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Enhancing Employment Opportunities through Higher Education

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Introduction

One survey report at global level revealed that, development of any nation depends 10 percent on natural resources, 20 percent on infrastructure and 70 percent on its human resources. Just availability of natural resources in a nation is sufficient to bring prosperity without working hands and innovative minds. Thus nation building depends more on the people who live in that country. However just people are not enough to develop a nation but the quality of people having certain employability skills can bring some transformation in the society. The institutes of higher education and system of higher education prevailing in the nation have an important role to play towards developing employability skills of youngsters. India being the second largest populated country and having third largest higher education system has the potential to become a developed country in the world in near future. There has to be some coordination in system of higher education and young population to convert them into human resources. India has shown progress in many areas during its post independent period. The number of universities increased from 20 at the time independence to 795 as on 31st March 2017 and the numbers of colleges increased from 500 to 42,338 during the same period. Life expectancy has increased from 35 years to 70 years due to improved health and improved

medical facilities, gross enrolment ratio (GER) has gone up to 24 during the year 2016-17.

Indian government has been dreaming of constructing and developing New India with the help of young population and various initiatives have been taken both the central and various state governments. The government of Maharashtra organized a Magnetic Maharashtra convergence 2018 on 19th April in which as many as 5000 memorandum of association have been signed with the government of Maharashtra for making in various projects like Mumbai-metro, Mumbai-Nagpur super communication expressway, Mumbai coastal road, Navi Mumbai airport and few more. It is expected to generate employment opportunities for around 35 lakhs workable people. And achieve the dream of **New India** Indian youths must be equipped with certain skills, knowledge and ideas and the higher education system is only the system which can take this responsibility

However, India has to make sincere and continuous efforts to the dream of becoming a developed country. And first priority needs to be given on urgent basis to improve the system of higher education. The present system has been showing insufficient and incapable in converting young population in to human resources. India is known as youngest country in the world having highest young population. Around 40 percent of the total population is below 40 years of age and around 30 million

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youngsters have enrolled for higher education during the year 2016-17. There is wide gap in demand of workforce and availability of workforce demand for workable people is more and supply. As per the NASSCOM only around 10 percent graduates from traditional courses and around 25 percent of the graduates of professional courses are found to be employable. There is urgent need for improving and enhancing employability skills through improving the quality of higher education.

Review of Literature

- 1 Education has the central role and responsibility in transforming the society and in promotion of values of respect, understanding among the sections of the society as per the author Subhash Chandra Singh in his article 'Role of education in social transformation and sustainable development in India'. The author said the countries have to work actively, intentionally and proactively towards gender quality and this requires support of education of women and girls. The author has highlighted the importance for women empowerment with the help of education. Education has been considered as an important instrument of social change and helpful in solving economic problems and makes the society mobile
- 2 An article by Debashis Chatterjee 'to overcome the crisis that besets Indian Higher Education Today, leap from to education 4.0' said the Indian higher education system has two sides, one Indian doctors are considered among the best in the world and the second side is 90 percent of the general graduates are either unemployable or under-employable. Foreign students coming to India for higher Education has reduced from five million to just 40,000 students during the last 3 years. Author explained about education 4.0 which means flexexpertise, teaching expertise that is flexible enough to adapt to different

learning styles and need of the contemporary world. Learning should move to the quest for creativity, collaboration, problem solving ability, higher order of thinking and the sheer joy of discovery. Learning 4.0 is not just about cognition in classroom, it is about total immersion of the learner in real life situations. Ananda (delight) will have to be created in our learning spaces. Education 4.0 is about learning anywhere and anytime. The author suggested to identify quality of teachers not just qualified teachers for higher education. All teachers who are qualified as per the norms of higher education may not be quality teachers. Quality teachers as per the author those who make the learners to think independently. Quality teachers be paid equal to a plumber or a carpenter. This means the teachers in higher education are being paid lesser than what a plumber or a carpenter earns monthly.

- 3 Habibul H, Khondker & Ulrike Schuerkens in their article 'Social Transformation, Development and Globalization', have explained the concept and meaning of social transformation. It is process by which an individual alters (changes) the social status of her/his parent into a socially achieve status. Social transformation is process of shift in individual perception, consciousness towards self, local, state, nation and society as whole. It is complete change in the character, personality, attitude, behavior etc of an individual so that the person becomes improved which would bring in social change. Social transformation is the process of fundamental change in society which is gradual over a period of time and it is continuous.
- 4 Universities have been considered as important and key institutions in the process of social change and development written by Loyiso M. Luvalo & Mediterranean in an article 'Role of Higher

Education in social Transformation and Rural Development published in Journal of Social Science. The article has highlighted the importance of universities in the process of social transformation. Most important role the universities have to play in the process of production of skill oriented manpower and the researchers to meet the changing needs of the society. Thus universities are centres to transform the learners from ordinary youngsters to employable human resources and this human resource consequently brings some change through employment

- 5 The Universities have four major functions to perform in the society in the history, as per the authors. The first function is universities play a role of ideological apparatuses in the society, the second function they have always been mechanisms of selection and socialization of dominant elites which means universities were dominated by elites in the past. The third function is generation of knowledge which happens to be the most important function among the functions. Conduction of research is a part of knowledge creation. And the fourth, the most traditional and most emphasized during the recent time is training of skilled labour which means development of skilled manpower. Thus the universities as centres of higher education have a fundamental role of bringing social transformation
- 6 A research report on 'Higher Education in India: Vision 2030' published by FICCI reveals that the countries in the past have become from developing to advanced economies within a decade due to particularly transformation in higher education and research. The report says the countries like China, Singapur and Korea have transformed as developed economies within a decade due to strategic planning and vision of transformation in education

sector, particularly in higher education. According the report there will 140 million college going young population by 2030 and one in every four graduates in the world will be a product of Indian Higher education system. India has been supplying largest quantity of manpower to the global workforce and due to higher education. The country has created low-cost higher education for the masses due to which more than 3.5 million youths have enrolled in higher education from all classes of the society. India is expected to grow fastest in the world surpassing China by 2030 and it is estimated that industry and service sectors are expected to contribute 92 percent of the Gross Domestic Product (GDP) by 20130

Objectives of the Study

Higher education has become an essential and important input for the developing countries to bring sustainable changes. Globalization has created many opportunities of development and also challenges to grab the opportunities to become developed country. History has evidences that higher education can make the developing country into a developed country. Therefore the central and state governments with the help of private institutes have been making efforts to promote higher education among all the eligible youths. But the higher education system has been certain problems which have to be resolved on priority basis to accelerate the growth rate to achieve the status of developed country

To understand growth in higher education in India after 1950

To analyse enhancement of employability among the youth by higher education

To make some suggestions to higher education for enhancing employability

Methodology

The present study is based on mainly secondary source of information. Advancement

in information and communication technology (ICT) lot information is available for the study. Various reports published by institutes of higher education like UGC are referred, articles on the topic published in various e-journals were available online, and published in national level news papers were also referred for writing of this paper. Therefore there was no need to go the respondents for data collection from the primary source

Higher Education in India

"India's Destiny is being shaped in four walls of educational institutes" said in the education report by D. S. Kothari, chairman of education commission 1964-66. Educational institutes in general and institutes of higher education in particular happen to be the centres of change and human transformation. World history reveals that the countries known today as developed countries in the world transformed from developing to developed due higher education. Thus India today being a developing country with huge young population today can become developed country in near future provided quality higher education is made available to college going age group. Indian intellectuals have a vision to become developed country within a decade from now and the governments, state and central have been taking initiative in infrastructural development and to bring quality enhancement in higher education. In order to take advantage of demographic dividend the governments have allowing private participation mainly after accepting a policy of liberalization and privatization and that resulted in crating dominating position of private sector in higher education controlling more than 50 percent of the total institutes of higher education in India.

Independent India took initiatives in bring quantitative expansion in higher education from 1950s. It was and is the responsibility of the government to provide educational facilities for the access of needy young population. Accordingly the governments, central and state

have been working independently for creation infrastructural facilities for higher education and making policies and regulating of higher education. Quantitative growth in higher education after 1950 till the year 2016-17

Table -I

Particulars	1950-51	2016-17	Growth (times)
Total number of Universities	30	800	27 times
Total number of colleges	695	42,340	61times
Enrolment of learners	3,97,000	2,94,27,000	74 times
Teachers	24,000	14,70,000	61 times
Student Teacher ratio	1:16	1:20	

Source: UGC annual report 2016-17

The above table shows quantitative growth in higher education during post independent period. The number of universities and colleges has multiplied 27 times and 61 times respectively during last six and half decades from 1950 and the number of students enrolled in higher education has multiplied by 74 times increasing from 397000 to around 3 crores during the same period. And the number teachers involved in higher education has gone up from just 24,000 to 1470000. There was on teacher for every 16 students enrolled in higher education during the year 1950-51 and this ratio increased over a period of time to one teacher for every 20 students. Thus enrolment rate of students is higher than growth rate in teachers in higher education. This shows that awareness is developed among the youth about higher education.

Employability of Graduates

Employability of graduates from Indian higher education has become an important concern not only in the employment market but even in social life. Employers from corporate sector and national level organizations like

NASSCOM have been continuously reporting and informing hardly 10 percent of the graduates from traditional courses and round 25 percent of the graduates from professional courses are employable. It means remaining 90 of general graduates and 75 percent of professional course graduates are either under-employable or unemployable. Thus huge population of working age has been remaining unexploited fully for the purpose of productive work. One scenario is that job market is experiencing the shortage of employable work force and at the same time large number of youths is searching for job. There is a mismatch to the larger extent in what educational institutes are producing and manpower requirement of job market. There is wide gap in the type of human resource demanding by the employment market and type of graduates produced by the institutes of higher education. There is extremely urgent need of working hands and creative minds for India to make optimum use of available natural resources available in the country. But unfortunately majority creative minds are migrating (brain drain) to other countries mainly for personal benefits and there is loss of human capital for the home country.

Suggestions

Developed countries of the world are looking at India after china as a country of emerging economy mainly because of availability huge population in general and availability of huge young population in particular. However such huge young population has to be prepared to become part of the developmental activities and for this certain changes and developments are required in higher education on urgent basis. Some of the important changes are suggested as under

Improvement in Quality of Higher Education : The fundamental issue of Indian education system as whole, not only higher education is the quality at all levels is poor and has ample scope for improvement. Around 47 percent of +2 (Jr. College) level students have

ability of fifth standard level as per the survey report by ASAR 2018. When these students join degree college education with low understanding of the subject dilute the quality of higher education also. Therefore only around 10 percent of the graduates of non professional courses are capable of getting employment based on their capability. Thus quality enhancement has to start from secondary and higher secondary level of education to enhance employability of graduates. **Learning Based Education:** The present education system is based more on class room teaching method and academic performance of the students is analyzed on the basis of written examination. Graduates can explain and describe how one can do swimming but they do not know practically how to swim because they have not learned it during their study period. Learning comes through practical involving and doing a specific thing. Some part of learning by doing should be introduced in higher education to enhance employability. Though it is difficult but can be introduced gradually for few programs in commerce and management as it is there in medical education one year internship after completion of four years graduation in medicine

Fair Academic Assessment : Academic performance of students is assessment in the institutes of higher education is done by adopting different methods by various universities. Grade or standard of any educational institute is determined on the basis of academic results and hence each university / institutes tries to maximize result and even underperforming students are also promoted to the next class to the sake of goodwill of the institute. This trend has developed a habit and tendency among the students of getting a degree easily without much study and without hard work. There has to be fair and unbiased assessment of academic performance of students by the institutes. It should follow the parameters decided and determined by the institutes and there should not be any



compromise in assessing the students while issuing a degree.

Regulation: Education system is managed by both the public sector and private sector institutes. Private sector institutes are totally funded by private entrepreneurs and they expect their money back from their educational institutes. Consequently this results in finding and adopting certain practices (may be unfair) to generate surplus money through educational institutes and the quality of education is being neglected. Such practices of money making at the cost of quality of education should be regulated properly by the regulatory authority. There exists many regulations but implementation of the regulations has to be done effectively. Regulations are required due to absence of self regulation among the institutes

Coordination & Cooperation: There is absence of proper coordination and cooperation among the various departments of government due to which basic objective of higher education is diluted. There is need of proper coordination among the government departments and regulatory bodies to strengthen implementation of policies and adapt the operational level flexibility as per the changing conditions by the institutes of higher education.

Partnership/ Alliances: Partnership and alliances among the institutes of higher education has been taking place in India at a very small scale. It has to increase between big institutes and small institutes, between urban and rural institutes, high standard and average standard institutes. This can be even among the industrial unit and an educational institute where industry will give the manpower requirement with certain skills and the institute of higher education will develop the graduate according for which the industry will pay. Pilot projects have already been started in Chakan industrial area Pune district of Maharashtra state where big companies have made alliances with Industrial Training Institutes (ITIs) to help them

financially and technically to develop the students and agreed to give ready jobs. Partnership and alliances should be basically for developing employability skills and improving the quality of higher education but not exactly for sharing of income or for increasing the revenue.

Monitored Academic Freedom : Institutes of higher education be given freedom for designing, introducing and implementing course curriculum based on needs of job market as frequently as possible. But should be monitored by a body or authority of expert people avoid social issues and problems

Restricted Intervention of Politicians : The present higher education system is dominated by the private institutes constituting more 60 percent of the total institutes. And majority of the private institutes are owned and administered by the politicians. It has been the experience that these politicians use educational institutes, as a steppingstone in their political career and they make use of staff and students for their political purpose. There is always adopting policy of favoritism in appointment of teaching staff, the people of near and dear to politicians are appointed without considering the quality and capability of teachers. This should be replaced by educationists and experts in human resource development

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