,000 IT professionals. It was believed that this could seriously threaten India's position as a leading provider of IT and ITES services. According to NASSCOM, every year over 3 million people (graduates and post graduates) are added to the workforce in India. Of these, only 25percent of technical graduates and 10-15 percent of other graduates are considered employable by the growing IT and ITES sectors. Even after employing these graduates, most companies have to spend considerable amount of time and resources on their training so as to develop the skills required by the industry. With the talent shortage resulting in increasing salaries and high attrition rates, some experts cautioned that India could lose its competitive advantage in the IT sector. This could lead to a situation where multinational companies might start scouting for alternative locations, if India was unable to meet their growth demands due to the shortage of quality manpower(Indu,P., ICFAI).

Quality Education

Although education is a very important condition for employment, India has to face many education-related problems. The huge shortage of teachers is a national issue. According to a study by the National University of Educational Planning & Administration(UNEPA), India is short of 1.2 million teachers. The number of children between 6 and 14 years who do not attend school, lies at a shocking 42 million. The study indicates that 16%of all villages do not have primary schools and 17% of schools employ only one teacher. Additionally, students dropping out of school present a serious problem to the Indian education system. As an analysis of India's District Information System for Education data shows, Grade 5, which is the highest grade in the primary school cycle, has a dropout rate of15.9%, while the dropout rates in Grade 6 and 7 are 10% lower5. The higher the school grade, the less likely students are to quit. One of the main reasons for those dropouts is economic.60% of the children who responded to the survey stated the need to supplement income through household chores and domestic work6. Another 30% of the children stated they work to help financially support their families. The study found the cost of school materials to bean other significant cause for drop outs. Among those children who left school, 9-10% did so due to poor academic performance, 5 to 8% felt they could not catch up with school work they had missed due to absence, and 14% left school because of the discouraging influence of their teachers. Regarding the gravity of issues at the primary education levels, the focus of the government budget on primary and secondary education as opposed to higher education seems logical.

The way out to compete with smart people across the globe is to ensure smart learning and quality teaching. If the higher education institutions co-ordinate with the industry and other higher education institutions, then it can foster towards improved and required set of skills, learning, and. Therefore, the beneficiaries will be the students who will have more access and information about the latest developments across the industry and the teachers will be acquainted with th valid facets of their subjects (Hirsch and Weber, 1999; Hanna, 2003). Singh and Sahi (2012) validate the significant relationship between active experimentation learning style and preference for facilitator instruction approach, which could help the teachers to improve the quality of learning and teaching.

Despite gross problems on the level of primary education, the higher education system in India has grown steadily throughout the past century, and has experienced exponential growth since the 1990s. The higher education system in India is now one of the largest in the world. The government has played a significant role in funding and supporting higher education, however, structural needs of the Indian market are not always met. Statistics published by the University Grants Commission state that 36% of the degree seeking students in the Indian higher education system are enrolled in the arts, followed by the sciences (18%) and engineering and technology (16%)9. Enrolment in medicine is respectively low at 4%. Only 2% of Indian students are enrolled in law programs, and an equally low 3% are enrolled in

education. This indicates that societal needs, such as health, education, and jurisdiction, are not reflected in the contribution of students in the higher education system.

Quality is often considered to be a standard or norm with which to compare two similar things in order to assess the worth of the thing compared. It is a 'bench-mark' arrived at after reckoning the best features of the things compared. If an undergraduate, for instance, has the abilities to self-manage the advancement of his learning, to remain at the frontiers of knowledge in his discipline and to present and defend his ideas before general and specialist audiences, he bench-marks the standard of undergraduate education which alone is acceptable for employment anywhere in the world. Similar bench marks exist for different qualifications. Quality is context and need-specific. Rural institutions may require a set of skills which may not be indispensable for urban institutions. Similarly teaching may be considered more important in an undergraduate college and research may take precedence overtaking in a university. Identical bench-marks may not be compatible for rating performers in context diversity. This does not mean that the degree of excellence in performance in different contexts can be different. For instance, a student of agriculture interested in researching into maize cropping needs a set of skills and competencies which are not the same in the case of a researcher in paddy cropping. Nevertheless the degree of efficiency they manifest in sustaining and improving the quality of the yield as well as the impact of the outcome cannot differ for purposes of standardising performance for judgement.

Higher education is not only driven by favouritism in the appointment of operatives, but also by market opportunities and entrepreneurial zeal. Many institutions are taking advantage of the relaxed regulatory environment to offer 'degrees' not approved by authorities. Public higher education is reluctant to respond to job market demands. Many "non-profit"organisations develop financial methods to siphon off the profits. This further fuels the growth of private higher education. India's private education sector was estimated at $40billion in 2008 rose to $68 billion in 2012. Looking at the educational infrastructure through statistics, approximately 40% of the Indian population are illiterate, while the capacity of the higher education system – private and public – can only hold 7% of India's college-agedpopulation. This educational environment does not promote generalized education. The growth of higher education institutions, illustrated in appendix 1, portrays a growth almost entirely caused by the increase in private post-secondary education institutions.

The Indian government initiative "Education for All" was initiated after the Millennium and realized in April 2009, when a clause was added to the Indian constitution, giving each child between the ages of 6 and 14 the right to education. At present, governmental and state efforts in the educational sector focus on problems at the primary and secondary level, and not at the higher education level. The government allocated only 4% of the gross domestic product to education in 2012, which included all education – primary, secondary, and higher education. Changes in the higher education sector are, therefore, highly left to private initiatives.

Employment

"Employment is so crucial for development. Employment creates a sense of self reliance and independence which very fundamental for development not only at individual but at social and national level. The value education in employment and employment for a healthy, productive and peaceful society cannot be underestimated".

" Jobs can mean economic freedom for women; provide access to education and health services for children; and present an alternative to violence for idle youth. Employment is crucial to successful and sustainable development. Indeed, if a developed society is one in which individuals can lead healthy, productive lives, have access to the resources needed for a decent standard of living and participate in the life of the community, then jobs can make development happen. Job creation and full employment have been part of the development agenda for decades, sometimes at the top of the list, and at other times losing priority to GDP growth or other economic priorities."

In 2013, the issue of jobs is back in the development spotlight, and with good reason. According to the International Labor Organization, there are more than 200 million people unemployed worldwide. In recent years, we have seen a global financial crisis that left few countries untouched, causing a massive economic downturn and a major loss of jobs. Five years on, the world is still short some 67 million jobs. In addition to catching up to pre-crisisemployment levels, the total number of jobs needed to maintain current rates of employment continues to grow each year. Population projections suggest that the world will need upwards of 500 million new jobs by 2020, the majority in developing countries as their relatively young populations enter the workforce. One way to increase the employability of a population and promote job creation is to improve the quality of education. Education contributes to overall economic growth by improving the efficiency of the workforce and leading to higher rates of individual productivity, which in turn lead to a higher demand for qualified workers. Education can provide individuals with the necessary market skills to be relevant in the economy. The Indian employment sector has witnessed massive developments, increasingly throughout the past 30 years. A lack of institutional responses to a demand for re-training and the change in the labour market further increase the growing gap between the rich and poor.

Structural changes shift the bulk of the work force from the agrarian sector to the industrial and service sectors. The majority of the workforce still occupies the agrarian sector. However, the productivity of workers in the industrial sector is much higher than in agriculture. Urbanization and the consequential relocation of the workforce has played a main role in government policy choices and ignited the demands for a re-training of the work force. At present, work in the agricultural sector can be made more effective and a bulk of the workforce can be mobilized through education and vocational training to meet the needs of21st-centruy India and its market.

Conclusion

Higher education and high quality vocational training at present is not available to a large part of the potential workforce of India. Since providing education to disadvantaged individuals within society presents itself difficult due to traditional structures and customs, promoting entrepreneurship would be a way to launch change. In order to efficiently involve women and people of lower castes or discriminated tribes and religions in the Indian economy, self-employment and skill-training initiatives are needed. Overall, the struggle between private and public actors and the struggle between central and state actors is creating a barrier to improvements, leaving a bulk of the work to non-governmental grassroots organizations and societies. we need to recognize that the knowledge, skills and productivity of our growing young and dynamic work force form the backbone of our economy. To reap the benefits of such a young work force, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Our education system is different from the developed countries, so, it is time to bring in the changes that will give us the momentum to find a place in the global scenario. Govt. and public both should work hand-in-hand to support each other and look for the required upliftment of education. The strength of a nation is dependent on its intellectual and skillful citizens. It can be observed that education is an essential tool for achieving sustain ability. Only a quality future human capital can envision development of its nation to meet the needs of the present without compromising the ability of future generations to meet their own need. The relationship between higher education and the employability is longstanding. The higher education institutions, industries and students may jointly work for the attainment and effective performance of the world of work.

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RashtriyaUchchatarShikshaAbhiyan RUSA: Transformation of Higher Education

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Abstract

The higher education sector of India has been facing a lack of vision and planning for the development of institutions at the state level. There is a strong need for a strategic intervention for the improvement of access, equity and quality in Indian higher education. This planning should be done by an autonomous body that can raise and allocate funds from the state as well as central governments. RUSA will be a centrally sponsored scheme spread over two plan periods, for improving higher education system in India. With over 96 percent of students enrolled in the state higher education system, there is a need for State colleges and universities to be strengthened through strategic central funding and implementing certain needed reforms. The country will substantially increase the number of students in higher education in next seven years. The HRD Ministry expressed that RashtriyaUchchatarShikshaAbhiyan (RUSA) will increase the Gross Enrolment Ratio (GER) from 18% to 30%.

The RUSA will help to promote autonomy in state universities and include governance in the institutions. One of the goals of RUSA will be to ensure academic examination reforms in the higher education institutions and enable conversion of some of the universities into research universities at par with the best in the world. The main component of the programme is to set up new universities and upgrade the existing autonomous colleges to universities. Research will also be given more priority in the context of higher education. With respect to the planning and funding approach, some key changes are envisaged- funding will be more impact and result oriented, various equity related schemes will be integrated for a higher impact, instead of unplanned expansion, there will be a focus on consolidating and developing the existing system adding capacities and there will be a greater focus on research and innovation. Other related issue is to expanding the institutional base by creating additional capacity in existing institutions and establishing new institutions in order to achieve enrolment targets; correcting regional imbalances in access to higher education by facilitating access to high quality institutions in urban and semi-urban areas creating opportunities for students from rural areas to get better access to better quality institutions; and improving equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes.

Introduction

Education is one of the significant factors instrumental to the development of a country. It should be transformed to the needs of the time and changing scenario of the world. It provides an opportunity to critically reflect upon the social, economic, cultural, moral and spiritual issues facing humanity. India needs more efficient and educated people to drive our economy forward. There are many Indian around the corner who known for their capabilities and skills. To develop India as an education hub or to become a prosperous partner in global economy, India has to qualitatively strengthen education in general and higher education with research and development in particular. This paper is mainly focused on the overall performance of higher education system and tries to find out the rationale of RUSA to raise level of education system in India.

Higher education in India is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. With 700 universities and more than 38,000 affiliated colleges enrolling more than 20 million students, Indian higher education is a large and complex system. The structure of degree-granting institutions is cumbersome primarily due to "affiliation" and funding sources. The fluctuation in Indian Higher education system in recent decade has raised concern for

analysis, proper management and policy making. The drop in graph needs to listen to the qualitative dimension of the demand and adapt to it to remain relevant and competitive.

The Planning Commission of India sets the broad parameters for the funding of Indian higher education, while the University Grants Commission (UGC) is responsible for distributing resources and promoting reforms. The UGC also has a role in the processes of coordination, accreditation and quality control. However, legislatively, it is the state governments that establish and oversee the work of most universities. In the context of India, the term 'higher education' suggests a homogeneity, which glosses over the enormous structural and functional diversity within the system. Institutions differ in their objectives and funding sources, and in faculty and student commitment, and zealously attempt to guard some level of autonomy.

Issues of access and equity

India faces today a number of issues pertaining to illiteracy and unemployment, crisis of moral and spiritual values. Despite the Kothari Commission's target of 1.5 percent of the GDP in 1966, government support for higher education remained until recently at less than 0.8 percent. While many more Indian students now have access to higher education, the system as a whole is characterized by gross inequalities. Status of Higher Education in India even though the higher education system of India is third largest in the world but it has many issues like large rural-urban divide in access to the higher education system is still restricted to a small portion of the society. Access to higher education has remained poor despite the massive expansion of the sector in the country. GER has risen to around 12% in recent times but the goalwas to increase it to 15% by the end of 11th five year plan (2007-2012) and then to 20% by the year 2015 to achieve critical mass.

Expansion of higher education is particularly rapid in the last two decades. Enrollment has increased annually by 5% which is two and half times the growth in population. This is an impressive growth. After sustained efforts, the enrolment is schools has gone up significantly; so there is a significant number of first generation school-goers who are now in their med-school phase. They are likely to enter the portals of higher education. The primary responsibility of increasing the access lies with the Government. Private initiative does help but it has remained too confined to a handful of popular and market driven courses such as Management, Engineering and Medicine. The private service providers are also handicapped by absence of clear, transparent and consistent policy regime in the higher educational sector.

Lower educational attainments are attributable to certain social groups and communities; they are also related to other factors such as income, gender, region and place of residence. The last school attended also has an impact on the availability of avenues for further education. Students from rural schools are often in a position of disadvantage when it comes to seeking admissions in good urban colleges. Deprivation of educational opportunities, therefore, a multi-dimensional problem and comprehensive and holistic solutions need to be found. A deprivation index with weighted scores to students needs to be devised so that admissions are not decided solely on the school examination scores. Besides ensuring equity, this will also safeguard merit and encourage disadvantaged groups to compete and come up to the levels of others.

Issues of access and equity are interlinked. Again, quantitative expansion of higher education has not taken care of inclusion of the underprivileged and vulnerable sections of the society. The representation of SC, ST, OBC, women and minority community in colleges and universities remains low. It is no longer desirable to ignore the demands of these sections pertaining to access, to higher education which besides providing tangible economic gains also offers social mobility and recognition. Central Government is moving in this direction; it has doubled the intake capacity in central universities and institutions of national importance such as IIT's and IIM's to allow for inclusion of reserved category learners. This move assumes importance when seen in another perspective. It has been observed that students from these groups generally tend to take up 'softer' disciplines for study. They need to be encouraged and facilitated to pursue studies in `harder' disciplines so that social equity is achieved at all levels.

Table-1
Growth of Higher Education Institutions and Their Intake Capacity in India

Year → Institutions& Enrolment ↓	1951	2001	2014
No. of University	28	266	677
Number of colleges	578	11146	38000
No. of teachers (in 000)	24	395	817
No. of students enrolled (in 000)	174	8399	28000

Source: *UGC Reports*

Table-1 shows the present scenario of Indian higher education. There are only 38000colleges and 677 universities to meet the increasing need of higher education. The growth of students enrolment is more than the growth of number of teachers over the period of time, may be due to the massive investment by government at school level in form of primary as well as secondary education. Rise in enrolments and institutions at school level, there is mushrooming growth in higher education institutions at the end of 2014 there were 677 Universities and 38000 colleges in India. But still we need more than 1500 universities to cater the demand. The table 1 shows that our education system is improving not only in number of colleges and universities but also in enrolment. Most of these universities have affiliated colleges where undergraduate courses are approved and taught. But still, if we compare this improving stat with increasing population, then we have to rethink, is it still improving.

Regulatory Aspects of Higher Education

Regulation of higher education system has been a cause for concern for a long time. India inherited a British legacy of affiliating type of colleges. Over a period, fewer new Universities have come up; however, number of colleges has increased manifolds. As a result, some of the older Universities such as Pune, Mumbai, and Delhi have more than 500 affiliated colleges. Overall, university system has become complex, large and difficult to govern. UGC has formulated plans and guidelines to grant autonomy to deserving institutions. Barring the state of Tamil Nadu, this scheme has had limited success. Political configurations have influenced regulation of higher educational institutions.

All the Universities in the initial decades were set up as an Act of Parliament or State legislature. Subsequently, a 'deemed to be university' status was granted to a few of the deserving specialized autonomous institutions. During a particularly lax regime, several institutions were granted the 'deemed' status. Most of these receiving recognition and higher status belonged to politicians of all hue and cries. Recently, the UGC review committee has acted against such institutions which do not deserve the 'deemed' status. The matter now rests with the Supreme Court. Courts have also intervened and generally tried to uphold public interest in higher education. Whether or not the Indian higher education is public or national, the Supreme Court is a potent higher education actor. Regulatory framework has not been full proof and it has left many ambiguities with regard to the role and control of different persons or bodies. Supreme Court has mostly intervened on matters that are the authority for what in the system.

Education is on the concurrent list and hence it also becomes a State subject. Realizing this opportunity, some states allowed setting up of large numbers of private universities without proper infrastructure and manpower. There is a large unmet demand for higher education in the country. Hence there was no problem of getting students enrolments. It may be pertinent to mention that in the year 2002, the State of Chattisgarh enacted the Chattisgarh Niji Kshetra Vishwavidyalaya [Sthapna Aur

Viniyaman] Adhiniyam, 2002. Section 5 of the said Adhiniyam provides that the State government may by notification in the gazette establish a university by such name and with such jurisdiction and location of campus as may be specified therein. The State of Chattisgarh, in exercise of its power conferred in the said section of the Adhiniyam, initially permitted for the establishment of 108 universities, out of which the State government issued viability certificates for the establishment of 97 universities.

Based on an amendment to the above said Act in 2004, the State of Chattisgarhdenotified 60 universites out of 97. Two Public Interest Litigations were filed in the Hon'ble Supreme Court challenging the establishment of these universities. The Hon'ble Court struck down provisions of Sections 5 and 6 of the aforesaid Act while declaring the same to be ultra-vireos. Consequently, all such universities have ceased to exist. Chattisgarh, one of the newer states in the union of India, gave permission to start quite a large number of Universities within a matter of days or months. As a result of public interest litigation filed by Prof.Yashpal, all these establishments were closed by the order of Supreme Court.

There is a large unmet demand for higher education in India. Governments have squeezed their budgets for higher education since 1980's. Almost no new college has been set up in the Government or 'aided' sector. In the 11th five year plan, a provision has been made to establish new IIT'S, IIM'S and National and world class Universities. The entry norms for private institutions is not clear; confusion apart, nexus between the politicians and bureaucracy has ensured that the former corner almost all the new private unaided institutions. UGC, AICTE and other regulatory bodies have not been able to stem the rot in the echelons of higher education in the country. Hence, it has been decided to establish a National Regulatory Authority for Higher Educational institutions. A bill in this regard is expected to be moved in the Parliament. Yashpal Committee has spelt out the structure and role of the regulatory authority. The Committee has opined that the UGC should confine itself to its funding role. The national regulatory authority shall take over the other functions of granting permission to new institutions; devising rules and norms in this regard, ensuring maintenance of high academic standards and the like.

Rationale For Strategic Intervention

There is a strong need for a strategic intervention for the improvement of access, equity and quality in Indian higher education. This planning should be done by an autonomous body that can raise and allocate funds from the state as well as central governments. RUSA will be a centrally sponsored scheme spread over two plan periods, for improving higher education system in India. With over 96 percent of students enrolled in the state higher education system, there is a need for State colleges and universities to be strengthened through strategic central funding and implementing certain needed reforms. The country will substantially increase the number of students in higher education in next seven years. The HRD Ministry expressed that Rashtriya Uchchatar ShikshaAbhiyan (RUSA) will increase the Gross Enrolment Ratio (GER) from 18% to 30%.

The RUSA will help to promote autonomy in state universities and include governance in the institutions. One of the goals of RUSA will be to ensure academic examination reforms in the higher education institutions and enable conversion of some of the universities into research universities at par with the best in the world. The main component of the programme is to set up new universities and upgrade the existing autonomous colleges to universities. Research will also be given more priority in the context of higher education.

With respect to the planning and funding approach, some key changes are envisaged- funding will be more impact and result oriented, various equity related schemes will be integrated for a higher impact, instead of unplanned expansion, there will be a focus on consolidating and developing the existing system adding capacities and there will be a greater focus on research and innovation. Other related issue is to expanding the institutional base by creating additional capacity in existing institutions and establishing new institutions in order to achieve enrolment targets; correcting regional imbalances in access to higher education by facilitating access to high quality institutions in urban and semi-urban

areas creating opportunities for students from rural areas to get better access to better quality institutions; and improving equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes.

There is a need to establish a new institutional mechanism, which makes every stakeholder a partner in the process of higher education transformation. The current method of funding state universities and colleges through the UGC route needs to be reviewed. While the state governments feel that the money directly flows to universities and colleges without the knowledge of the states, the universities and colleges feel that very often the procedural bottlenecks and red-tapism lead to enormous delay in the disbursement of funds and resultant under-utilization of resources at the institutional level. There also been a lack of absorptive capacity at the institutional level, which often results in the resources not being utilized completely. Thus, there is a need for a scheme that focuses on and incentivizes governance reforms and related issues at the state and institutional level.

There are multiple mechanisms in extant schemes that have been looked at as models for improving the funding and monitoring processes, the financial devolution scheme and the three tiered outcome quality monitoring method which will help in improving control and reducing transaction costs. RUSA is sought to be implemented through a set of bodies with clearly defined roles and functions at the national, state and institutional level.

UGC can only fund those higher educational institutions, which are 2(f) and 12B compliant. As of 31st March 2012, the higher education sector consisted of 574 universities and35539 central/state/private colleges. 214 Universities of these are not covered under Section 12B of UGC Act and only 6,787 colleges are eligible for central grants under 12Band 2(f) 95 Out of the 286 State universities, only 182 State universities are eligible for central assistance. That leaves a significant number of colleges and universities not eligible for UGC grants. A new scheme is really needed to ensure that all publicly funded colleges and universities must receive the requisite state and central support in order to reach critical levels of efficiency and infrastructure.

Unfortunately many of the institutions in the non-12B and 2(f) category are devoid of any resources from the UGC. This makes them financially crippled despite the fact that many of them contribute significantly to the triad objectives of access, equity and excellence. Any support to this set of non-12B and non-2(f) institutions will require a change in the statutory provisions of the UGC Act, in order to make them eligible for UGC grants. Such a process is time consuming since it is legislative in nature. With the XII Plan already in operation, it is desirable that support to the entire State University system may be provided through this proposed new mission mode project, while a long term solution would be to reform the statutory regulatory bodies at the national level. The XII Plan document also underlines the need to provide significantly more central funding to State higher education.

The B. K. Chaturvedi Committee constituted by the Planning Commission had recommended amalgamating the plethora of Centrally Sponsored Schemes (CSSs) presently running concurrently in order to harmonize the objectives and also to achieve economies of scale. It had recommended the integration, also keeping in mind the fact that different institutional structure and administrative set-ups were being created, which at times led to parallel schemes aiming at similar objectives. The recommendations of this committee have now been accepted. Among the recommendations made, an important element has been to provide for 10 % flexi funds and flexibility in norms at the State level. Further, it also recommends two tier funding pattern (65:35 for other states and 90:10 for North Eastern States, Sikkim, J&K, Uttarkhand and Himachal Pradesh). Hence, the Planning Commission requested administrative ministries including the Ministry of Human Resource Development to examine the possibility of amalgamating different CSSs catering to similar objectives and adhering to these recommendations. It may be pertinent to note that the restricted CSS – (RashtriyaUchhatarShikshaAbhiyan, which figures as one of the CSS during the 12th Plan, among others), has received the cabinet approval recently. RUSA, the new CSS discussed in the subsequent

section, will be an instrument to harmonize national programs for funding State Universities and colleges through a single over-arching umbrella scheme in CSS architecture.

Further, the current provision as per the law does not allow UGC to fund State governments or bodies created by them, except educational institutions. The number of higher education institutions has increased significantly and today, from 30 Universities in1950-51 to 574 universities in 2011-12 (700 as of June, 2013) and 30 colleges in 1950-51to 35,539 colleges 2011-1297. Given that many State governments have been advocating the need for their greater involvement in the process of monitoring the functioning and performance of State Universities and colleges, it may be advisable to route the resources through a state mechanism for effective monitoring and implementation. This also makes eminent management sense, since managing such a large higher education system in two-tier mode is a near impossible proposition. It is now imperative for the central higher education strategy to make states equal partners in planning and monitoring.

UGC also gives grants under schemes; currently it has about 6298 schemes meant for higher education institutions. Dealing with so many institutions through multiple schemes is a management challenge, leading to underutilization of funds. The operationalization of the new scheme would be in a manner that streamlines and harmonizes with the activities of the UGC. The institutional framework needs to be structured in order to ensure that the UGC's role is not undermined, but rather the UGC is made an equal partner in the entire process. Therefore UGC's role in the new CSS has been clearly defined and institutionalized.

Affiliation and governance reforms in State Universities have emerged as urgent requirements for the improvement of quality in higher education. So has the belief that for better utilization of funds, the funds must be linked to measurable performance indicators. The current system does not allow this sort of incentives to institutions or states which requires them to carry out some base line reforms and follow best practices in order to be eligible to access at least part of the central funds. This is a feature of some recent CSSs like Jawaharlal Nehru National Urban Renewal Mission and has been adopted as an integral part of RUSA.

Conclusion

The Higher Education system is witnessing significant transformations and reforms. The globalization of economic activities and development in science and technology accelerate the emergence of new types of higher education institutions.Today, higher education becomes a critical input in human resource development and is essential for the country's economic growth. Over the period of time, growth have been take place in higher education in terms of institutions, enrolments etc. in India, but it is not sufficient. Our country is facing various challenges regarding higher education, which need to overcome through appropriate policy formation and their effective implementation. India is now expanding its higher education system by launching a new centrally sponsored scheme 'RashtriyaUchchatarShikshaAbhiyan' (RUSA). This is for the first time since independence that Higher Education is being expanded in a mission mode which will particularly benefit State Universities and Colleges. This scheme can become panacea to reformation of State Higher Education System in the country. In order to effectively plan for reforms andimprovement, it is necessary to have in realistic perceptions of what is possible and what is not.

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Convergence of Competency and Employability Skills in Higher Education

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Abstract

In the fast changing and dynamic world, when competition is at its acme. 70% of the population in India are young and falls in the employable or working age group. At the same time India is known as a haven for cheap labor. But there is a wide gap between job vacancies and the employable youth. India, unlike Europe and other developing economies does not have the highest unemployment rate, but the unemployment rate that exists is more because of the unemployable educated incompetent mass. The amount of money spent on procurement, recruitment, training and development is increasing day by day. The only possibility that can be visualized to bridge the gap is to develop more skills and proficiency amongst the employable youth.

This paper attempts to study the gaps in the higher education curriculum and find the ways in which the skill development and competency development program to be implemented.

Introduction

In the fast changing and dynamic world, when competition is at its acme. 70% of the population in India are young and falls in the employable or working age group. At the same time India is known as a haven for cheap labor. But there is a wide gap between job vacancies and the employable youth. India, unlike Europe and other developing economies does not have the highest unemployment rate, but the unemployment rate that exists is more because of the unemployable educated incompetent mass. The amount of money spent on procurement, recruitment, training and development is increasing day by day. The only possibility that can be visualized to bridge the gap is to develop more skills and proficiency amongst the employable youth.

In 2004-05, the total employment in the country was estimated at 459.1 million out ofwhich 56.8 percent of workforce belonged to self employment, 28.9 percent to casual labor,and 14.3 percent to regular wages. About 8 percent of the total work force in India isemployed in the organized sector, while the remaining 92 percent are in the non-formalsector. Employment needs to be generated in all the sectors, namely primary, secondary,and territory.Potentially, the target group for skill development comprises all those in the labor force, including those entering the labor market for the first time (12.8 million annually),those employed in the organized sector (26.0 million) and those working in the unorganizedsector (433 million) in 2004-05. The current capacity of the skill development programs is3.1 million. India will have a largest target of skilling 500 million people by 2022.As the proportion of working age group of 15-59 years will be increasing steadily, India has the advantage of the demographic dividens Harnessing the demographic dividend through appropriate skill development efforts would provide an opportunity to achieve inclusion and productivity within the country and also a reduction in the global skill shortages. Large scale skill development is thus an imminent imperative.The Major challenge of skill development initiatives is also to address the needs of a huge population by providing skills in order to make them employable and help them secure decent work. Skill development for persons working in the unorganized sector is a key strategy in that direction. This will also inculcate dignity of labour and create greater awareness towards environmental, safety and health concerns.

The quality of employment in organized sector is generally high, though the scope ofthe additional employment generation in this sector is rather limited. Significant employmentgeneration is taking place in the tertiary sector, particularly, in services industries. Self employmentand small business continue to play a vital role in this regard. It is, therefore,necessary to promote main employment generation activities like (a) agriculture, (b) laborintensive manufacturing sector such as food processing, leather products, textiles (c)services sectors: trade, restaurants and hotels, tourism, construction and informationtechnology and (d) small and medium enterprises.

A task of skill development has many challenges which include: - a) Increasing capacity & capability of existing systems to ensure equitable access to all. b) Promoting life long learning, maintaining quality and relevance, according to changing requirement particularly of emerging knowledge economy. c) Creating effective convergence between school education, various skill development efforts of government and between government and Private Sector initiative. d) Capacity building of institutions for planning, quality assurance and involvement of stake holders. e) Creating institutional mechanism for research development quality assurance, examinations & certification, affiliations and accreditation. f) Increasing participation of stakeholders, mobilizing adequate investment for financing skill development, attaining sustainability by strengthening physical and intellectual resources.

In order to bridge the gap; first and foremost, it is important to assess the various competency skills required to be included in the curriculum of higher education industry/specialization perse'. There is a need to identify, catalog and project the range and depth of skills.As analyzed the various skills are:

1. **Business Acumen:** This is about knowing how a business or industry works and what makes a company tick. To have an understanding of what the organization wants to achieve through its products and services, and how it competes in its marketplace.
2. **Communication:** Verbal and written communication, and listening. It's about being clear, concise and focused; being able to tailor the message for the audience and listening to the views of others.
3. **Teamwork:** The need to prove that you're a team player but also have the ability to manage and delegate to others and take on responsibility. It's about building positive working relationships that help everyone to achieve goals and business objectives.
4. **Negotiation and persuasion:** To put forward the idea and be able to convince others to take appropriate action. Ability to discuss and reach agreements.
5. **Adaptability and Flexibility:** The world of work is changing at an ever increasing pace so employers actively seek out graduates who can adapt to changing circumstances and environments, and embrace new ideas, who are enterprising, resourceful and adaptable.
6. **Analyzing and Investigating:** Skill to be a problem solver and be able to gather information systematically to establish facts & principles.
7. **Initiative and Self Motivation:** Able to act on initiative, identify opportunities & proactive in putting forward ideas & solutions.A determination to get things done. Make things happen & constantly looking for better ways of doing things.
8. **Time and Stress Management:** Manage time effectively, prioritizing tasks and able to work to deadlines. Be able to work under stress and adapt to quickly reflect flexibility.
9. **Skills pertaining to expertise& Creativity:** Like numeracy, statistical skills, accounting, mathematical packages, accounting packages, engineering packages, computing skills, etc.
10. **Self Awareness and Leadership Skills:**To be able to present a strong, professional, positive image to others which inspires confidence & commands respect. Ability to motivate and direct

others. Have an awareness of achievements, abilities, values & weaknesses & what you want out of life.

Competency and Skill building programs included in the higher education curriculumcan thenbe viewed as an instrument to improve the effectiveness and contribution of labor to the overall production. It is as an important ingredient to push the production possibility frontier outward and to take growth rate of the economy to a higher trajectory. Skill building could also be seen as an instrument to empower the individual and improve his/her social acceptance or value.This gap can be bridged through skill development programs integrated in higher education curriculum. The present skill development programs are all separate from the higher education curriculum. Government has taken intitatives but it must be intersoculated with higher education curriculum to get the breakthrough.

The Eleventh Five Year Plan had favored the creation of a comprehensive National Skill Development Mission. As a result, a"Coordinated Action on Skill Development" with three-tier institutional structure consisting of (i) PM's National Council (ii) National Skill Development Coordination Board (NSDCB), (iii) National Skill Development Corporation (NSDC) was created in early 2008. Whereas, Prime Minister's National Council on Skill Development has spelt out policy advice, and direction in the form of "Core Principles" and has given a Vision to create 500 million skilled people by 2022 through skill systems (which must have high degree of inclusivity), NSDCB has taken upon itself the task of coordinating the skill development efforts of a large number of Central Ministries/Departments and States. The NSDC has geared itself for preparing comprehensive action plans and activities which would promote PPP models of financing skill development.

The National Skill Development Corporation (NSDC) has been established to facilitate or catalyze the initiatives that can potentially have a multiplier effect as opposed to being an actual operator. In doing so, it strives to involve the industry in all aspects of skill development. The approach is to develop partnerships with multiple stakeholders and build on current efforts, rather than undertaking too many initiatives directly, or duplicating efforts currently underway. To scale up efforts necessary to achieve the objective of skilling / up-skilling 150 million people, the NSDC strives to:

- Develop ultra low cost, high-quality, innovative business models
- Attract significant private investment
- Ensure that its funds are largely "re-circulating"; i.e. loan or equity rather than grant
- Create leverage for itself
- Build a strong corpus.

The NSDC plays three key roles:

1. **Funding and incentivizing**: In the near term this is a key role. This involves providing financing either as loans or equity, providing grants and supporting financial incentives to select private sector initiatives to improve financial viability through tax breaks, etc. The exact nature of funding (equity, loan and grant) will depend on the viability or attractiveness of the segment and, to some extent, the type of player (for-profit private, non-profit industry association or non-profit NGO). Over time, the NSDC aspires to create strong viable business models and reduce its grant-making role

2. **Enabling support services**: A skills development institute requires a number of inputs or support services such as curriculum, faculty and their training, standards and quality assurance, technology platforms, student placement mechanisms and so on. The NSDC plays a significant enabling role in some of these support services, most importantly and in the near-term, setting up standards and accreditation systems in partnership with industry associations

3. **Shaping/creating**: In the near-term, the NSDC will proactively seed and provide momentum for

large-scale participation by private players in skill development. NSDC will identify critical skill groups, develop models for skill development and attract potential private players and provide support to these efforts.

The glaring reality is that so many schemes are designed and implemented by the government yet the none of the schemes perform and give results as expected. The motivation to attend the skill development programs in not seen in the students, as they do not realize the need of equipping themselves with the skills. Its only when the reach the market and are unable to get the job, then they frantically look for ways to improve their skills.

Secondly the quality of students is dependent on quality of education and also on the quality of teachers. The quality of teachers can improve when the teachers are compensated in a respectable way and for this PPP model should be followed. When people are given comfortable jobs and they have job security they become complacent and do not have the desire to improve themselves but when incentives are linked to performance and excellence, it benefits. The desire to excel comes from within and cannot be forced upon.

The occuptation of teaching should be not taken by default but by desire and the profession should reach such heights that it may attract the youngsters in chocing teaching as their ambition for profession.

Higher education so long has been focused on granting degrees and building the academic base of the nation. In the past era, competency and employability were jargons outlawed in the academic world. Higher education distinguished itself above these issues and this hasestranged the education system from the industrial and corporate environment, which has led to this gap. Many experiments and attempts have been made to make higher education realistic and workable, but it has only increased the gap. The PPP model in the National Skill Development Corporation launched in 2008 is an effort to bridge the gap by developing a more viable solution. It is attempting to synchronize the efforts of higher education and other agencies so that each unit does not demassify the endeavour but work in unison for the common goal. Therefore, in the present context the need of every graduate is not only to be equipped with education and knowledge, but to be competent and employable.

Therefore the present curriculum must be updated with the view that the corporate skill requirements are met and active participation of the industrial or corporate should be initiated. The amount of time and money spent on training and grooming to be market adept will be reduced thus relieving the burden of the business to focus on the more important things. The curriculum should be made vocational and skill based so that the students passing out as graduates will be corporate ready. Though a number of initiatives have been taken by the government with the help of PPP, yet the true test would be when this Skill training is able to ensure a job for those who seek it. The placement ratio should be monitored and placed in the public domain by agencies involved in skill training.The ultimate measure would be the "500 Million" skilled people and their skill inventory along with its various levels and grades be created..

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The Ethical Issues in Higher Education

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Abstract

The Ethical concepts are changing in the modern world with its rapidly shifting values and out look regarding life and success of life. Values are the survival skills; we have to develop our value system. Education brings modification in our behavior in a desirable way .In a world of value crisis and value erosion, our students can be properly guided by the teachers ;to identify the values that are imperative for personal and social life. Education without values is like a flower without fragrance .students should realize that character building is equally important as career building. After independence, with a huge expansion of the education system there is a marked decline in the characters ,moral values. There are number of approaches, strategies and techniques to inculcate values. The purpose of this paper is to explore the nature of moral literacy and the process for promoting moral literacy through teaching in college and universities. The gurukul system that existed in India was synonymous with the purity and divinity that was ascribed to learning and acquiring of knowledge from times immemorial .However, the juncture the education has now reached definitely poses a lot of unanswered questions. The paper attempts to investigate into the details of this complex and complicated issue on multiple levels with the intention of bringing positive arguments.

Introduction

India, a land where ethics, spirituality, psychology, philosophy and education are meant to be intertwined to secure the aim of self-realisation,is paradoxically the land where relations are turning brittle, contractual relative and temporary. The youth of a nation where Truth has been the keyword, a part of the national motto "*Satyameva* Jayate" is brimming with falsehood, fraud and dishonesty. In a country crumbling under the weight of growing corruption loot, arson, murder and unethical practices, how justified is it to spend large amount, of money on college and university education, if these are yearly producing degree holders who are using "high"education for "low"practices? Higher education does not merely comprise of dissemination of specialized knowledge and skills, but needs to focus also on tacking crucial moral dilemmas and existential traumas, through proper training of human resources. The Rammurti Committee Report(May7th,19 90) of the government of India, accorded highest priority to education both as a human right and as the means for bringing about a transformation towards a more humane and enlightened society.

The most important idea governing the ancient system of education was that of perfection, for developing the mind and soul of man. Ancient Indian education aimed at helping the individual to grow in the power and force of certain large universal qualities which in their harmony build a higher type of manhood. The ancient Indian educational system focused on building a disciplined and values -based culture. Human values such as trust, respect, honesty, dignity, and courtesy are the building blocks of any free, advanced society.(Markandan 2005: 92).

Taittiriya Upanishad throws significant light on the qualities required to be developed in the students, which are not very different from the qualities that modern educational systems are tryingto impart and hence we quote a few lines from it here: Speak the truth. Practice righteousness. Make no mistake about study. There should be no inadvertence about truth. There should be no deviation from

righteous activity. There should be no error about protection of yourself. Do not neglect propitious activities. Do not be careless about learning and teaching. There should be no error in the duties towards the gods and manes. Let your mother be a goddess unto you. Respect your father, teacher and your guest.

The works that not blameworthy are to be resorted to, but not the others. The offering should be with honour; the offering should be in plenty. The offering should be with modesty. The offering should be with sympathy. Then, should you have any doubt with regard to duties or customs, you should behave in those matters just as the wise men do, who may happen to be there and who are able deliberators, who are adepts in those duties and customs, who are not directed by others, who are not cruel, and who are desirous of merit. This is the injunction. This is the instruction. This is the secret of the scriptures. (Taittiriya Upanishad, I. xi.1–4)

The main emphasis in education today lies in acquiring large amounts of information, passing examinations and securing qualifications for future employment. Children in many parts of the world are under tremendous pressure to succeed academically (Burrows, 1997). As a result of this, children are being robbed of their childhood and have to grow up too quickly. The jewels of childhood such as imagination and creativity are being swept aside. Instead of playing make-believe games, young children are sitting in front of computer screens and videos. Burrows (1997), firmly believes that, there should be a balance between modern technology and the holistic development of the child. Schools often have to face a dichotomy between the goals of quantitative achievements in academic standards and fostering the all important needs of the child in a holistic way where the environment nurtures self-confidence, integrity, love, and other moral values required to tackle problems such as poor discipline, bullying and vandalism. Thus, the creation of a learning environment through an appropriate methodology for the school has become very important (Ritchie, 1998).

The Human Values in Education

The soil prepared at the level of school education can be richly cultivated if rather than only aiming to be a technologically driven force, we build a human centered system. All actions that involve education are governed by values, and if they are not, the result is before all of is. Daily national reports reveal an alarming rise in the crime rate amongst the educated youth proving that academic qualifications and ethics are not necessarily found together. After taking degrees from prestigious Indian institutes, as the scholars leave the country for financially more lucrative jobs,they certify that their education has not fulfilled its aim because it has not taught that the nations interest should not be sacrificed at the after of money and fame.

Why Value Education?

The Education Commission (1964-65) says that "A serious defect in the school curriculum is the absence of provision for education in social ,moral and spiritual values .In the life of majority of Indians, religion is a great motivating force and is intimately bound with the formation of character and the inculcation of ethical values .A national system of education that is related to life ,needs and aspirations of the people cannot afford to this purposeful force."

A tremendous value crisis that the Indian society is facing today is due to personal greed, selfishness, indifference to others ,clash of interests and laziness that have brought about large scale corruption in almost all spheres of life-personal and public, economic political, moral and religious. Apart from this ,the growing consumerism has altered our social values and customs. The present education system, with the emphasis on consumerism and competition for achievements, has sidelined its main concern for the development of the social ,moral, aesthetic and spiritual side of the human personality.

Today, in spite of the outward belongings and enhanced techniques the students are faced with a

sense of inner crisis, frustration and seething discontent. The root cause that leaves a void, is the fast erosion of ethical values which have gained a new urgency in the context of population explosion, scientific revolution ,and environmental threats. In the words of John Sloan Dicky:The end of education is to see man made whole, both in competence and in conscience. For to create the power of competence, without creating a corresponding direction to guide the use of that power is bad education. furthermore, competence will finally disintegrate apart from conscience.(qtd-Varghese200)

There is an urgent need for a great effort to revive and reform the values of human life. But the educators and teachers are not being clearly oriented towards the national values and ideas, ideals and ideologies that they have to inculcate in the students. Hence, they are not in position to play their role as valve educators. Everybody is convinced about the importance of value education but it is not clear as to what is precisely meant and what it would involve. Indian education stands at crossroads today. neither normal linear expansion nor the existing pace and nature of improvement can meet the of the situation.

One of the causes or the erosion in values is the commercialization of education which has turned centers of learning into sources of income. Overemphasis on the cognitive development function of education because ethical values are unspelt, also relegates them to a very insignificant place. Rigid and authoritarian control, the inertia of the teaching community and the students, corrupt politicians, and indifferent bureaucrats hinder the growth of a congenial ethical climate. At times educational institutions have no clear perception of their goals and therefore no commanding vision, no defined priorities to sensitize students to human predicaments. It is only by transcending individualistic concerns that a communitarian outlook can be fostered. Today, students are self-centered, grasp at fleeting promise of pleasure, psychologically conflicted and therefore dysfunctional. All kinds of ethical values whether related to self like self-esteem, self-respect, self actualization ,or interpersonal like tolerance, forgiveness, concern, or social like patriotism, equality and co-operation ,are conspicuously lacking even in the so-called highly educated young generation. The fire of competition has defeated co-operation just as material gains have replaced misanthropy, as insensitivity stamps minds instead of compassion

Lack of value education in curriculum

In ancient India, the Vedas, the Upanishads, the epics manifested and upheld the values of Indian society. Imparting value education was the main aim of the teachers of the ancient age (Pathania, 2011). The family system in India has a long tradition right from the ancient practice of the Gurukul system. In the ancient time people lived in compound families and elder taught stories to child at home that develops moral values and after that in Gurukul they also primarily taught value education. Therefore, ancient time value education begins at home and it has continued in schools. However, with modern developments and a fast changing role of the parents, it has not been very easy for the parents to impart relevant values in their wards. Today people mostly live in nuclear families and parents are involved in their jobs and they cannot sprout values at home. Present School curriculum lack emphasize on value education. At present value education is not started at home nor taught at schools in India. Although value education is included in the primary education curriculum but at the adolescent or adult stage, which are the most sensitive stages to build the character of the youth, the curriculum finds no space to value education. However the present curriculum makes them perfect money makers, the best politicians, the well- known doctors, the skillful engineers, the greatest musicians, the marvelous actors but fails to make then realize a bit to their identity as human beings (Bala Harish, 2011).

After independence many commission, committee, policies were setup to improve Indian education system ,but the improvement is not satisfactory because the curriculum is based on social and intellectual dimension of education and less weightage is given to values and morals. So the impact of Indian education is not fulfilling its desired needs and aspirations. Indian Students are self-centered and their prime target is job security at the first opportunity in the present time. They have scant respect to the sacrifice of Indian freedom fighters; disobey their teachers, never sensitive to social and cultural

heritage etc. Students are not compromising in life's responsibility as they found themselves helpless in life's testing circumstances. The student's knowledge seems to be memorized and sharp but their skills, values, morals and spirituality developments are limited in present education system.

If the present education system is allowed to continue, it will fast result in suspicious teacher student relationship, increase violence in the society, corruption, crimes, disrespect of the parents, the fabric of joint family will be torn thereby result in nuclear families, the sacred institution of marriage is gradually diminishing and which will fast result in live in relationship. Everybody wants to be literate, but no one is thinking about excellence.

Our education system has currishly grown in areas like technology sector. In this sector, Indians have proved themselves but in real life, they lack some essential human character. Technical, scientific, astronomical, I.T. and other such education is essential to compete with other developed or developing nations but the element of values and moral based education is also essential so the citizens will be civilized and the country will get its past glory of rich heritage. School is the common platform for all children coming from various backgrounds. Therefore, schools should have to conduct various value education activities that meet the rising needs of modern society (Sailaja B, 2001).

Seminars, conference, workshops on ideas and problems related to ethical values serve the twin purpose of maximizing one's potential and also illuminating the mind through the experience of many. Indeed, lessons in ethics may not be effectively preached from the platform, but they need to be practiced by every member who plays a role in the system. Ethical values can be cultivated casually by examples from lives of religious and spiritual leaders, along with extracts from scriptures of the world that are of a universalistic nature.

The world wide web,looming as the cornerstone of the information age has revolutionized methods of learning. Knowledge comes almost knowing at our doors with just a click of the mouse. However, the role of the teacher has become even more crucial in making that available to students which is *beyond* texts. Our humble entry into the worldwide orbit decidedly expands the scope of our firm commitment to the creation and sustenance of a climate affable not only to cognitive knowledge but also knowledge which is founded on ethical values and moral standards of import in every walk of life. Student are subliminally influenced by the character and conduct of their teachers. Higher education can be different if teachers are not indifferent. As transformative intellectuals, teachers must address themselves to individual students when they need direction, recognizing the heterogeneity of the class.

Although universities stand as the highest centers of learning, knowledge and research, their aim is certainly not confined to supplying a nourishing intellectual diet. A University, which has produced scholars who have thrived on doctoral degrees written by others, cannot be worthy of its expected ideals. Leakage of question papers, paid supervisors ,manipulative examination result certify that ethics occupy a low priority as material benefits have over ruled a sense of priority even with those who claim to be engaged in the noble profession of dissemination of knowledge. Commitment,contemplation and sacrifice may bring about the much needed transformation.

Ethical values need to be emphasized in higher education because they lead to actualization of innate capacities and elimination of all non-essentials from life. Vivekananda believed that the means of work are as important as the end-if the means are ethical, the end is bound to be productive. If the approximately ten percent who go in for higher education, and later hold key positions of the nation, are well grounded in the significance of ethical values, and if their minds are illumined, India can become torch bearing nation to the world. This dream can become a reality when higher education harnesses youth energy to creative constructive and ethical work, realizing that the survival of humanity is at stake. Expansion of education cannot be allowed to become extinction of human values.

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Human Resource Accounting – a need for Higher Education in India.

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Abstract

Education is today looked on as a business world over, including India and the competition is getting rigid. In this competitive scenario management of human resources in universities is just as challenging as it is in any other organization. Though almost all universities and affiliated institutions or Higher education Institutions offer courses in human resource management and development and train their students to manage large corporations, they are unable to manage their own human resources effectively. This is especially so in India where higher education is still controlled by the public sector. Most universities do not have a separate department dedicated to performing the HR functions. This paper outlines the development of Human Resource Accounting from an administrative function to a strategic one and discusses the crucial role that it has to play in institutions of higher learning. It highlights the need for a complete make – over of Human resource accounting in the functions of recruitment, placement, training, appraisal, compensation and employee relations. It argues that funded institutions need to restructure themselves to create this department so that specialized people can be employed full – timeto calculate the effectiveness of the human assets. Such a department dedicated exclusively to the functions of managing human resources can become strategic to an educational institution and become a source of competitive advantage.

Keywords: Higher education institutions, Human Resource Accounting, Human assets, Economic Value

Introduction

The accounting of human resource has become a pivotal strategy of organizations to make their employees adaptive to a changing environment of the corporates and the society. Fast-paced changes in tasks, tools and technologies create a working world in which a constant updating of skills is replaced for basic education or one-time training. These circumstances have compelled employees to become lifelong learners. Becoming a learning organization, has transformed the entire organizationto embrace lifelong learning as their new philosophy.

Higher Education Institutions have undergone fundamental changes due to the growing competition for funding, globalization, and staff as well as increasing institutional autonomy. These changes are linked to new responsibilities requiring greater managerial and leadership competences (Pellert 2007). The university's and college's responsibility towards its employees has changed - from simply administering to effectively managing staff. In order to successfully adapt to this institutional shift and become more competitive in a complex environment, more and more HEIs adopt different strategies to better deploy their human resource (Nestorowicz and Park 2015). In view the fact that the investment for employees accounts for the largest share of university expenditure, human resource is the most valuable asset of HEIs and gains in importance in university affairs (Evans & Chun 2012).

The following paper focuses on human resource accounting for the activities in higher education. The paper highlights a different aspect of Human Resource Accounting. The major focuses on the narrow and more commonly used meaning of Human Resource Accounting, relating to the measurements an organization undertakes to develop their staff. The definition of the term Human Resource Accounting and the challenges of establishing Human Resource Accounting strategies in

universities and colleges will be discussed.

Objectives of the Study

1. To understand the concept behind quantifying and accounting for Human Assets in Higher Education Institutions.

2. To examine the various methods of HRA in respect to Higher Education Institution.

Meaning of Human Resource Accounting

The concept of human resource accounting was first developed by Sir. William Petty in the year 1691.But research into true human resource accounting began in the year 1960 by RenrisLikert. As per the American Accounting Association's committee (1973) HRA is the process of identifying and measuring data about human resources and communicating this information to interested parties. HRA, thus, not only involves measurement of all the costs/ investments associated with the recruitment, placement, training and development of employees, but also the quantification of the economic value of the people in an organization.

Eric Flamholtz (1971) explained human resource accounting as accounting for people as organizational resources. Sackman et al., (1989) define HRA as the measurement of the cost and value of people for the organization. Boudreau and Berger (1985) noted that HRA made significant contribution in solving numerous personnel selection problems. During this period, numerous experiments dealing with the influence of Human Resource Accounting information on decision-making were carried out. In 1995, European Commission (EC) prepared guidelines for the disclosure of Human Resource Accountings Information. Also, in Denmark the European Centre for the Development of Vocational Training (CEDEFOP) provided guidelines on Human Resources Accounting. Outline (2001) stated that one aspect of accounting that has received significant attention is the area of human capital. The money that enterprises spend of human resources had traditionally been reported in the account as a cost rather than as investment. More precisely, organizations do invest on training and development of their employees to get the best of them. (Shreelatha&Shruthi 2013)

Development of Human Resource Accounting

Since the 1960's a growing body of Research, experiment, and theory has attempts to develop methods of accounting for an organization's human assets. This research is the outgrowth of recognition that human capital play a greater role in our economy today than in the past. Under traditional agricultural and industrial economic structure where the extent of Human capital was significantly less than it is today, the theories and methods of accounting did not treat either people or investments in people as assets (with the exception of slaves, who were viewed as property). However, with the increasing importance of human capital to the economy as a whole, as well as to individual firms a great deal of research has been directed toward developing concepts and methods of accounting for people as assets. This field, as described below, has come to be known human resource accounting (Human Resource Accounting, Springer).

Human Resource Accounting has been defined by the AmericanAccounting Association's Committee as "the process of identifying and measuring data about human resources and communicating this information to interested parties". It involves measuring the costs incurred by business firms and other organisations to recruit, select, hire, train, and develop human assets. It also involves measuring the economic value of people to organisations. In brief, it involves accounting for people as organizational resources, for managerial as well as financial accounting process.

Phases of Human Resource Accounting

In 1970, many authors were interested in as the pioneers human resources accounting and raised as providers of new ideas. These ideas were referring to human assets accounting

conventionally, but its short statements about the staff in the long term leads to generalization of the importance of human resources) Vadiiy and Masroor,2009). Development processes of human resource accounting are as follows:

- The first phase (1960 - 1966): In this period the concept of human resources accounting was implications of the economic theory of "human capital" and affected by the "new human resources" school and "psychological focused organizations" and the effects of leadership role in the organization.
- The second phase (1967 - 1971): technical and scientific investigations in this period were spent for precise measurement patterns and identified the potential users of this method and experimental usage of human resource accounting in real organizations.
- The third phase (1972 - 1976): During this period, researchers and organizations have paid special attention to human resources accounting, and small organizations also had to apply further attempts to use human resources accounting.
- The fourth phase (1977 - 1980): the period of stagnation about the discussion of human resources accounting and lack of researchers' and organizations interest in this period.
- Fifth phase (1981 - present): that period of renewed interest in human resource accounting. An interest of many countries to return on capital in any economic activity, the growing trend of Japan and Japanese proper management problem, A fundamental economy development in the world, specifically in the United States, the transition from an industrial economy to a service technology economy, is one of the factors renewed interest in human resources accounting. Of course accepted accounting standards for human resource accounting in the world are not designed and published books are limited in this area (Pandurangarao et al., 2013).

Measurement of Human Resources and their Appraisal

The issue on human resource accounting has focused on two basic issues:

1. How human resource assets should be valued, i.e., should historical cost or replacement value or present value methods be used?

2. The implications of capitalized human resources, once they are recorded, i.e., how should human resources be amortized? What are the tax implications of human resource amortization? What are the implications of human resource accounting on internal and external auditing?

Once it is accepted that human resources are an asset, the question of measuring the cost of this asset arises specifically in academic institution where the employees are highly qualified and do not stay in the organization for a long time.

There are two methods of valuing the human resources in any organization. They are as follows:

1. The cost approach and
2. The value approach

Cost Approach

The cost approaches involve computation of the cost of human resources to the organization. The costs are capitalized and amortized over the useful life of the asset. Let us analyze the cost approaches. The methods under the cost approach are:

1. The Historical Cost Approach
2. The Replacement Cost Approach
3. The Opportunity Cost Approach

The Historical Cost Approach

According to this approach the actual cost of recruiting, selecting, hiring, training, placing and developing the employees of an organization are capitalized and amortized over the expected useful life of the asset concerned. In case of human resources in educational institutions the cost of training will not be there. Because for the teaching fraternity that too in higher education will not be given in most of the colleges. In academic institutions development is nothing but the scope for further higher studies like PhD. But many of the institutions will not spend for this. On the personal interest of the faculty and on their own expenditure they go for higher studies. Based on these facts the cost should be calculated.

It is easy to develop and operate these systems. It simply involves an extension of the concept of proper matching of costs with revenue. It will be treated very much like the cost of fixed assets. The same principles of capitalization and amortization are applied.It suffers from various limitations like;

- Unlike fixed assets, the economic value of human assets in academic institutions increases over period of time with knowledge and experience. But as a result of conventional accounting treatment, the capital cost decreases through amortization.
- This approach in not suitable for academic institution.

Replacement Cost Approach

This method consists of estimating the costs of replacing the existing human resources. It is nothing but the cost of parallel grooming. This approach takes into account the fluctuations in the job market and the general rise in the price level.

The major disadvantage of this method is that while calculating the replacement value we may not get the same quality of the human resource. Because in relation to the educational institution the knowledge, the way of teaching, the interaction with the students and adaptability changes. Qualification wise the institution may get the same. But regarding the qualitative aspect which has been mentioned in the above lines may be varied. Thus it will not suit for academic institution.

The Opportunity Cost Approach

Hekimian and Jones proposed this method to overcome the limitations of the replacement cost method. According to them human resource values are measured through a competitive bidding process within the firm. Let us understand this concept with an example. How it may work in academic institution. If an academic institution has a capital base of 30, 00,000 and its revenue is around 3, 00,000. The return on investment (ROI) of the same industry is 15%. If the services of a particular faculty are acquired, it is expected that the revenue will increase by 90,000 over and above the target profit. If we capitalize Rs. 90,000 at 15% rate of return, it works to Rs. 6, 00,000 the institution may bid up to Rs.6, 00,000 for the faculty.

But this approach narrows the concept of opportunity cost by restricting the next base use only to the organization. The inclusion of scarce employees in the asset lowering the employee morale.

The above mentioned methods which are based on historical cost approach are not suitable for present day situation. And that too for the academic institution where most of the things based on the human capital and it is not constant, the cost approaches are not suitable.

The Value Approach

The economic and current value approaches using the present value of expected future benefits

have strong theoretical appeal. From practical point of view the measurement problems associated with these approaches are insurmountable. Quantification of future economic benefits is difficult. Several approaches have been suggested as substitute measure of economic value. Those various approaches are as follows:

1. Lev and Schwartz Present Value of Future Earnings Model
2. Stochastic Rewards Valuation Model
3. Jaggi and Lau Model for Human Resource Valuation

Lev and Schwartz Present Value of Future Earnings Model

This model is also known as compensation model. According to this approach individual employee's future compensation will be used to find out the value of human capital for an organization. The method could be explained with the help of a hypothetical example in Academic Institution. In our case it relates to only the higher education; the teaching career for higher education starts at the age of 22 or 23 years. The designation which will be occupied by the faculty will be Assistant Professor. Certain assumptions are required to study the example. They are as under;

1. At the age of 23 the teaching career starts as a Assistant Professor
2. The discount rate is assumed to be 10%

Based on these assumptions let us work out how the present value could be got. Following is the table which shows the average earnings of the employee per annum in the career of teaching

Stochastic Rewards Valuation Model

This model is an improvement over the present value of future earnings model. This model is developed by Eric Flamholtz. It is based on estimates of expected future services which was a major constraint of the earlier model. This model focuses on measurement of a person's value to a specified institution. It is recognized that an academician generates value for an institution as he occupies and plays different roles and renders services to the institution.

Based on the above concept, an academician's expected realizable value to an organization could be measured as the discounted mathematical expectation of the monetary worth of the future rewards an academician is expected to render to the institution in the future roles he is expected to occupy, taking into consideration the probability of his remaining in the institution.

According to Flamholtz model, the value is determined by multiplying the expected quantities of services of an employee in each service state with the respective probability of a person occupying these service states in the forthcoming period of time. The value of human resources of the institution is ascertained by aggregating the present value of expected future services of all employees for the period of time.

The limitations of this model are:

1. Obtaining valid data regarding the value of a service state in academic institution is very difficult.
2. A person's expected tenure, and the probabilities of occupying various service states at specific times like the position of Associate Professor and Professor is not properly available.

Jaggi and Lau Model for Human Resource Valuation:

The valuation of Human Resources on a group basis was suggested by the authors of this model. According to this model group means the team of homogeneous employees. In the case of academic

institution it may be the group of faculty members, who are in the same designation. It might be difficult to predict an individual's expected service tenure in the institution or at a particular level or position, but on a group basis, it is easier to ascertain the percentage of people in a particular group likely either to leave the firm during each of the forthcoming periods, or be promoted to higher levels.

This model is suitable to some extent for academic institution. But getting the information about the monetary data is a challenge.

Conclusion and Suggestions

Human Resource Accounting has been receiving much attention now-a-days. Though humans are the most important asset for an educational institution, this value of assets does not appear in the financial statement of the institution. The accountants resist that human beings working in an academic institution or in higher education institution are not owned by it; hence they cannot be treated as assets. But the fact is that, it is the investment on people and not the people themselves, which are an institution's human assets.

It is difficult to measure the human resources in an academic institution, that too with higher education because most of the faculty will not stay in the same institution for more than 3 years. And the knowledge base will be very vast.

The efforts have been proved to be successful to evaluate the human resources in companies. But none of higher education institutions have valued their Human Resources and shown it in the annual report. Still lot of research has to take place for Human Resource Accounting in the field of Higher Education institutions.

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We invite original articles of 3000-4000 words as well as shorter communications for the forthcoming issue. These articles should reach the editor by 30th September 2016. Articles contributions are subject to editorial revisions, proofs will not be sent to the contributing author(s). Articles should be in Microsoft doc. Format in Times New Roman font with font size 12 and should not have been sent for publication elsewhere or published earlier. Hard and soft (CD/Email) Copies of the articles are needed for publication. Email of the article(s) can be sent to the editors on the following IDs:

kalloldas@yahoo.com

jgvalan@gmail.com

neelanjanapathak@yahoo.com

Notes on the preparation of papers

Typescript:

Text should be typed double spaced with one inch margin on all sides. Text with embedded graphics should be in Microsoft Word Format.

Title Page

1. The title of the paper must be short and contain words useful for indexing.
2. Number(s) of author(s) with initial (s) and the name and address of the institution where the work was done must give. Present address (s) of author(s) may be given if different from the above.
3. An abbreviated running title of not more than 50 letters and spaces must also be given.

Abstract

All papers must have an abstract of not more than 200 words of the significant results reported in the paper. Presentation of numerical results should be avoided as far as possible in the abstract.

Keywords

Between 3 and 6 keywords must be provided for indexing and information retrieval.

Text

The paper must be divided into sections starting preferably with 'Introduction' and ending with 'Conclusions'. Main sections should be numbered 1, 2 etc., and further sub-sections 1.1, 1.2 etc. and further sub-sections (if necessary) 1.1a, 1.1b etc.

Tables

All tables must be numbered consecutively in Arabic numerals in the order of their appearance in the text. Tables should be self-contained and have a descriptive title.

Figures

All figures including photographs should be numbered consecutively in Arabic numerals in the order of their appearance in the text. Figure captions must be typed on a separate sheet.

References

References should be cited in the text as superscript numbers in order of appearance. References at the end of the paper should be listed in serial order to match their order of appearance in the text. References should be listed in the following manner. Authors (s), name(s), followed by initial(s), year of publication, name of the journal, volume number of the first page. References to books should include: name(s) of author(s), initials, year of publication, title of the book, edition of not the firsts, initials and name(s) of editor(s) if any, proceeded by any "ed (s)", place of publication, publisher and chapter or pages referred to. References to these must include the year, the title of the thesis, the degree for which submitted, the name of the university and the city where it is located. References to reports and unpublished conference proceedings should include the title of the report/paper.

Footnotes

Footnotes to the text should be avoided if possible but when necessary should be numbered consecutively and typed on a separate sheet.

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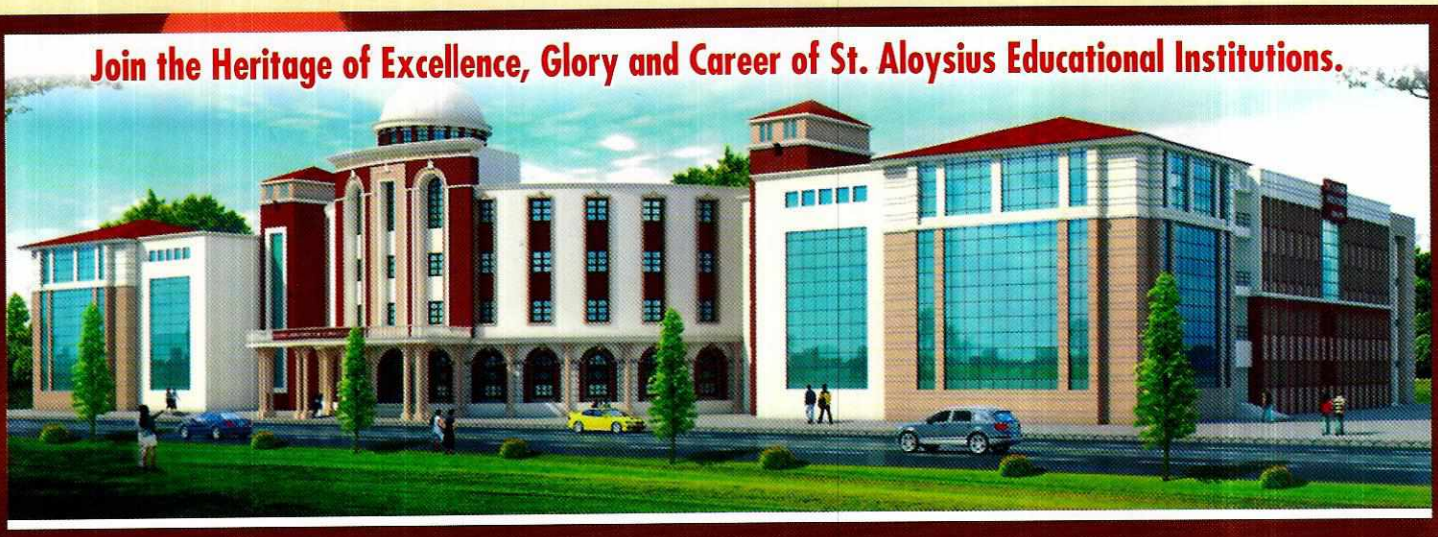

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