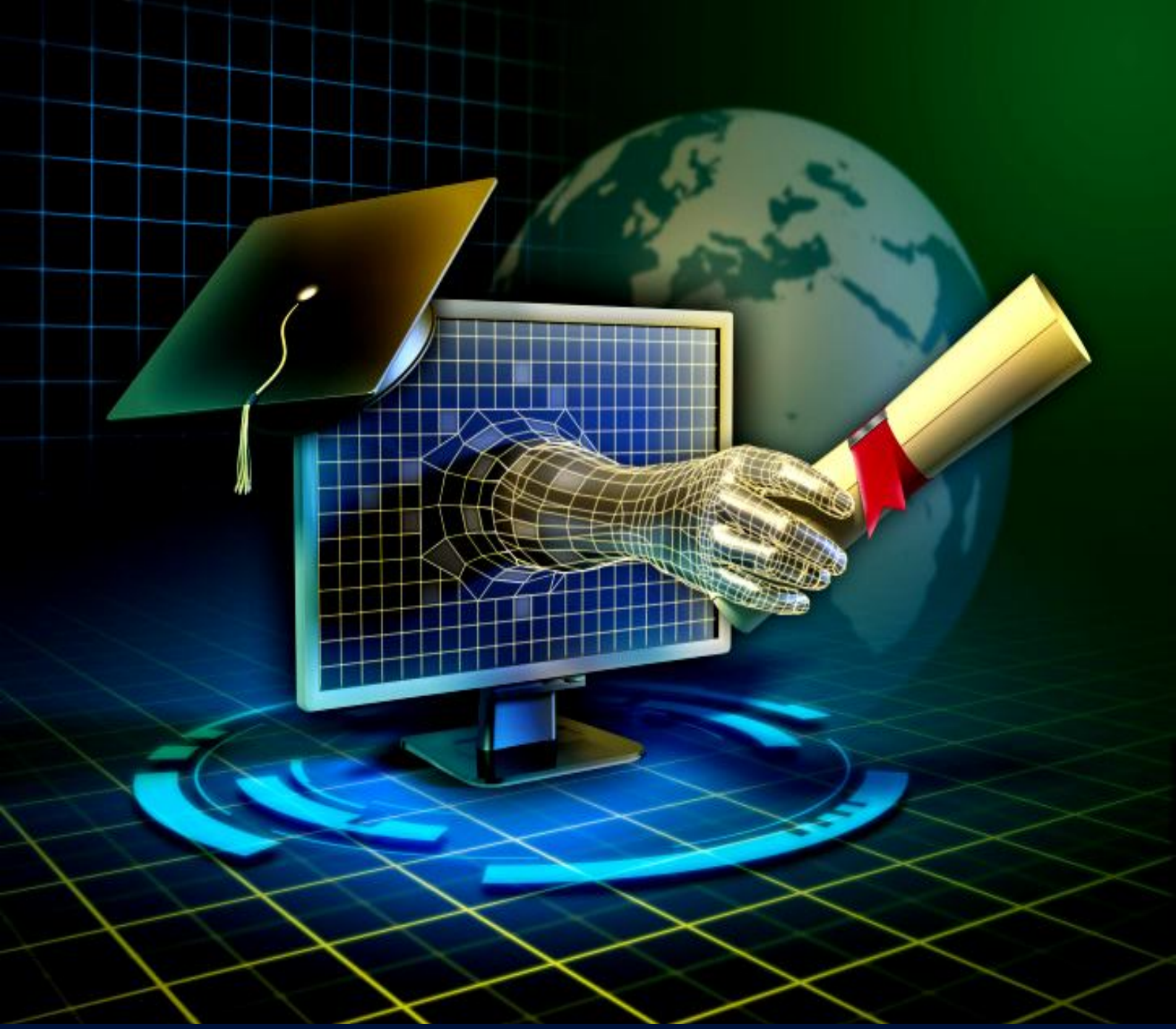

Higher Education
in India: Vision 2025

Sampurna Nand Mehta

Higher Education in India: Vision 2025

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Higher Education in India: Vision 2025

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Preface

Education plays the key role in the development of any nation. It is the fundamental enabler of knowledge economy which lays the foundation for a continuous and equitable growth of any country. The continued strong growth of the Indian knowledge economy demands a high supply of quality graduates to cater to its growing and complex needs.

A strong higher education system is necessary precondition to underpinning India's efforts to enhance further the productivity and efficiency of its economy. Higher Education is the back bone of any society and especially India since it has the largest number of youngsters in the world. Quality Education imparts in-depth knowledge and understanding so as to elevate the students to new frontiers of knowledge in different walks of life.

A professional degree is an important prerequisite for success in the business world. It is very difficult to get an entry point in the business world without proper professional education. Today, education in India has expanded many folds, bringing a significant increase in the schools, universities, colleges, teaching staff and strength of students. India has made considerable achievement in 'Green Revolution', 'Space Technology', 'Nuclear Energy', 'Information Technology', etc. due to the development of higher education. Competition is growing and in order to mark its presence in global market, India needs to produce professionals with absolute global business lookout.

This book titled "Higher education In India-Vision 2025" is designed to help the students, research scholars, academicians and corporate professional to know the various facts and updates on emerging trends of Higher Education in India which plays an important role in nurturing the mechanism of education system. The contents of the book in the forms of research articles on various aspects of Higher Education System in India will help the stakeholders to analyze and plan for the continuous improvement and growth.

Acknowledgements

It is our privilege to express our gratitude to all those because of whom this book could see the light of the day. At the onset we would like to thank the Almighty without whose blessings we believe nothing is possible. We would like to express my heartfelt gratitude to all the researchers to have had immense trust on us for publishing their hard work.

We would like to take this opportunity to thank our parents for making us understand the importance of education and for always being there to extend their support as and when required. Without them we would never have the persons that we are today.

This book would not have been possible without the unconditional support of our respective spouses and kids. They have shown immense patience throughout the process of making this book a reality.

We are thankful to Mr. Arvind Kumar of Empyreal Publication House for all the support he has extended right from the inception to the final print out of this book. Without his support this work would never have been possible.

At the end we would again like to bow down before the Almighty for always showering his blessings on us.

Sampurna Nand Mehta

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Higher Education in India: Vision 2025

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Abstract
Higher education occupies a special position in the education system of any nation because it is the apex of the entire education structure and thus influences all the levels of education. Higher education empowers the individual with necessary skills and competence for achieving important personal and social goals and thereby contributing to the social development. It provides vital human resource for every area of production planning, management and technological development. It influences practically every national activity.

However Higher education in India is facing challenges of great complexity. The existing challenges for Indian higher education for instance access, affordability, equity and quality, will only be greatly exacerbated unless we significantly transform our higher education model. India needs awake to the urgent need for transformative change in higher education to make higher education affordable and indisputably valuable for students and our nation.

This chapter sheds light on concerns of India's higher education, sets goals for higher education and suggests concrete steps to be taken to realize these goals. The chapter concludes with the possibility of realization of the Higher Education in India: vision 2025 only if we pay attention to the areas such as accessibility, affordability, equity, quality, inclusiveness, academic freedom, innovation, research, institutional review, civic engagement and partnership.

Keywords: Higher Education, accessible, affordable, quality, inclusive, sustainable, transformational learning, civic learning engagement, partnership

Introduction

Human development and economic growth of a nation depends greatly on the improvement in education. Among various levels of education, higher education has a pervasive and influential impact on development. Higher education refers to the stage of learning that occurs at university, academies, colleges, seminaries, and institute of technology. Higher education also includes certain collegiate level institutions, such as vocational schools, trade schools, career colleges that award academic degrees or professional certifications.

The right of access to higher education is enshrined in a number of international human rights instruments. The United Nations International Covenant on Economic, Social and Cultural Rights of 1966 declares, in the article 13, that higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means and by progressive introduction of free education. In Europe, article 2 of the First Protocol to the European Convention on Human Rights, adopted in 1950 obligates all signatory parties to guarantee the right to education (Bhutia, 2013).

Higher education is a key driver for the socio-economic growth of the country. Higher education provides the capable personnel trained in arts, science, medicine, computer applications, agriculture and various technical and professional courses (Bala, 2016). It empowers the individual with necessary skills and competence for achieving important personal and social goals and thereby contributing to the social development. It is widely believed that the state of higher education in a country is an index of its future wellbeing (Haseena, 2015). Right to education is therefore important to national economies both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy (Bhutia, 2013).

India has made significant growth since independence in terms of institutions, volume of enrolment and diversification of educational programmes. At the national level, the number of universities is increased by twenty one times from 30 in 1951 to 642 in 2011. Against this, colleges increased by fifty

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times from 695 in 1951 to 34852 in 2011 (Bala, 2016). Nonetheless in developing countries like ours, government is finding itself incapable to bear the responsibility of higher education as it is already facing acute dearth of resources. Universities and colleges are starved of funds as the support of Government is being reduced and grants are not being provided in time causing hardship to them. Haseena, (2015) points out that improving quality in higher education must become a great and existing challenge to all concerned in the coming years, as the quality of education determines the status of the country.

India's Higher Education

Today society is knowledge based and it is driven by knowledge workers. It has been said that the society which can produce or create knowledge workers in coming decades will govern the universe. Institutional background before Independence in 1947, India had only 20 universities and 591 colleges (Sangwan & Sangwan, 2003). India was influenced by British educational practices. These institutions were modeled after British universities but were designed to be substandard as they were largely expected to provide the limited level of education necessary for the Indians to assist the British colonial administration or commerce by providing clerical support. Independence provided an impetus for the Indian higher education system. India's student population ratio in higher education has increased from 25.8 in 2017-18 to 26.3 in 2018-19, while in absolute terms the enrollment increased from 3.66 crore to 3.74 crore students. Gross enrollment ratio or GER refers to the percentage of students in higher education of the total eligible population in the 18-23 age group (Nanda, 2019). India will have the largest population in the higher education age bracket by 2030 (World Bank, 2012). As a result of an impressive expansion in higher education in recent decades, the number of institutions are rapidly growing. With 46,430 institutions of higher education by the end of 11th Plan (2008-2012), India now has one of the largest higher education system in the world. (Planning Commission, 2013). In terms of increase in the number of universities, they have grown from 903 (2017-18) to 935 (2018-19) and total higher educational institutions from 49,964 to 51,649 during the same period. The number of teaching staff increased from 13.88 lakh to 14.16 lakh (Nanda, 2019).

Some modern Indian institutions such as the Indian Institutes of Technology (IITs), National Institutes of Technology (NITs), Indian Institutes of Information Technology (IIITs), Indian Institutes of Management (IIMs) and Jawaharlal Nehru University have been globally acclaimed for their standard of education (World Bank, 2012). Today there are 935 universities in India.

Types and number of Universities in India

Central universities- 50

State universities-409

Deemed to be universities-127

State private universities- 349 (www.ugc.ac.in).

Challenges of Higher Education in India

The document "India Vision 2020" is predicated on the presumption that "human resources are the most important determinant of overall development" and states that a successful education policy forms the "bedrock of all fields of national development - political, economic, technical, scientific, social and environmental" (Government of India, 2012). Due to large force of young human resource, world has recognised India as the potential knowledge superpower house. Unfortunately, India though having chain of human resources yet are unable to transform human resources to its advantage as India face multiple challenges like poverty, poor economy, poor infrastructure, limited access to education and inadequate technological growth. Higher education has undergone profound demographic shifts in the past few years. Higher education of India is plagued with several challenges like poor quality of teachers, poor infrastructure, poor libraries and poor educational resources, unable to keep pace with market demands, poor quality of curriculum, overcrowded classrooms and outmoded teaching methods, poor quality of teaching in majority of tertiary institutes, poor quality of research, inability to attract sufficiently large number of talented young to lives of teaching and scholarship; separation of education from research; inadequate financing; belief in the adequacy of investor-run colleges and

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universities, and the financial and political power of such investors; short-term profit orientation on education in a large part of the business community; excessive rent-seeking by well-organized groups and dominance of the university-as-employer perspective; administrative weaknesses and wasteful expenditures (Bhutia, 2013).

Indian higher education is suffering from inequality of learning opportunities. One hand we have group of learners who are aware of these resources and have access to all kind of technological facilities to access these educational resources. On other hand, there is large group of learners who neither have the awareness on the availability of free educational resources nor access to technological devices through which they access it. There is a large proportion of the population in India that has very limited access to higher education. While having a college degree has become essentially necessary to secure middle-class employment, its cost has continued to increase dramatically. More students are entering college but many see it as an expensive necessity to enter or stay in the middle class. Access to quality education has been a cause for major concern for successive Indian governments. If we compare it within our countries we will find wide disparities in terms of quality of teaching, quality of research etc. Majority of the students who are studying in higher education are in colleges or in state universities. India being a country with rich-multilingual diversity, it is commonly observed that a large percentage of population is more comfortable with their regional languages rather than English. Presently most of the educational material which has been developed in the English language. If we are developing the educational material only in one language it means we are depriving majority of our students from rich educational material. The access to higher education is further problematized by a lack of access to personal computers. Due to absence of these factors students are the worst sufferers (Dutta, April, 2016).

Envisaging pathways to 2025

Goals: quality, inclusiveness Access, affordability, sustainability, student success, investment and innovation, transformative learning and economic and cultural prosperity.

Higher education is a basic human right. To achieve the envisioned state in 2025, transformational and innovative interventions would be required across all levers of the higher education system. In order to realize the above goals for higher education in India vision 2025, the following concrete steps must be taken.

Focus on quality and sustainability: A quality education is the foundation of sustainable development, and therefore of the Sustainable Development Goals. Hence creating quality consciousness, among all concerned with the educational institutions, namely, management, faculty, students, parents, and the society at large is essential. While maintain the quality we need to ensure that all get the same kind of education ensures equity. In order to be impactful, setting up short term and long term goals for improving the quality of education and preparing plan of action for achieving the goal as well as total commitment of the management of the educational institutions, be it government, university, or a private body, for providing quality education is needed.

As a policy intervention, education is a force multiplier which enables self-reliance, boosts economic growth by enhancing skills, and improves people's lives by opening up opportunities for better livelihoods. India is known for its diversity in terms of culture. Sustainability encompasses the global development, environmental, and social justice struggles that comprise key areas for interdisciplinary research, education, and action for transformation. These issues offer potentially complementary but also possibly competing grounds upon which higher education might engage transdisciplinarity.

Equal Access: It involves the idea of making education accessible to everyone. Eliminate gender disparities in education thereby providing equal access for all women, men and transgenders. Ensure equal access at all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Inclusiveness: Inclusive education has grown from the belief that education is a basic human right, and that it provides the foundation for a more just society. All learners have a right to education, regardless of their individual characteristics or difficulties. Inclusive education is to include students with

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different abilities in mainstream regular schools with the aim of achieving education for all and evidences from past research studies suggest that success of implementing effective inclusive education is predicated on many factors. Since India is known for its diversity in terms of culture, inclusive education practices are essential. Institutions have to be sufficiently racially, ethnically, and socioeconomically diverse. Hence building and upgrading education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all is the need of time (Jogan, 2019).

Affordability: Schedule caste, schedule tribes, low-income and minority students have traditionally faced the greatest obstacles in accessing higher education. Therefore, growing affordable pathway programs, keeping undergraduate tuition and fees affordable will increase educational attainment. Affordable education will enhance social mobility of the students.

Academic Excellence: Work with colleges and universities to uphold high academic standards through a shared foundation of skills and knowledge that prepares students for career and citizenship.

Transformative learning: It involves a structural change, or paradigm shift, in the way students see themselves, and in their relationship to others, that involves disorienting dilemmas, critical reflection, rational dialogue, and action (Mezirow, Cranton, Cranton & King as cited in Ableser, & Moore, 2018). It challenges, enriches the professional thinking and action and yet benefits not only students, but all. While transformative learning often focuses on the individual, it can also refer to the change process within a group such as a university that operate under "structures of assumptions" that shape their identities (Mezirow as cited in Ableser, & Moore, 2018) and their "relationships to others, the community, and the environment" (University of Central Oklahoma, as cited in Ableser, & Moore, 2018). Faculty, staff and administrators can enhance their own beliefs and practice through ongoing critical reflection, rational dialogue and action, ultimately transforming the campus experience for all. In order to facilitate transformative learning, educators must help learners become aware and critical of their own and others' assumptions, practice to recognize frames of reference and use their imaginations to redefine problems from a different perspective. Our universities has many opportunities to operationalize transformative learning, to help the education system challenge the current assumptions on which they operate and thus bring about change.

Non-cognitive skills: The term "non-cognitive" refers to soft skills, character traits, and social and emotional competencies in order to contrast them with the cognitive skills, such as analytical intelligence, reading, and mathematical ability, which are often the focus of educational measures. Replacing traditional college classrooms teaching with the non-cognitive skills enhances students' social mobility.

Facilitate peer interaction: Implement orientation and student group activities, including virtual activities for mature-aged students studying remotely or with limited face-to-face attendance opportunities. Design learning opportunities to facilitate student interaction (e.g., small groups).

Facilitate practical learning: Create environments to facilitate learning from real or simulated experiences. Offer class activities (e.g., role plays, debates) and practical placements in professionally-oriented courses.

Language: The role of language and culture in education cannot be underestimated. Ensure that students are not marginalised because of their language and culture. The content in English language should be made available in regional languages either through translation or through creation in original language so as to have wider impact.

Offer feedback and encouragement: Provide prompt, regular and comprehensive feedback on assignments. Offer personal support.

Offer flexibility: Design and implement flexible admissions and selections processes. Advice and support students to change study mode and study load when required. Offer flexible assessment arrangements, sick leave, deferment and intermittence, family-friendly timetabling and recognition of prior learning.

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Facilitate student centred access to information and services: Assist with providing pre-and post-entry course and careers information to all students, including examples of students from non-traditional pathways who succeeded in their studies. Prepare and disseminate targeted information to families of first generation students, explaining what university study involves. Bring academic and technological literacy services, financial advice and support and counselling direct to students, providing services based on students' perception of their needs. Facilitate professional development so that teaching and professional staff can work together to provide a consistent student support approach.

Internship: Work with institutions and key stakeholders to identify additional opportunities to support increased internships and work-based learning opportunities.

Civic learning and engagement: The civic engagement activity includes reflection in which the student communicates the significance of the experience and locates it within its political, social or economic context. It is the knowledge, skills, values and competencies that citizens in a democracy need to carry out their civic responsibility through participation in civic engagement, academic coursework, co-curricular activities and off-campus programming. The civic engagement activity provides reciprocal benefits to both the students and a broader community beyond the classroom. Civic engagement in higher education involves faculty, staff and students in reciprocal partnerships with public, private and nonprofit organizations in communities (local, regional, statewide, national and global) to address critical social issues and align curriculum, scholarship, research and creative activity with the public good. Civic engagement prepares individuals for effective democratic participation, which in turn promotes growth of healthy communities, global economic vitality, social and political well-being and democratic human interactions (Brennan, 2017). Therefore promote civic learning and engagement among the students in higher education. Include the development of civic knowledge, intellectual skills and applied competencies needed to effectively engage in civic activities, as well as social and political values associated with democratic and civic institutions.

Information and Communication Technology (ICT): Empowering and enabling students by ensuring equity and access to education through the use of ICT; Ensuring equity by providing access to equipments to students even in remote corners through innovative use of ICT; and making available e-content and educational videos created by the best teachers across all disciplines for UG and PG classes. Invest in the technology talent pipeline and other high demand areas in cooperation with institutions and businesses. With the current and expected growth in information technology jobs, the state will need to support investment in the development of new programs, internships and research to meet the growing workforce demands. In addition, while growth of technology jobs are an important element to India's economy.

Research: Increases in academic research and development have meaningful consequences for the health and well-being of citizens and for the economy. Public investment in research at colleges and universities spurs development of scientific and medical discoveries, new medicines and treatments, and myriad innovations and inventions, which lead to patents, licenses and the commercialization of results.

Academic Freedom: Help institutions preserve and foster a campus culture that promotes intellectual diversity, free inquiry, and the free expression of ideas.

Academic audit: Academic audit of the institutions of higher education is very essential. The External audit unit is expected to monitor the universities quality assurance mechanisms. Monitoring the quality improvement programmes at frequent intervals, revising, updating the syllabi in all subjects and making suitable alternations, whenever necessary in the programmes.

Investment and funding: State funding for higher education has an important role in helping to reduce the cost of education for students in the form of tuition and fees. Sate support (budgetary allocation) for higher education needs to increase. Support initiatives for higher education that make college more affordable and predictable, increase talent in high demand areas and support institutional quality and excellence. Review state financial aid funding to ensure that money is aligned supports low- and

middle-income students. Improve the basic infrastructural facilities in colleges and universities. Improve the standards of higher education.

Partnership: Have agencies and regions set shared goals for educational attainment. Increasing attainment rates across educational sectors requires a shared commitment by policymakers, education providers and communities. Creating shared commitment can allow these organizations and regions to identify problems, define strategies and set tailored attainment goals that align with the populations they serve.

Seek legislative and policy changes that support stable and sustainable funding, advance restructuring and improve quality and efficiency. Collaborate with the government and the India's Economic Development Partnership to identify high demand occupations and assess the alignment of programs to these fields.

Conclusion

Creation of knowledge workers holds key for success of a country. Globally, emerging economies have reiterated the need for education to be relevant to students and their sociocultural contexts. However there is a growing dissatisfaction with the state of education, despite the progress that has been recorded in the past few decades. India continues to face challenges to actualizing its goal of equitable access to quality education. Higher education institutions in India experience more pressure to provide transformed, relevant education and scientific knowledge that is suitable for the new era. Successful management of higher education institutions depends on the ability of administrative managers to adapt to a rapidly changing environment. Unless quality of education, equity, inclusiveness, accessibility, affordability, sustainability, flexibility, innovation, transformational methods of learning, technology, research and partnership is not provided and sustained in all higher education institutes, it will be difficult to match with global world. The right of every person to education as proclaimed in the universal declaration of Human Right and reaffirmed by the World Declaration on Education for All in 1990 needs to be reconsidered as the right step towards fulfilling India's vision 2025 in the realm of higher education where everybody, not minding the degree of variance, will feel accepted, included and valued.

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Impact of Covid – 19 on Higher Education

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Introduction

Novel Corona Virus (Covid – 19) pandemic has pushed the whole world into a state of deep shock, helplessness and made people realize that mother nature has her own way of making her presence felt. Countries included India implemented the most extreme of all measures i.e a nation wide lockdown, which brought the entire economy and the country to a grinding halt. The pandemic has had a wide – ranging and an irreversible impact on higher education as well.

All major entrance examinations are postponed including engineering, medical, law, agriculture, fashion and designing courses, etc. This situation can be a ringing alarming bell mainly in private sector universities. Maybe some faculties and employees may face salary cuts, bonuses and increments can also be postponed.

The lockdown has generated uncertainty over the exam cycle. May be universities may face impact in terms of a slowdown in student internships and placements, lower fee collection that can create hurdles in managing the working capital.

Another major concern is that it can affect the paying capacity of several people in the private sector, which is catering to a sizeable section of the students in the country.

Student counselling operations are also affected. Several institutions may pause faculty hiring plans for existing vacancies which in turn affect quality and excellence. Structure of schooling and learning includes teaching and assessment methodologies and due to closure, it will be affected.

Various students from India took admissions in abroad like the US, UK, Australia, China etc. And these countries are badly affected due to COVID-19. Maybe there is a possibility that students will not take admissions there in future and if the situation persists, in the long run then there will be a decline in the demand for international higher education also.

Another major concern is employment. Students those have completed their graduation may have fear in their minds of withdrawal of job offers from the corporate sector due to the current situation. The Centre for Monitoring Indian Economy's estimates unemployment shortage from 8.4% in mid-March to 23% in early April. In the urban unemployment rate is 30.9%.

For a system that refused to modernize itself, what a jolt this must be. Except cosmetic touches of students driving around in open jeeps, playing football and showcasing long corridor nothing much could be achieved especially in higher education. Faculties refusing to learn technology, students who could only learn from notes, students and parents who drew a straight line from primary to tuitions for JEE to IIT, Covid taught a lesson that won't be forgetten for centuries.

Disruption of the highest kind. Now is the time to set right the malaise. Open text book exams, online interviews, research based study habits, no stand and lecture. For the students oh will I get placement, gone for good. Not for the next 3-5 years will there be mass appointments.. All major companies will go the work from home route. For them some truths they tried to ignore us staring at them in their face-the humongous expenditure on real estate and logistics. So students and parents who straight jacketed their kids can say bye to white collar jobs and foreign studies.

And that one area where the uppity noses refused to even consider-the manufacturing sector-will take over big time. Skill and skilling will take on a powerful meaning.

The current crisis will see some historic and unprecedented developments such as: -

1. There would be a big jump in the need for skill based education.

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2. Online, simulation based, management game based education, linking theory to practice and vice versa would take a big priority.
3. The demand for On line education will increase caused also by the desire from industry personnel
4. Fly by night online education providers will increase dramatically atleast in the short run.
5. Clamour for online examinations will rise. Initially this will be around 30% and gradually stabilizing to 50% of the total examinations held.
6. The statutory bodies will be forced to relax on the infrastructure needs like no of classrooms, library books, faculties etc. Infact qualifications of faculties will be replaced by industry experience.
7. Large number of industry personnel especially middle and junior senior personnel will now be available to teach at the institutes at least till 2023 and 2024.
8. Syllabus, course content will get revised and new programs like crisis management, disaster management, health attack managements (today it is corona virus tomorrow it could be something else) etc. will be developed and offered as electives.
9. Faculties will need to keep themselves abreast of newer knowledge, newer methods of teaching, industry trends etc. Perhaps faculties will have to prepare videos, you tubes , put greater emphasis on learning management systems etc.
10. In the short run placements / joining dates for fresh students would be delayed and consequently students would have to develop competitive skills to get placements. This situation will be relaxed from say 2023 / 2024 when the effects of Make in India, Make America Great, Shift of industries from China etc. will materialize.
11. Innovations, R&D will get a big impetus. Health, Biotech, Pharma will see an increase in admissions.
12. In the short run the classes will begin from say mid August instead of mid July 2020.

Also Teaching and Learning will undergo a significant transformation: -

Blended learning will become a reality: The classroom will be supplemented by online coursework. This way, students may be required to physically attend classes on fewer days and will be free to study at their own pace. This will also give them adequate time to assimilate information.

Training of teachers will be qualitatively different: All the teachers will have to be trained for online teaching as well. This will go a long way to ensure that they are comfortable with technology and will be able to seamlessly switch between online and offline modes of teaching the curriculum. And above all, teachers will feel empowered to deliver a more impactful lecture than before.

Use of Artificial Intelligence (AI) will help personalize the learning experience for every child: Soon, educators will have to discard the 'one-size-fits-all' approach that is mostly followed in traditional classrooms and use technology to offer a learning experience that is uniquely suited to a child's learning needs. The blended approach to learning, in turn will help all types of students, since they will have the opportunity to engage with different types of content such as video, audio, presentations, thereby increasing the ability to personalize learning.

Role of teachers will need to be redefined: With information readily available just a click away, the role of a teacher from that of a 'knowledge-giver' will gradually move to one of a 'facilitator' in the development of learners and helping them to become life-long learners.

Technology will be used effectively to reduce the time spent by teachers on tasks such as paper-setting, evaluating and grading: This will help the teachers focus more effectively on teaching and course improvement.

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Interactivity and engagement in a physical classroom will have to be built into the online learning programs to keep students engaged: Physical classrooms offer a high degree of interactivity with the teacher and also among students. Educators will have to bring in a lot of innovations to bring in the element of interactivity and collaboration in their e-learning modules.

Social Distancing principles will have to be incorporated: As and when schools, coaching centers and other educational institutions open up after Covid-19, the new social distancing rules will necessarily change the existing ways of imparting education. Schools might consider working in shifts, classrooms will follow strict sanitization processes and social distancing will become a norm for all activities.

Technology may play an important role in the lockdown period like study from home and work from home. In India, some private schools could adopt online teaching methods. Low-income private and government school may not be able to adopt online teaching methods. And as a result, there will be completely shut down due to no access to e-learning solutions. In addition to the opportunities for learning, students will also miss their meals and may result in economic and social stress.

Even though the country has been adapting to the new-age learning, but there still lies an obstacle in making the endeavours entirely successful. What still remains intact is that only 45 crore people of our total population of the country have access to the internet and thus to e-learning. The people residing in rural areas are still very much deprived of the latest advancements and therefore hampering the cause of online learning. Now, virtual classrooms are not only dependent on e-lectures but also require one to have access to the e-content and online study material, practise sheets etc. as well.

And that's where we lag behind as India is not fully equipped to make education reach all corners of the nation via digital platforms or online classrooms. The students who aren't privileged like the others will be held back due to the current resort and there is no denying that. But universities and the government of India are relentlessly trying to come up with a solution to resolve this problem.

Some of the plausible solutions for continuation of education in the current and post – covid – 19 world are as follows

1. With the help of power supply, digital skills of teachers and students, internet connectivity it is necessary to explore digital learning, high and low technology solutions, etc.
2. Students those are coming from low-income groups or presence of disability, etc. distance learning programs can be included.
3. To provide support for digitalisation to teachers and students.
4. The necessity to explore digital learning platforms.
5. Measures should be taken to mitigate the effects of the pandemic on job offers, internship programs, and research projects.
6. EDtech reform at the national level that is an integration of technology in the present Indian education system.

Uncertain times call for stronger measures and the education industry has been stepping up to take some. The pandemic has been working as a catalyst for the educational institutions to grow and opt for platforms and techniques, they haven't used before. The times are changing, and the theories have always pointed out towards the survival of the fittest. Surviving these crises with a different approach and digitising the sector are the two elements which will get the industry through the storm and wash away the blues of the pandemic.

To sum up there is a new 'normal' in the education sector post covid 19 and it is RISE TO THE NEW NORMAL OR PERISH.

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Education- The Key to Success

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Introduction

The concept of education passed through many ages and stages in the process of evolution and at every stage it had a different meaning according to the then existing condition. So there emerged divergent concepts of education, need and roles of education. This unit also explains the different forms of education, relationship and differences and comparison of formal and non – formal education.

Concept / Definitions of Education

The word '**Education**' was derived from the Latin word namely, 'educate' which means to 'bring up'. Education is defined as the process of acquisition of knowledge and experiences. It also means the development of positive attitude, study habits, employable skills which prepare a human being to cope with any situation and find solutions to the problems in day to day life. Education is one way to modify behavior. Education is to enable a man to adjust to his environment successfully.

Education is process of changing the behavior pattern of people. Gandhiji insisted on all-round growth of a person – physical, culture, mental, moral and spiritual through education.

Education was defined by Gandhiji as follows:" By education I mean an all-round drawing out of the best in child and mean – body, mind and sprit. Literacy itself is no education. I would therefore begin the child's education by teaching it a useful handicraft and enabling to produce from the movement it begins training". Gandhi insisted on all round growth of a powerful, culture, mental, moral and spiritual through education.

According to him for education to be meaningful it must be correlated with the living and working conditions of the people. For him education was the primary method of development. Education can be a means for involvement of the poor and illiterate masses in the process of development.

John Dewey defines education as 'a continuous reorganization, reconstruction and transformation of experiences'. Education is the most powerful instrument that can bring about a desirable change in the social, economic, culture and political life of people.

UNESCO definition of education, namely "organized and sustained instruction designed to communicate a combination of knowledge, skill and understanding valuable for all the activities of life".

Education may be defined as 'any planned series of incidents, having a humanistic basis, directed towards the participants learning and understanding (Jarvis, 1983). This definition is very broad since it is the common factor in the multitudinous branches of education and it is possible to modify and adapt it, so that the definition may reflect the meaning added to the basic idea when a pre-fix is placed before the term education. e.g. Lifelong education requires only that 'and which may occur at any stage in the life span' added to the end of the definition. Hence it may be seen that this basic definition does not restrict education: to any specific learning process; to any time in life; to any specific location; to any specific purpose.

Education for the purpose of International standard Classification of Education (ISCED) is taken to comprise organized and sustained communication designed to bring about learning. Education is defined as the process of acquisition of knowledge and experiences, development of habits, attitudes, skills which help a man to lead a full and worthwhile life.

Aims and Objectives of Education

The fundamental aim of education is the physical, intellectual, emotional and ethical integration of the individual into a complete man. In another light, it can be said that one can see a collective aspect and

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an individual aspect in the aim of education. As P.B. saint-Hillarie writes: "From the collectively point of view, education is expected to turn the individual into a good citizen, i.e., into a person who had harmonious relations with the other members of this community, who is useful to the society and who fulfils with his obligation as a citizen. On the other hand, it may be expected that education will give the individual a strong and healthy body, help him in building up his character and attain self-mastery, and provide a ample of opportunities to maintain healthy atmosphere for development of one's personality. According to Swamy Vivekanand, "Education is the expression of self developmental qualities. This pedagogic ideal is found throughout history all over the world. Education has always played an important role in preparing men and women for becoming active citizens. Here education, as a process, is inseparable from the process of human development.

Education is one who way to modify behavior. The goal of education is to develop the human tendency in such a way they become capable of creative thinking while doing new things and to find the solutions to the problems and live a life in healthy environmental condition comprising of mental and physical abilities. The maintenance of such kind of ambiance is the challenge to human nature.

On the whole, the education aims at the development of an individual in such a way that he should be capable of developing his personality and also capable of serving the society.

Functions of Education

There are three traditional functions of education as referred to by Mr. Sanford**.** Keeping in view the requirements, values, aims and problems of the Indian society, following should be the functions of education in human life.

Progressive Development of Innate Powers: The main function of education is to develop innate powers such as curiosity, love, imagination, and self-prestige of the child.

Personality Development: Another function of education is to develop the personality of the people. In the words of Wood worth, 'personality is the total quality of an individual's behaviour'. In other words, personality includes physical, emotional, mental and ethical aspects of the individual.

Satisfaction of Needs: The other important function of education is to enable the educed to satisfy his needs such as biological, psychological, social and economic.

Improvement of Vocational Efficiency: This will help them to adopt some suitable profession after completion in their education.

Preparing the Child for Adult Life: In the words of a famous poet "child is the father of man". This saying means that the child present has to perform social, political, and family duties in future.

Need and Role of Education in Development

Every developing society has built-in inequalities, superstitions, dependency, illiteracy, violence, disintegration, unemployment, poverty, etc. These can only be removed by education, by reaching out and opening the doors to equality, shedding superstition, instilling a sprit of freedom and independence, spreading a national attitude of integration, of tolerance and defending us against violence and other methods which are adopted by certain sections. The roles of education in development process are discussed in this section.

(a) Education and Poverty Reduction

Illiteracy results in poverty and poverty is one of the causes of illiteracy. It denies the schooling opportunities. Eliminating poverty requires providing access to quality education. Thus the education or illiteracy is directly related to one's educational and financial status; it enables the person to participate in the development process; it inculcates the knowledge and skills helpful for employability and maintenance of quality of life. The basic aim of education is women empowerment which is one of the indicators of development of the society.

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(b) Education and Empowerment

Basic education empowers individuals as:

- It opens up avenues of communication that would otherwise be closed, expands personal choice and control over one's environment, and is necessary for the acquisition of many other skills.
- It gives people access to information through both print and electronic media, equips them to cope better with work and family responsibilities, and changes the image they have of themselves.
- It strengthens their self-confidence to participate in community affairs and influence political issues.
- It gives disadvantaged people the tools they need to move from exclusion to full participation in their society.
- It empowers entire nations because educated citizens and workers have the skills to make democratic institutions function effectively, to meet the demands for a more sophisticated workforce, to work for a cleaner environment, and to meet their obligation as parents and citizens.

(c) Education and Human Development

The education aims for human development by inculcating values of personality development that may include truth, non violence, social equality and humanity towards all. Such kind of educational opportunities should be offered to each and every person. It is also necessary that equal opportunity of education should be offered to all.

(d) Education and Social Development

Education should bring social change in terms of positive changes in the society. Children (and adults) who attend school are exposed to new ideas and concepts and attitudes that form part of the basic for social change.

The socialization obtained by attending school includes such values as punctuality, following instructions, managing time, planning work, focusing attention, adhering to rules and receptivity to new concepts, thus helping to develop persons with employability skills and social positive attitude to bring positive changes in the society.

Education also plays an important role in culture transmission. Transmission of culture, appreciation of culture heritage, understanding of national history, inculcation of culture values are all increasingly left to the schooling process as traditional societies change.

(e) Education and Good Governance

Education is a powerful tool to bring positive changes in the society. The school curriculum can be framed in such a way that includes ideas of national integration, social equality and unity in diversity. The students in the classroom should also be given an opportunity to participate in such activities that may improve their sense of integration and equality. The government system should be taught to them by giving practical experience such as cabinet in the classroom where student will be assigned the roles of ministers such as health minister, administrative head or volunteers etc. so that sense of responsibilities will generate. The voting system can followed in the classroom.

(f) Education and Economic Development

Education is not just a functional concept nor is it merely an instrument of economic development. One must not create the impression that all education is linked with economic development or that all of it is necessary or essential for economic development. It is important to realize right from the start that education has a dual aspect. While education is necessary for the promotion of economic development, education is also essential for enjoying the fruits of life. One needs to be educated in order to be a better man, to have a richer life, and to have a more integrated personality. The essential condition for economic development is the creation of mass literacy and mass education in the essential and the fundamentals of science, technology and logic.

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(g) Education and National Development

There is a direct link between education and national development, and such a link is strengthened when the national system of education is properly organized, from both qualitative and quantitative point of view. As has been rightly emphasized in 'Education and National Development' (Report of the Education Commission, 1964-66), "The native brief that all education is necessarily good, both for the individual or for society, and that it will necessarily lead to progress, can be as harmful, as it is misplaced. Quantitatively, education can be organized to promote social justice or to retard it. History shows numerous instances where small social groups and elite's have used education as a prerogative of their role and as a tool for maintaining their hegemony and perpetuating the value upon which it has rested. On the other hand, a social and culture revolution has been brought about in a system where equality of educational opportunity is provided and education is deliberately used to develop to solve problems in the society.

In the context, the observations of the World Bank in its 1991 World Development Report are relevant:

- By raising a country's education level, the health and life expectancy of children can be improved and incentives for reducing the family size created.
- Education, by improving people's ability to acquire and use information, depends their understanding of themselves and the world, enriches their minds by broadening their experiences and improves the choices they make as consumers, producers and citizens.
- It strengthens their ability to meet their wants and those of their family by increasing their productivity and their potential to achieve a higher standard of living.
- By improving people's confidence and their ability to create and innovate, it multiplies their opportunities for personal and social achievement.
- Better educated women, who are more informed about the value of health care and hygiene, tend to be less affected by the absence of community health programmes and use them more frequently when they are available.
- A one-year increase in schooling can augment wages by more than 10 per cent after allowing for other factors. An additional year of schooling has raised from output by merely 2 per cent in the Republic of Korea and 5 per cent in Malaysia.
- A better-educated person absorbs new information faster and applies unfamiliar inputs and new processes more effectively. Education promotes entrepreneurship, which is matter of skills. Entrepreneurial ability has been characterized as a combination of moderate risk-taking, individual responsibility, and long range planning and organizational ability. Education promotes all these.

An assessment of current development situation provides a rather solid basis for describing the kind of education required to meet new demands.

Forms of Education

The system defines education as a continues and sub-divides the continuing into three categories based on the degree of formalization of learning (Myriam Bacfuelains and Erik Raymaekers, 1987). Based on the formalisation of learning, the system of education, which is a continuous and subdivides the continuum into three categories: (1) Informal Education (2) Non-formal Education and (3) Formal Education.

Formal education: It refers to regular teaching learning system from school to university in standard way in institution under a systematic process with the help of highly structured curriculum and infrastructure and learning atmosphere.

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Non-Formal Education: It refers to non-formal education as an organized, systematic educational activity carried on outside the frame work of the established formal system. The term, Non-formal education, to indicate the usual setting of the class room.

Some have defined the non-formal education as any institutional and systematic educational enterprise usually outside the purview of traditional schooling in which content, media, time units, admission criteria, staff facilities and other system components are adopted for particular student population in order to maximize the maintenance constraints of the system.

Informal education: It refers to education incidentally picked up in life situations. In addition, informal education takes almost all the time, informally and incidentally.

It is a lifelong learning process where an individual acquires knowledge while performing day to day activities. It refers to learning with daily experience and accommodates knowledge while performing any task in his environment related with family or neighbors or any other places including market or libraries in unorganized and unsystematic and not intentional.

Relationship between Formal and Non-Formal Education

As defined here and elsewhere non-formal education seems to be set in juxtaposition to formal education. This is unfortunate since it may cannot antithesis. Rather there are several positive relationship, which point to synthesis.

First, it is becoming obvious that few if any of the developing countries are wealthy enough to support two major national and competitive educational schemes, especially if they are in conflict, To do so would debilitate both personnel and financial resources and would tend to divide the country rather than unite it. It is much more intelligent to consider a single, workable educational program rather than seek to build new or enhance alternative educational programs. Interestingly, there are a number of non-formal alternatives already showing themselves in many countries.

Second, while in theory the goals of formal and non-formal education seem to be different, in reality both are attempting to do the same thing from different perspectives. Both are trying to bring a people and economy to increased personal and national productivity. Both formal and non-formal educators are aware that education, of the right sorts, is an important instrument for national development.

Third, both approaches to education often use similar if not the same methods and materials. Or, if this is not the case, it would not take much modification to use many instructional materials interchangeably.

It is probably appropriate to note at this point that non-formal education is seen to be responsive to the cry of the masses for relevant education. Formal education has been beset with this demand for a long period of time with relatively little response. Now that alternative to formal education is being planned and provided, formal education itself is belatedly attempting to become more practical. Thus the formal institutions are becoming somewhat less rigid and are patterning their approach to them non-formal model-suggesting points of ultimate parallel in materials and procedures.

Fourth, though both non-formal and formal educations are working to increase the national level of education for national and human resources development, they are both frustrated. Both non-formal and formal education realizes the enormity of the task in terms of personnel, finances and material. Formal education is beginning to recognize that it has not met the expectations of either its constituents or its own leaders; the problems have overcome the promises. Non-formal education, however, has several things in its favour that formal education does not. The fact that non-formal education exits in more flexible settings, is person-centred, focuses on practical things, and yet is systematic all tend to make non-formal education more effective and efficient for development.

Differences between Non-Formal, Formal and Informal Education

NFE is different from formal and informal education. In fact, informal education is what occurs automatically in the process of living, as a result of what an individual absorbs from the environment, in which he lives or grows up. It refers to education incidentally picked up in life situations. In

addition, informal education takes place almost all the time informally and incidentally. It is entirely dependent on the home and the society, which are educational institutions in themselves and is not specially organized like formal education.

Incidental education which was the only education that an individual received in the primitive societies that existed at the dawn of civilization ceased to be adequate as knowledge began to accumulate, and specialization became essential for the maintenance and growth of societies. This led to the development of various categories of NFE, which were deliberately organized by the society and which function on their own or supplemented incidental education. At the present time, therefore, non-formal channels of education cover both liberal and vocational education. Hence, the non-formal education is an organized, systematic educational activity carried on outside the frame work of the established formal system – whether operation separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and no individual can escape some exposure to some form of non-formal education at one stage or another of his life.

The school as an institutions (and hence formal education as a channel of education) was born at that stage in social development which division of labour became pronounced and the need to create special institutions and special functionaries for several categories of social activities began to be felt. For instance, when knowledge or skills developed to such an extent that their preservation, promotion, and diffusion could not be managed through incidental or non-formal channels, it was found necessary to create special groups as teachers and the formal school as an institution to perform these functions.

NFE is to be distinguished from Formal Education (FE) on the one hand and incidental education on the other. It differs from formal education, in the sense that it takes place outside the formal school system (although this characteristic is shared by incidental education, as well). It also differs from incidental education in that it is organized (which incidental education, is not).

Unlike formal education, it has not rigid timetable, curriculum or predetermined academic progress. Unlike informal education, it is not restricted to parents. Siblings, peer groups and environment exposures. The NFE is primarily flexible and open-ended. Active participation of learners determines the nature and content of NFE programme.

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M-Learning: New Era Transformation toward Education

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Abstract
The world is shrinking , now the world is just a touch away. The education is rapidly changing from being limited to the classroom to the pockets of the people who want to learn more.

The purpose of this articles to find out the effectiveness of "M – Learning or Mobile learning" apps in the education in India. It also evaluates the role of mobile learning apps in students life. The studies aim to identify trends in mobile learning research among the students group in order to provide insights for researchers and educators around research topics and issues for further exploration.

The aim of this articles is to find the concept of M-learning and the extent to which it is being implemented among students different level of age group. Technology can be helpful in learning the programmes or getting the knowledge about the subject of their interest anytime anywhere they are located with the help of devices such as Smart Phones and the applications are being used in those Smart Phones.

Keywords : M-learning , Usage of Mobile for education , Mobile application , Awareness

Introduction

As the people are getting more and more into technology. If we see the world full of the technology , innovative, challenges , building with good infrastructure facility. People can't imagine they life without Smart phones. Almost everyone has smartphone . In India , 2/3rd of the population have Smartphone and Android is the most used Operating System in India. It offers a variety of educational apps which can teach you almost anything at anytime.

These educational apps act as a great asset to ones learning as they provide a combination of innovative learning. Many apps include animated video to enhance the learning experience on their app.

Mobile learning, also known as M-learning, is a new way to access learning content using mobile devices. It's possible to learn whenever and wherever you want, as long as you have a modern mobile device connected to the Internet.

As a result it gives the students the benefits to stay connected to updated information regarding their studies. Everyone will have everything they need right on the mobile devices they wanted just a click away or a touch away from their variety of mobile devices including Android, BlackBerry and IPhone OS , etc

With this application students upload and download the multiple format document or information. This application also provide user to create thread or discussion forum to share their thoughts on a particular topic or they can seek help online by posting their problem in the discussion thread and get a reply as soon as possible from the ones who are in present in the thread.

M-Learning is the usage of portable devices. Flexibility in mobile learning can allow users to connect anywhere they are such as home, transportation or travelling. M-learning is convenient in that it is accessible from virtually anywhere. M-learning technologies include handheld computers, MP3 players, notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies. Using mobile tools for creating learning aids and materials becomes an important part of informal learning.

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REVIEW OF LITERATURE

1. Bereiter and Scardamalia(1994) said that the users can upload contents such as videos, word file or photos through their smart phones directly, into the discussion threads just by logging into the thread which is ongoing or they can create a new thread at any time they want despite of their location. This will enhance the functions provided by 3rd generation mobile phones and help in making the discussion more interactive.
2. Lonsdale et al (2004) “Mobile learning is distinguished by rapid and continual changes of context, as the learner moves between locations and encounters localised resources, services, and co-learners. Informal learning covers any learning that takes place beyond the classroom and formal curriculum, including learning for hobbies, curiosity, personal development, community involvement and everyday survival.”
3. Rajasingham (2011) states that “an activity that allows individuals to be more productive when consuming, interacting, or creating information, mediated through a compact digital portable device that the individual carries on a regular basis and has reliable connectivity and fits in a pocket or purse”.
4. Parsons (2014) noted the number of previous reviews, yet highlighted that most reviews tended to focus on a specific subset of the literature or a particular aspect of mobile learning. The purpose of his study was to "provide a full-landscape view of the field of mobile learning" up to and including 2013 (p. 2). Findings were presented in two forms. A timeline was used to highlight the evolution of mobile learning through a series of significant "firsts." Secondly, a mind map was used to summarise the key concerns in the areas of research, technology, content, learning, and learner (Parsons, 2014).

OBJECTIVE

1. To identify the level of awareness among the different class of students group .
2. To study the perception towards the M-learning app based on class of students group.
3. To study the usage of internet service towards different M-learning app .
4. To study the scope of M-learning in higher education.

PROBLEM STATEMENT

There are many studies on M-Learning and also a researcher are focus on students group , but a gap was observed in the studies is about usage of Mobile app for education.

LIMITATIONS

1. Time spend on the study is limited and thus is a major constraint.
2. Area of research is limited to the two places where the sample is collected and therefore cannot be taken as a universal sample is thus also a major constraint.

RESEARCH METHODOLOGY

i. Research design

The research conducted was descriptive and analytical, So a Survey method was used. A Survey was conducted through a structured questionnaire tested for reliability and data was collected throughout Mumbai and Thane.

ii. Primary data

Primary data was collected randomly through the structured questionnaire in Mumbai and Thane District , by using simple random sampling.

iii. Sample size

The study was limited to those participants who willingly elected to complete the instruments in their entirety. There were a total of 200 respondents.

The sample distribution was given in Table 1. Socio - Demographic Profile of the Respondents

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Profile	Parameters	Classification Total (N) = 200			Percentage
Valid		Male	Female	Total	%
Age Group	16 years – 20 years	85	20	105	52.5
	21 years – 25 years	35	25	60	30
	26 years – 30 Years	10	15	25	12.5
	31 years and Above	4	6	10	5
	Total	134	66	200	100
Education Level Of Students	Junior College	28	22	50	25
	Undergraduate	65	25	90	45
	Post Graduate	15	10	25	12.5
	Diploma	26	9	35	17.5
	Total	134	66	200	100
Stream Of Students	Commerce	81	34	115	57.5
	Arts	18	15	33	16.5
	Science	17	10	27	13.5
	Others	18	7	25	12.5
	Total	134	66	200	100

Table 1.Source: Primary data

iv. **Area of research**

Mumbai & Thane District.

v. **Secondary data**

The secondary information or data was collected from newspapers, research articles, magazine and websites.

vi. **Statistical analysis**

Data preparation involved transferring the questionnaire into an electronic format which allowed and facilitated subsequent data processing. Data sheet was prepared directly at Statistical Program for Social Sciences (SPSS) software for further analysis. Transcribed data sheet was prepared for data analysis. On the basis of data sheet, tables and graphs were prepared for the analysis.

HYPOTHESIS

H01 : There is a no Awareness about the M-learning among different age group of students.

Ha1 : There is an Awareness about the M-learning among different age group of students.

H02: There is no level of Measure the acceptance of tools and platform of M-learning among Educational level of students .

Ha2: There is a level of Measure the acceptance of tools and platform of M-learning among Educational level of students .

H03: There is no significant level of students perception towards M-learning app towards age group of students .

Ha3: There is a significant level of students perception towards M-learning app towards age group of students .

H04 : There is no significant reasons for showing preference towards M-leaning or online activities app for study .

Ha4 : There is an significant reasons for showing preference towards M-leaning or online activities app for study .

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DATA ANALYSIS

✓ H01 : There is a no Awareness about the M-learning among different age group of students.

Frequency Table:

N	Valid	200
	Missing	0

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Aware	147	73.5 %	73.5 %	73.5 %
Not Aware	12	6 %	6 %	79.5 %
Not Sure	41	20.5 %	20.5 %	100
Total	200	100	100	

Table 2.Source: Primary data

Conclusion : There is a Awareness about the M-learning among different age group of students.

H01 is rejected .

Interpretation

According to data available, it was seen that the majority of the respondents are aware about the M-learning app usage of different age group. There are 73.5 % of the majority "Aware" about mobile learning .There are 6% number of respondent whose are "Not Aware" about mobile learning app.There are 20.5% "Not Sure" about the mobile learning app.It was conclude that majority of the respondents are agree that they are aware about the mobile learning app and they usage in all age group of students .

✓ H02: There is no level of Measure the acceptance of tools and platform of M-learning among Educational level of students.

Frequency Table

N	Valid	200
	Missing	0

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Not Effective	25	12.5%	12.5 %	12.5 %
Somewhat Effective	18	9 %	9 %	21.5 %
Neutral	55	27.5 %	27.5 %	49 %
Effective	90	45 %	45 %	94%
Very Effective	12	6 %	6 %	100
Total	200	100	100	

Table 3.Source: Primary data

Platform Used By Students in M-learning						
Education Level	**Youtube Channel**	**Khan Academy**	**Coursera**	**Wikipedia**	**TED**	**Total**
Junior College	20	15	0	5	10	50
Undergraduate	40	5	5	20	20	90
Post Graduate	20	5	0	0	0	25
Diploma	25	0	5	5	0	35
Total	105	25	10	30	30	200

Conclusion : Measure the acceptance of tools and platform of M-learning among Educational level of students.

H02 is rejected .

Interpretation

According to above information collected through different respondents among the education level. It was observed that ,49% of the respondent say "Neutral" among the different tools and platform

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available on Mobile learning. The majority of the respondents agree that it is effective tools and effective platform to use for the education purposes. It was seen that 94% of the respondents agree that M-learning has an effective tools and platform among the students. Some of the respondents agree that 21.5% "Somewhat Effective" using the different tools and platform among the educational level of students. It was conclude that majority of the respondents ,M-learning is an effective tools and platform use by the different level of students.

According to above information collected through different respondents among the education level. It was observed that ,49% of the respondent say "Neutral" among the different tools and platform available on Mobile learning. The majority of the respondents agree that it is effective tools and effective platform to use for the education purposes. It was seen that 94% of the respondents agree that M-learning has an effective tools and platform among the students. Some of the respondents agree that 21.5% "Somewhat Effective" using the different tools and platform among the educational level of students. It was conclude that majority of the respondents ,M-learning is an effective tools and platform use by the different level of students.

According to survey , it was observed that most of respondents prefer youtube channel for learning and knowledge informative session.105 respondents out of 200 agree among the different age group of students .Least respondents agree that they use different app which is related to education purposes.

3. H03: There is no significant level of student's perception towards M-learning app towards age group of students.

Frequency Table:

N	**Valid**	**200**		
	Missing	**0**		
Valid	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Not Accepted	95	47.5 %	47.5 %	47.5 %
Somewhat Accepted	60	30%	30%	77.5 %
Accepted	45	22.5%	22.5%	100
Total	200	100	100	

Table 4.Source: Primary data

Conclusion: There is no significant level of student's perception towards M-learning app towards age group of students.

H03 is Accepted .

Interpretation

Above the data , it was observed that among the different level of age group of students . Are not ready to accept the M-learning app. Majority of the respondent's i.e. 47.5% "Not Accepted" among the different age group of the students There is no significant level of student's perception towards M-learning app towards age group of students. It was also conclude that most of the respondents are "Not Accepted" level of the perception towards the M-learning app.

4. H04: There are no significant reasons for showing preference towards M-leaning or online activities app for study.

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Frequency Table

N Valid Missing		200 0		
Valid	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Save Time	30	15	15	15
Flexibility 24/7 Instantaneous	90	45	45	60
Portability	45	22.5	22.5	82.5
Any location	20	10	10	92.5
Delivery of instructions in many languages possible	15	7.5	7.5	100
Total	200	100	100	

Table 5.Source: Primary data

Conclusion: There are significant reasons for showing preference towards M-leaning or online activities app for study.

H04 is Rejected .

Interpretation

From the above survey it was consider that majority of the respondent, because of the flexibility use in smart phones which is easy to accessibility anytime anywhere. Most of the respondents , 10 % agree that we can use smart phones any location .It was also observed that 22.5 % of the respondents agree with portability of the smart phone , it is easy to carry , easy usage ,etc .There are number of features which attract the most of people to use M-learning.

RECOMMENDATIONS / SUGGESTIONS

1. M-Learning makes the merge and connection between technology and education possible.
2. The learner includes institutional, home, children and adult users and the variety of Learning environments includes standalone, schoolroom, networked, internet-based and Collaborative will increase the interest of the new generation in M-learning.
3. The benefits and challenges of M-Learning in our educational environments.
4. The development of a mobile infrastructure for the provision of nomadic learning will meet this need and opening new scenarios for both the developing e-learning and the telecommunication industry.
5. M-learning can be used to solve the traditional learning system problems.

CONCLUSION

From this research , it was conclude that M-learning systems are not to replace traditional classrooms but they can be used to complement the learning process among different age group of students. Using mobile tools for creating learning aids and materials becomes an important part of informal learning. M- learning is the delivery of learning and education support on mobile phones, I-pod or tablets. Interactive and multi-mode technology allows students to engage and informative session. Using the communication features of a mobile phone as part of a larger learning activity, e.g.: sending media or texts into a central portfolio, or exporting audio files from a learning platform to your phone. Mobile learning can be used to diversify the types of learning activities among students of different level of education group. It is supported by portable devices, its mobility makes it easy to use. Mobile learning is learning happens when technological tools reduce the gap between the learner and knowledge.

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Virtual Learning: A 21st Century Approach toward Education

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Abstract
The quality of online education depends upon proper use of digital technology in accordance with modern educational benefit. This study based on virtual learning environment with electronic study content designed for self-paced for the user. The objective of this paper is to highlight the benefits and challenges of virtual learning among the different age group of the user. It is most popular among the user. Many of the colleges, Institutes and University offering different courses to different level of education. Most of distance learning program had been offered by different university. The virtual learning provides a variety of online learning courses that are accepted for by the students among different level of age group.

It involves a new method of instructing students. Virtual learning is provided by teachers working remotely or by specially designed software or both and delivered to students through computers or the Internet.

The main focus of these articles is to find out level of usage of virtual learning among different age group and internet access. It offers a variety of online courses which teach you and provide certificate. The development of digital technologies, distance learning is increasingly associated with online learning. The use of virtual classrooms for live online teaching brings distance learning closer to the traditional form of learning.

Keywords: Virtual learning Environment, Awareness, Virtual reality

Introduction

Today the technology has been increase very tremendous. The world can't imagine they life without the technology. The virtual learning plays an important role because a person with learning on his own place and with the flexible time as compare to traditional learning. It is associate electronic content available on the websites or app.

A virtual learning environment is an online-based platform that offers students and professors digital solutions that enhance the learning experience. Virtual classroom, which is meant to replace the physical classroom environment for distance learners, virtual learning environment refers to a system that offers educators digitally-based solutions aimed at creating interactive, active learning environments. It can help professors to create, store content, plan courses and lessons even in real-time. Virtual learning environments are often part of a higher education institution's wider learning management system (LMS).

With advances technology in video, webinar, chat, and other Web 2.0 tools online, instructors have a wide variety of tactics at their disposal towards creating rewarding, engaging and interactive online learning experiences that can be equivalent to face-to-face learning.

The terms virtual learning environment (VLE) and learning platform are generically used to describe a range of integrated web-based applications that provide teachers, learners, parents and others involved in education with information, tools, and resources to support and enhance educational delivery and management.

Virtual learning offers immersive learning experience, where learner experiences the real environment in virtual manner. It has been adopted by almost all higher education institutions in the world.

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REVIEW OF LITERATURE

1. Kartsonaki, Lawrie, Sharpe, & Bailey, 2017; Liebowitz, & Frank, 2016; van Raaij & Schepers; 2008 : VLEs, as the name suggests, emphasize learning that takes place in digital environments, also known as e-learning systems. Several learning approaches such as flipped learning, mobile learning, distant learning are conducted with VLEs. VLEs provide the ability to overcome geographical limitations by facilitating face-to-face learning Additionally, the flipped classroom method.
2. King, Crawford, San Miguel, Barrie, Spencer, Tyransky, & Kman, 2017 : where work is commenced before real time engagement, was claimed as an effective method by several researchers due to its capacity to be utilized in medical and health education.
3. McGrath, Mesiwala, Barrie, Boulger, Thompson, Mitzman, & King, 2017. While the method demonstrates capability to enhance pre-engagement and to develop skills such as critical thinking and evidence-based reasoning both in science education and profession.
4. Arnott, & Planey, 2017; DeLozier & Rhodes, 2017; Njie-Carr, Ludeman, Lee, Dordunoo, Trocky, & Jenkins, 2017. VLEs occcasionally allow students to adapt to individual differences and learning speeds. VLEs, which are frequently preferred in both formal and informal instruction, are widely used in vocational education due to their advantages.
5. Mcann and Mentor, 2016 : In the context of vocational education, VLEs are used in formal secondary, undergraduate, and graduate education, or in informal lifelong learning. In this section, VLEs are explained through e-learning systems, which offer advantages of independence from time and place. In addition, it will be examined from the perspective of Virtual Reality (VR) technology, which provides stimulating visualization, and immersive experiences. In addition, this information will be enriched with examples by providing theoretical information about virtual learning environments in particular for health education.

OBJECTIVE

1. To study the Awareness / Usage level of Virtual learning among different age group of users.

2. To study the effectiveness of Virtual learning among the user.

3. To study the Awareness level of Virtual learning platform among the user.

4. To study on user's perception towards virtual learning environment

PROBLEM STATEMENT

There are many studies on Virtual Learning and also a researcher are focus on students group , but a gap was observed in the studies is about usage level of different mode of platform use for virtual learning for education among the Universities and Colleges.

LIMITATIONS

3. Time spend on the study is limited and thus is a major constraint.

4. Area of research is limited to the two places where the sample is collected and therefore cannot be taken as a universal sample is thus also a major constraint.

RESEARCH METHODOLOGY

i. Research design

The research conducted was descriptive and analytical, So a Survey method was used. A Survey was conducted through a structured questionnaire tested for reliability and data was collected throughout Mumbai and Thane.

ii. Primary data

Primary data was collected randomly through the structured questionnaire in Mumbai and Thane District , by using simple random sampling.

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iii. **Sample size**

The study was limited to those participants who willingly elected to complete the instruments in their entirety. There were a total of 120 respondents.

The sample distribution was given in Table 1. Socio - Demographic Profile of the Respondents

Profile	**Parameters**	**Classification Total (N) = 120**	**Percentage**
Valid		Total	%
Age Group	16 years – 20 years	32	26.67
	21 years – 25 years	48	40
	26 years – 30 Years	27	22.5
	31 years and Above	13	10.83
	Total	120	100
Gender	Male	87	72.5
	Female	33	27.5
	Total	120	100
Number of hours ,spend per week for Courses	Less than 1 hours	15	12.5
	1 hours to 5 hours	40	33.33
	6 hours to 10 hours	55	45.83
	11 hours and more	10	8.33
	Total	120	100
Category	Students	54	45
	Professional	25	20.83
	Faculty /Teacher	23	19.17
	Working group	18	15
	Total	120	100

Table 1.Source: Primary data

iv. **Area of research**

Mumbai & Thane District.

v. **Population**

Students, Working group , Faculty / Teacher and Professionals across area of research.

vi. **Secondary data**

The secondary information or data was collected from newspapers, research articles, magazine and websites.

vii. **Statistical analysis**

Data preparation involved transferring the questionnaire into an electronic format which allowed and facilitated subsequent data processing. Data sheet was prepared directly at Statistical Program for Social Sciences (SPSS) software for further analysis. Transcribed data sheet was prepared for data analysis. On the basis of data sheet, tables and graphs were prepared for the analysis.

HYPOTHESIS

H01 : There is a no Awareness about the Virtual learning among different age group of users.

Ha1 : There is a Awareness about the Virtual learning among different age group of users.

H02: There is no usage of different platform of Virtual learning among user.

Ha2: There is a usage of different platform of Virtual learning among user.

H03: There is no significant level of user perception towards Virtual learning.

Ha3: There is a significant level of user perception towards Virtual learning.

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DATA ANALYSIS

1. H01 : There is a no Awareness about the Virtual learning among different age group of users.

Frequency table :

N	**Valid**	**120**		
	Missing	**0**		
Valid	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Yes	87	72.5 %	72.5 %	72.5 %
No	22	18.33 %	18.33 %	90.83%
May Be	11	9.17%	9.17 %	100
Total	120	100	100	

Table 2.Source: Primary data

Conclusion : There is a Awareness about the Virtual learning among different age group of users.

H01 is rejected .

Are you aware about different Virtual learning app and websites which the university and colleges are offering?

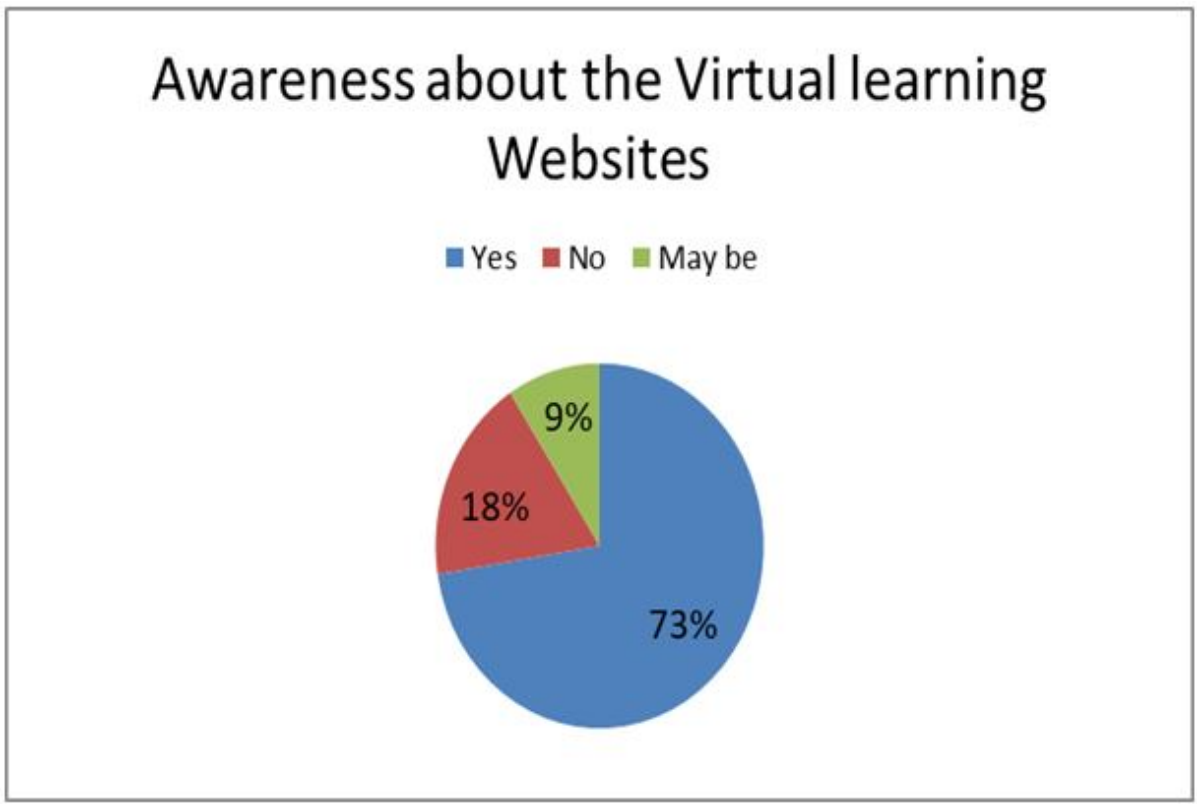

Table 3.Source: Primary data

Interpretation

According to data collected from different user, it was observed that 73% of the respondents say "YES" that they are aware there is a number of universities, colleges and Education institutes which are offering the courses in form of virtual learning. There are only 9 % of the respondents say "May be" there are courses available for every age group of user. The observation also state that there is most of the respondents are even not aware about the different courses are available on Virtual mode of learning.

2. H02: There is no usage of different platform of Virtual learning among user.

Frequency table

N Valid	120			
Missing	0			
Valid	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Yes	95	79.17%	79.17%	79.17 %
No	25	20.83%	20.83 %	100
Total	120	100	100	
Massive Open Online Course (MOOC) Platforms:				
Valid	Virtual Learning Platform	Frequency	Percent	Cumulative Percent
	Coursera	35	29.17	29.17
	EdX	25	20.83	50
	Future Learn	15	12.5	62.5
	TED	20	16.67	79.17
	Udemy	25	20.83	100
	Total	120	100	

Table 4.Source: Primary data

Conclusion: There is a usage of different platform of Virtual learning among user.

Interpretation

From the above survey, it was observed majority of the user from the different category agree that they are aware about different platform using for virtual learning. Online courses taught by instructors from well-recognized universities and institutes. There are the different websites are available which are offering courses for free of cost. This majority of the platforms are also tie up with universities, colleges and other institution. Different categories of user are aware about the courses available on websites.

3. There is no significant level of user perception towards Virtual learning.

Frequency table

How effective was the course at helping you reach those learning objectives?				
N Valid	120			
Missing	0			
Valid	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Strongly Disagree	10	8.33	8.33	8.33
Disagree	7	5.83	5.83	14.16
Neutral	30	25	25	39.16
Agree	50	41.67	41.67	80.83
Strongly Agree	23	19.17	19.17	100
Total	120	100	100	
How engaging you found the course?				
Very Effective	20	16.67	16.67	16.67
Effective	45	37.5	37.5	54.17
Neutral	40	33.33	33.33	87.5
Not Effective	15	12.5	12.5	100
Total	120	100	100	
How motivated do you feel Internet activity outside of class.				
Always	47	39.17	39.17	39.17
Sometimes	15	12.5	12.5	51.67
Often	41	34.17	34.17	85.84
Never	17	14.16	14.16	100
Total	120	100	100	

Table 5.Source: Primary data

Conclusion: There is a significant level of user perception towards Virtual learning.

Interpretation

Above data represent the perception level among the different group user of virtual learning. There are 41.67% of respondents are "Agree" that the virtual learning is effective tools. They also agree that it meet the learning objectives of the user. The courses which are offered are found effective among the user. There are total 54.17% of the respondents found course are engage and attractive for learning outcomes. Majority of the respondents agree that the courses offered by different websites are motivated. The course led to change in behavior and practice among the users. Virtual learning courses to help learners study build professional skills and connect with experts. There is some course catalogue accessible for free for users in order to support lifelong learning and professional development.

Benefits of Virtual Learning

1. Easy to access: It is very easy to access from around the worlds. It can easily access the courses work from anywhere at any time .It is very easy to access any program once you have login, It can access assignments, post homework, watch faculty presentations, join student discussions, conduct research, contact your teacher and classmates, get assistance from student support services, receive feedback,etc.
2. Effective Time: An Virtual education provides a welcome environment for working adults who need to balance work and family. Right away, you save hours every week not having to commute back and forth to classes on a campus—and that's just the beginning. It also sharpens your time-management skills, because you have to be disciplined and find the time to study.
3. No Demographic boundary: Virtual learning can be access from any location from the world. There are no geographic boundaries and the limitation there for education. It one of the major advantages for the learners. They can learn from anywhere from the worlds. The virtually learning also give the flexibility to select the different courses from the different universities and institutions.
4. Performance and improvement based grading : Under Virtual learning online tests, and they are usually scored when you finish. You can quickly see where you did well and where you need improvement. When you submit papers and projects, you'll use a private "drop box" where your teacher will access your assignments confidentially and provide written or video feedback.
5. Online Assignment : Virtual learning provide facility for submission of assignment by visit us on our website and all other details for users are available on home page for their convenience. At the time of receiving the assignment from the users, It evaluate the entire assignment in the best possible way so that we could clarify any query related to the assignment.

Challenges / Problem faced by Virtual Learning

1. Internet Connectivity : Internet connection issues relates to how the various networks are operating. Unless the problem is directly related to your computer or device (tablet, smartphone, virtual assistant, Smart Home appliance) then it will involve either your own network or one that is further along the chain.
2. Language Barriers : Instructors developing online language barriers face the same challenges as face-to-face instructors — motivating students, choosing the right assignments and managing their workload.
3. Relationship of Learner and Instructors : One *of* the major criticisms *of Virtual learning* is the loss *of* face-*to*-face interaction *between learners and instructor*. The *instructor* is usually the focal point in the classroom—lecturing, questioning, guiding, and responding *to students*. However, *Virtual Learning courses* can lack this immediate *connection*, since *users* are usually interacting *with* a variety *of online* learning resources rather than a live *instructor*.
4. Distractions : Users who take online courses are exposed to more distractions than in face-to-face classes, a situation that affects their academic performance, according to a study.

5. Communication Problem : lack of personal contact with instructors probably tops the list. Learner completion rates are often low, and isolation and lack of support are frequently-cited for their lack of engagement.

Conclusion

In today world , Virtual learning has a great impact among the different age group users. According to the research it was found easy among the working group and professional people, who want learn something new in they time. It was easily manageable and flexible among the working group. It is an prevailing education now's days .It has a more impact among learner point of view. Higher education has been increasingly influenced by the progress of information and technology. The core training requirements in Universities and other institutes involve Virtual learning processes. Distance education has been possible with the introduction to new innovative courses due to the World Wide Web and Virtual education is now available to in numerous students and lecturers for their training purposes. It has been observed that VLEs had been the central supporting system for the formal countenance of learning by enhancing predefined formats and learning objectives. Although, it has been in the human nature to learn informally on the unconscious level which is essentially not based on traditional exams or curricula, as a part of education to some extent. The learning outcome can largely be depended upon VLEs which support and guide the learning system.

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Understanding the Impact of Age and Education as a Factor to Become an Entrepreneur

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Abstract
The paper aims to demonstrate the importance of Demographic factors like age and education qualification of an individual in becoming an Entrepreneur. The research paper collected the data of 400 respondents from Mumbai region who are Entrepreneurs and analysed their age and education background before they plunged themselves in Entrepreneurship. A systematic review method was chosen to explore the entrepreneurship - their age and education when they thought of becoming entrepreneurs. In addition, what motivated them to become an entrepreneur and the various necessary skills and technical know-how of the respondents were analysed when they thought of becoming an entrepreneur.

Keywords: Entrepreneurship, Entrepreneurship Education, Age, Entrepreneurs' Skills

1. Introduction

Entrepreneurship is a determining factor of economic development *(Thurik, 2009; Hessels and van Stel, 2011; Audretsch et al., 2015)*, social and structural change *(Acs et al., 1999; North, 2005)*. Entrepreneurship not only contributes to the economic and social growth of a nation, but also stimulates the development of knowledge *(Shane, 2000)*, technological change *(Acs and Varga, 2005)*, competitiveness and innovation *(Parker, 2009; Blanco-González et al., 2015)*. Entrepreneurship is a multi-aspects concept *(Bula, 2012)*. The term of "Entrepreneurship" exists from 1732 years ago when Richard canillton who was the first economist who defines the term to describe any individual who is willing to carry out forms of arbitrage involving the financial risk of a new venture *(Minniti and Levesque, 2008)*. According to Timmons (1989) "entrepreneurship is about creating and building something useful. It is about the ability of taking risks and facing the fear of failure". Almost without exception, academic studies on entrepreneurship are motivated by the economic benefits of entrepreneurship. Most studies refer to one or two academic studies showing that entrepreneurship indeed leads to substantial benefits in terms of, for instance, employment generation or innovations. However, whether the cited reference was one of the few out of many studies that 'happened' to find supportive evidence is not yet clear. A comprehensive understanding is still lacking concerning the interface of all of those variables: knowledge, innovation, entrepreneurship and growth. The knowledge, innovation, entrepreneurship, growth nexus is intricate and influenced by forces that are likely to simultaneously affect all variables, at least partially, while others can be expected to have a unidirectional impact or affect only a few of these variables. Among them factors such as Age and Education qualification of an entrepreneur and their significant relationship between entrepreneurial desires are still unknown.

In the following section we explain the past literature, methodology for systematic analysis, and we will report the main results. In the final part, we present the conclusions that can be drawn from our analysis, its limitations, as well as reflections for future developments.

2. Literature Review: Entrepreneurship Age and Education

Researchers and practitioners alike have pondered the question whether "older or younger entrepreneurs have the greater advantage" (*Connor, 2012, para. 1; see also Kautonen, Down, & Minniti, 2014; Lévesque & Minniti, 2006)*. On the one hand, older people have gained human, social, and financial capital over the years, which should be beneficial for starting a business *(Rogoff, 2007; Singh & DeNoble, 2003; Weber & Schaper, 2004)*. On the other hand, older people may lose interest

in engaging in the challenging endeavor of entrepreneurship *(Blanchflower, Oswald, & Stutzer, 2001; Curran & Blackburn, 2001)*. It has been well documented that future time perspective is negatively related to age *(Weikamp & Göritz, 2015; Zacher & Frese, 2009)*. Second, prior entrepreneurial experience, which likely increases with age, entails people's prior start-up experience *(Davidsson & Honig, 2003; Farmer, Yao, & Kung-Mcintyre, 2011; Gruber, MacMillan, & Thompson, 2008)*. We theorize that younger people have a more expansive future time perspective than older people, and thus are more likely to form entrepreneurial intentions after they have identified a business opportunity. Past literature in India says that successful entrepreneurs are middle-aged, not young. We find no evidence to suggest that founders in their 20s are especially likely to succeed. Rather, all evidence points to founders being especially successful when starting businesses in middle age or beyond, while young founders appear disadvantaged. In particular, increases in the fraction of individuals in the 20-30 age range and individuals in the 40-50 age range have a positive effect on the number of high-tech startups. In 2010 – 2014 university graduated unemployment reach more than 50% compared with Diploma graduated unemployment. In this situation, unemployment problem will impact negatively to social stability. This condition is supported by fact that the most of university graduated unemployment are job seekers than job creators. It is happened because learning system in universities is focused on how to prepare the students graduate fast and get job, not to prepare them as job creator. So, it's very important for universities to motivate their students be young entrepreneurs. One effort to overcome and prevent unemployment among the educated, especially the students, is a need to prepare for entrepreneurial generation seriously since elementary school. It will create the young generation as job creators, not job seekers. Changing students' mindset from job seeker to be job creator is not easy.

3. Objective of the Study

- To understand the relationship between age and entrepreneurship
- To understand the relationship between education qualification and entrepreneurship

4. Hypothesis of the study

4.1 To understand the relationship between age and entrepreneurship

H0 – There is no association between age and entrepreneurship.

H1 – There is association between age and entrepreneurship.

4.2 To understand the relationship between education qualification and entrepreneurship

H0 – There is no association between education qualification and entrepreneurship.

H1 – There is association between education qualification and entrepreneurship.

5. Research Methodology

5.1 Techniques of Data collection

5.2 Sampling Universe: Individuals above the age of 18 in Suburban Mumbai

5.3 Size of Sampling: For the purpose of the study, Researcher has selected 400 individuals - (90/10) Male and Female above the age of 18

5.4 Sampling method: The Researcher is applying a simple random sample by promoting a comprehensive list of a huge population and then selecting, at random, a certain number of individuals to constitute the sample. With a simple random sample, every member of the huge population has a fair chance of being selected.

5.5 Statistical tools: For testing of hypothesis Chi-square test are applied.

6. Data Analysis and Interpretations

Age-Group	**18-20**	**21-24**	**26-30**	**31-35**	**36-40**	**40+**
Number of Respondents	20	160	100	50	30	40
Coding	1	2	3	4	5	6
Gender	**Male**	**Female**				

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Number of Respondents	360	40				
Coding	1	2				
Education Qualification	**SSC**	**HSC**	**Under-Graduate**	**Graduate**	**Post-Graduate**	
Number of Respondents	35	75	165	90	55	
Coding	1	2	3	4	5	

Objective 1 - To understand the relationship between age and entrepreneurship
H0 – There is no association between age and entrepreneurship.

H1 – There is association between age and entrepreneurship.

	Value	**df**	**p-value**
Pearson Chi-Square	3.919	6	0.007

The above indicates that calculated p-value is 0.007. It is greater than 0.05. Therefore test is accepted. Hence null hypothesis is accepted.

Objective 2 - To understand the relationship between education qualification and entrepreneurship
H0 – There is no association between education qualification and entrepreneurship.

H1 – There is association between education qualification and entrepreneurship.

	Value	**df**	**p-value**
Pearson Chi-Square	9.223	3	0.002

The above indicates that calculated p-value is 0.002. It is less than 0.05. Therefore test is rejected. Hence null hypothesis is rejected.

7. Findings

There is not direct relationship between age and starting a business however lesser the age more likely are to be an entrepreneur. In addition, age between 20 to 30 years is conducive to start a business as they have more risk appetite as the household responsibilities are less. Males are more likely to be an entrepreneur compared to females as they thought more of getting a job rather than starting their own business. Respondents who did not complete their graduation are more likely to be entrepreneur majorly because they thought of executing idea after procrastinating it over the course of time. Secondly, they got an opportunity to implement their business after completing their HSC and hence left their graduation in between to continue with the business. As the person gets educated he requires job security and consistent income to fulfil his livelihood. Similarly, we see that lower the education less are the chances of getting absorbed into any employment opportunity.

8. Limitations of the Study

Only 2 demographic factors like age and education qualification are considered. Moreover, the capital required to start the business is not disclosed by the respondents nor the source of capital is discussed. The initial hiccups to start a business and the less motivating factor like size of the family, family responsibilities and support from family friends are not tracked.

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Innovation in Pedagogy: Quintessence for Higher Education Development

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ABSTRACT
This article attempts to explore the need and scope of innovation in Pedagogy in higher education specially management education. Pedagogy is often neglected area when it comes to higher education, in present system the efforts are given to the mastery over the content, concepts, skills and training. The regulators gives lots of efforts on creating strong content and digitalization of the same for making it available for the masses. But a question often raised is, can the outcome based education be achieved without sound pedagogy? It is being fairly accepted that Indian graduates have high scholastic achievements but less employable. This requires a transformation of the pedagogy, student centric learning systems, student's involvement in events and meaningful experiences during their education journey for them translate into holistic individuals.

Keywords: Innovation, Pedagogy, Higher Education, Pedagogical Content creation.

INTRODUCTION

Higher Education is an area that has gained attention both by the Government as well as research institutions all over the Nation. The evidence for this is the recent spurt in the opening of a number of higher education institutions, such as central and state universities, private university, colleges, IITs, IIMs and specialized technical institutions etc.

India's Higher Education System is the third largest in the world, next to United States and China. Also government is aiming high and proposing plans for higher education, the concern is on enrolment and retention, but there are other grave issues to be addressed, such as, the issue of quality, equity, access and employability. These are the concerns common to both school education and higher education alike as envisaged by the recent National Policy on Education.

The meaning and the purpose of education is communicated through the pedagogy that is adopted by the teacher in the classroom. The pedagogy is one such overarching element in the whole education process that supports and facilitates not only a conceptual or cognitive growth of the individual learners but has many implicit facets, such as the development of core values, realization and comprehension of constitutional ideals, life skills, responsibility sharing, sustainable living, character building, etc. that add quality to the education system. Pedagogies adopted in higher education are much more complex and multifaceted as compared to any other level of education, owing to the increasing complexity of the subject matter, as well as higher levels of learning and greater autonomy of teachers.

A concept that is seen to be evolving in contemporary researches in the field of Higher Education is the need for Pedagogy of Education. It is based on the premise that the teaching requires specialised skills, knowledge and abilities that have to be developed and refined by teacher educators as they become more 'expert' at teaching & developing skill sets. This also calls for the need of education of those who teach i.e. faculty members. Taking the argument further, these teacher educators are an integral part of higher education. Therefore, recognizing this fact and dwelling deeper into the understanding of pedagogy at higher education, the present paper underscores this very idea and concept to foster quality education.

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AIMS OF UNIVERSITY EDUCATION AND STATUS OF HIGHER EDUCATION IN INDIA IN MANAGEMENT DOMAIN

It is often said that a University is one that is known for its high academic standards and outstanding contribution to teaching, research, innovation and nation building. It has to gear itself to meet the emerging challenges of the world and the demand of the society in which it is situated. Universities, all over, aspire to achieve excellence in teaching, research and engagement. They are expected to be creators and repositories of new, positive ideas that promote openness of mind. In contemporary times, inculcating values of empathy, ethics, respect for diversity, freedom with responsibility, creativity, humaneness, also become the basic foundation for any University.

Some centrally sponsored schemes have also been launched for the promotion of higher education in the country. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 that aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent. The following are the salient objectives of RUSA:

- Improve the overall quality of state institutions by ensuring conformity 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 the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure reforms in the affiliation, academic and examination systems.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- Correct regional imbalances in access to higher education by setting up institutions in unserved & underserved areas. • 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.

Initiations by the Central Government

The government of India has come out with appropriate initiatives by establishing more central universities and higher learning institutions to make higher education easily accessible to all at the optimum cost.

a. Establishment of New Central Universities
b. Indira Gandhi National Tribal University.
c. Setting Up of Degree Colleges in Educationally Backward Districts.
d. Scheme for Incentivizing State Governments for Expansion Of Higher Education Institutions.
e. Supporting Uncovered State Universities and Colleges.
f. Strengthening Science Based Higher Education and Research in Universities

Policy Measures

The central government has adopted several policy measures to develop ideal ecosystem of higher education following are some of the salient initiatives being followed over the years. National Knowledge commission (NKC):

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The 21st century has been accorded globally as “knowledge century” every nation at present is operating in high competition in the education and innovation globally with more focus on quality, infra and knowledge. It is the think tank of India charged with considering policies that were aimed to sharpen the higher education and achieve India’s competitive edge in the field of knowledge and intensive service sector. In the next few decades India will have most number of young people as compared to any country globally. Given this demographic advantage over the countries of west and the china we are optimally positioned.

The overall task of the NKC is to take the steps that will give India “the knowledge edge” in the upcoming decade and be a competitive force in the world in the field of education and research. To ensure India becomes a leader in the creation, application and dissemination of knowledge. Government has set up RUSA (Rashtriya Uchchatar Sikhsha Abhiyan)

The UGC is being the regulatory body for the higher education in India has the provision for routine innovation and development in the university education across India. UGC looks after the funding of innovation and development in the universities, funding of the UGC is quite adequate for colleges and centrally funded universities operating in India, which are recognized under the section 12B and 2(f) of the UGC act. This state that large number of universities is run by the government but spending on the higher education and universities is very less to facilitate reforms in the sector and bring innovation, change and development. Therefore a separate scheme for state/UT-managed universities and colleges was proposed by the NDC (National Development Council).

It is a holistic scheme of government of India for the development of higher education. This was the initiative taken by MHRD government of India in the year 2013; the centrally focused scheme aims for strategic funding to all the higher education institutions operating in India. Funding is done by the central ministry to the concerned state and union Territories (UT). Which in association with the central project appraisal board will monitor academic, administrative and financial advancement undertaken in the scheme.

Accreditation of higher learning institutions in India

There are various bodies in India accrediting higher learning institutions NAAC (National Assessment and Accreditation Council): It is the autonomous body of the university grants commission (UGC) which assess and accredits the universities and institutions in Indian. NAAC was established in the year 1994 with head quarters located in Bangalore-Karnataka in response to recommendations of National Policy in Education (1986). This policy was to "address the issues of deterioration in quality of education", and the Plan of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body.

Thus, the country is striving hard towards the achievement of the targets for universal enrolment and quality in higher education by setting up new institutions and allocation of funds. However, this alone is not sufficient to bring about quality in higher education because mere training in skills and attainment of degrees is not the ideal behind higher education, as envisaged in the aims of the University Education Commission. A deeper engagement with the components of higher education, including its content, pedagogy, utility and assessment is required. Beginning with the question of pedagogy, what the present understanding of the term is and how it can address the issue of quality in higher education seems to be the most pertinent question.

The National Board of Accreditation (NBA), India was initially established by the AICTE (All India Council of Technical Education) under section 10(u) of AICTE Act, in the year 1994, in order to assess the qualitative competence of the programs offered by educational institution from diploma level to post-graduate level in engineering and technology, management, pharmacy, architecture and related disciplines, which are approved by AICTE.

NBA came into existence as an independent autonomous body with effect from 7th January 2010 with the objectives of assurance of quality and relevance to technical education, especially of the programs in professional and technical disciplines, i.e., Engineering and Technology, Management, Architecture, Pharmacy and Hotel Management and Catering Technology, through the mechanism of

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accreditation of programs offered by technical institutions. The NBA conducts evaluation of programs of technical institutes on the basis of laid down norms. Over the period of its existence, the NBA has introduced a new processes, parameters and criteria for accreditation that are in line with the best international practices and oriented to assess the outcomes of the programme.

EVOLUTION OF THE CONCEPT OF PEDAGOGY IN HIGHER EDUCATION

Pedagogy is referred to both as a science and an art of teaching, as enunciated by a number of educational philosophers, such as Kant (1724-1804) and Hegel (1770-1831). Both Kant and Hegel added a higher dimension to the understanding of 'pedagogy' per se. It was earlier understood to be within discipline-specific boundaries, but was not viewed from the perspective of moral development. Kant stressed a lot on institutions of education and their organizers as harbingers of moral and character development of individuals towards a meaningful living and responsible citizenry. In his view, Pedagogy should be such that it promotes the development of the natural aptitudes inherent in human nature. Kant relates pedagogy to its emancipatory role by way of critical philosophy which ascribes to the cultivation of reason, which should be mastered by those who are to teach. This particular notion of Kant coincides with the critical pedagogy of the neo-Marxists and post-Marxists.

Pedagogy is an ever evolving concept and has undergone many paradigm shifts since ancient times, the Vedic period and in the present day conception of the term. Educational practices in the ancient period (610 B.C. – 1285 A.D.) mostly comprised of moral instruction, reading and oral learning through repetition. However, Plato's academy (founded in 387BC) encouraged exploratory learning processes, reasoning and questioning. The Medieval period was marked by the influence of the Church over the lives of the people and even the system of education. It was influenced by Aristotelian dialectical thinking and syllogistic reasoning. The early modern age was marked by the rise of the middle class (artisans, merchants, etc.) and bolstered the literacy levels. Liberal studies and non-theological arts subjects gained prominence during this period of 15th century.

The mid-late 18th century is considered to be the late modern period marked by many social, political and economic changes such as capitalism, industrialisation, nation states, science as well as heightened European interests in the rest of the world. The importance of reason, scientific method, positivism and knowledge (Scientific knowledge) particularly gained prominence in attaining human freedom and happiness.

Michael Apple in his Democratic Schools- Lessons from the Chalk Face (Apple & Beane, 2006) discussed about the democratic view in education which is not just rhetoric but a way of life, it is much more than mere participation in the class-room conversation. It is an intelligent and reflective appraisal of issues and problems. In order to achieve this goal, the curriculum also needs a revamp so as to provide opportunities to explore and resolve rather than mere rote memorization of facts and information. The curriculum can be called as truly democratic if it enables young learners in decision-making and enterprising skills and gives them the freedom to construct their own knowledge as well as critique the present knowledge content based on valid reasoning and evidences.

Giroux in his work On Critical Pedagogy (2011) stated that a context-specific pedagogy relates to the students' environment, culture, community and resources. There is a complete rejection of the traditional methods of teaching and pedagogy that denigrate the value of justice, social relations and ethics in the writings of Giroux. Pedagogy has largely been reduced to a 'culture of reproduction' and a transmission of knowledge. A critical pedagogy as envisaged by Giroux takes into account a sensitization toward the suffering of others by not just bringing the varied experiences into class room life but enabling the learners to also be critical agents who are responsible for the moral or political conflicts of their time.

On the other hand, researches in the area of cognitive psychology also had a major bearing on pedagogy and resulted in marked changes in its approach and understanding, from Behaviourism (Edward Thorndike's Law of Effect & Skinner's Operant Conditioning) in the late 19th century leading to cognitive revolution (a critique of Behaviourism with the ideas of Noam Chomsky, Jean Piaget, Vygotsky and Brunner).

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Further it is seen that, the twentieth and twenty first centuries evidenced two very significant developments in the field of instruction in higher education, such as:

• The advent of the Open Education Movement

• The integration of Information and Communication Technologies.

Thus, it may be asserted that pedagogy is a complex construct and takes into account many social, contextual, cognitive and developmental factors. It is not only concerned with building up of the concept in the minds of the learners but also lends itself to foster a critical understanding in the same in the light of the contemporary scenario

APPROACHES THAT FOSTER INNOVATION AND EXCELLENCE IN PEDAGOGY

In order to adapt to the changing environmental, demographic, economic, cultural, and sociopolitical conditions, the education system cannot remain a static domain, rather, higher education has to be responsive enough for the influx of changes that are brought about by all these factors. It is education that can help in building a society that is sufficiently cognizant, sensitive and critical minded for approaching newer issues and problems. In fact, education can provide them with the requisite tools, skills and belief systems. For these to happen, the higher education system and its practices have to invent and reinvent strategies that foster innovation and excellence among the teachers as well as learners so as to cope with the impending changes and devise solutions.

The study conducted by Kagan and Tippins (1991) revealed the impact of teachers' beliefs on the structure and content of their teaching. The sample for the study included some pre-service as well as some in-service teachers and their written case narratives of the classroom experiences. Some patterns could be observed in these narratives when both, the structure, and the content were viewed and analysed simultaneously. The broad themes that emerged from these narratives were: the internal conflict provoked by a problem, a sense of history and ethical concerns that also comprise the basic essence of becoming a teacher.

Another study, conducted by Silver (1999) reviewed and discussed the nature of innovation in higher education teaching and learning. It traced a shift from innovation generated predominantly at the local form to innovation largely directed by the higher education institutions. It argues that the study of innovation demands that questions be asked about the nature and ownership of the innovation, the context and whose interests the innovation serves. The broad categories or typologies under which these innovations in education can be placed include- Individual and group innovations, Disciplinary initiatives, Innovations responding to the educational media, Curriculum-prompted innovation, Institutional initiatives, Systemic initiatives, etc. The pertinent questions that need to be asked before hoisting an innovation should be, in whose interests, and in what policy contexts is the innovation for.

There are different ways to bring about this innovation into teaching learning so as to foster quality education and conceptual growth of the learners.

1. Issue-Based Teaching and an Interdisciplinary Approach

Teaching learning should not be subject or discipline-centered as it limits the scope of understanding and application of the concept studied. This does not in any way mean dilution of the academic rigour of a particular subject or discipline but only increasing its disciplinary breadth. For instance, within Science teaching and learning, the Socio-Scientific Issues (SSI) and the ethical issues provide avenues where integration of disciplines of science, social science, humanities and language is sought. Oulton (2004) pointed out that while dealing with controversial issues, multiple viewpoints surrounding these issues need to be regarded well; different ways of interpretation occur depending on different worldviews, values, etc.

2. Addressing Cultural Diversity in classroom teaching learning

Research has indicated that academic and social engagement has indirect effects on student persistence through institutional commitment, the degree to which students were committed to staying at a particular school (Pascarella & Terenzini, 2005). Harper and Quaye (2005) emphasized a dual role wherein the students have a responsibility to be engaged in meaningful and mindful activities, while

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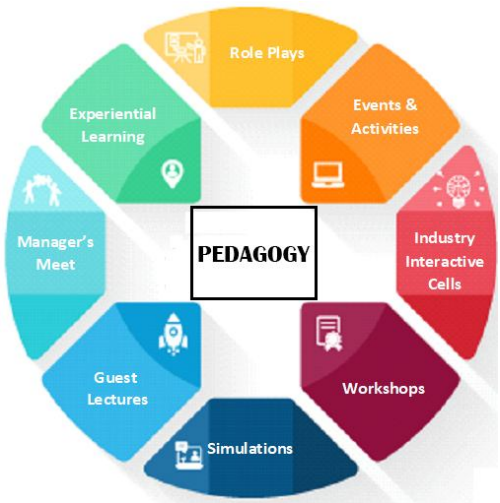
educators are responsible for providing such activities and experiences that engage them. Educators may attempt to increase cognitive engagement by applying active learning strategies in their courses. For example, Goldberg and Ingram (2001) compared student engagement and performance in two sections of a botany course. The active learning section was designed as a combination of mini lectures and activities, such as concept mapmaking, problem solving, and categorization tasks. Students in the active learning section performed better on the final exam and also reported being more cognitively engaged.

3. Student Centric Learning:

Some of the student centric learning features are :

1) Flexibility in choice of subjects in a course.
2) Flexibility in choosing elective subjects.
3) Flexibility in evaluation system as student friendly.
4) Opportunity to take more credit papers than minimum requirement.
5) Earn while learn flexibility.
6) Research based learning.
7) Experimental and experiential learning opportunity.
8) Online Video based learning & Evaluation.
9) Involving students in designing programs and events
10) Active participation by alumni in designing programs, events and activities.



4. Innovations in Student Centric Learning:

Indian universities and business schools are trying to improve the quality of their courses by adding innovations in admission process, curriculum, pedagogy, student centric teaching – learning process, examination & evaluation system, and arranging attractive placements. Some of the tactics adopted are:

A) Number of Core Subjects & Elective Subjects.
B) Number of industry Projects (individual & team).
C) Number of Case studies Analysis.
D) Number of Case studies Development & Presentation.
E) Number of Research projects.

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F) Number of articles published in Institutional magazine.

G) Amount of practical component in the curriculum.

H) Simultaneous Dual Degree Opportunity.

I) Self-directed Global Projects.

J) Student Exchange Programmes.

K) Non-credit Paper on Job Searching Skills.

L) Opportunity to Journal Publication.

M) Opportunity to work in E-Labs.

5. Innovation by Top B School in India

To study the innovations added to pedagogy by top Indian schools, we have listed the top business schools in India based on recent institutional Ranking System announced by HRD ministry of India as shown in table 1.

Table 1 : Pedagogical details of some Top Business Schools in India as per NIRF, HRD Ministry, Govt. of India

S. No.	Institution	Major Program	No. of core & Elective subjects Offered	Pedagogy
01.	Indian Institute of Management (IIM), Bangalore	PGP	Core = 45% Electives = 55% Internship = 8 weeks	Lectures, classroom discussions, case studies, individual and group projects, term papers, role plays, student projects, dissertations, business games and films.
02.	Indian Institute of Management, (IIM) Ahmadabad	PGP	Core = 55% Electives = 45% Internship = 8 weeks	Case Method supplemented with guest lectures, seminars, games, role plays, industrial visits, projects and group exercises.
03.	Indian Institute of Management (IIM), Kolkata	PGP	Core = 50% Electives = 50% Internship = 8 weeks	Case studies, lectures, group and individual exercises, class projects, student presentations, simulation games etc.
04.	Indian Institute of Management, Kozhikode	PGP	Core = 50 % Electives = 50% Internship = 8-10 weeks	Lecture, Case study & Simulations based discussions and Audio visual tools.
05.	International Management Institute, New Delhi	PGDM	Core = 50 % Electives = 50% Internship = 8	Lectures, case discussions, presentations, 10 weeks assignments and project work.
06.	Indian Institute of Forest Management (IIFM), Bhopal	PGDFM	Core = 65 % Electives = 35% Internship = 10 weeks Field work = 5 weeks	Classroom teaching, Fieldwork, projects, presentations, simulations etc.
07.	Indian Institute of	MBA	Core = 65 % Electives = 35%	Lecture, Seminars, internship project, Capstone Project etc.

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	Technology, Kanpur		Internship = 10 weeks	
08.	Indian Institute of Management, Indore	PGP	Core = 50 % Electives = 50% Internship = 8 weeks	Business cases, projects, computer aided instructions, group discussions, lectures, seminars, presentations by participants and lectures

Table 2 : Pedagogical details of some private Top Business Schools in India

S. No.	Business School	Courses	No. of Core & Elective subjects	Pedagogy
1.	Indian School of Business (ISB), Hyderabad	PGP	Core = 50 % Electives = 50% 10 days ELP Projects	Online Preparatory Courses, Pre-course reading materials, Speaker series or visits, Simulations, Innovative modes of assessment, Case studies, Live Cases and Action learning, Coaching and assessments, Experiential learning, Guest lectures, International Immersion etc.
2.	IMT, Ghaziabad	PGP, ExPGP	2 month internship	Teaching pedagogy consists combination of case studies, seminars, simulations and group projects
3.	T.A. Pai Management Institute(TAPMI), Manipal	PGP, ExPGP	Core = 55 % Electives = 45% Internship = 8 weeks	Lectures, Case Studies, Role Plays, Project Presentations, and Simulations, are used. Emphasis on self-learning, group work and team building. Joint faculty - student projects. Courses of independent study
4.	Great Lakes Institute of Management, Chennai	PGP, ExPGP	Core = 60 % Electives = 40%	10 weeks Summer Internship Empirical study under Great Lakes Research Centre, Rigorous 12 week summer internship Dynamic and creative learning through effort to make all courses as practical.
5.	SDM IMD, Mysore	PGP, ExPGP	Core = 50 % Electives = 50% 8-10 weeks project work.	2 credit socially relevant project. Cases in Management and Entrepreneurship, Lectures, Individual, Group assignments and Role plays, Project exercise.

6. Adopting Critical Pedagogy for a Libertarian Education

Institutions of learning cannot be politically and ethically neutral and are being influenced by the ideologies of the people who constitute them, which implies that critical teachers need to know not only the subject matter of their respective curricular areas, but also the socio-political structure of the organisation. They must be aware about a wide range of experiences that a learner could have gone through one's cultural allegiance, media, music, movies, internet, youth subcultures, power equations and identity formation and the way it operates especially in complex processes of racism, gender/class bias and so on (Kincheloe, 2005).

Critical pedagogy also deals with the contestation of the shared beliefs and knowledge structures, rather than presenting them with a narrow simplistic perspective before students, they need to be argued and debated such that the inherent complexity and multiplicity of these knowledge produced by scholars in different fields gets highlighted (ibid.). Kincheloe writes, "An institution that would not engage students in wrestling with the moral responsibilities accompanying acquaintance with such knowledge is both intellectually and ethically impaired." This means that learners must be predisposed to such ethical conundrums and dimensions of knowledge so as to develop their critical thinking abilities with the laid down norms of a society and also make decisions that promote happiness, justice

and equality. There can be spaces created within the curriculum of higher education, that promote such an understanding of the subject matter, such as case studies, field visits, industry visits, projects, research study, etc.

7. Filling the gaps in Higher Education- Blending Technology

ICT (or Information and Communication Technology) has a major role to play in realising the objectives of Higher Education. ICT and Blended Learning can help in providing equal opportunities for higher education including Technical and Vocational Education and Training (TVET) which is also one of the sustainable development goals (SDG 4), "Ensure inclusive and equitable quality education and lifelong learning opportunities for all, and to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship" by 2030.

ICT has a crucial role to play in expanding access, improving quality and enhancing relevance of TVET through further exploring the potential of technology, including multimedia, online learning, mobile technology, Massive Open Online Courses (MOOCs) and open educational resources (OER) (OEB News Portal, 2016). The various ICT-Based applications in teaching learning include distance education, e-learning, online learning, mobile learning, use of Open Educational Resources (OERs), Massive Open Online Courses (MOOCs), Digital Repositories, Simulations, games, etc. Increasing number of teachers in higher education are using both face-to-face and on-line methods of teaching learning to support as well as complement their pedagogies.

E-portfolio is another pedagogic innovation through which students use authentic evidence to document their achievements and skills, and for many other related purposes and uses. The potential of e-Portfolios to support and benefit learning and teaching has been increasingly recognized and understood (Jafari & Kaufman, 2006). On a digital site, e-Portfolios reflect students' problem solving, decision-making, reflection, organization, curation, and critical thinking skills. For educators, they provide forms of teaching delivery, course management, personal development and assessment. Their use in specific subject areas at university level, particularly in health care studies (Garrett & Jackson, 2006) and teacher education (Sherry & Bartlett, 2005), are well documented.

Thus, an approach is needed that treats teaching as an interaction between what teachers know and how they apply their knowledge in the unique circumstances or contexts within their classrooms (Mishra & Koehler, 2006).

The TPACK (Technological Pedagogical and Content Knowledge) framework that was developed by Mishra & Koehler can be seen as an extension of Shulman's construct of PCK (Shulman, 1986) to explain how teachers' understanding of educational technologies and PCK interact with one another to produce effective teaching with technology. TPACK represents an understanding based on the complex interactions among content knowledge (CK), pedagogical knowledge (PK) and technological knowledge (TK) that explains meaningful integration of technology in the classroom.

According to Mishra, Koehler & Cain (2013), TPACK is the basis of effective teaching with technology, requiring an understanding of the representation of concepts using technologies, pedagogical techniques that use technologies in constructive ways to teach content, knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face, knowledge of students' prior knowledge and theories of epistemology, and knowledge of how technologies can be used to build on existing knowledge to develop new epistemologies or strengthen old ones. (p.16)

8. Teaching about Teaching- Unravelling the inherent fallacy

When one talks about pedagogies of Higher Education, then the matter of preparing new teachers cannot be left unattended to, as in this case, the focus merely on the content will not lead to effective teaching learning practices. As Loughran (2006) mentions in his research work titled, "Developing a Pedagogy of Teacher Education", teaching about teaching is a highly complex task. And, as he states, it is often a neglected sphere of endeavor in teacher education programmes, where pedagogy of teacher education is equated with modelling of the teaching skills and attitudes that is expected from

the teacher interns. But, this is not sufficient, because what is needed at this level is an engagement with the nuances of teaching as a practice and profession, which includes pedagogical reasoning, uncertainties and dilemmas of practice. It also involves how teaching impacts learning, and how learning influences teaching. (ibid.). Thus, being a teacher educator, one needs to reflect upon the prevailing practices, conduct and encourage teacher interns to indulge in research activities so that they can initiate their own learning process based on their experiences.

Therefore, there should be some literary activities that should be an on-going and continuous feature of any course in the form of co-curricular activities, such as theatre activities. These help to deal with one's inhibitions and enables one to identify oneself. Such a space should be provided by the University. We should not be making book worms. So, the development of identity, confidence and the moral courage to take decisions should be the primary goal of University Education."

Thus, the innovation in pedagogy is multifaceted considering the present scenario, where one needs to embrace the changes and adapt or transform the Higher Education System and the pedagogies therein.

CONCLUSION

The article present divulges the pertinent and emancipatory role played by the pedagogies in Higher Education. The article helps in addressing pressing issues related to subject-based pedagogies, pedagogies that cut across all the disciplinary areas especially in management education.

The manner in which different pedagogies can be interwoven, interspersed and superseded has also been a concern of this article. It has been emphasised that content and pedagogy alone cannot lead to a comprehensive and holistic understanding of the subject matter, rather there has to be an implicit and seamless blend, which is referred to as Pedagogical Content Knowledge in the mind of the teacher. The ideas, beliefs and preconceptions of the teachers are as important as the knowledge about the content areas and these need to be taken into consideration for better teaching and learning outcomes.

The goal of pedagogies in Higher Education, unlike that of school education, is not just on attaining minimum literacy levels. It is on building among the learners, certain skills, attitudes, values and development of identity for creating their own niche in the society and to serve as active citizens of that society. In order to address these challenges, Higher Education needs to be linked with employability and skill generation. At the same time, the need of the hour is to nurture certain values, ethics and attitudes among the citizens that help in building a cohesive society where cooperation, equality, humanity and empathy prevail as opposed to competition, hatred, envy and selfishness. This can happen only when the pedagogies support and facilitate such growth and academic freedom. This was also envisaged by the Institute as a place where individuals are not bound by set knowledge structures and disciplines, but are free to explore and transgress the disciplinary boundaries to reach an authentic understanding & undergoes meaningful experiences. Thus, Pedagogy in Higher Education needs to be situated in this wider context.

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A Study on Learning Style Preferences of Students of B-school

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Abstract
A learning style is a student's consistent way of responding to and using ways in their life. "A learning style is said to be the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment" (Webster, 2006). Thus, learning styles are not really concerned with "what" learners learn, but rather "how" they prefer to learn. There are different learning styles that are described throughout this particular assessment: Visual (V), Aural (A), and reading/writing (R) kinesthetic (K). A visual learner prefers using images, pictures, colors, and maps to organize information and communicate with others. This person can easily visualize objects, plans and outcomes in their mind's eye. People that depend on kinesthetic learning can become distracted, where visual and auditory instructional methods are significantly more common. Kinesthetic learners like to have manipulative learning materials directly in front of them so they can get a more realistic understanding of the concept that they are supposed to be learning. With this, the research has been carried out to understand learning styles which are often simple, yet complex, allows educators and trainers to tailor their methods of teaching and materials to accommodate different styles of learning & conflict which occurs because of mismatch between teaching & learning styles of students can be solved, if students can be made aware about their preferred learning styles.

Keywords: Learning Style, Trainer, Students, Methods of teaching, B-school

Introduction

"Without learning, the wise become foolish; by learning, the foolish become wise."

Learning style may be simply defined as the way people come to understand & remember information. James and Gardner (1995), define learning style as the "complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they are attempting to learn." Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn. The idea of individualized learning styles originated in the 1970s, and has greatly influenced education.

Learning styles are a way to help improve your quality of learning. By understanding your own personal styles, you can adapt the learning process and techniques you use. When mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school.

The literature basically indicates that there is wide acceptance of the concept of learning styles and there is even a study proving learning styles (Thompson-Schill, Kraemer, Rosenberg, 2009), however, **there is disagreement on how to best measure learning styles** (Coffield, Moseley, Hall, Ecclestone, 2004).. While the learning profession has long recognized the need for innovative instructional activities that relate to the diverse learning styles of learners, there is some question as to just how meaningful they are to the learning environment. That is, most researchers agree that we do have various learning styles and preferences, however, the research tends to agree that it is relative unimportant when designing learning programs. Rather it is far more important to match the presentation with the nature of the subject, such as providing correct learning methods, strategies, and context; rather than matching individual preferences (Coffield, et. al., 2004).

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For example, in a large meta-study, Marzano (1998) found that graphic and tactile representations of the subject matter had noticeable effects on learning outcomes regardless of any attempt to match them with learners' modalities (learning preference or style). Another study found that visual presentation through the use of pictures was advantageous for all adults, irrespective of a high or low learning style preference for visual images. In addition, it was especially advantageous for those with a strong preference for verbal processing (Constantinidou, Baker, 2002).

However, that does not mean learning styles are unimportant. As Coffield wrote (2004): "Just varying delivery style may not be enough and the unit of analysis must be the individual rather than the group."

The Seven Learning Styles

- Visual **(spatial): P**refer using pictures, images, and spatial understanding.
- Aural **(auditory-musical):** Prefer using sound and music.
- Verbal **(linguistic):** Prefer using words, both in speech and writing.
- Physical **(kinesthetic):** Prefer using your body, hands and sense of touch.
- Logical **(mathematical):** Prefer using logic, reasoning and systems.
- Social **(interpersonal):** Prefer to learn in groups or with other people.
- Solitary **(intrapersonal):** Prefer to work alone and use self-study.

Defining Neil Fleming's VAK/VARK model of learning

One of the most common and widely-used categorizations of the various types of learning styles is Fleming's VARK model (sometimes VAK) which expanded upon earlier Neuro-linguistic programming (VARK) models:

1. visual learners;
2. auditory learners;
3. kinesthetic learners or tactile learners.

Fleming claimed that visual learners have a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts, etc.). Auditory learner's best learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.). Its use in pedagogy allows teachers to prepare classes that address each of these areas. Students can also use the model to identify their preferred learning style and maximize their educational experience by focusing on what benefits them the most.

CONCEPTUAL FRAMEWORK AND PROPOSITIONS:

In this section a conceptual framework and propositions have been developed for Learning Style based on the research objectives and extensive literature review. The model that is being considered is consistent with the theory of Learning Style. The basic idea being identifying Learning Style of students so that instructors also understand how they learn, how they perceive, and how they process information, so that the instructor can plan appropriate teaching strategies to accommodate individual strengths and needs. It is very important for instructors to share information with students about their learning styles and the preferred teaching strategies to accommodate those styles. By sharing information about learning styles, instructors help their students gain power and control over their personal learning styles and the learning process. This study also seeks to address specific issues of B-school Students in conjuncture with Learning Style.

A schematic framework is as shown in **Exhibit 4**.

Research Objectives

To understand different learning styles which is simple, yet complex & which allows educators and trainers to tailor their methods of teaching and materials to accommodate different styles of learning.

H1: Students prefer Kinesthetic learning style as compared to Reading, Visual & Aural style.

Scope: The research focused on students of B-school.

Mean & Standard Deviation Analysis

The mean and standard deviation for all Variables are presented in (**Exhibit *2)***. The mean of kinesthetic (K) is 4.5122 & standard deviation is 2.18085 which are high as compared to mean & standard deviation of other learning styles. So we reject Hypothesis H1 and accept alternate Null Hypothesis Ho.

The Single learner's percentage is presented in ***(*Exhibit *3)*** & Single learner's percentage is as follows: single visual learner (17%), single auditory learner (27%), and single read/write learner (26%) and single kinesthetic learner (30%).

This particular research is not without its own set of limitations. The sample considered for this study may limit the validity of generalized findings of the outcomes. Secondly, having identified these learning styles, how it correlate with a specific class. This study can also be strengthened by increasing the sample size as the data analysis results and findings may vary substantially show a different pattern when the sample size is increased.

Based on the findings of the research, there are a certain critical leads that can be highlighted to conclude this study. Students bring different learning style in classroom. As Grasha (1996) argues that problem is not that faculty/student mismatches sometimes occur, but rather it is a failure to acknowledge & work out the potential conflicts & misunderstandings that undermine student learning. Indeed conflict can be solved if students can be made aware about their preferred learning styles.

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ANNEXURE

Age * Gender Cross-tabulation

Count

		Gender		
		Male	**Female**	**Total**
Age	14-25 Years	12	13	25
	25 Years	10	6	16
Total		22	19	41

Exhibit 1

Statistics

		V	A	R	K	
N	Valid	41	41	41	41	
	Missing	0	0	0	0	
Mean		3.0000	4.0244	4.2683	4.5122	
Std. Deviation		1.50000	1.73908	1.71791	2.18085	

Exhibit 2

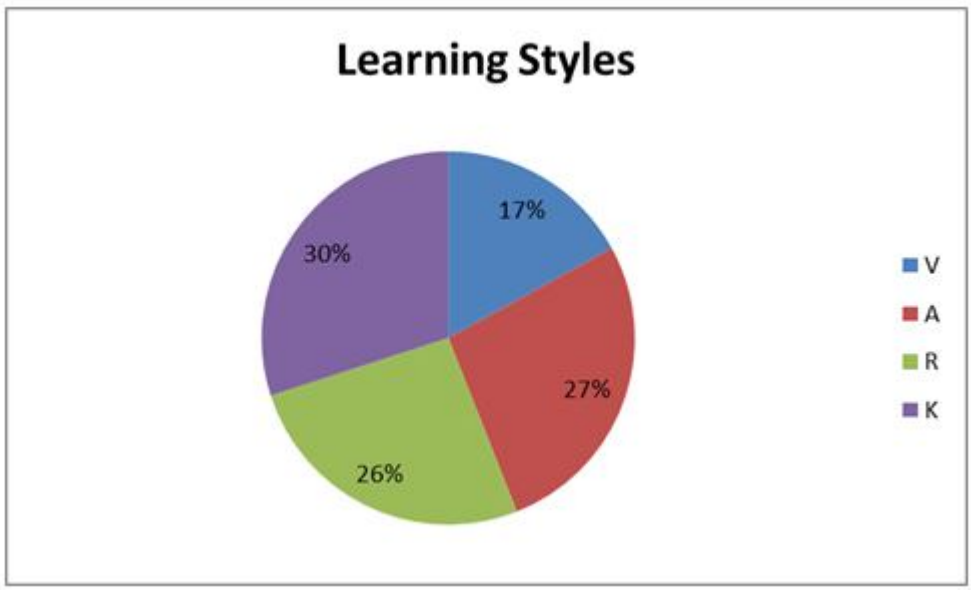

Exhibit 3

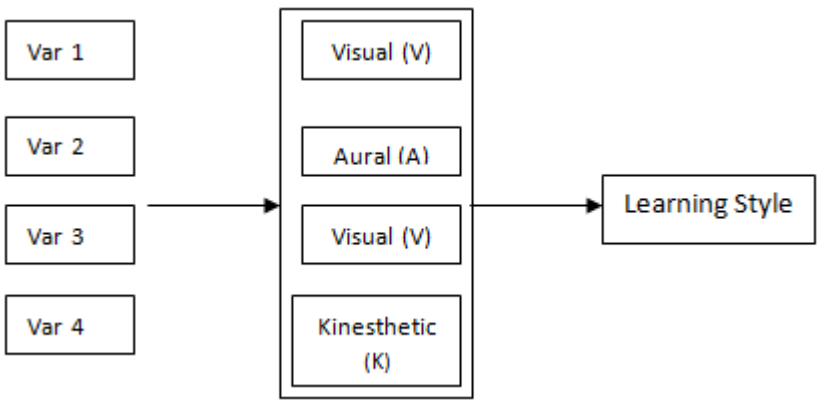

Exhibit 4

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Higher Education in India: Vision 2025

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ABSTRACT
Inconsideration with the current scenario and keeping an eye on the future the higher education system in India should be hybrid mode of education that is combination of distance and regular education with classroom teaching and online teaching. This will create opportunity for the student to earn while learning, earning money may help students in their daily expenditures and also develops other qualities like practical knowledge, exploring new things, socialism, working culture, etc., this is the kind of education system which is required in India. Earn while you learn is the scheme Implemented by Government of India in the year end of 2011 even though the working population of the student is very less in the current scenario, hybrid mode of education system will definitely increases the chance of working while learning. ICT (Information and communication technology) takes the higher education in India to the next level by giving more space for the students to explore the world.

Keywords: Hybrid, classroom, ICT(Information and Communication Technology), Socialism & Explore

INTRODUCTION

There are different teaching methods used in Indian Higher Education with three kinds of technology 1. Hi tech. 2. Low tech. and 3. No tech., In hi-tech classroom the teaching method will be in virtual form with the help of laptop, tablet, projectors, speakers, advanced software, social media platform proposed for educational purpose and so on, this we will call it as ICT enabled Education. In low-tech classroom the teaching method will be in kinesthetic way, that is, the teacher will move around the class room or speaking with hand gestures rather than virtual world students may get more experience on field Work. No-tech is the face to face lecture methods hear the students understanding percentage will be very low comparing with high tech and low tech.

The usage of Information and Communication Technology will be more and more in the future higher education system of India. Indian government has initiated so many online learning's in the form of digital platform like Swayam, Swayam Prabha, UG/PG MOOCs etc, which are provided by MHRD, UGC and its Inter University centres - information and Library network and Consortium of Educational communication. It is open source and can be accessed by teachers, students and researchers in Universities and colleges for broadening their Knowledge. The role of Higher Education is not only to produce a graduate but also to create an effective leaders and responsible citizen of the world, this can be achieved only through the mode of education and that education is now becomes easy approachable and open to all. It means that anyone can learn anything from anywhere of the world with the help of Information and Communication Technology.

The combination of regular education system and distance education system with ICT will create more benefit for the students.

HYBRID EDUCATION

In future Hybrid education system will dominates regular and distance education system in India. In distance education physical presence of a student is not required, in tradition the distance education will be conducted through post, in recent times distance education also providing course materials in the form of soft copies like CD's and online link. Even Online live classes and examinations are also being. Where in regular education the mode of teaching will be face to face or we can also say it as blackboard teaching, here the Course materials are provided in the form of hard copies like paperback or hard cover books. The student spends nearly hundred days in college for a semester, he the students

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get chance to learn from book and apply it in to the real life or to do experiment in the laboratory and so on. So when we compare the distance education student with regular education Student the only different they have is theoretical and practical knowledge ratio. The regular education has average practical knowledge and above average subject knowledge as he spends more time in the college and distance education gives more practical knowledge and below average of theoretical knowledge. The hybrid education is the combination of both distance and regular education, i.e., in a year there will be even and odd semester, one semester can be run in distance education type and another will be in regular education type with ICT. This kind of education may create both subject and practical knowledge.

STRUCTURE AND ORGANIZATION OF HIGHER EDUCATION IN INDIA

In India higher education means, education after 12th standard. India is a young country which consist of maximum youth population so The enrollment of students and number of Institutions keep on increasing every year for the need. This also result in in the appointment of teaching and non-teaching staff, variety of courses, different institutional structures and management style. Management of Higher Education becomes challenging every year as it is very big and complex.

Student can go for higher education after completion of 12th standard, Varieties of courses available and students can select the course according to their interest, initially the first degree will be considered as bachelor degree for three years of time, after degree students if interest can grow for master's degree which will call it as post-graduation, after post-graduation the student can for master in Philosophy and doctorate. The duration of Higher Education courses are three years for bachelor degree 2 years for master's degree and one and half years for doing Masters in Philosophy and for doing doctorate the time taken according to the need of Researcher, philosophy in doctorate is considered as the highest degree of all.

University is an institution that offers courses from under graduation to doctorate. This institution can provide more number of courses when compared with college. The universities funded by government bodies or by Education Trust. Colleges are those that come under and managed by these universities.

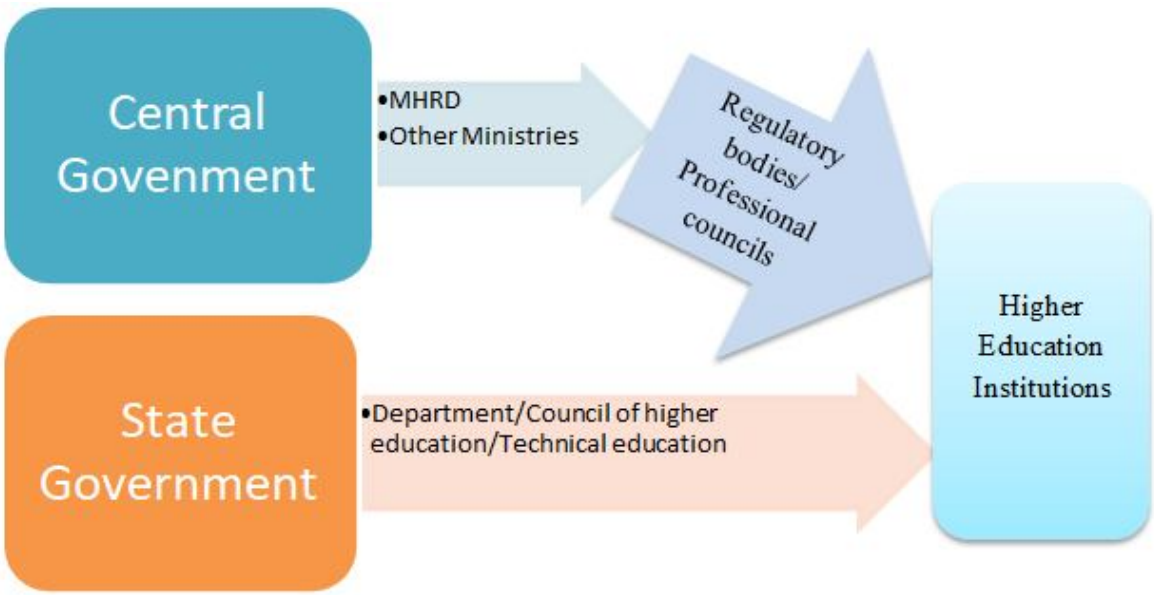

Figure 1 EDUCATION AS PART OF CONCURRENT LIST PROVIDES EQUAL POWERS TO THE CENTRAL AND STATE GOVERNMENT IN REGULATION

A great opportunity of access to higher education with equity to all eligible person is the responsibility taken by MHRD, Gross enrolment ratio in higher education has increased by 15 percentage in 2011-12 and 21 percentage in the year 2016-17 and 30 percentage by the year 2020. Not only student's enrollment but also many institutions have been established under Government and non-government

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organizations. Along with the development of Institution and enrollment of students the quality of academic reforms with the usage of Technology and vocational education to develop skill and Indian languages is also targeted in high standard. Now our education system takes largest Higher Education systems of the world, just after the United States and China.

REGISTERED NUMBER OF INSTITUTIONS WITH THEIR DATA UPLOADING RESPONSE

	University	**Colleges**	**Stand-alone**
Listed for AISHE 2018-19	993	39931	10725
Actual Response in AISHE 2018-19	944 (95.1%)	36308 (91%)	8354 (77.9%)
Total number of Institutions after pooling data from AISHE 2016-17 to AISHE 2017-18	962 (96.9%)	38179 (95.6%)	9190 (85.7%)

INTRODUCTION OF ONLINE COURSES BY HIGHER EDUCATION OF INDIA:

Various online courses has been introduced by MHRD, UGC and its inter university centres (IUCs) – Information and Library Network(INFLIBNET) and Consortium for educational communication (CEC) for the benefit of students, teachers and researchers. And in the following 10 online courses offered by MHRD and UGC are listed.

Sl. No.	**ICT Initiatives of MHRD & UGC**	**Purpose/Objective**
1	SWAYAM Online Courses	Teaching learning resources to all
2	UG/PG MOOCs	133 PG Courses and 232 UG Courses available
3	e-PG Pathshala	Interactive e-content in 70 subjects for PG courses
4	e-Content courseware in UG subject	87 UG courses with about 24,110 **e-content** modules
5	SWAYAMPRABHA	32 free DTH channels for educational purpose
6	CEC-UGC YouTube channel	unlimited educational curriculum based lectures
7	National Digital Library	Interface support for leading Indian languages for all academic levels including researchers and life-long learners
8	Shodhganga	2, 60,000 Indian Electronic Theses and Dissertations for research students
9	e-Shodh Sindhu	15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines
10	Vidwan	Database of experts which provides information about experts to peers, prospective collaborators, funding agencies policymakers and research scholar in the country

ICT ENABLED HIGHER EDUCATION:

ICT is an umbrella term that includes computer, laptop, television, radio, and communication devices like telephone, smart phones, satellite system and so on. ICT enables different service like video conferencing, distance learning, data accessing, data storage and data transmission etc.

	USE
COMMUNICATION DEVICES/METHODS	
Smart phones	Wireless communication through voice or audio video
Wi-Fi	To connecting internet with computer and other devices.
Bluetooth devices	Used to transfer data's in a short range
DATA STORAGE	

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TECHNIQUES	
Blue-ray discs	Stores data
Portable hard disk	Large storage space to save digital information
Cloud storage	Online storing which can be maintained managed and shared.
HARDWARES	
Computer / Laptops / Tablet	to use various software
Television	To view SWAYAMPRABHA educational channels
Multimedia player	To read video, audio and text books
Audio player	To store and listen audio files
SOFTWARE	
E-Mil	Messages are data's can be shared through Internet connection
Video conferencing software	To conduct or participate in the meeting
Microsoft office	To work in word, excel, graph, power point etc.
PDF readers	To store or read text file which is used widely now a days

As given in the above table, the communication devices like smartphones used for do voice communication and audio video communication with our friends, family and colleagues, the Wi-Fi and Bluetooth devices are used to transfer data with in particular distance between two or more gadgets, in ICT data storage technique is very important and various data storage techniques is used. Blu-ray disc and portable hard disk is a hardware storage device, Cloud storage is the online technique which is used to Maintain, manage and share data from anywhere. Then come hardware which is tangible and used to run various software like Microsoft Office, PDF reader, video and audio players, Internet connecters etc.

ICT IS A TOOL TO DEVELOP STUDENT

ICT cannot be a total education method as it also has many advantage and disadvantages are discussed below.

Advantages

- It provides various types of teaching methods
- Provide new way of learning
- It makes the work simpler and easy
- It provides link with other institution.
- We can get n number of data from the internet
- We get most answers from internet in the form of text, video & audio
- It saves time
- It facilitates special population
- Communication improves between teacher and students
- Easy to share Documents, even the student misses the class
- Student can do combination of work and education
- This is high quality of education method

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- Improve interaction between students and teachers
- Develops and habit of learning new things from anywhere
- Increases the cost effective of education and training system
- With the help of large source new innovations are promoted
- Everyone get opportunity to learn any causes from anywhere

Disadvantages

- Develops laziness.
- Technology May create sedentary lifestyle
- Laziness leads to non-Participation for an activity
- Becomes Technology dependent
- We may underestimate Our ability
- Memory level may reduce as we are sophisticated in using high Technology devices for saving data
- There will be e detection in enjoying beauty of nature
- The student may get addicted to the virtual world
- Becomes part of life which give thought that we cannot live without Technology

IMPACT OF COVID-19 IN THE HIGHER EDUCATION OF INDIA

Education institution has been temporarily closed all over the world due to covid-19, Approximately 1.725 billion learners are affected due to covid-19 the year 24 may 2020. Second week of March State Government schools and colleges temporary closed as a measure to control the spread of covid-19. This becomes a crucial time for education sector,

Issues

- Board examination, entrance test of various Universities and competitive examination has been cancelled due to covid-19.
- Only some private schools and colleges adopt online teaching method while other low income private and government colleges find difficult to communicate with students.
- The students enrolled in abroad are now left the countries
- Because of covid-19 the outgoing students with job offers from various company has been dropped so now they are in unemployment states.
- The Centre for Monitoring Indian Economy’s estimates on unemployment shot up from 8.4% in mid-March to 23% in early April and the urban unemployment rate to 30.9%.

Remedy

- Open source digital learning solutions and management software should be adopted so teacher can conduct teaching online.
- Using Online courses introduced by MHRD, UGC, IUCs, INFLIBNET & CEC
- Free data can be provided to the students and teachers.
- Online attendance can be taken
- Online assignments and assessments can be assigned to students to make students engage and active.

- Can insist students to participate in various webinar and quizzes being conducted by various institutions.

CONCLUSION

From the above discussion the following conclusion has derived.

The regular education system with ICT Provides student more space to do lot education and entertainment related things but it also creates sedentary lifestyle which may lead to lifestyle disease.

The distance education system with ICT provides more effective learning experience for the student along with working experience but the student may not get chance to explore regular classroom teaching, peer teaching and socialism.

The regular education with low or no technology may provide the students all the class room experience with practical or laboratory knowledge but the usage of ICT is less which pulls them back in various aspects like time management, digital learning etc.

The distance education with low or no technology will not provide any development in education perspective.

Hybrid education system is the future education system which gives space for the students to explore the world in all the aspect like using Information and Communication Technology, class room experience, peer tutoring, practical knowledge, laboratory usage, work culture and more over he can earn while learn.

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Educational Initiatives Taken by Government during Covid 19

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ABSTRACT
As we know that today whole world is suffering through new disease named CORONA VIRUS(COVID 19) .COVID-19, is short for "coronavirus disease 2019," it is the official name given by the World Health Organization(WHO) to the disease caused by this newly identified coronavirus. It can spread very fast and in a very short span of time in the whole world so that the World Health Organization has declared it as a pandemic (a term indicating that it can affect a large population, region, country, or continent very rapidly).It is Communicable and Contagious.

Coronavirus pandemic has significantly affected different sectors in India ,an important one is the EDUCATION sector.Education system directly and indirectly connect people,employments,economy,research,intellectual asset.To overcome the influence ,Govt initiated different programs as per the need of present scenario.Boost education sector is the prime agenda of the govt programs.

INTRODUCTION:
Let's see what is Corona!!!

The 2019 novel coronavirus disease outbreak that originated from Wuhan, Hubei province, China, at the end of 2019. The first case of the COVID-19 pandemic in India was reported on 30 January 2020, originating from China.

COVID-19 is nothing but a infectious disease which is caused by a new strain of coronavirus. Where, 'CO' stands for corona, 'VI' for virus, and 'D' for disease.COVID-19 is a disease that can cause what doctors call a respiratory tract infection. It can affect your upper respiratory tract (sinuses, nose, and throat) or lower respiratory tract (windpipe and lungs). This virus spreads through simple touch of two persons. This virus can lead to pneumonia, respiratory failure and results in death. If suppose any person is infected than the following symptoms can be seen and can last for minimum 2 days and maximum 14 days ,which varies from person to person..

Coronavirus can spread mainly from person to person who are in close contact with one another. Droplets that are produced when an infected person coughs or sneezes may be inhaled by some other person people who are nearby. Coronavirus can also spread from contact with infected surfaces or objects. For example, a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes.

People of any age should take preventive health measures like frequently hand washing with handwashes which contains alcohol and for atleast 20 seconds or use sanitizers, social distancing, and wearing a mask when going out in public places, which will help to protect themselves and to reduce the chances of spreading the infection to others.

Symptoms of COVID-19

- Fever
- Coughing
- Shortness of breath
- Fatigue
- Body aches

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- Headache
- Sore throat
- Nausea
- Diarrhoea

Indian Educational system:
Indian Education system comprises three levels of education,viz- primary ,secondary and tertiary. Primary includes class 1st to 8th(age 6 to 14yrs).Secondary includes class 9th to 12th(age 14 to 18yrs).Tertiary includes class above 12th(age 18yrs above).

Different type of instiutions providing education are schools (private and public),colleges,Universities,Private institutes,Coaching institutes,Distance learning and e-learning platforms.

Varsity of education is as per language,region,culture,etc.Also education and its facilities varies by gender,age,economic condition,geography of the region.

In India most of the teaching,especially in rural and remote areas is typical chalk- board traditional classroom teaching.In urban areas too Govt schools use the same methods.In private colleges,schools or institutions belonging to economically strong trusts provides hi tech teaching using white boards and smart boards.

Pandemic Covid-19 enforced the education stakeholders to change the conventional methods of teaching and learning and adapt to the vitual,digital,online learning systems.

OBJECTIVES OF PAPER
- To learn the concept of CORONA VIRUS(COVID19).
- To study the Impact of Covid 19 on educational sector.
- To study the different Educational Initiatives taken by government during Covid 19

RESEARCH METHODOLOGY:
For this research paper I have collected secondary data only. This data is collected from different websites, research journals and papers, media, etc.

Impact of COVID 19 on Educational sector in India
Coronavirus pandemic has significantly affected different sectors in India which includes real e-state, banking sector, education, global economy, oil and gas, automobiles, aviation, agriculture, retail, etc. We can't ignore any of the sector that hardly would remain unaffected by this crisis. The impact of this pandemic is or may be more or less. Same is with the EDUCATION sector in India.

As we know that due to coronavirus pandemic all the state governments across the country temporarily started shutting down schools and colleges. As per the present situation, there is an uncertainty when schools and colleges will reopen. No doubt, this is the crucial time for education sector because entrance tests of several universities and competitive examinations are held during this period. Along with them how can we forget about board examinations, nursery school admissions, etc?

The immediate solution of coronavirus is necessary or if like these days pass then closure of schools and colleges does not even have short term impact in India but can even cause far-reaching economic and societal consequences. Let us tell you that due to the closedown of educational institutes it is estimated to affect around millions of learners across the world.

- Due to lockdown in the country it has generated the problem of uncertainity over the exam cycle.
- Lower fees collection can create barriers in managing the working capital.

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- Many institutions may pause its faculty recruiting plans for vacancies which will then affect excellence and quality.
- In India some private schools started providing online teaching methods.
- Due to shut downs of school, students who belong to government schools started missing their Meals and which results in economic and mental stress to the poor families.
- Students from India enrolled in abroad like UK, USA, Australia, China etc. for their higher education but these countries are badly affected due to **COVID-19**. Maybe there is a possibility that Indian student will not take Overseas education in future which will affect the demand of International Higher Education.
- Due to pandemic many schools, colleges and institutions moved to online distance learning via different platforms like you tube, zoom app etc.
- Lack of access to reliable and fast internet, many students from poor and disadvantaged families can't study online.
- School shutdown puts a heavy strain on parents and family members to provide childcare and manage distance learning while children are out of school.

Educational initiatives taken by MHRD during COVID 19 outbreak:
During the COVID-19 outbreak in the entire nation, the country is facing major crisis in every sector. And this time one of the worst hit sectors is the education sector, as most of the exams have been cancelled during the final assessments. To ensure that there is no hiatus in the education and students get full-access to classes, like before, HRD Minister Ramesh Pokhriyal advises students to carry on with their studies using the digital learning platforms. The digital learning portals help the students not only get full access to the study material but also allow them to engage in online classes and interact with the teachers like the physical classroom setting.

Here is a list of some excellent digital initiatives launched by Ministry of HRD for school students and even those seeking UG and PG level education. Find out which platforms best serves your needs and enroll for them now:

1. Bharat Padhe Online campaign;
On 10th April 2020,union Human Resource development Minister Ramesh Pokhriyal 'NISHANK' launched a week long Bharat Padhe Online campaign in New Delhi for crowd sourcing of Ideas so as to improve the online education ecosystem of India. The main target audience are teachers and students. The main objective of campaign is to bring best brains across the India to share suggestion to overcome the challenges and limitations of online education while promoting the available digital education platforms.

The Ideas can be shared on bharatpadheonline.mhrd@gmail.com and on twitter by using # BharatPadheOnline tagging @HRDMinistry and @DrRP Nishank up to 16 April 2020.

Objectives of campaign:
- The initiative aims to invite experts from India to share solutions directly with MHRD.
- This will help in overcoming constraints of online education.
- The student and teachers will participate in this campaign wholeheartedly to improve the exisiting online education methods.
- The students can share what is lacking in the online exisiting education platforms.

2. VidyaDaan 2.0
Human Resources and Development Minister launched **national program** for inviting e-learning Content contributions. On April 22, 2020, the Union Ministry of HRD launched VidyaDaan 2.0 on DIKSHA,a e-learning portal. The main objective of this initiative is to contribute e-learning content

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and help children continue their learning anywhere and anytime in the country and a chance to be recognized nationally. In the backdrop of situation arising out of COVID-19, VidyaDaan 2.0 has been launched to integrate both school and higher education for students. The VidyaDaan 2.0 was launched on DIKSHA. The content will be used on DIKSHA app to help millions of students across the country to continue their learning anytime and anywhere.

It is a unique initiative of the **Ministry of Human Resources and Development(MHRD)** in collaboration with the Central Board of School Education(CBSE). As the **spread of the Novel Coronavirus** has been impacting upon school and higher education in many different ways, it is the right time and opportunity for all users across states/UTs to leverage e-content provided on DIKSHA app.

Objective of the programme :

- VidyaDaan 2.0 will bring together academicians, organizations and e-learning content.
- The contributors can share their content in the form of videos, assessments, notes and question banks. The content shared are to be monitored by a panel of experts.
- Contributions can be made by educationists, subject experts, schools, colleges, Universities, Institutes, government and non-government organisations, individuals, etc.
- It will be a matter of pride and national recognition for all those whose contributions will be approved and accepted to be included in the Diksha e-learning content.
- **Encourage the sharing** of high quality, curated, relevant & curriculum linked digital content **to ensure continuity of quality learning.**
- Attempts to synergize countrywide developments in the field of education by providing schools all over India, from the Metro cities to the smallest villages with good quality e-content that can be used by them anytime, anywhere at no cost.
- Empower each school, teacher, and student and improve learning.

3. 'Yukti'(Young India Combating COVID with Knowledge, Technology and Innovation):

MHRD launched YUKTI web-portal in New Delhi. The portal will cover both qualitative and quantitative parameters for the effective delivery of services to the academic community at large. Centre launched a web-portal "Young India Combating COVID with Knowledge, Technology and Innovation" (YUKTI) in New Delhi. • The web-portal was launched by the Union Minister for Human Resource Development Shri Ramesh Pokhriyal "Nishank."

While launching the YUKTI portal, HRD Minister said the primary aim is to keep the academic community healthy and to enable a continuous high-quality learning environment for learners. The portal is an effort of the HRD Ministry to achieve its goal in these difficult times.

The portal will cover various initiatives and efforts of the institutions in academics, research especially related to COVID-19, social initiatives by institutions and the measures taken for the betterment of the total well-being of the students.The portal will also establish a two-way communication channel between the Ministry of HRD and the institutions so that the Ministry can provide the necessary support system to the institutions. This portal will help in addressing critical issues related to student promotion policies, placements related challenges and physical and mental well-being of students in these challenging times

CONCLUSION

A**s** we have gone through above discussion covid 19 is infectious disease which can cause harm to number of persons at a time, due to which our government has taken the decision of national Lockdown in the country. It is a family of viruses that can cause Illness to human beings. This pandemic has effected number of sectors like education, economy, sports, transportation, banking sectors, commercial sectors etc.

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We can help to stop the spread of this virus? Because as we know that this virus spreads from person to person, it's important to limit our contact with other people as much as possible, social and physical distancing, quarantine the people who has been exposed to this virus, Isolation, keeping sick people away from healthy people. Alongwith all these precautions education must go on because ***" PADHEGA INDIA TABHI TO BADHEGA INDIA"***

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An Empirical Study on the Presence of Empathetical Feelings in College Students

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Abstract
Empathy is the capability to take in other people's perspective, and to be able to understand and be aware of their feelings, thoughts, and experiences. Perry et al. (2013) state that empathy is a multi-dimensional construct that has both cognitive and emotional reactions to events experienced by others. Emotional empathy is the inclination to feel what another person feels, while cognitive empathy is the understanding and knowledge of the thoughts and emotions of others without feeling same (Rueckert et al., 2011). Given that empathy involves the awareness of other peoples' experiences, it is not surprising that it has been connected to the social and reasoning abilities of emotional intelligence, perspective taking, and selfrealization (Taylor et al., 2013). These skills are important for developing and maintaining relationships with others, especially for college students who are forging new social networks and connections. Carlo et al. (2012) found that empathy mediates the relationship between connection with peers and prosocial behavior in college students. Thus, it seems that empathy is important for college students and their interpersonal functioning. This connection is important since perceived social support in college students has been linked to experiencing less mental health difficulties and more resilience to cope with stressful situations (Taylor et al., 2014).

Current study focusses on the level of empathetic feelings among college students in urban areas, given the family set up. For the purpose of studying this, 190 students have been surveyed on the feelings connected to empathy they possess in them.

Introduction
Emotional empathy can also be assessed as a state, or a momentary emotional reaction to observing the suffering of others. Experimentally, state emotional empathy is measured in response to an empathy induction designed to elicit a temporary state of emotional empathy. Two subdomains of emotional empathy are typically measured, which include empathic concern, often measured through items, such as "compassion and sympathy," and personal distress, assessed through items, such as "distressed or upset." Some studies also assess emotional empathy at baseline prior to the induction because of significant individual variability in emotional empathy reported at baseline. By assessing baseline emotional empathy, researchers can examine the specificity of the emotional empathy response to the empathy induction. It is also common practice to compare the results of the empathy induction to some form of control condition, for example, a video of an individual engaging in neutral, unemotional activities, in order to account for social context.

Researchers distinguish between two types of empathy. Especially in social psychology, empathy can be categorized as an emotional or cognitive response. Emotional empathy consists of three separate components, Hodges and Myers say. "The first is feeling the same emotion as another person … The second component, personal distress, refers to one's own feelings of distress in response to perceiving another's plight … The third emotional component, feeling compassion for another person, is the one most frequently associated with the study of empathy in psychology," they explain.

It is important to note that feelings of distress associated with emotional empathy don't necessarily mirror the emotions of the other person. Hodges and Myers note that, while empathetic people feel

distress when someone falls, they aren't in the same physical pain. This type of empathy is especially relevant when it comes to discussions of compassionate human behaviour. There is a positive correlation between feeling empathic concern and being willing to help others. "Many of the most noble examples of human behaviour, including aiding strangers and stigmatized people, are thought to have empathic roots," according to Hodges and Myers. Debate remains concerning whether the impulse to help is based in altruism or self-interest.

The second type of empathy is cognitive empathy. This refers to how well an individual can perceive and understand the emotions of another. Cognitive empathy, also known as empathic accuracy, involves "having more complete and accurate knowledge about the contents of another person's mind, including how the person feels," Hodges and Myers say. Cognitive empathy is more like a skill: Humans learn to recognize and understand others' emotional state as a way to process emotions and behaviour. While it's not clear exactly how humans experience empathy, there is a growing body of research on the topic, especially college students between the age group of 18 and 30.

Review of Literature

Empathy has become a crucial concept in many professions requiring human contact. There is a growing research especially in educational services with positive effects of empathetic attitudes on students wellbeing (Norman, 1996; Price &Arcbold, 1997). Empathy involves cognitive awareness of the internal state of another person and the emotional response toward the other person (Hoffman, 1987).

Education is the area of human contact where the learning conditions should be rigorously delineated. With the changing roles of teachers from strictly defined teaching agents to be facilitators to enhance self-learning, the consideration for empathetic classroom climate have taken more attention of both practitioners and theorists. The amplification of creating empathetic climate in educational settings based on well-known principles of Rogers' client-centered therapy reframing concepts like empathy, congruence, and positive regard. He extended education these principles, later to which then have been put to use in a number of

educational settings and proved to be successful on the measured variables; self concept of students, academic performance, altruism, creativity and fewer acts of vandalism (Crenshaw & Mordock, 2005; Hoffman, 2000;'Ferrall, Green & Hanna, 2010; Rogers, 1983).

Generally empathetic classroom climate refers to a set of attitudinal qualities which help to understand the student's phenomenological perspective to each learning condition and to develop sensitive awareness of the way the process of education and learning seems to the student through openness attentiveness and positive relationship (Rogers, 1983). There is a growing body of research on the importance of social and emotional processes in learning and achievement (Cooper, 2010; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Liew,2012), To effectively recognize, care about, and then respond to students' needs and concerns, teachers must exhibit empathy (Demetriou et al., 2009). Researchers agree that motivation and emotion are involved in learning and achievement (Elliot, 1999; Tella, 2007; Zeyer, 2010).

Self-esteem has been strongly correlated with personality traits, affectivity, and extraversion (Watson et al., 2002) as well as self-efficacy (Lane et al., 2004). Individuals with high self-esteem are more capable of handling stress, reducing anxiety and burnout, and developing better communication skills and interpersonal relationships (Kirkpatrick and Ellis, 2006; Edwards et al., 2010). Improved coping mechanisms and increased self-efficacy may mediate a positive relationship between self-esteem and academic performance (Lent et al., 1986; Magnano et al., 2014). Studies on Chinese nursing students and college students had reversed results and suggested that self-esteem was a positive predictor of empathy (Hui, 2002; Hongrui et al., 2016).

Research Methodology

This research follows a relative logical strategy and attempts to cover students aged 18 and above in all colleges in the suburban Mumbai.

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I. Area of study
Mumbai suburbs

II. Data collection :
Primary
A purposive sampling method was adopted to elicit information from students aged 18 and above in various colleges in Mumbai city.. The data collected by administering questionnaires that were distributed through google form. 200 such forms were distributed and 190 forms responses were considered for analysis, which excluded the flawed 10 responses.

Period of data collection
September 2019 to October 2019

The design of the questions was a combination of closed and open-ended questions and question with 'Likert-scale' responses was presented. The survey questionnaires contain questions were self-administered. These questions will be tested against the demographic profile of respondents

Secondary Sources
M.Phil/ PhD Thesis, Journals and other periodicals.

Data analysis
To evaluate the data, analysis is carried out, to acquire the results, a descriptive technique is used and inferential statistics such as Chi-Square test of association was employed. To infer the collected data in the expressive form, factor analysis was conducted to find the underlying factors. It is essential to lessen the variables to a few interpretable linear groups, for this purpose principal component analysis was applied on the dependent and independent variables and along with it the statistical test of path analysis model was carried out. Path analysis has been referred to as mediation analysis and has been used to show causal analysis (Davis, 1985; MacKinnon, Krull, & Lockwood, 2000). Path analysis has been considered to be informative because it provides the most information about relationships between variables.

OBJECTIVES OF THE STUDY
1. To determine the extent of empathy factors present among college students in urban areas
2. To determine the relationship between demographic profile and the extent of empathy feelings among college students in urban areas

3. Limitations of the Study
The following are the limitations of the present study:

1. The study covers the only college students as sample, hence the results may not hold good to other segments of the population.
2. Students of age group 18 to 25 are only considered for the study. Hence the findings may not be true to other age groups.
3. The sample students are from Mumbai Suburbs and hence the findings may not be applicable to rural students.

RESULTS AND DISCUSSION

Table: 1 Demographic profile of the respondents

Characteristics	Total(%)	Characteristics	Total
Age		Gender	
18-20	61.8	Male	32
20-22	25.5	Female	86
22-24	10.8	Level of Education	
Above 24	2.9	Second Year UG	33.5
Type of Family		Third Year UG	53.1

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Nuclear	79.7	First Year PG	9.4
Joint	19.8	Second Year PG	3.4
Extended family	0.5	Others	0.6

Sources: Analyses were based on the sample surveyed.

Table 1 shows the socio-demographic profile of the respondents. Majority (61.8%)of the respondents belonged to the age group of 18-20 and were pursuing their third year undergraduate courses.

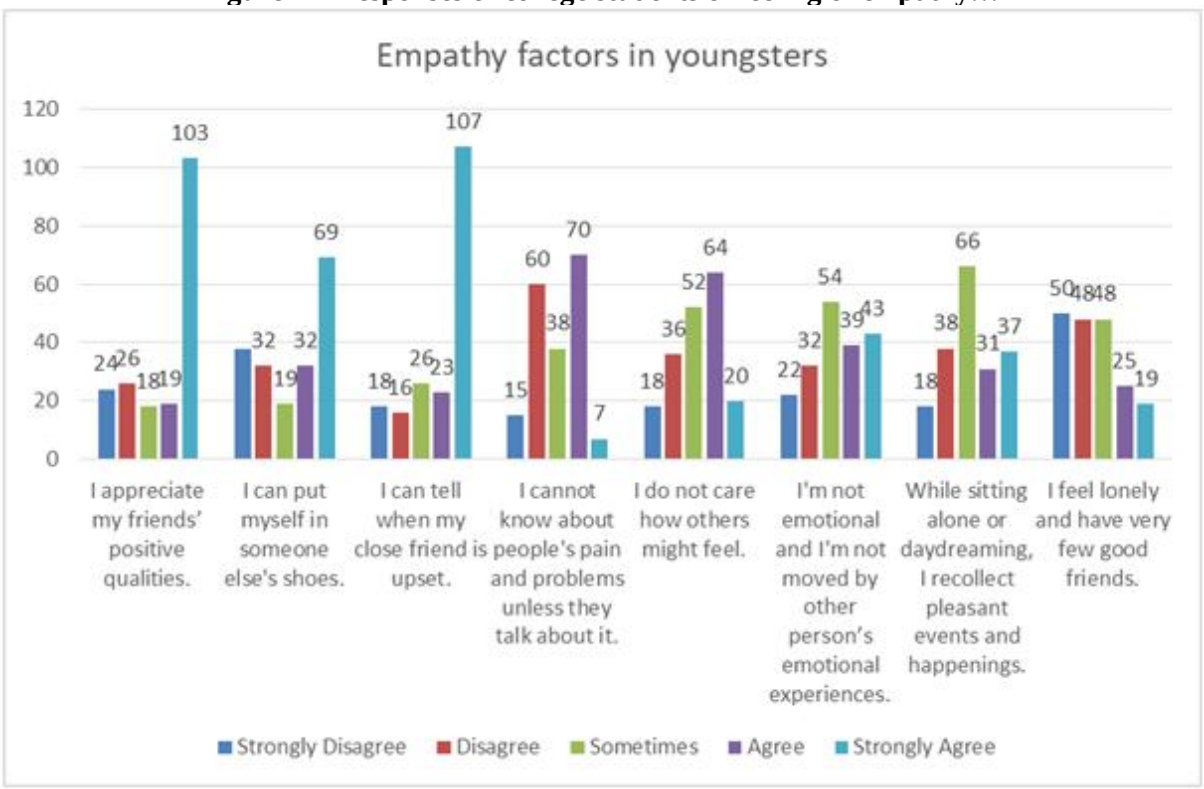
Table 2: Empathy feelings among students

Feelings	**Mean score**
I appreciate my friends' positive qualities.	2.1000
I can put myself in someone else's shoes.	2.8500
I can tell when my close friend is upset.	2.9375
I cannot know about people's pain and problems unless they talk about it.	2.9750
I care how others might feel.	3.2625
I'm not emotional and I'm not moved by other person's emotional experiences.	2.0125
While sitting alone or daydreaming, I recollect pleasant events and happenings.	2.9500
I feel lonely and have very few good friends.	3.1125

Sources: Data based on Field Survey, 2019.

Table 2 evaluates the responses provided by college students surveyed. The mean score states that they agree of appreciating friends' positive qualities, putting self in others' shoes, telling when close friend is upset, not knowing about friend's problems, unless they talk about it, care for others' feelings, day dreaming while sitting alone. But the factor scores of above were all on agreement or strongly agree of these factors. While only the afctor scores of having few friends and feeling lonely and not being emotional is more on the disagreement and strongly disagree side.

Figure 1—Responses of college students of feeling of empathy…



The above figure1 shows the feeling of empathy among college students. Most of them seem to appreciate the positive qualities present in their friends and are unable to find out if their close friends

are upset. They also show a mixed response pattern when it comes to many friends. They are able to identify peoples' pains.

PLS-SEM Model Assessment

One of the challenges in survey research is the selection of an appropriate statistical model for analysis. Partial Least Squares based Structural Equation Modeling (PLS-SEM and Covariance-Based Structural Equation Modeling (CB-SEM) modeling are two well-known multivariate data analysis methods for researchers and scholars (e.g.; Götz, Liehr-Gobbers, & Krafft, 2010; Lowry & Gaskin, 2014).

CB-SEM is based on the concept of factor analysis, which is suitable for theory testing. It uses maximum likelihood estimation, whereas PLS-SEM is based on the principal component concept (which is suitable for theory building) and uses the partial least squares estimator (Hair, Ringle, & Sarsted, 2011; Lowry & Gaskin, 2014; Vinzi, Chin, Henseler, & Wang, 2010). The study opted for PLS-SEM for the following reasons: 1) It is suitable for theory building studies (Vinzi et al., 2010; Sarsted, 2008). 2). It is considered appropriate for examining complex cause-effect-relationship models (Henseler, Ringle, & Sinkovics, 2009; Lowry & Gaskin, 2014). 3) It is a non-parametric approach, and it poses fewer restrictions especially on data distribution and sample size (Vinzi et al., 2010).

The study used the PLS-SEM approach and assessed the measurement model (also referred to as the outer model) and structural model (also referred to as the inner model). Figure provides more details of our approach.

Measurement Model Assessment

In PLS-SEM, assessment of the measurement model (also referred to as the outer model) includes composite reliability (CR) to evaluate internal consistency, individual indicator reliability and average variance extracted (AVE) to evaluate convergent validity (Hair, Hult, Ringle, & Sarstedt, 2013).

Internal Consistency Reliability

This is a form of reliability that is used to access the consistency of results across items of the same variables (Hair et al., 2013). It determines whether the items measuring a variable are similar in their scores (Hair, Tatham, Anderson, & Black, 2006). Internal consistency reliability is accessed by using CR. Table 7 shows the CR values of all the latent variables used in this study. These values were found to be > 0.70 (Hair et al., 2006) which establishes internal consistency.

Convergent Validity

This refers to the extent to which a measure correlates positively with alternative measures of the same variable (Hair et al., 2013). AVE was calculated to access convergent validity. Table 4.4.1 shows the AVE values of all the latent variables used in this study. These values were found to be more than the prescribed value of 0.50 (Hair et al., 2006) and therefore establish convergent validity.

Discriminant Validity

This is the extent to which a variable is truly distinct from other variables, in terms of how much it correlates with other variables, and how much indicators represent only a single variable (Hair et al., 2013). The criterion and cross-loading scores of Fornell & Larcker (1981) were used to establish discriminant validity. Table demonstrates that the square root of AVE for all latent variables was higher than the inter-construct correlations (Fornell & Larcker, 1981) and therefore they confirm discriminant validity. Further, all indicators' individual loadings were found to be higher than their respective cross-loadings (Hair et al., 2013).

S.No	AVE	C R	1	2	3	4	5	6	7	8
1	0.53	0.81	0.58							
2	0.60	0.74	-0.47	0.671						
3	0.95	0.98	0.3	0. 31	0.97					
4	0.51	0.85	0.26	0.29	0.49	0.71				
5	0.62	0.55	0.71	0.82	0.91	0.87	0.33			

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6	0.57	0.65	0.75	0.73	0.83	0.56	0.68	0.72		
7	0.71	0.55	0.82	0.68	0.48	0.43	0.55	0.32	0.23	
8	0.23	0.45	0.91	0.72	0.56	0.11	0.26	0.96	0.89	0.72

S.No	Feelings
1	I appreciate my friends' positive qualities.
2	I can put myself in someone else's shoes.
3	I can tell when my close friend is upset.
4	I cannot know about people's pain and problems unless they talk about it.
5	I care how others might feel.
6	I'm not emotional and I'm not moved by other person's emotional experiences.
7	While sitting alone or daydreaming, I recollect pleasant events and happenings.
8	I feel lonely and have very few good friends.

Sources: Data based on Field Survey, 2019.

Notes: AVE: Average Variance Extracted; CR: Composite Reliability

The off-diagonal values are the correlations between latent variables and the diagonal are the square root of AVE.

Indicator Reliability

This represents how much of the variation in an item is explained by a variable (Hair et al., 2013). Indicator reliability was assessed using the outer loadings. A higher outer loading on a variable indicates that the associated measure has much in common, that is measured by the variable (Hair et al., 2013). Hair, Hult, Ringle, & Sarstedt (2013) suggested that items having a loading >0.70 should be retained, items having an outer loading value >0.40 should be omitted and that its impact on the AVE and CR of the variable should be analysed. If the AVE and CR of the variable reach above the threshold value, then the given item should be omitted; otherwise, it should be retained. Omitting these items resulted in an increase in CR and AVE above the suggested threshold values of 0.70 and 0.50, respectively (Hair et al., 2013).

Structural Model Assessment

After establishing the reliability and validity of the latent variables in the measurement model, the study assess the structural model (also referred to as the inner model) to test the relationship between endogenous and exogenous variables. In PLS-SEM, structural model assessment includes path coefficients to evaluate the significance and relevance of structural model relationships, R^2 value to evaluate the model's predictive accuracy, Q^2 to evaluate the model's predictive relevance and f^2 to evaluate the substantial impact of the exogenous variable on an endogenous variable (Hair et al., 2013).

Path co-efficients

Figures 1 shows the path coefficient for the direct relationship between age, gender and educational level of the individual and empathetic feelings. Nonparametric bootstrapping routine advocated by Vinzi et al., (2010), has been used on 122 data points and 5000 samples. "Bootstrapping is a re-sampling approach that draws random samples (with replacements) from the data and uses these samples to estimate the path model multiple times under slightly changed data constellations" (Hair et al., 2013). The main purpose of bootstrapping is to calculate the standard error of coefficient estimates in order to examine the coefficient's statistical significance (Vinzi et al., 2010).

Socio-demographic profile was positively associated with empatheic feeling of college students. Our results are consistent with those of.

H1: Age of the students is associated with empathetic emotions

H2: Gender of the students is associated with empathetic emotions.

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H3: Family background of the students is associated with empathetic emotions

H4: Educational level of the students is associated with empathetic emotions

Table 8 Results of Hypothesis Testing and Structural Relationship

Hypothesis	Path	Coefficient	S.E	t-stat	Decision
H1	Age -> empathy feelings	0.29	0.02	8.28*	Supported
H2	Gender -> empathy feelings	0.14	0.08	7.76*	Supported
H3	Family background -> Empathy feelings	0.08	0.01	6.63*	Supported
H4	Educational level -> Empathy feelings	0.26	0.06	8.00*	Supported

Sources: Data based on Field Survey, 2019.

T-values for two tailed tests: *p < 0.01

Hypothesis 1, 2 and 3 postulate the associations between empathy feeling among college students and their age, education level, family background and gender.

To conclude, it may said that students enrolled in colleges, in the age group studied, lack empathetic feelings towards others, than their own peers or people of their own age group.

Recommendations

Ways to Create empathy among students

MODELING

Teachers can be role models who, by example, show students the power of empathy in relationships.

TEACHING POINT OF VIEW

Teaching how to look at things and circumstances from the other person's point of view

USING LITERATURE TO TEACH DIFFERENT PERSPECTIVES

Thus, helping students to see how to see things from others' perspectives

LISTENING ACTIVELY TO OTHERS

One of the most common obstacles to empathic relationships is that effective listening is difficult, and often individuals don't listen to one another in conversation.

Halt: Stop whatever else you are doing, end your internal dialogue on other thoughts, and free your mind to give the speaker your attention.

Engage: Focus on the speaker. We suggest a physical component, such as turning your head slightly so that your right ear is toward the speaker as a reminder to be engaged solely in listening.

Anticipate: By looking forward to what the speaker has to say, you are acknowledging that you will likely learn something new and interesting, which will enhance your motivation to listen.

Replay: Think about what the speaker is saying. Analyze and paraphrase it in your mind or in discussion with the speaker and other classmates. Replaying and dialoguing the information you have heard will aid in understanding what the speaker is attempting to convey.

BEING METACOGNITIVE ABOUT ONE'S STATE OF EMPATHY

Be aware of your feelings and thoughts about your ability to understand and share in the feelings of others. With metacognitive awareness, we can all become more effective at taking another's perspective throughout our lives.

When we encourage students to become more empathic, we help them create more opportunities for success in school and other aspects of their lives. This valuable skill deserves more of our attention.

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Death of the classroom: Will E-learning Kill It or Save It?

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ABSTRACT
The interest and implementation of e-learning into organizations is growing; however with many individuals' openly preferring classrooms and e-learning measurement and delivery still needing some maturing, the classroom still hasn't seen its last days yet.

In fact, the blending of E-learning and face-to-face is a middle road which is also developing rapidly and is showing promising results, particularly at higher education institutions where the two methods are incorporated together. However, as technology and attitudes towards technology evolves there will be more demand to replace physical classrooms with virtual classrooms, further eating into the traditional classroom model of education.

With the introduction of digital tools almost every aspect of our lives today is being changed and improved. Learning is no exception. It too has been subject to the digital transformation. The evidence is visible in the use of fast – evolving technical tools and infrastructure to support learning almost everywhere.

The research paper is an exploratory study. An attempt is made to understand the various facets involved in e learning, its effects on classroom learning and teaching.

Keywords: Learning, e- learning, classroom, e-education system

OBJECTIVES
1. To explore E-learning as an emerging way of class room training.
2. To understand the role of the e-learning in class room training.

INTRODUCTION
This is the age of WWW and we are living in a globalized era, where the world is massively being connected. The e-learning initiatives have connected the whole world and have removed the barrier of age, place, time and socio-economic nature. The future of learning involves convergence of human processes, as well as of technology, including the convergence of knowledge management, content management, e – learning, and collaboration, which will quickly transform our enterprises.

The e-learning market is the fastest growing market in education, standing at $91bn in 2012. This is largely influenced by developing technology and the 870% growth in internet users since 2000, resulting in over 2.4bn internet users worldwide and a massive shift in the way we gather, store and utilize knowledge.

E - Learning
E Learning is the delivery and administration of learning opportunities and support via computer, networked and web – based technology, to help individual performance and development. It is more than just 'training on computer' as it encompasses dissemination of information, performance support and knowledge management. It involves not only access to training materials but also offers the management of learning – providing both content and administration.

E learning encompasses forms of technology-enhanced learning (TEL) or very specific types of TEL such as online or Web-based learning. Nevertheless, the term does not have a universally accepted definition and there are divides in the e-learning industry about whether a technology-enhanced system can be called e-learning if there is no set pedagogy as some argue e-learning is: "pedagogy empowered by digital technology".

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What constitutes success in e-learning? Attempts to address this question have resulted in a large volume of anecdotal studies assessing the success of e-learning initiatives on various measures such as learning benchmarks (Pittinsky & Chase, 2000), learning styles (Byrne, 2002), learning environment (Jung et al., 2002), learning outcomes (McClelland, 2001; Motiwallo & Tello, 2000; Teh, 1999), teaching practices (Savenye, et al., 2001; Owston & Wideman, 1998) and cost-benefits (Smith, 2001; Lawhead et al., 1997). Some of these studies are guidelines or "best practices" of e-learning that are developed from case studies (Byrne, 2002; Smith, 2001; Pittinsky & Chase, 2000; Lawhead et al., 1997). The most comprehensive guidelines are Pittinsky & Chase's 24 benchmarks in seven areas: institutional support, course development, teaching/learning, course structure, student support, faculty support, and evaluation and assessment (Pittinsky & Chase, 2000). The rest of the studies attempted to explore a variety of factors and intervening variables that might have an impact on the success of e-learning. As a result, it is difficult to understand and isolate success factors of e-learning as there is a lack of consensus of what constitutes success of e-learning. These seemingly diverse and incoherent views of how best to evaluate e-learning are not surprising given that research in this area is at its formative stage with the recent recognition of the educational promises of Internet-based technologies. There is a need to integrate and formulate a holistic and comprehensive model for evaluating e-learning. Another shortcoming of these studies is that success measures are derived from assessing the results of the development effort only. There is also a need to broaden the viewpoint of learning success from a result to a process perspective. The primary objective of this study is to address these needs.

In old days, Gurus would recite information to their Shishyas and they were expected to remember it. Later, the human civilisation found a better way and started writing scriptures. These texts made remembering things easier. With the advent of print technology, we started printing books which had pictures and text. Today, e-learning tools on tablets, smart classes are going to set new benchmarks in this legacy of learning.

Technology has played a bigger role in our lives, our skills in critical thinking and analysis have declined, while our visual skills have improved, according to research by Patricia Greenfield, UCLA distinguished professor of psychology and director of the Children's Digital Media Center, Los Angeles.

Learners have changed as a result of their exposure to technology, says Greenfield, who analyzed more than 50 studies on learning and technology, including research on multi-tasking and the use of computers, the Internet and video games. Her research was published this month in the journal Science.

"No one medium is good for everything," Greenfield said. "If we want to develop a variety of skills, we need a balanced media diet. Each medium has costs and benefits in terms of what skills each develops."

"As students spend more time with visual media and less time with print, evaluation methods that include visual media will give a better picture of what they actually know," said Greenfield, who has been using films in her classes since the 1970s.

"By using more visual media, students will process information better," she said. "However, most visual media are real-time media that do not allow time for reflection, analysis or imagination — those do not get developed by real-time media such as television or video games. Technology is not a panacea in education, because of the skills that are being lost.

"Studies show that reading develops imagination, induction, reflection and critical thinking, as well as vocabulary," Greenfield said. "Reading for pleasure is the key to developing these skills. Students today have more visual literacy and less print literacy. Many students do not read for pleasure and have not for decades."

Parents should encourage their children to read and should read to their young children, she said.

Among the studies Greenfield analyzed was a classroom study showing that students who were given access to the Internet during class and were encouraged to use it during lectures did not process what the speaker said as well as students who did not have Internet access. When students were tested after class lectures, those who did not have Internet access performed better than those who did.

More choice can only be a good thing and that includes both paper and e-ink devices. While tablets are entering classrooms, Leadbetter also believes that the textbook will continue to be paper-based for many years to come. "Children will most likely continue to learn to read and write through print and paper, rather than screen-based technologies, again, for the sake of their eyes, if nothing else, and that freedom from electronica will remain a possibility for them, as it remains for all of us."

Technical Consultant at App developer Apadmi in London, which developed the BBC iPlayer Radio app as well as apps for The Guardian. "Amazon has by no means killed the e-reader, because its tablets and phones do not replicate any of the USPs of an e-reader, namely very long battery life, the ability to read in bright light, and no eye strain when reading for prolonged periods."

Benefits of e-Learning

There are many significant advantages for the student who learns online. Here are just a few to consider:

1. Higher Retention: Online learning will draw you to topics you like and enjoy. Studies show that because of this and the variety of delivery methods used to reach different types of learners, retention is frequently better than in a traditional classroom.
2. Greater Collaboration: Technology tools make collaboration among students much easier. Since many projects involve collaborative learning, the online environment is far easier (and often more comfortable) to work in since learners don't have to be face-to-face.
3. Global Opportunities: The global learning community is at your fingertips with online learning. The technologies used give online instructional designers the ability to build in tools that take you to resources you may never see in a traditional classroom.
4. Time saving: The E-learning process saves the time of learner .Through e-learning process a number of students can be learnt at the same time, what is not possible in face to face learning process. There are lots of short term courses offered from the E-learning companies. The learner has also the flexibility to design the required course according own requirement. However, there are a number of experts are working with these companies to develop user-friendly content.
5. Portability – A student can access the courses at their own pace conveniently and enjoy following their own personal schedule. There is more so, no physical attendance that is required, and the pace of the course can be adjusted to a suitable pace with no time limits, and the materials can be referred to later.

LIMITATIONS & FUTURE SCOPE OF THE STUDY

1. The study is exploratory in nature and as such lacks empirical evidence.
2. Further research can be undertaken to explore the extent to which e-learning is effective as a class room training method.

So is the classroom dead?

The interest and implementation of e-learning into organizations is growing, however with many individuals openly preferring classrooms and e-learning measurement and delivery still needing some maturing, the classroom still hasn’t seen its last days yet.

In fact, the blending of e-learning and face-to-face is a middle road which is also developing rapidly and is showing promising results, particularly at higher education institutions where the two methods are incorporated together. However, as technology and attitudes towards technology evolves there will be more demand to replace physical classrooms with virtual classrooms, further eating into the traditional classroom model of education.

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CONCLUSION

In conclusion, for classrooms to survive in the long term, they need to incorporate e-learning into their delivery, either before, after or during the classroom session itself. This not only will enable more complex exchanges of ideas, but also enable easier networking, integration with people's lives and a better method of monitoring progress and performance.

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Government Policy Reforms in Higher Education in India

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Introduction

In India education is treated as the most integral part of the life of each and everyone. India has a history of finest education. For the economic development of any country, education plays an important role. Before British, education in India was conducted by gurus in gurukuls and traditional schools. The gurukuls were helped by charity by public donations and were one of the earliest forms of public school offices. India has the oldest university of Nalanda and Takshasila was the earliest higher education university. Education has developed new technology and new infrastructure which plays an important role for the economic growth of any country . Education plays an important role today's world for the purpose of the survival and to be in the competitive environment. Education helps in people to get the paid job for themselves and fulfill the basic needs and requirements of the families and also to eliminate poverty. As per the census of India 2011, about 75 % of the population between the age group of 7 to 12 was literate and 26% is illiterate. Literacy in India is a key to socio economic progress. India is always focused on improving the standard of education and boosting the literacy rate of India through different policy reforms.

Recent Reforms in Education Policies

Post-Independence the Indian government started various educational programs to overcome the illiteracy problem nationwide. The central government of India started to take the control over education system for the uniformity overall. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), university Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernise India's education system. The Indian Government started the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organization that would advise both the Union and state governments on formulating and implementing education policies. In 1968 Kothari Commission was formed by the Government of India for restructuring and creating opportunities in the education system and from the reports and recommendation of 'Kothari Commission' the National Policy of Education was introduced in 1968 which called for "radical restructuring" and proposed equal educational opportunities for achieving the cultural growth and economic progress. This policy focused on learning of regional language and three languages to be implemented in the study of secondary education. The English language the official language Hindi and third regional language and it also promoted to use and learn Hindi language as a uniform language all over and it focused on learning Sanskrit language which was part of our cultural heritage. Over 6 % of the national income was spending on the national policy on education.

In 1986, the Indian Government a new National Policy on Education was introduced as per the new policy mainly focused on eliminating the caste discrimination and equal educational opportunity, especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To cut down the discrimination and bringing the peace in the society the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The National Education Policy launched the Operation Black Board and child centered approach started to make Primary Education utmost important and in 1985 Open University education system was introduced by opening Indira Gandhi National Open University, to promote the Development of education from ground level for development of economical and Socio development. In 1992 the National Educational policy was modified and the common entrance exam were introduced in the policy known as "common Minimum programme" by the Government of India for the admission to professional and technical courses. This step was taken solve the problems faced by

the students by giving multiple entrance exams for the different professional courses which was relieved by introducing 3 exams Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE).

There were major changes introduced by the government of India in the education system after almost over 34 years. The old policy has been changed to the New Education policy 2020. The existing structure 10+2 replaced the 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14. The age group 3 to 6 is considered as the important age of the child for the development of mental health which will be included in the school curriculum compulsory. The new policy gives important "mother tongue/local language/regional language as the medium mother tongue/local language/regional language as the medium of instruction at least till Grade 5 but preferably till Grade 8 and beyond. "Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three; language formula and other languages were given in the option with giving an options to choose the subjects by students. Indian sign language will be standardized across the country, and national and state curriculum materials developed for use by students with hearing impairment." "The policy envisages broad based, multidisciplinary, holistic under-graduate education with flexible curriculum, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. Undergraduate education can be of three or four years with multiple exit options and appropriate certification within this period. For Example, exit certificate course after 1 year, advanced diploma after 2 years, bachelor's degree after 3 years and bachelors with research after 4 years. Drawing from foreign universities credits earned from different higher education institutes so that these can be transferred and counted towards final degree earned.

Conclusion

Post-Independence, there was a drastic increase in the Higher education institutions of learning in all courses. But India is struggling in the education sector because of lack of poor infrastructural facility, involvement of politics in the educational institutions and fees charged by various private institutes. The privatization of college and funding done by the Government of Indian Sector is very low. The gross enrollment ratio at international is very low compared to the other developing countries which adversely affect growth of the economy of the country. Education develops the skills, learning ability, and gives an opportunity to the person to learn survival skills in the competitive world. The change has been implemented by the government of India hoping for the one of best change after 34 years. Education provides skilled and educated people to the world to help grow the economy of the country. The reform of new education policy is a step for the quality of education for improving the ability to learn the creative skills and government to improve the remove the hurdles and challenges faced by the students which will increase the enrollment of the more students in the schools and colleges which indirectly increases the enrollment of higher education ratio.

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Higher Education in India: Issues and Reforms

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Introduction

The journey of higher education in India has been of socio-historical in nature since ancient days to the modern era. Ancient India had a rich tradition of education based on Buddhist social virtues primarily secular in nature and Brahminical social order preaching *varnas* and discriminatory in its approach and practice, except in north east India. One need to keep in mind that existence of multi cultural federal polity based on ancient pluralistic norms was due to absence of a united political India. The major drawback of the ancient cultural India was confinement of higher education to so called upper caste namely Brahmins. But various regional identities, historical legacies and dominant values preserved by Lord Buddha, Lord Mahaviara, the great emperor Ashoka and the great poet Kalidasa prevailed over the Brahminical system of education in ancient India. In Mediaeval period with invasion of Mughals in Indai both Brahminical and Buddhist system faced many challenges. Madrasahs were evolved and developed by Muslim scholars under the regime of Mughal Empire. The beginning of modern education system in India can be attributed to the colonial period under British rule. The progress in evaluation and development in education system did not see a uniform pattern. Macaulay introduced a Western model of education in India to create a clerical class which would act as subordinate to help the British administration. This saw a process of modernisation and westernisation leading to socio-political and cultural changes based on class structure. In the post independence era with integration of Indian states by Jawaharlal Nehru and Sardar Patel, the new leadership sponsored India's education system rooted in modern, western social ethos and legacies. Even after more than seven decades of independence the country is still plagued with multiple discriminations based on gender, caste, class, religion, region and language from elementary education to higher education. If one really wants to attain Bharatratna Dr. Ambedkar's vision of liberty, equality and fraternity, then serious re-examination and implementation of government policies is the need of the hour.

Issues and Challenges of Higher Education in India

Indian society has valued education as a mode to learn how to be a responsible member of society rather than just a means to earn a good living. India has the third largest higher education system in the world. It comprises of a rich mix of prominent public and private institutions with a network of more than 38,000 colleges and 800 universities. Indian higher education system has seen a phenomenal expansion post independence. It has produced scientists, engineers, technicians, doctors, teachers and managers whose services are highly sought after world wide. The modern world is the age of information technology and developments in communication. The use of technology and ever dynamic digitisation process has opened up new and cost effective approaches for enhancing the reach of higher education not only to the youth but also to those who need continuing education mostly in form of open or distance learning for coping with the demands of vast information, dynamic nature of occupations and life long education. India has seen large number of private colleges and universities being established on account of policy changes by the union government in last two decades. These institutions are providing quality higher education from bachelor degree to doctoral degree in variety of field in urban India. But these institutions are self financed, so the deprived section of the society is being excluded. The basic principles of access and equity in education is being compromised.

Hence despite all the efforts to develop the higher education system in India, access, equity and quality education still continue to the worry for the policy makers in India. Wide spread poverty and social malices which result into various prejudices are the reasons for this. High drop out rate in the marginalised section of the society such as women, SC, ST, tribal is another cause of worry. The present educational set needs a review and modification which will further enhance sustained participation of underprivileged sections of the society. Unless we take concrete measures to

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reformulate our methodology of imparting education, we shall continue to underutilise capacities of our youth, and may even waste the demographic dividend.This could have dangerous consequences in the long term. Anyway we know the theory of evolution which states that whenever members refuse to modify their reaction to the changes in stimuli, that species is on the way to extinction. So better we act now for a cohesive society. The first and most important step in this direction would be to increase government expenditure in both primary and higher education which can act as palliatives for the entire education system in India.

It is true that the journey of higher education in India in the post independence era has witnessed commendable achievements in the field resulting into overall growth in the status of the higher eduction in India but it is equally true that the issues & challenges in the field have increased manifold with the rising population. The gap between rural and urban accessibility to higher education in the country is evident. So there is need to expand these institutions in rural areas to reduce the rural-urban accessibility disparities. Another issue which one can easily see is the regional disparities with certain states such as Tamil Nadu having large number of institutions whereas certain states facing problems of very few universities. This lop sided development of the higher education institutions can not be overlooked. This kind of situation results in students from those areas where there is unavailability of such institutions going to other states not only putting additional pressure on those institutes but also demotivating the present state.

Gross Enrolment Ratio (GER) in the age group of 18-23 in the country is a matter of concern.With such huge population with almost 50% population below the age of 25 years, just to have a literacy rate between 60 % and 70% is not at all acceptable. This means nearly 30% of country's population is without education. We can not even think of development with such an average literacy rate and GER. If we compare it with developed countries we are lagging far behind. The urban-rural disparities in GER is also self revealing. Greater emphasis is needed by the policy makers to improve GER.

Even after seven decades of the independence we are not able to get a single Indian university in the top 100 universities of the world. Different governments tried to galvanise the education system and introduced various policy measures but non of them sufficient enough to bring about the total turnaround. It does not mean that the education system in India is too bad, but its not too good also. UGC is constantly working with focus and limited resources to improve the quality of higher education in the country.

Some of the basic issues and challenges facing higher education in India can be enumerated as below:

- The **Gross Enrolment Ratio (GER)** in higher education in India is on just 18% as per UGC in 2019 which is lower than developed and many developing countries. There is demand supply gap as the rising enrolments in primary education is resulting in rise in demand for higher education.This demand supply gap is evident when we take a look at the enrolment in our specialised institutions of excellence. IITs, IIMs and AIIMs, and IISc cater for less than half a percent of the total students enrolled in colleges and universities - just 1/35 candidates appearing for CAT is admitted in IIMs. One out of 65 candidates is selected for IIT course.
- There is stark disparities across the sections in GER. Disparities can be easily observed in gender, caste, urban-rural and regional GER data. Equal opportunities to deprived sections of the society is still a far distant dream. Socially India still remains divided.
- **Quality in higher education** is a one of the foremost challenges faced by the government today. It needs to be addressed at multiple levels, in multi-dimensional and dynamic way. A large number of higher education institutions are still not ale to adhere to the minimum standards as laid down by UGC. Outdated, rigid curriculum and the absence of employer engagement in the course content and skills development and very few opportunities for interdisciplinary learning are lowering quality in higher education. Pedagogy and assessment in higher education in India are focused on input and rote learning. Students have limited opportunities to explore a wider range of transversal skills such as critical thinking, analytical reasoning, problem-solving and collaborative working.

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- **Poor infrastructure** is yet another challenge to the higher education system of India. The public sector institutions are suffering from sub-standard physical facilities and infrastructure. A large chunk of colleges are functioning on second or third floor of the building and on ground or first floor ready-made hosieries or photocopy shops are running.
- Education institutions are generally owned and **governed by the political leaders**. These people are on governing bodies of universities influencing key decision making. They tweak the rules as per their convenience. This defeats the purpose of quality education for all.
- **Shortage of** well qualified **faculties** along with the large number of vacant posts in almost all higher education in India is conveniently ignored by the governments. Facts reveal that an estimated 30 to 40 percent of faculty positions are unfilled. Large number of NET/SLET/Ph.D. candidates are unemployed but apathy to fill the vacant posts is further making the situation worst. High student-teacher ratio is deteriorating the quality further.
- Not even a quarter of the total higher education institutions in the are accredited. at 'A' level. **Poor quality assurance system** and a complete disregard to accountability by institutions to the state and central government, students and other stakeholders is resulting in poor quality. Autonomy spree by the UGC to multiple higher education institutions needs a re-look.
- There is very **little focus on research** in higher education institutions. Insufficient resources & facilities, limited numbers of quality faculty to guide students is hampering early-stage research experience for the learners. Many research scholars are conducting research either without fellowship or they receive fellowship too late which indirectly affects their research.
- Too much of centralisation, typical bureaucratic structures & lack of accountability, transparency, and professionalism are the challenges faced by management of higher education institutes. Universities are burdened administrative functions with increasing number of affiliated colleges and students. It means the core focus on academic and research is compromised.

A report submitted on 8th February, 2017 on ' Issues and Challenges before Higher Educational Sector in India' by the Standing Committee on Human Resource Development under the chairmanship of Dr. Satyanarayan Jatiya studied higher education institutions in Hyderabad, Chandigarh, Patiala, Thiruvanathapuram, Udaipur, Chennai, Vishakahapatanam, Bhopal and Indore to examine the challenges of higher education in India. The committee also had interaction regarding education loan facility with the public sector banks.

The prominent observations and recommendations of the Committee are as follows:

- **Lack of resources**: Majority of enrolment in higher education is in state universities and affiliated colleges. But these state universities receive only 35% of the UGC budget. 65% of UGC budget is utilised by the central universities. The committee suggested that state universities can explore means such as endowments, contributions from industry,alumni etc to raise funds.
- **Faculty vacancies**: According to UGC records till 2016, the total number of sanctioned teaching posts in various Central Universities were 16,699 for professors cadre, 4,731 for associate professors cadre, and 9,585 for assistant professors. Out of the total sanctioned teaching posts, 5,925 (35%) professor posts, 2,183 (46%) associate professor posts and 2,459 (26%) assistant professor posts were vacant. And the situation since then has deteriorated rather than improving. The committee opined that this could be on account of either youth doesn't find the teaching profession attractive or the recruitment process is lengthy involving too many procedural formalities. The committee recommended early start in recruitment process. It also added that faculty should be encouraged to undertake consultancy projects and be provided financial support for start-ups.
- **Evaluation of performance of teachers:** The committee recommended setting up a system of performance audit of teachers based on the feedback provided by their students and colleagues

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(peers). Research papers and publication could be added in due course of time.This recommendation paved way for revised Academic Performance Indicator (API) for faculties.

- **Lack of employability skills**: Students of technical education are not equipped with the employable skills. The committee recommended to identify skill gaps in different sectors and introduce courses improving employability. The mechanism can be in the form of Industry Institute Student Training Support, Industrial Challenge Open Forum, Long Term Industry Placement Scheme and Industrial Finishing School.
- **Quality Assurance**: The committee opined that accreditation of higher education institutions should be at the centre of the regulatory mechanism in the filed. The National Board of Accreditation should guarantee basic minimum standards of technical education to satisfy the industry requirement of quality workforce. In this regard credit rating agencies, renowned industry associations, media houses with integrity and professional bodies should be motivated to initiate the process of rating Indian universities and institutions. A well designed and credible rating system will encourage healthy competition in the filed which will improve the quality in result.

Recent Reforms in Indian Higher Education Sector

Let us take a look at the major initiatives in higher education taken since the new Government came to power in 2014. The Ministry of Human Resource and Development (MHRD) has introduced certain very interesting initiatives in the field of higher education after the scrapping of Planning Commission where five year plan allocation was envisioned. The idea is to equip the youth with the necessary competencies.

- Government of India appointed a five member committee chaired by T.S.R. Subramaniam to evolve a draft NEP (New Education Policy) . The committee submitted its report in May 2016.
- The draft policy dealt with access and participation, quality of education, curriculum and examination reforms, teacher development and management, and employability and skill development.
- There is plan to establish two IIMs - one in Jammu Kashmir and another in Andhra Pradesh, two IITs - one in Karnataka and another in Dhanbad by upgrading the Indian School of Mines to an IIT
- Efforts are made to reduce regional disparities with Jammu & Kashmir, Bihar, Himachal Pradesh, Tamil Nadu and Assam getting AIIMS
- Plans are in pipe line to set up new National Institutes of Pharmaceutical Education and Research, Institute of Sciences and Educational Research, Centre for Film Production, Animation and Gaming,
- **Global Initiative of Academic Network (GIAN)** is an initiative by the Union Government to invite eminent academicians from all over the world to teach at higher education institutes during summer and winter breaks
- To provide online education and support continuing and lifelong education MHRD initiated SWAYAM programme - a Massive Open Online Course (MOOC) platform
- To integrate higher education field with ‘Digital India’ a National e-library providing access to rich educational material is envisioned
- Pradhan- Mantri Vidyalakshmi Karyakram - a complete IT enabled financial assistance authority to administer and monitor all educational loans and scholarship is established
- Pandit Madan Mohan Malviya Mission for Teachers Training (PMMMMTT) is launched to improve quality of teaching

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- **Unnat Bharat Abhiyan**- It is a mission proposed to transfer of technologies from the laboratory to connect remote villages with the higher education institutions.
- Under the gambit of **Study in India** launched in April 2018, nearly 150 selected institutes from public, private and deemed universities are offering a variety of courses covering engineering, management, commerce, photonics, yoga, ayurveda, athletics and languages. EDCIL (Educational Consultants of India Limited) under the Ministry of Human Resource Development facilitates the students from across the globe to come and experience the est of academic learning from top institutions in India.
- **Rashtriya Ucchatar Shiksha Abhiyan (RUSA) -** National Mission for Higher Education aims to have a totally new approach towards funding, regulation and governance in state higher education. The funding is incentivised linked to the the performance. The funding under RUSA to most states for higher education is in the ratio of 65:35 central to state. To be eligible for funding under RUSA state governments have to set up an autonomous State Higher Education Council (SHECs). SHEC will be responsible for the planning, quality assurance, monitoring and evaluation of the state's higher education provision, in pursuit to enhance quality and improve access to the sector.

Apart from the above mentioned reforms, the most important reform which is much anticipated is the **New Education Policy (NEP)**. New Education Policy (Draft 20219) has proposed certain key changes to the higher education system in India which are as below:

- A higher educational system comprising of large, multi-disciplinary universities and colleges
- Faculty and institutional autonomy
- Revamping curriculum, pedagogy, assessment and learner friendly student support
- Establishment of a National Research Foundation to fund excellent peer-reviewed research to actively promote research in universities and colleges
- Governing bodies of higher education institutes would comprise of highly qualified independent academicians and these bodies/boards would enjoy academic and administrative autonomy.
- Enhanced access, equity, and inclusion through a range of measures, including open schooling, online education and Open Distance Learning
- Three tier set up for all higher education institutions (existing as well as new) to evolve into research-intensive universities, teaching universities and autonomous degree granting colleges
- Colleges are proposed to get grant through a transparent system of graded accreditation and autonomy in a stage wise mechanism
- The National Higher Regulatory Authority (NHERA) is proposed to be set up to act as the single regulator for all higher education institution in a facilitative but strict manner
- A new General Education Council (GEC) proposed to frame expected learning outcomes for higher education programmes i.e. 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) to be formulated by the GEC which has to be in line with the National Skills Qualifications Framework
- Higher Education Grants Commission (HEGC) to replace UGC and take care of funding and financing of higher education

These changes proposed in NEP are not welcomed by all. There are certain issues which need detailed discussion and participation of all stakeholders in fruitful and democratic way. The proposed NEP is being criticised on the following grounds:

- It may seriously damage the public funded education in the country
- It may cause irreparable damage to equity and access of education

- NEP violates the constitutional obligation of the policy of reservation
- It may result in closure of thousands of colleges particularly in rural, hilly and tribal areas
- NEP may lead to reduction in GER , increase drop out rate, especially among the underprivileged section
- It is a back-door attempt to pave the way for abandonment on state investment in education and dependence on philanthropy
- NEP undermines the democratic governance of institutions and marginalise teaching community
- NEP may lead to violation of constitution provision of RTE
- It will lead to highly centralised structure of governance and academic decision making

Conclusion

Higher education in India is passing through a transformational stage with considerable change taking place in each aspect. There is reorganisation and remodelling of funding, leadership, management, accountability, quality enhancement, industry interactions, international collaboration and the way teaching and research is carried out. India has half of its population below the age of 25 years. This means there is going to be rising demand for higher education. Hence the higher education in India needs to gear up for the challenge. Higher education institutes in India needs to find mechanisms to improve the standard of education provided through universities and colleges. UGC has to promote private participation in providing quality and affordable higher degrees in the multi-disciplinary domains. Higher education institutes play vital role in shaping the students' future which depends on transparent, progressive and socially responsible educational (SRE) system. For this we need good governance in the higher education which results in optimum use of resources and infrastructure. also need. Efforts are needed to take care of the human sides of enterprise in terms of good salary, parity and other world-class benefits. Measures should be taken urgently to set up multi-disciplinary research institutions of world class. Government should promote collaboration between Indian higher education institutions and top International institutions and also generate linkages between national research laboratories and research centers of top institutions for better quality and collaborative research.

Now if all this is to be put in a nutshell then government expenditure in education at all levels including higher education needs to be increased considerably. Under the guise of quality enhancement the principles of access and equity should not be sacrificed. Autonomy is a tool which if not used carefully will destroyed all the gains made getting deprived sections of society in the mainstream. So a careful policy which encourages more participation and provides more opportunities to all is the only way forward.

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