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## AN IMPACT OF TRADITIONAL V/S MODERN TEACHING IN MANAGEMENT INSTITUTES OF JODHPUR

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**Abstract:** *The main objective of this article is to focus on the method of teaching techniques, starting from mouth teaching where various Vedic language were taught with expression in Gurukul, the use of the blackboard and chalk in old traditional classes, using slides and overhead projectors in the eighties and use of presentation software in the nineties, to the video, electronic board and network resources nowadays at present.*

**Key Words:** *Traditional Education, Gurukul system, Electric Whiteboard, Jodhpur.*

### 1. INTRODUCTION:

#### 1.1. TRADITIONAL EDUCATION:

Traditional education is often defined as customary education or conventional education sometimes. The main motive of traditional education is to pass on the rich values, manners skills and the social practice to the next generation so that they achieve something very valuable and that is necessary for their survival. In traditional education the student learns about the customs, religion and tradition of the society in which he lives. This type of education is mostly imparted to the students by the means of oral recitation or their expression means these are imparted directly from heart and is even gained by students from heart. There is very less or no written work or practical work and even if practical work is there it imparts life values. The students simply sit down together and listen to the teacher or the someone who recite the teaching, this teaching could be about the basic of life and how to live a successful life. The traditional does not include any kind of written tests but it includes some oral tests or some practical test to show their creativity towards life which is not very formal. Traditional education is very far from the knowledge of science and technology, it mostly tells us about basic of life. The education about sciences which we study today in a great detail is not imparted in the traditional education system, here in traditional education we learn to do everything ourselves and by our hard work we learn how to get into those learning into our life. Traditional education system basically includes the knowledge sharing or distribution about customs, traditions, and religions of the society in which we have to live. Hence it is called a traditional education, which is passed on from one tradition to another (Target Study, 2017).

#### 1.2. MODERN EDUCATION:

Modern education is very separately defined from the traditional education. The education which is being taught in the schools today is the modern education or the running education policies. Modern education teaches about the skills and learning which is required today that is the skills of science and technology, science related to medical etc. In addition to listening which was in traditional education, the modern education includes writing, visualizing, imagining, thinking, and in realistic practicing those skills to have proper knowledge about it. These types of education also have some kind of written tests which examine whether the students are learning properly or not. This is done in a very formal way which is same for all. The methodology used for teaching is very interactive between the students and teachers. Modern education is just an evolution or the advancement or the need of today's time as comparable to the traditional education which was imparted to the students a few hundred years ago.

#### 1.3. TRADITIONAL EDUCATION VS. MODERN EDUCATION:

Traditional and modern educations are both related to each other and in some way are different from each other even also. In the early history of our country, we found that there was a time where there were no schools where education could have been provided. The children acquired the education or knowledge for their survival from their ancestors only. At that time the knowledge was focused only on their skills improvement which was required for their survival. The people who lived in jungles during that time get their education from their ancestors who taught them how to hunt animals for their food, how to use animal skins for different purposes like to use as a clothes during winter, how to make effective tools. They were even taught about their rituals or the customs which they had to

follow. They were taught about their rituals and religions and were asked to follow the same. They taught them the stories in another words actually the live happenings of their gods and kings from whom they could learn some good morals and can make them useful in their life. It can be said that in another words, there was no proper system of education existing at that time. The kings who were rich with money and power used to send their sons to schools which were called 'Gurukuls' in India during that era. In these 'Gurukuls' they were taught how to use different weapons when enemy was in front of them, how to protect themselves from various kind of problem and how to attack their enemies to confront themselves.

They were also taught or given basic knowledge about the basic principle of ruling an empire genuinely. These types of schools were not meant for the local population or the local residing people but for the King's sons. The Gurukul's was only accessed by the royal families of the King's sons. The rest of the children of the local people in the empire learnt the skill which their parents possessed and also from them. As the democratic government has established in the coming years after the Gurukul system, the importance of education has spread throughout the country and people are becoming more and more aware of it. Schools were opened where any type of students could come and gain knowledge. This was the way of establishment of modern education. This was the time when science and technology was has started to grow more and more and has taken a new path of advancement. New technologies were invented and researched for further development. Many theories came up with new advancement. Then the time came when these technologies and theories were being widely used in day to day life and were easily understood by all levels of student. The new theories of mathematics were formulated and were exposed to all students which became important to be taught to the children, the education curriculum started including these theories in them and were also important for their overall development. This moulded the education system completely according to the requirement of today's time. And this was how the modern education came into existence and started its way. The modern education has presently replaced the traditional education system completely. This was not accepted by all the people in the society, some any how rejected it with some cause. People has the concept or thought which stated that the modern education was not fit or good for their children's they did not teach them about their religions or traditions and customs. So the modern education did not reach all the children and was not so much successful at that time. But slowly and gradually, the modern education has made its own place and is accepted by all the people.

And today modern education has reached to new heights and has achieved what was aimed for this. With the use of science and technology in the teaching methods, education has become all the way more fun, easy and interesting for the students as they are to do everything practically with the result in front of them. It can be said that the modern education is just a new version or the up gradation of the traditional education which was being practiced during those days. Modern education has somehow been derived from traditional education. Here are some of the comparison difference between the modern education and traditional education.

## 2. REVIEW OF LITERATURE:

### 2.1. MODERN LEARNING SYSTEMS V/S TRADITIONAL:

According to **Kraft (2014)** these offers a guide to help teach professionals to compare the traditional systems with the modern learning system whether they are the same or different if different which is more better. It is unlikely that the modern learning system could be found in a single neat package provided by our talent or business system provider as comparison to traditional method of teaching, hence we consider end goals while planning system upgrades and to go from there. Learning content drives or motivate learner engagement, which in turn drives behaviour change more significantly, knowledge retention for future benefits, and on-the-job performance with patiently. We can't think to overlook the importance of integrated Content Management this time around ourselves.

**Campo, Negro, Nunez (2017)** Furthermore, all the aforementioned, it is often viewed for the modern method of education under the different mentalities or mind concept in which the teacher conditions and the student using the new teaching technique, improving soft skills but maybe leading either to encouragement or disinterest among both students and teachers, and including the lack of educational knowledge consolidation at scientific, technology and specific levels of understanding as comparison to traditional knowledge during that time.

In the same way, studied the process of adaptation which is required for teachers in this situation, the differences in the processes of information transfer and education among the student by both the education system, and even for the existence of teachers who are not any longer appealed by their work they were doing efficiently due to which they have become much simpler even in such a technological world they are existing. There exist a greater ease in the development of classes due to the criteria described on the new Grade Programs which is adopted by the European Higher Education Area. Moreover, it is also intended or thought to understand the evolution of students' profiles, from the time of eighties to the present time of now, in order to understand certain attitudes, behaviours, accomplishments and acknowledgements acquired over the semesters within the degree Programs because it is student who are the most affected by any change occurring in education system. As an Educational Innovation Group, another key question also arises in my mind. What will be the learning techniques for the overall development of the students in the future? How these evolving matters will affect the students life both positively and negatively on the mentality, attitude, behaviour and learning, achievement of goals and satisfaction levels of all elements involved in universities'

education and whether are they really required in today's scenario? Clearly, this evolution **from chalk to the electronic board**, the three-dimensional view of works and their sequence, greatly facilitates the understanding and increases the level of attraction for education and adaptation later on to the business world, but does not answer to the unknown regarding the knowledge and the full development of achievement's indicators in basic skills of a degree and in some case is not answerable to whether it is really beneficial and required to students or not.

### 3. METHODOLOGY:

To develop this study, there are some prepared lists of available resources in chronological order, outlining the most important criteria for and against them which can once be looked upon. Then studied its effect on the teacher, the student and the learning process as all has its impact.

FOR	AGAINST
<b>Chalkboard</b>	
<b>Allows deleting and overwriting.</b>	Time to write it.
<b>The teacher must know the subject rather well.</b>	Requires good writing and order.
<b>The student sees the teacher solving.</b>	Required to draw well.
<b>Closeness to the classroom.</b>	Cannot show the reality (photos)
<b>Dynamic.</b>	Once deleted does not allow to return to previous boards.
<b>Slide Projector</b>	
<b>Can show the physical reality (photos)</b>	Requires prior preparation of the contents(slide revealed)
<b>Can turn back to previous slides.</b>	Requires glimmer light or no light.
	Can't paint over them. Requires a support board for explanations.
	Static.
<b>Overhead projector</b>	
<b>Allows to paint on the transparency</b>	Static.
<b>Can turn back to previous transparency.</b>	Requires prior preparation of the contents(transparency)
<b>Opaque Projector</b>	
<b>Allows projecting any book without prior preparation.</b>	Static.
<b>Can turn back to previous transparency</b>	Can't paint over them. Requires a support board for explanations.
<b>Conference Paper Roll Holder</b>	
<b>Allows deleting and overwriting.</b>	Time to write it.
<b>The teacher must know the subject rather well.</b>	Requires good writing and order.
<b>The student sees the teacher solving.</b>	Required to draw well.
<b>Closeness to the classroom.</b>	Cannot show the reality (photos)
<b>Dynamic.</b>	Limited space.
<b>Can turn back to previous paper roll.</b>	Requires few students.



Slate Markers		
<b>Allows deleting and overwriting.</b>		Time to write it.
<b>The teacher must know the subject rather well.</b>		Requires good writing and order.
<b>The student sees the teacher solving.</b>		Required to draw well.
<b>Closeness to the classroom.</b>		Cannot show the reality (photos)
<b>Dynamic.</b>		Once deleted does not allow to return to previous boards.
<b>Cleaner than chalkboard.</b>		
Television and Video		
<b>Dynamic.</b>		The teacher fades into the background during projection.
<b>Can show the physical reality (photos and videos)</b>		Requires prior preparation of the contents (search or pre filming)
<b>Closeness to the student.</b>		Requires glimmer light or no light.
		Can't paint over them. Requires a support board for explanations.
Video Projector (VIDEO + DVD + PC)		
<b>Dynamic.</b>		Requires prior preparation of the contents (Video, DVD, PC)
<b>Can show the physical reality (slides, photos and videos)</b>		Can't paint over a slide, photo or video Requires a support board for explanations.
<b>Allows switching quickly between video, DVD and PC.</b>		
<b>Can turn back to previous contents.</b>		
<b>Closeness to the student.</b>		
Electric Whiteboard		
<b>Dynamic.</b>		Requires prior preparation of the contents (Video, DVD, PC)
<b>Can show the physical reality (slides, photos and videos)</b>		
<b>Allows switching quickly between video, DVD and PC.</b>		
<b>Allows to paint over a slide, photo or video.</b>		
<b>Can turn back to previous contents.</b>		
Network Resources		
<b>Show instantly updated information (web)</b>		Slow if network collapses.
<b>Students feel more comfortable than with notes or books.</b>		
<b>Closeness to the student.</b>		

#### 4. STATEMENT OF PROBLEM:

The purpose of this study was to compare instructional Module based on constructivist approach with the traditional Method in management Education at private management institutes of Jodhpur.

##### 4.1. OBJECTIVE OF STUDY:

Following are the objectives of the study.

- To compare instructional Module which is the modern approach taken by the teachers which is based on constructivist approach which can lead with a better construction of students mind and concept with the traditional Method which was practiced earlier in management education
- To determine the effectiveness of module of modern education system which is based on modern approach on the performance of students, whether the students have a positive response in understanding these kind of education system or not.

##### 4.2. HYPOTHESES:

There is no significant difference of scaled mean score of students of experimental and control group

H<sub>01</sub>: There is no significant difference between traditional and modern methods of teaching on pre-test of English communication at Management.

H<sub>02</sub>: There is no significant difference between traditional and modern methods of teaching on pre-test in reading.

H<sub>03</sub>: There is no significant difference between traditional and modern methods of teaching on pre-test in grammar.

H<sub>04</sub>: There is no significant difference between traditional and modern methods of teaching on pre-test in writing.

H<sub>05</sub>: There is no significant difference between traditional and modern methods of teaching on post-test of English communication at Management.

H<sub>06</sub>: There is no significant difference between traditional and modern methods of teaching on post-test in reading.

H<sub>07</sub>: There is no significant difference between traditional and modern methods of teaching on post-test in grammar.

H<sub>08</sub>: There is no significant difference between traditional and modern methods of teaching on post-test in writing.

#### 5. ANALYSIS AND INTERPRETATION OF DATA:

Pre and post Tests was administered to both traditional and modern methods of teaching. Test results were entered to SPSS. After pre-test, t-test was used to check difference between both groups. After post-test, t-test was used to find the effectiveness of either traditional or modern method of teaching.

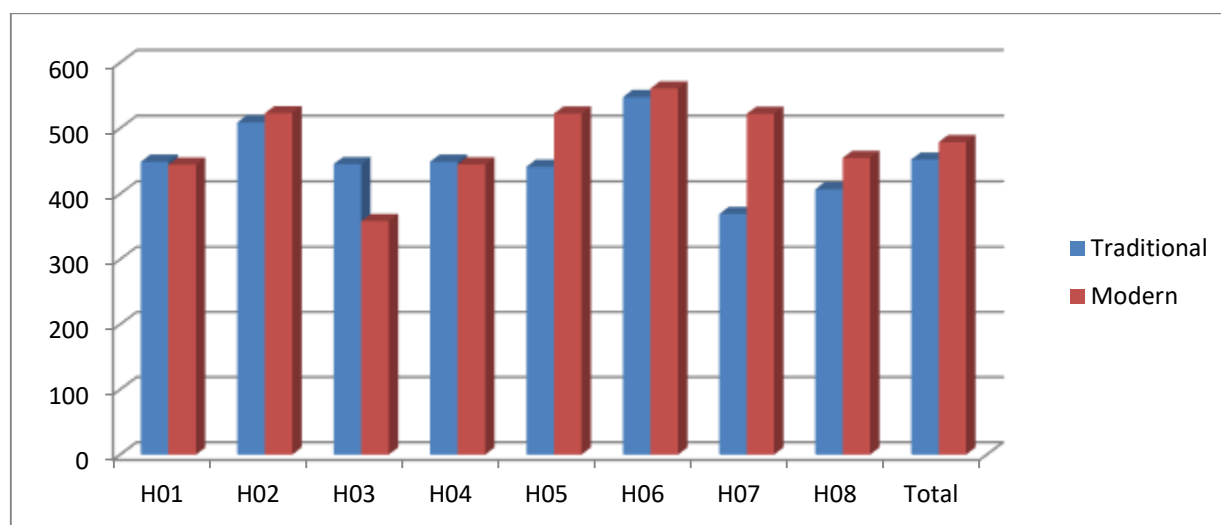
#### HYPOTHESES TESTING

Hypothesis	Group (Traditional and Modern)	No.	Mean	SD	T	Sig.	Decision
There is no significant difference between traditional and modern methods of teaching on pre-test of English communication at Management.	T	50	342.72	101.23	0.24	0.725	Accepted
	M	49	325.25	33.51			
There is no significant difference between traditional and modern methods of teaching on pre-test in reading.	T	50	428.73	98.23	-0.805	0.523	Accepted
	M	49	432.79	43.25			
There is no significant difference between traditional and modern methods of teaching on pre-test in grammar.	T	50	325.32	133.23	3.162	0.001	Rejected
	M	49	252.84	76.25			
There is no significant difference between traditional and modern methods of teaching on pre-test in writing.	T	50	325.12	89.25	-1.159	0.283	Accepted
	M	49	322.69	43.21			
There is no significant difference between traditional and modern methods of teaching on post-test of English communication at Management.	T	50	321.24	65.28	-5.63	0	Rejected
	M	49	411.09	31.28			



There is no significant difference between traditional and modern methods of teaching on post-test in reading.	T	50	435.49	53.21	-0.928	0.012	Rejected
	M	49	468.54	33.27			
There is no significant difference between traditional and modern methods of teaching on pos-test in grammar.	T	50	253.29	110.25	-6.89	0	Rejected
	M	49	431.45	59.23			
There is no significant difference between traditional and modern methods of teaching on post-test in writing.	T	50	366.81	64.25	-3.504	0.001	Rejected
	M	49	354.53	32.18			

**Graph 1:- Comparison between traditional and modern Method in proficiency of English communication in management institutes**



Graph shows that two groups traditional and modern were equal and modern group performed significantly better than traditional group. It explores that treatment has positive effect, that is modern approach of teaching is significantly better than traditional approach of teaching. The above analysis interprets that the mean value of traditional method is lower than the modern method teaching and the significant value is 0.725 which is greater than  $\alpha = 0.05$  significant values hence accepted the null hypothesis that there is no significant difference between traditional and modern methods of teaching on pre-test of English communication at Management. Similarly in the case of hypothesis  $H_{02}$ ,  $H_{04}$  that both have accepted as a null hypothesis as there is no significant difference between traditional and modern methods of teaching on pre-test in reading and there is no significant difference between traditional and modern methods of teaching on pre-test in writing both are having high significant values such as 0.523 and 0.283 than the  $\alpha = 0.05$  significant value so accepted them both as null hypothesis which interpret that in the case of writing and reading at the time of pre-test both methods are useful. Where as in the case of other hypothesis such as Hypothesis  $H_{03}$ ,  $H_{05}$ ,  $H_{06}$ ,  $H_{07}$ ,  $H_{08}$  there is no significant difference between traditional and modern methods of teaching on post-test of English communication at Management, there is no significant difference between traditional and modern methods of teaching on post-test in reading, there is no significant difference between traditional and modern methods of teaching on post-test in grammar, there is no significant difference between traditional and modern methods of teaching on post-test in writing. All hypothesis having less significant value such as (0.001, 0.000, 0.012, 0.000, 0.001) than the  $\alpha = 0.05$  significant value hence rejected the null hypothesis which means that there is significant difference between both methods and mean value interpret that modern method teaching is better than traditional method of teaching for the management institutes.

## 6. CONCLUSIONS:

The traditional method is being used in teaching English communication skills or in another language can be said as spoken English at management institutes level in Jodhpur despite of knowing its advantages and disadvantages for students. It is being replaced by modern teaching method in teaching of English communication skills at management institutes which has been proved through various researches to be comparatively far better than the traditional teaching method. The findings of the study proved that the students of experimental group not only learnt better but the rate of proficiency was also higher than that of traditional methods of teaching. Modern group indicated a high level of satisfaction, and increased student participation which was evident to any observer. Students were

more willing to volunteer to answer and ask questions to instructor in order to clarify material, and team discussions resulted in many new points being introduced. The findings of the study proved that constructivist teaching method in teaching of English communication skills at management is far better as compared to traditional method.

## 7. RECOMMENDATIONS:

It is obvious that technological advances have brought in between us some notable improvements in the teaching process of education in today's world, but it has abused many of them, or have not clearly shown how to guide these students whenever required and wherever required, often favourably. Conclusions above mentioned pose a series of questions which arises in one's mind is, what it is which each teacher, each student and each college should resolve according to their capabilities, resources and objectives which could be beneficial to themselves and to the nation development. The teacher has undergone a variety of substantial changes according to the today's demand of nature and now has these teachers have some means to support in the classroom which provides him safety and reliability among the students sitting in front of them. But sometimes, the use of such media has been in detriment about the communication between the teacher and the student because media can never understand the idea lying between a teacher and a student; and as some teachers are limited to "read" and rely too much on the projected material, they eventually forget that teaching is one of the major functions and above all this one important duty of teacher is: motivation. Moreover, the teacher is totally reliant and at the mercy of the electronic resources which is available in today's environment, so that in the event of failure, he can hardly teach class and he save himself from teaching and he can interpret that it was complete mistake of device and students are not able to gain perfect knowledge regarding the subject. The student has no need to take notes in class because teachers are present there to resolve their problem but it is actually not so, they may attend or either be dispersed, as they are confident that at home they have the possibility to download some perfect notes from the web because they found their teachers are not that capable to resolve their doubt and the notes will have better content than what was taught in class. But do they really look at all the material at his disposal, is it so with all the students, as students are of different types? Ease of access is causing or creating some teachers to hang lots of information for consultation about the topic with students. The student does not always take print of all information because sometime they miss some important one too, which is beneficial for the environment even for them to grow, but can one study on a screen as well as on a paper efficiently? Homework of collecting and finding information regarding the subject, in other words, is the state of the art, it is actually the creativity of the student to work in a manner in which he or she can make notes related to the topic concern and in many cases are obsolete, since the student can download the homework directly from either a national or a foreign university, shamelessly having plagiarism in their contents. Even worse is when they do it from blogs or another place which is not a contrasted resources, which do not have any relation with the concern topic as both the topic are different and have no similarities among each other. This, forces the teacher to change the teaching method which is beneficial to a student for the subject concern and related to and even teacher proposes work which is based on the logical reasoning more than on the information itself and hence can be prove beneficial to them both student as well as for the teacher.

We do not know for sure what the future will be of us, even every day we are at a crossroads of life, what will happen in the another second, will we get something or we have to lose something, whether the means, techniques and reasoning we try to use to improve education will provide adequate training for our graduates or not, is this sufficient for them or not. Today we can only strive to find what we think is best for us, but ...only time will tell us what is best and how to achieve is shown by the time but how to achieve is depended upon us.

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## Management Education in India Challenges & Opportunities

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**Abstract:** *In this paper I am going to give a light on the present scenario of Management Education in India. The basic issues have been identified for all this efficiency, sufficiency and equity in overall higher education system including management education. Today as per opportunity we all are facing a lot of challenges among management education in India. Now a day “Management Education” is facing a lot of crisis in the present scenario across the world. Today management education is facing a lot of issues such as mushrooming of management institutions with poor regulatory system, lack of quality of education, lack of faculty storage and due to low salary packages etc. As today Indian Economy is going to emerge as a knowledge economy with third largest technical manpower in the world after US and China, the challenges before management education need to be properly analyzed and understood from an altogether fresh approach*

**Key Words:** *Management Education, Challenges, Opportunities.*

### 1. INTRODUCTION:

Indian Economy is going to emerge as a knowledge economy with third largest technical manpower in the world after US and China. India needs flexible education and training system that will provide the foundation for learning to develop required competencies with morality, credibility and accountability. In the modern economic scenario all over the world-“Management”—as a stream of education and training has acquired new dimensions. Management is an exciting field where you can have an immediate impact on the operations of any business. The field of Management is dynamic in nature. New tools and techniques are continually being introduced to improve the efficiency, productivity, and profitability of any organization. All organizations and their departments, functions, or groups use Management methodologies, which include problem solving techniques and guidelines for various related activities.

### 2. TRENDS IN MANAGEMENT EDUCATION:

After the media first introduced ranking system for business schools in 1988, business schools appeared more proactive in making changes, although they focused primarily on product tinkering, packaging and marketing. Subsequent to this, the popularity of MBAs rose. Global competition, emergence of consulting business and Internet based transactions are changing the product offerings in management education. The trends of evolution of management education indicate that knowledge creation is becoming more student based (Friga, Bettis and Sullivan, 2003). This will usher in a variety of changes, including, paradoxically, a trend towards closer interaction among industry, students and faculty. E-learning and computer based learning packages are making inroads slowly. A recent study has concluded that although the creation of knowledge will always be an important mission for business schools, other organizations are developing more formal management programs and creating knowledge; this may cause a shift in strategy as schools become more focused on gathering and sharing, rather than on creating knowledge. It is important to recognize that knowledge creation is taking place not only in ivory towers, but also in boardrooms. Computer based tools and technologies are being used for themes where content is crucial. On the other hand, the mess that is rich in tacit knowledge such as leadership, entrepreneurship and multicultural sensitivity experiential contexts are being generated for bringing teaching closer to real life. Thus, business schools are focusing more on gathering and sharing new knowledge. Many niche organizations and global consulting firms are increasingly becoming the source of management knowledge creation. It is clear that management education will emerge as one of the main foci of higher learning, as service economy takes precedence over other segments. Three roles are getting differentiated, viz., management knowledge creation, knowledge gathering and knowledge sharing. This will change the face of management education further. A recent study on management education has shown that there will be a fundamental shift in business school product offerings away from traditional MBA Programs to more

part-time programs and education with in corporations and in people's homes [Friga,Bettis and Sullivan2003].The anticipated shift in primary product offering by business schools is schematically.

The future of the business school is a highly topical issue, as it is a growing business. The global education and training market will continue to be growth areas. Short courses offered by consulting companies are emerging as alternative business schools and the research conducted by various professional service firms are becoming alternativesourcesofbusinessresearch.It has been stated that business schools, if they have to survive, have to focus on research to solve problems of enduring importance and to build such (evaluated) curricula that can actually prepare students to be effective in practicing the profession. This is with reference to the role of business schools. On the other hand, are centre porton financing of universities has stated that when universities depend on taxpayers, their independence and standards suffer (Stevens, 2004). Under- priced goods and services are usually wasted. Flexibility in setting sources of income is necessary for inducing business schools to compete on standards. Competition will make business schools continuously evolve and develop relevant and result-oriented curricula and teaching tools. Such is the scenario of global management education market.

### 3. OBJECTIVE STUDY:

- To study the existing management education system in India.
- To analyze the opinion of the selected interest groups regarding existing management education system, i.e. students, faculty and HR executives.
- To compare the performance of selected B schools in India.

### 4. RESEARCH METHODOLOGY:

- The study will be at macro level.
- The research is mostly based on secondary data.
- Secondary observations of various articles.

#### 4.1. EVOLUTION OF MANAGEMENT EDUCATION IN INDIA:

Management Education in India has not grown in an evolutionary manner. American experience was grafted on to an existing educational system and did not emerge from the native educational and business context and culture. Its development has been and omandits objectives content, pedagogy and other aspects need re-examination in relation to the needs of India, in an increasingly globalizing economy. Organizations are becoming more complex and businesses more competitive. The demands on the skills of Indian managers are changing. It has become sential tore- examine the entire structure, content, purpose and pattern of Management Education.

#### 4.2. MANAGEMENT EDUCATION IN INDI : SOME EMERGING ISSUES

Excellence in any economics segmented sex cellent managers who are capable of conceptualizing ideas, converting them into products and services, satisfying customer needs, enabling seamless working and continuously maintaining the competitiveness. Indiacontinuestolaginit's ranking on competitiveness. If India has to become a global economic power, it has to give attention to man agreement education as coordinate on of assets, supply chain and knowledge flows will become critical for maintaining the competitive edge. Before examining the issues a review of steps proposed by various committees for improving management education are examined. This is followed by a section that highlights the emerging issues in management education in India.

#### 4.3. INTERNATIONAL B SCHOOL SURVAYS BY MEDIA:

Media	Started	Frequency	Weightage & Ranking Criteria
Business Week	1986	Every 2 years	45% students' survey, with different parameters 45% recruiters' survey with different parameters 10% faculty publications
U.S. News & World Report	1990	Annual	40% Deans' Survey 35% Graduates Employability / starting salaries,. 25% Students academic quality ( GMAT Scores included)
Asia Inc	1995	Annual	20% Peer-Reputation Ranking (by Deans) 45% School & Faculty Quality 35% Students' academic quality
Financial Times	1999	Annual	20% Graduating Students starting salary 20% 3-year growth in salary post MBA 10% faculty research/ publications 10% international faculty & students 5% Ph.D. students placement 5% faculty with doctorate 5% women faculty and students

			25% other criteria related to admission, curriculum etc
Forbes	2001	Every 2 years	Surveys alumni; Measures “return on investment in Dollars and cents” by focusing on salary and gains in comparison to tuition costs

#### 4.3. INDIAN SCENARIO OF MANAGEMENT EDUCATION:

Post graduate education in management in India is currently enjoying a higher demand than ever before, for several reasons:

- A large number of graduates are coming out of colleges and institutes every year, making every job opportunity highly competitive and difficult to get. With job opportunities not being expanded in similar proportion, the majority of these graduates turn towards post graduate education.
- Many multinational companies attracted by India's "open door" policy, adopted due to economic liberalization and globalization, have recently setup their branches and offices in India. These companies, during campus placement and recruitment, have shown a preference for candidates with postgraduate management degrees.
- Several companies have raised the entry-level qualification itself to post-graduation with specialization in management. This is being done to ensure availability of candidates with better skills and knowledge and also to filter out the large number of applications they receive for every job that they advertise for.
- Many students feel that a post graduate qualification, particularly in management, will provide them with special skills like good communication abilities, ability to working teams, leadership quality and exposure to current trends in business and commerce, thus enhancing their employability.

#### 4.4. FACTORS INFLUENCING THE QUALITY OF MANAGEMENT EDUCATION SYSTEM:

Sr. No	Factors
<b>a) Institutional Factors</b>	
1	Goodwill of the institute
2	Quality Admissions
3	Good Placements of the students
4	Research & Consultancy
5	Healthy Academic Environment
<b>b) Personal Factors</b>	
1	Promotions & Rise in Pay scales
2	Personal Knowledge Enhancement
3	Recognition in the society & industry
4	Research & Post Doctoral Studies
5	Better Job Opportunities
6	Self Satisfaction
<b>c) Customer Factors</b>	
1	Strong Knowledge Base
2	Practical Orientation
3	Experiential Learning
4	Personality Development
5	Career Guidance & Counseling
6	Higher Jobs & Pay scales

#### 5. CONCLUSION:

The present scenario of management education produced some degree holders with more knowledge and information in a particular area, but it has failed to develop general employability skills needed for entry level employee. We need job led growth and for this, the thrust should be on quality and management education. To attain efficiency, sufficiency and equity in overall system of education, we have to adopt SMART & SIMPLE models of human resource development.

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## 7 P's OF Marketing IN Higher Education

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**Abstract:** India's education system, as one of the worlds largest, has been studied and reflected on through academic papers and researches, used as a case study and been the subject of many renowned books. The tough competition in this sector in present era has led to the most higher education institutions to develop corporate strategies inclusive of marketing strategies and they linked it to a vision as to where they want to go and what positioning they want to set in the target customers' mind. The education sector offers a variety of higher educational programmes as well as professional and specialized skill courses that are comparatively priced and of excellent quality. To survive in this competitive era, it has become essential for these institutions to adopt marketing strategies. The present study focuses on understanding the extent of role played by 7 p's of marketing in deciding the future of academic institutions in developing them as the dominant player of the society.

**Key Words:** Education, competition, marketing, higher education institutions.

### 1. INTRODUCTION:

Education is a growing industry and one where Rajasthan is gaining acceptance as a reputable study destination in the region. It is now becoming an education hub. The education sector offers a variety of higher educational programmes as well as professional and specialized skill courses that are comparatively priced and of excellent quality. In Southern Rajasthan there are many higher educational institutions. Approximately 100 private colleges are Providing U.G. and P.G. Courses like B.A., B.Com., B.Sc., B.B.M., BCA, M.Com., M.Sc., M.A., MCA, Nursing and B.Ed. courses. Nearly 1.5 lac students are studying in these institutes in Southern Rajasthan. We have seen in last few years many seats were vacant in management and engineering colleges because number of institutes providing such higher education are increasing day by day and these vacant seats are becoming a critical problem for these institutes. So to overcome this problem the management are now focusing more and more on marketing concept. To survive in this competitive era, it has become essential for these institutions to adopt marketing strategies. As a matter of fact, student entering institutions of higher education today are very different from those of previous generations. Therefore from time to time higher education institution marketers used to study the factors that affect student choice. Moreover, the study of choice and decision making in higher education is an area of growing research interest, primarily because higher education has been transformed from a domesticated centrally funded non marketised entity to a highly marketised and competitive environment. Most of higher education institutes now recognized that they need to market themselves in a climate of competition, which for universities is a global one and substantial literature on the transfer of the practices and concepts of marketing from other sector to higher education has been developed.

The techniques of marketing research and product development can contribute in many ways to the needed educational revolution. Educational marketing is mainly concerned about customer satisfaction, searching new market segments, developing new services, finding new funding resources and enhancing the institution image.

### 2. ROLE OF MARKETING IN HIGHER EDUCATION:

In general, the recognition of the nonprofit and public sector importance in contemporary society coincides with the cognition of universal applicability of marketing principles. Higher education institutions face, on one hand, the growing impact of the changing environment where they have to attract a critical mass of customers, and on the other hand, requirements of the government, ministry of education and general public (Arambašić, 2009, p. 4). In order to efficiently fulfill these requirements in situation of increased competition, marketing orientation in higher education institutions is becoming necessary. Marketing in higher education has a very different role today than it had only a few decades ago: from advertising, publicity, lobbying and fundraising as sporadic, non-systematic activities, it has developed a totally new dimension with emphasis on image and reputation creation, attracting new and alternative

financial resources, etc. Estimations say that traditional universities allocate about 5% of their income for marketing purposes, in comparison to over 20% of income allocated by private, market-oriented institutions (Maringe & Gibbs, 2009, p. 44). Student as the major stakeholder and his needs is in focus of all activities. Marketing in higher education institutions based on integrated marketing principles of business sector helps them to face the challenges of the changes in the environment by creating so called „learning environment“ which is customized to satisfy the recognized needs of the customers. In the context of marketing orientation the process of higher education is seen as an exchange process where institutions offer different knowledge, skills and competencies, preparation for career, satisfaction and other benefits to their customers by using different resources, and in return they receive tuition fees, donations, time and energy from their stakeholders (students, funders, labor market). Due to the better choice possibilities of higher education service providers, students today look for value added: better service, program quality and value for money. If we consider that the major goal of higher education institutions is delivery of high quality service it is necessary that all stakeholders cooperate in creation of such service which opens space for customer relationship marketing. In order to fulfill this goal higher education institutions have to implement marketing on both strategic and operational level in order to create stable but flexible structure and system.

### **3. MARKETING MIX:**

#### **3.1. SUGGESTIVE 7PS FOR HIGHER EDUCATION INSTITUTION:**

Marketing is the art of demand creation, and the process of serve the old customer as well as the new too. From our research we understand education market is also facing the tough competition where students are the consumer, faculty are the service provider and institutes are playing role of big companies, to survive in this tough market institutes are also using marketing tools to promote themselves well and sell the different courses they are offering, selling is not the last goal for the institutes; giving a quality education and better carrier to the student who showed his trust in the institute as getting admission in that institute, giving him/her better job opportunities are also a big task for the institutes. If institutes have a good reputation in the market only then big companies come to them to place their students in their company, hence we can say an institutes personality make the carrier of their students so institutes need to work on continuous learning on the different aspects to grow more themselves in their field. As per our research we found that institutes can promote themselves with the 7ps, which are the various different factors that affect every single person who are linked with the institute, here we are presenting some factors under the heads of 7ps.

#### **4. PRODUCT:**

Product is the basic decision of the institute that what courses and programs it is offering to their potential customer (Students). It is the product that is sold by the institute to earn profit and make their position in their market. In education market the institute have to design the courses according to the students, they have to divide all these heterogeneous market into homogeneous market and target the particular market and course according to that. The course and program is being marketed by its features, quality, benefits and quantity.

##### **4.1. CURRICULUM:**

In Curriculum institutes can give students a syllabus that not only enhance their knowledge but also sharpen their skills and practical knowledge. The curriculum helps to understand the current scenario and helps them in future to work in these situations. The curriculum gives them an idea to think out of the box. Institutes can prove themselves different from the curriculum that they are not providing the same thing as the other institutes, they are providing better and qualitative education to their students.

##### **4.2. VARIOUS COURSES:**

The more number of courses the more you are in the attraction of the students. Student prefer those institutes who are providing various courses under a single roof. Students are moving out for studies because institutes are not providing the range of courses they want, so if any institute work on this they can at least get all student of the same city. According to my research I got to know that there are not that much institutes in southern Rajasthan, just because of that students are moving in the other cities for better courses, institutes also can design courses according to the price and according to the caliber of the student, they can make segments of a single course and divide student according to that. So, if institutes work on this they can attract a big section of students.

##### **4.3. QUALITY EDUCATION:**

It is very essential for any institute to provide qualitative education to their students, better teaching patterns, excellent & excel faculty members, Subject specialists who can give them better knowledge related to that field, clear the concepts of the students etc.. Better grading given by NAAC recognized by UGC, AICTE, HRD etc. In this way institutes also can promote themselves in the education market.

##### **4.4. PLACEMENTS:**

Institutes goodwill in the market is the only key that makes the big companies and MNCs to come in that institute and make their students a part of their company only. As per my research, students move to that institute only

who promised them for their placements as they complete their studies. Those institutes who are serving professional courses for them it's a major responsibility to bring best companies for their students. So, better placements promise and guarantee can attract student.

## **5. PRICE:**

Price is one of the part of marketing mix and describes the strategy of the institute for their target market. Pricing of courses affects the demand and supply of any market. As per my research I got to know that southern Education market is price sensitive and fees of different courses gives impact on student enrollment. So, here are some suggestive recommends for the institutes for the Price marketing mix;

### **5.1. SCHOLARSHIPS:**

By giving different scholarships opportunity institutes can easily market their institutes in the education market. Introducing different entrance exams and toppers can have scholarships by the institute, where they can ask the student to enroll in the institute to enjoy the scholarship.

### **5.2. DISCOUNTS:**

Offering different types of discount offers at the time of admissions can attract students towards the institutes. Education market is price sensitive, offers and discount on the time of enrollment can work effectively in this competitive market.

### **5.3. PERCEIVED VALUE PRICING:**

As per our research I got to know that southern Rajasthan is very price sensitive when we talk about education market, so institute should go with perceived value pricing, this will help them a lot to grab that market where competition is on peak. Perceived value pricing means valuation of the course and program according to how much consumer (student) are willing to pay rather than how it actual cost. It works greatly when there is tough competition and institute were focusing on student enrollment much. Also institutes can design course according to this that a average student can have that course on low price. Many a times course/program fee stop the student to get enroll himself/herself for that course.

## **6. PLACE:**

Place is the important marketing mix because it describes from where one can get the product, so easily accessibility affects the market the most. Most of the big institutes are situated in the outskirts of the city so its affect the enrollment if the reach is hard for the student. So the institutes should try to provide free transportation facility for the student and should consider that a visitor can also visit that place easily to the local transportation facility if they don't have their own vehicle. Surroundings of the institutes also play a major role to like that place or not.

### **6.1. LOCATION:**

Location of the institute easily influence the student if its eye pleasing. Most of the students after passing schools first check the location of the institute, because it is a new experience for them also. Location should be not in that crowded area where student can't focus on their studies well. It should be a place like green and peaceful where one can easily enjoy his/her studies.

### **6.2. PUBLIC TRANSPORT:**

The location of the institute should be on that place where public transport can reach easily. Students avoid those institutes where they don't find any medium to travel. So, institutes should consider that thing that there location should be like this where one can get easily mediums of travel.

### **6.3. TRANSPORTATION FACILITY BY THE INSTITUTE:**

Institute should give free transportation facility to the students of that institute. If the institute is far from the city area bus facility by the Institute is a boom for them.

### **6.4. PROMOTION:**

Promotion of the institute plays a role to introduce institute to the students. Promotion helps student to know about the institute, promotions shows the popularity of the institutes also. It includes media propagation like advertising the institute through print media, outdoor media, internet and broadcast media. Institute can use these tools to introduce them well to advertise them in the education market.

### **6.5. PRINT MEDIA:**

Institute can use print media to the maximum reach of the people and they can use it only for the targeted customers. Print media includes newspapers, magazines and newsletters by the institutes. Through my research I got to know that institutes use print media on the time of admissions only and when they feel need of it, so we recommend the institute that they should use this media type on a frequent gaps, that people can easily recall their institute.

### **6.6. BROADCAST MEDIA:**

Institute can use broadcast media to create a fantasy in the mind of the students, hiring good advertising agency that make brilliant ads for the institute that make the mind of the students for the institute, but they should also take

care of that fact that they should not portray the wrong things in front of their customers. Television and radio are the type of broadcast media.

#### **6.7. OUTDOOR MEDIA:**

To keep a recall in the customers mind institute can use outdoor media like banners, posters, hoardings at different places of the city, easily readable and where one can easily see them. Less expensive and durable media type can help institute in advertising themselves.

#### **6.8. INTERNET:**

Institutes can give online ads of the institute on the different sides where there ads were displayed on the different pages, this divert the mind of user and they check it out easily about the institute and create brand awareness in the mind of customer.

#### **6.9. PEOPLE:**

This P includes faculty, X-students, Alumni and all the non-teaching staff of the institute, which directly or indirectly represent the institute. Faculty, alumni's and non-teaching faculty create word of mouth and represents the institute with their personality and knowledge which creates good image in the mind of viewers and gives impact on their mind about the institute.

#### **6.10. FACULTY:**

Faculty of the institute specifically can indirectly advertise for the institute. Firstly on the time of counseling can give them relevant point why bonding with faculty is good and helpful, after the admissions they can give a better impact through their teaching and after they pass out they can ask them to get enroll their friends and relatives also in the institute.

#### **6.11. ALUMNI:**

Alumni are the best living examples to represent the institute to the new potential customers of the institute. They can represent as how well the institute is working in the education sector that there pass out students are placed at big companies and they are working well. Institute can use alumni as there advertising tool they can represent them as the success and hard work of the institute.

#### **6.12. NON-TEACHING FACULTY:**

Non-teaching faculty also can represent as they are part of the institute and institute is hiring only qualitative people to work with them. When people see their personality it create a mindset for the institute and their professionalism in the mind of customer.

### **7. PROCESS:**

Here, in this point of marketing mix we can define the working process of the institute how they can do marketing with this P. With process you can show the students with what medium you are giving them quality education and what will gain with that. So, here are some suggestive ways by us that help institute to enhance a better process of quality education.

#### **7.1. SIMULATION GAMES:**

Simulation games is a technique where we create a same accurately real world situations, physics and events as accurately as possible. There are many management games which can give bundle of knowledge to the student, if they participate in this type of games. AIMA SMG is one of the example where the top management students plays how to handle the real world situation. Institute should run these kinds of management games in the institute to prepare future's best managers. The student should be encouraged to take willingly part in these kinds of activity to enhance their skills.

#### **7.2. CASE STUDY WRITING AND ANALYSIS:**

Through case study writing and analysis one can develop his skills how to handle the situation arouses in the real life, how to manage the situation and find solutions for the problem in a better way that gives profit to everyone. With this one can develop to concentrate on the small things which are ignored by others. Hence, institute should arrange these kinds of workshops for the students to give them better knowledge of the real world.

#### **7.3. INDUSTRY VISIT & REVIEW:**

With all these techniques we can say that institute enhancing the skills of students to understand the current scenario of working and understand the process of things. Industry visit gives exposure to the students to see the working of these industries, understand the process of production how things are managed on big scale. These all are learning for their future. Industry review is how they can interpret what they learn from the visit and what knowledge they occurred about the industry, these are the way to develop the skills of remembering and writing them as well.

#### **7.4. ROLE PLAY:**

With the seminar and workshops on role play institute can help the students to understand the situation well by playing them, In role plays students ask to play the same situation and act them, with this activity student feel the same what happened in that situation and how they should react on that time. So role play is an activity that helps student to understand the situation and react according to that.

### 7.5. FLIPPED CLASSROOM LEARNING:

The term Flipped Classroom Learning means here students get the chapters and videos at home they learn & read at home, after that they come institute and ask their queries to the instructor and spent their time to do the traditionally called homework. They came and saw pre-recorded videos, online classes, and online group discussion. The benefits of flipped classroom is teacher spent more time with the students in helping them in their work rather than the lecture. Institute should run these kinds of classes where they learn more to work with collaboration together with friends and their instructor rather than attending only lectures.

### 8. PHYSICAL EVIDENCE:

Physical evidence includes all the building, library, IT labs, canteen, grounds and teaching & learning materials. These are the factors that one can see and make their decision for the institute after seeing. So, institute should take care of all the visible things that should be in good condition and having a proper maintenance. Infrastructure of any institute gives the first impression of the institute on the students mind. Library should contain all the books of the subject matter that are in the course curriculum of the students. Well-furnished IT labs for the students to complete their projects and research work there. Play grounds for the students to take part in the extra activities and a good canteen to have fun with their friends where one get fresh food and refreshment to energize himself/herself. According to my research I got to know that students look for all these things before they get in the institute, so for more enrollment and growth institute should continuously working for the betterment of all these things and have the current technology in their institute.

### 9. CONCLUSION:

The paper has clearly shown the importance of 7p's of marketing in higher education. The tough competition in higher education sector in present era has led to the most higher education institutions to develop corporate strategies inclusive of marketing strategies.

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## A Study Analyzing the Rift between Accounting Education and Profession

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**Abstract:** *This study investigates the accounting knowledge and skills desired by employers and their level of satisfaction with skills demonstrated by entry level accounting graduates. Employers perceive accounting graduates to be highly skilled in measurement skills, reporting skills, and research skills. The graduates claim to be educated in computer knowledge, yet employers expect more knowledge of accounting practices and spreadsheet competencies. The paper also identifies the contribution of education to the development of employment capabilities for early professional success. The paper contributes to the ongoing debate about the role of accounting education in developing employment skills that meet the needs of employers. The results and suggestions provide useful information for academicians and administrators to make desired changes in curricula and for fresh graduates to polish their requisite skills.*

**Key Words:** *Accounting education, Accounting Profession, curriculum, Employer expectations, knowledge and skills.*

### 1. INTRODUCTION:

There has been considerable research on the gap between accounting skills needed by entry-level employees in the workplace, and the skills they actually possess upon graduation [1]. There is not much agreement among employers or scholars on whether fresh accounting graduates possess the required skills to succeed in the accounting profession. Business schools worldwide offer undergraduate accounting programs that graduate entry-level accountants with various skills of a technical and generic nature. However, it is hard to confirm whether those skills match the skills required by their potential employers. The role of the accountant in business organizations has expanded over the years from simple bookkeeping and reporting function to greater involvement in decision making [2]. To adjust to those changes, the accounting program curricula need to be reviewed to ensure that the students are provided with the necessary skills for career advancement in today's dynamic business environment. Most accountants do not require Certified Public Accountant (CPA) certification and they do not spend their careers preparing tax returns. Management of accounting responsibilities, serving as trusted advisors, general managers, business partners or consultants are the key areas where majority of accountants spend most of their careers within organizations. On the basis of these actual varied roles of accountants, a certain question arises that whether accounting education is appropriately synchronized with the needs of students and employers or not. The majority of core undergraduate accounting courses focuses on topics that academics assume students need to work in public accounting and that are necessary or useful for passing the CPA exam. Regardless of where students begin their accounting careers, most of them wind up working in a corporate setting. In 2008, the U.S. Bureau of Labor Statistics [3] reported that more than 75% of accounting professionals work inside organizations and that the remaining work in professional service practice or public accounting. It is critical for schools to provide the appropriate skill sets to help these students function effectively in these internal positions. Alteration and redefinition of the roles of accounting profession is necessary because of the changes in business world. Accounting function depends on the quality of accountants in companies and they face with more unexpected situations. Changing or renewing the accounting education is also necessary because of the change in the significance and qualifications of accounting information [4].

Albrecht and Sack [5] indicated that the accounting educators aren't in touch with the market expectations because they often isolate themselves from business professional community. Accounting practitioners and university educators must be in collaboration to develop accounting education and meet the profession's demands [4]. Sugahara et al. [6] stated that accounting associations give importance to a generic skill development awareness program which



has been driven by IFAC. ‘‘According to the IFAC, the world’s changing economic environment demands a new type of accounting professional who is equipped with generic skills such as communication, team playing, leadership, problem solving, analytical, and interpersonal skills [4]. Accounting profession is expanding, changing, and becoming increasingly complex. In the authors’ opinion [7], these changes created a critical need to reexamine the educational process. The paper noted that while curriculum development was the responsibility of the academic community, the intention of the authors was to inform accounting educators about the skills and capabilities needed to be successful accounting practitioners. The study concluded that, ‘‘The current environment makes real curricular change essential and necessitates responses from a dynamic partnership between practitioners and academicians.’’ Students, they claimed, did not have a good grasp of topics such as corporate tax, budgeting, or strategic planning and were unfamiliar with the role of accountants in a corporate environment. Moreover, the executives said that increasing competition in their industries made it difficult for them to invest one or two years in training to bring the entry-level accountants up to speed. They wanted their new hires to be able to ‘‘hit the ground running’’ and be productive right away. The dissatisfaction with the skills and knowledge demonstrated by accounting graduates entering the workforce has been of concern by employers for a number of years [8]. A question that often comes to mind is how academics can help accounting learners meet the set of skill demands both at recruitment and in their advanced accounting careers [9].

An understanding of the broad and complex set of skill demands of employers is therefore essential. Accounting departments of most universities strive for continuous improvement in their accounting curriculum to provide a quality education that will meet the needs of various stakeholders, mainly employers, and enable accounting graduates to succeed [10]. The examination of skills and abilities that employers need in order to incorporate them in the current curriculum is essential to address where the curriculum might fall short [11]. According to research done by Kutluk Angay et al. [4] in Turkey, due to the lack of coordination of needs of professional accounting community with what is taught in universities, it is necessary to review the accounting curriculum. Therefore, authors suggested to the authorities to pay more attention on the priorities and issues identified in the field of accounting knowledge. Accounting courses that is taught in universities considerably doesn’t meet the needs of corporates and it is necessary to apply considerations at curriculum so that, the accounting curriculum must be set based on the needs of users of accounting information [12]. Accounting education should be a combination of professional knowledge of students and skills with ethics values. Teaching ethics in accounting courses should have a prominent place. Salehi [13] declared that, students should be familiar with the code of ethics and professional conduct emphasis seriously at all levels of academic. Students should be familiar with accounting research methods and should be enthusiastic to do research at graduate level. The connection between universities and the business world must be stronger and a more strategic relationship must be developed to coordinate the needs [14]. Market expectations should be considered in designing university accounting programs. Accounting students should learn detail about IFRS [15]. Business students should understand the information presented in financial statements of the companies and be aware of expected changes in financial accounting and reporting rules.

## 2. OBJECTIVES:

The study aimed at

- Enlisting the various skills expected by the employers in the accountants.
- Analysing the skills developed by the current education system.
- Study the gap between the employers’ expectation and the fresh graduate and post graduate accountants.
- Suggesting the improvisation required in the present curriculum and teaching pedagogy.

## 3. RESEARCH METHODOLOGY:

The data was collected using survey research. A random sample of 50 accounting employers was selected from a wide range of industry sectors: manufacturing, service, public sector and nongovernment organizations (NGOs) and mainly private corporations and professional service firms. A questionnaire was filled personally by the investigator emphasizing on their expectations from the fresh accounting graduates and post graduates and enlisting the desired skills. A sample size of 50 fresh accounting graduates and new recruits were questioned to find out the problems faced by them upon entering in the corporate or professional world. This helped to trace out the loop holes in the present education system. The curriculum of around 50 universities was envisaged to check whether it meets with the corporate and professional requirements or not. For this study, the participants were required to report their responses on a five point Likert scale, 5 being the maximum important scale. The nature of the data permitted the mean and standard deviation of each skill to be calculated. A two-way analysis of variance (ANOVA) is used to determine whether there are any significant differences across the means of the two independent categories: skills needed and skills demonstrated. The various skills discussed were categorized in six broad categories : Technical and functional skills (including knowledge of auditing, accounting, taxation, computer training, financial planning and management) ; Interpersonal and communication skills(including oral and written communication); knowledge of

business environment ( including business laws and legal requirements); professional ethics (including , learning aptitude, honesty, hard work and dedication); teamwork and leadership development(including self-motivation); and decision making skills (including analytical and problem solving).

#### 4. ANALYSIS AND FINDINGS:

##### 4.1. EMPLOYERS' PERCEPTIONS:

On the basis of questionnaires, the skills required for the job of accountant as per the employers and the skills possessed by the fresh graduates were compared. Table 1.Shows the brief analysis of skills needed and skills demonstrated by the entry level graduates.

Table 1. Skills Needed Versus Skills Demonstrated by Fresh Graduates

	Skills Needed		Skills Demonstrated		Mean Difference of Skill needed over skill demonstrated	t	D f	P
	Mean	S.D	Mean	S.D				
Technical and Functional Skills	4.571	0.730	3.200	0.868	1.3710	6.5500	68	0.0000
Communication Skills	4.429	0.502	2.914	0.562	1.5140	1.0101	68	0.0000
Knowledge of Business Environment	3.886	0.857	3.629	0.547	0.2570	2.7140	68	0.0104
Professional Ethics	3.829	0.482	2.714	0.562	1.1140	7.7072	68	0.0000
Teamwork and Leadership	3.743	0.502	3.543	0.951	0.2000	2.2270	68	0.0327
Decision making Skills	3.657	0.502	3.486	1.158	0.1710	1.9740	68	0.0565

All the skills required were rated differently by different employers. The technical and functional skills were rated the highest (mean 4.571) and the decision making rated the lowest (mean 3.657). The employers required the candidates to be technically sound in accounts and were sure that the decision making skills can be attained through experience and expertise. The test performed revealed that considering the level of significance as 5 percent (0.05), there is a big gap between the skills required and the skills demonstrated by the entry level accountants. The employers were in favor of graduates with good percentages, i.e. above 60%. But this had the only advantage that such graduates were capable enough to grasp the practical knowledge quickly. This had no correlation with their curriculum and was confined to their personal capability. The fresh graduates demonstrate various skills theoretically and are not in position to apply their theoretical knowledge into practice. The accounting profession demands hands on various accounting software to enable recording and classification of data. However, adequate knowledge of adjustments to be made in financial statements, in order to present the accounts impressively and legally at the same time comes with the experience. The general knowledge of accounting was found satisfactory. Emotional Intelligence (EI) is a desirable quality in accounting graduates as it allows accountants to excel in strategic decision-making, teamwork, leadership and client relations. They contend that in the quest to find the *best* employees, employers have focused on EI whereas accounting faculty has placed less emphasis on EI skill development and a greater emphasis on generic skills. Other main skills desired were ethics, honesty and hard work. The accountants were expected to show loyalty and dedication towards the employer as it is the matter of finance and confidence.

##### 4.2. STUDENTS' PERCEPTION:

The freshers found major difficulty in adjusting into industrial environment. They did not have enough confidence to apply their theoretical knowledge into practice. This was due to lack of case study and practical assignments in the syllabus. They also faced the problem of communication and reporting. Table 1 shows that they differ in their perception with that of employers. The students rated oral and written communication as not that desirable (mean 2.914) as compared to that of employers (mean 4.429). On the other hand the employers wanted the students to be very strong in oral and written communication so that they can do the reporting as well as understand all the necessary documents. Graduates believed that the greatest gaps in capabilities perceived for early professional

success and capabilities developed in their studies were related to thinking, problem-solving and knowledge of accounting.

#### **4.3. CURRICULUM INVESTIGATION:**

The curriculum of all the major universities investigated showed minimum differences. Most of the subjects and their syllabi was the same. It provided the theoretical knowledge of up to date accounting principles and practices. The taxation laws and provisions are amended yearly and the same was compiled in the syllabi. The corporate laws, costing techniques and financial management were adequately covered. The curriculum provided theoretical knowledge of auditing and information system. The employers showed their satisfaction over the curriculum, but the major contradiction was found in the implementation of the curriculum in practical situations. Application of theory to reality is the major goal. More aspects of presentation and reporting should be involved.

#### **5. SUGGESTIONS:**

Following suggestions were derived from the study to bridge the gap between accounting education and profession:

- More practical assignments should be given to the students in all the semesters.
- Presentations of assignments and projects should be demanded periodically to improve the communication and presentation skills.
- Hands on experience of accounting are deeply required. Thus, the corporate training should be made compulsory.
- Real case studies of individuals, firms and corporations should be accommodated with the curriculum.
- Practical knowledge of filing individual and corporate tax returns should be taught.
- The experienced accountants and managers should be consulted as visiting faculty to provide industrial knowledge.
- Team work should be assigned to inculcate team spirit, coordination and leadership skills.
- Teaching pedagogy like brain storming, critical analysis should be applied to develop critical thinking.
- Curriculum should be framed in collaboration with professional accounts practitioners.
- Various accounting software should be merged in the syllabus.
- Accounting education should be a combination of professional knowledge and skills with ethical values. Teaching ethics in accounting courses should have a prominent place.
- Auditing subject should be made more practical than theory. Students should be introduced as a trainee and work with audit firms and business enterprise to cope with shortages of human resources theoretically and practically.

#### **6. CONCLUSION:**

The main findings of this study point out that there indeed exists an expectation-performance space in the skills set of accounting graduates. Employers believe that entry-level accountants require more preparation on all skills. The fresh graduates lack technological orientation, IFRS knowledge, practical knowledge of management accounting tools and fundamentals of taxation laws. Accountants think that, students do not graduate with sufficient accounting knowledge. Undergraduate accounting lessons are sufficient to understand the accounting procedures and financial structures of the customer companies, but there should be lessons that contain tax practice within the accounting lessons. Students should be directed to go on training by practitioners to learn the accounting subjects better. There must be collaboration with practitioners while determining the contents of accounting lessons of the faculty. There should be collaboration between practitioners and educators such that practitioners should be invited to participate to the lessons. Communication skills of the students should be developed and ethics should be in the curriculum to develop the ethical awareness and problem solving skills of the students to make correct decisions when faced with ethical dilemmas in the future. Undergraduate accounting programs suffer many weaknesses in providing behavioral and technical skills which they can gain by holding continuous training courses and seminars with other interested parties such as professional bodies and researchers. These skills can also be gained by including new courses to the undergraduate accounting programs such as training, ethics, accounting information systems and scientific research methods. Thus, it can be argued that the gap between the current status of undergraduate accounting programs and the expected ambition of accounting students is in need for considerable efforts to be bridged.

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## TECHNOLOGY’S ROLE IN EDUCATION TRANSFORMATION

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**Abstract:** *In India, where education technologies seems to have been taken quite seriously by most of state governments and by several private sector initiatives, majority of the programs are aimed at preparing students for the job market. The purpose of this article would be to analyze the present state and role of the use of Information Technology along with its impact on education. The intention is to and how, when and in what context IT is used for the work by the students. Major aim is to study teacher’s views for IT in education. An overall goal of this research is to identify the role as well as major impacts of IT with regards to the government and private school. IT environment for a government and private school staff perspective is in which the new knowledge can form an informed basis for further more research in early childhood education.*

**Key words:** *IT technology, education, teachers*

### 1. INTRODUCTION:

Education, like every sphere of human activity in society, also goes through evolution associated with changes in the conditions wherein it is carried out. The directions of these modifications are determined due to educational concepts or are natural result of the transformations of the social as well as technical measures which accompany education. The education system reorganizes its program schedule, curriculum of school and colleges activities as dictated by the central authorities, schools and teachers are slowly getting evolve into a system which in fact supports individual educational goals of each students. Regular expansion of application of science in society and of course the increasing role of computers in communication and in the field of exchange of data has left high impact on the emergence of a new field, Information and Communication Technology (ICT). The term ICT is most often used in a particular context, for instance ICT’s in healthcare or education. The importance of ICT is extremely based upon its ability to create wider access to important information and communication rather than its technological aspects. The dynamic development of ICT without question has contributed to the development of the knowledge-based society, whose general feature is permanent education, referred to as lifelong learning (Sarkar, S. 2012). With constant growing significance of technology in our lives and the unavoidable extension of ICT in classrooms, the role of the educator has to change. Education technology implies to use all type of modern media along with materials for maximising the learning experiences. Education technology is usually recommended by expert as one of the potential technique of imparting education successfully and efficiently. The necessity of changing a teacher’s role is irreversible as well as inevitable because along with the introduction of ICT into schools certain educating assets has become outdated. It is the teacher's responsibility to make adapt ICT for both themselves and students, and also lessons course to new technologies as well as possibilities that it offers. It is no longer adequate for the teachers to be only an educational authority who transfers the knowledge to the students. It is crucial for teachers to encourage students for critical thinking skills, promote information literacy and support collaborative work in order to arrange and prepare pupils going to survive in the 21st century (Safdar, 2008)

Prior to now, teachers used to teach in tough, formal and stereo-typed ways. Education was in that case conceived by the process of transmitting knowledge and ideas. Student used to get by heart regardless of what ever was given by their teacher or book. They most of the time could hardly understand what was being taught and they were expected to reproduce at the time of examination whatever being taught. Students were like silent audience and could not make any logical queries or independent thinking on their own personally. At present, the student is not thought to be as an unfilled or an empty vessel which needs to be filled in by the facts and figures. They are now expected to use a lot of media and materials available anywhere and get learning or knowledge from all sides. Education is considered as process of interaction as well as interpersonal communication. The modern instructor just help, guide and facilitate the learner’s development. The teacher needs to inspire and motivate the youth and assist the adult learners to pursuit their knowledge and skills. There are variety of technology devices and techniques which



can be used in education and learning and these can be overwhelming. The multiplicity or many choices is sometime able to help teachers to find adequate aids. The choice of teaching aids should be properly chosen through and of course the choice should be appropriate for the planned learning tasks. The usage of technology might not always be helpful. In some cases, it can cause the exact opposite result. Unsuitable or inappropriate use of technology can lead to distraction and overuse from both the sides from students, as well as from the teacher side can create some technological problems hence required to be properly used (**Wajszczyk, 2014**). The successful development of children's brain depends upon the environment in which they live as well as on the type of activities they perform. Which means that tools with which they are in contact have a great impact on the structure of their neural network. These tools are classified in two categories. The very first are those which do not impose any activity, so a child very quickly cease to lose interest in them. The next category consists of tools that enable distinctive activity and trigger creativity. Probably the greatest examples here are the building blocks namely LEGO. It develops a child's motor skills to some level of extent, however it develops the imitative attitude. Choosing the tools for brain stimulation the most desirable are the ones that make the child the creator and permit an infinite number of different applications to arise from the brain thinking ability. It is important to remember, that new neural connections are formed whenever the child is active and when the child is confronting with a situation where it has to overcome difficulties and solve problems (**Ali, Haolader& Muhammad, 2013**).

## 2. TECHNOLOGY AS TOOLS OF TEACHING:

There are numerous kinds of technologies presently used in class rooms. Some of these are:

- **Computer in the classroom:** Having computer in the classroom is an asset for any teacher. With a computer in the classroom, instructors can demonstrate a new lesson, present new material, interpret or illustrate how to use new programs, and show new information on websites in a better and advanced way as there are many things which can be shown diagrammatically and which is possible on the computer only and it's a good saying that visual explanation made its own place in one's mind for longer period.
- **Class blogs and Wikipedia:** There are a number of Web tools that are currently being used in the classroom on daily basis for making them understand the latest knowledge. Blogs allows a student to maintain a running dialogue, for example a journal, thoughts, ideas, and assignments which too provide a student's comment and its thought reflection. Wikipedia, an online encyclopaedia, today used by every single person more than this it is group focused and allow multiple members of the group to edit a single document and to generate are all collaborative and carefully edited finished product.
- **Wireless classroom microphones:** Noisy school rooms are a daily issues of discussion, it make very difficult for a student to clearly understand the topic and are unable to listen to the teacher clearly and hence with the help of microphones, pupils are able of hear their teachers clearly. Students understand the topic in a better way at the time when they hear the teacher clearly. Which make them to have more concentration on their studies and are able to grasp more and more knowledge from their teacher.
- **Mobile devices:** • Mobile devices tablet or smart phone are today used to increase the experience in the classroom by providing the likelihood by the professors to get feedback. Today these electronics devices has occupied one's mind and they find themselves comfortable while studying with the help of these equipment.
- **Interactive Whiteboards:** • an interactive whiteboard that works on touch control ability functions of computer applications. These improve or enhance the teaching in the classroom by showing anything visual which was earlier possible on a computer screen. This simply not only aids in visual learning, but it is interactive also hence the pupils can draw, write, or change images with the help of interactive whiteboard.
- **Digital video-on-demand:** • Digital video removes the requirement of in-classroom hardware and permits teachers and students to access video clips immediately by not utilizing the public Internet.
- **Online media:** Streamed video websites can be utilized to enhance a classroom lesson.
- **Online study tools:** Tools that motivate studying, by making studying more fun or individualized for the student.
- **Digital Games:** • the field of educational games as well as serious games has been growing significantly during these past few years. The digital games are now being provided as tools regarding the classroom and also have a lot of positive feedback such as higher motivational for students.

There are lots of other tools actually being utilized based on the local school board and funds available at their disposal (**Goswami, 2011**).

## 3. REVIEW OF LITERATURE:

In accordance with **Papert** education has two wings which could be known as "informational and constructional". Which means one part of education based upon expanding itself the set of important information that might hail from perusing a book or listening to an instructor. Nonetheless, Papert claims, that this is just one part of the education process. Another part is based upon constructional aspects for instance creating, finding out and constructing things as well as broadening our knowledge. Both wings are equally important, while because of the lack



of suitable technology, the constructional part of education is undervalued for the benefit of the informational wing of education. Papert thinks the fact that unrecognized dichotomy in digital technology and of course the education system is constantly genuinely holding back the educational reforms. As reported by **Boyd** Success within learning is not only measured by number or letter grades, however is also measured by enhancing the critical thinking, motivation, self-esteem, problem-solving or creativity." More than that, the utilization of technology inside studying circumstances can increase correspondent abilities by empowering pupils to team up and collaborate with companions and educators. Wenglinsky in his studies discovered the fact that the use of technology in early education increased the level of achievement when technology has been utilized as a method of enhancing the lesson, furnishing chances for students to attain high-order thinking. As per **Eurydice** studies, educators ordinarily acquire ICT educating abilities along with their initial education; nonetheless further expert improvement is not that very common. It is crucial that schools have generally well educated instructors that have the capacity to introduce ICT into learning activities in a way that expedites do the transformation of education from the old to the new model of learning. Instructors may or should put effort in improving ICT abilities all throughout the year during initial teacher education along with it to continue to develop and deepen those skills in the course of their professional career.

As stated by **Piaget**, children at preschool age are at the preoperative stage and children in the beginning years of primary school are at the stage of concrete operations - training tailored to the child's stage of development is possible due to the integrated teaching. A young man learns using this approach different areas of reality and can bind them together and blend them into a comprehensive knowledge about man and of course the universe. The preoperational stage is usually defined by intentional experiments with objects, children become increasingly aware of planned activities and the gradual internalization of external actions. The main achievements of this stage are symbolic thinking, language development as well as gradually forming the ability to understand the stability characteristics.

#### 4. RESEARCH METHODOLOGY:

To be able to judge the present state and role of technology along with its impact in early stages of education there was really a need of research for the available literature, studies and reports within this field. If you would like to see the whole picture an additional study of a psychological and developmental state of student's progress and also their way of thinking and perception is required. A validation of the gathered data from the literature study has actually been conducted. The usage of qualitative methods such as in-depth interviews and surveys in strategically chosen government and private schools could extend the comprehension and knowledge of the current state of IT in early education. To fulfill the purpose of the study, interviews of teachers in government and private schools in selected states of Rajasthan were conducted. Because the aim of this research is to get to know what perceptions an instructor has towards using ICT and what influence ICT will have on the students from a teacher's viewpoint and experience, interviews have already been done according to a primary research strategy. So now the method which are going to be used is the qualitative method and interviews play a central role in this research.

To meet the objective of the study, data collected from both primary and secondary source.

##### 4.1. HYPOTHESIS:

H<sub>01</sub>:- There is no significant difference between gender and Form of IT used in government and private school.

H<sub>11</sub>:- There is no significant difference between gender and Form of IT used in government and private school.

H<sub>02</sub>:- There is no significant difference between genders and how good is to access the IT materials.

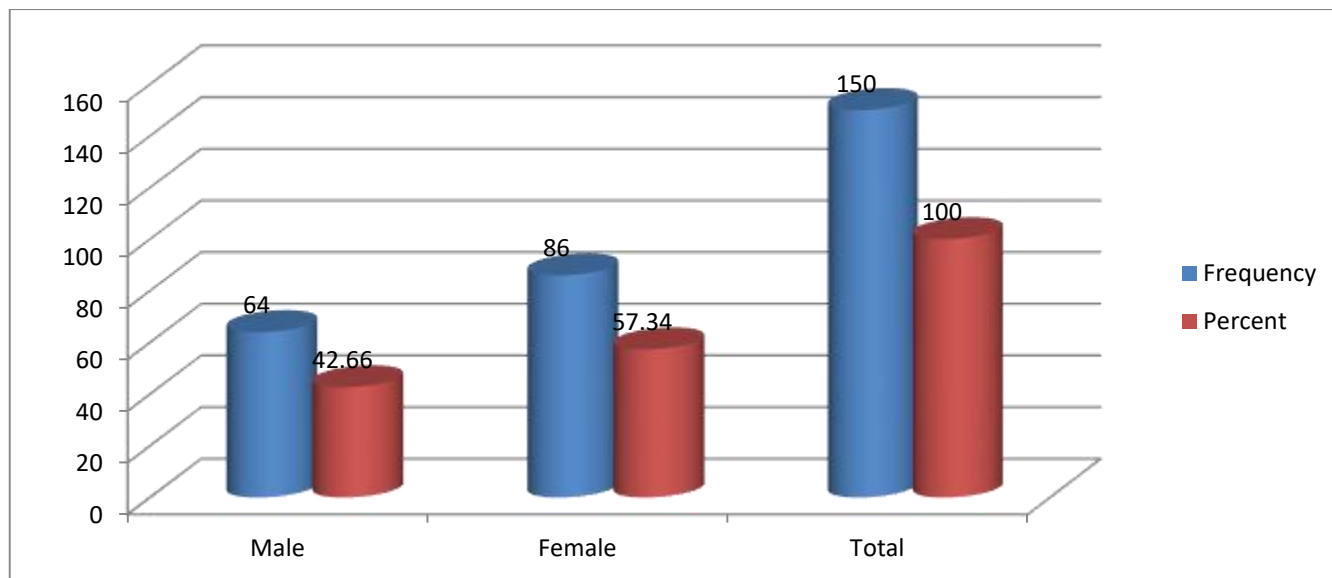
H<sub>22</sub>:- There is no significant difference between genders and how good is to access the IT materials.

Total respondents in our study were 150.

**Table 1. Frequency table of gender class of respondents**

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	64	42.66	42.66	42.66
	Female	86	57.34	57.34	100
	Total	150	100	100	

**Graph: - 2 Frequency graph of gender class of respondents**

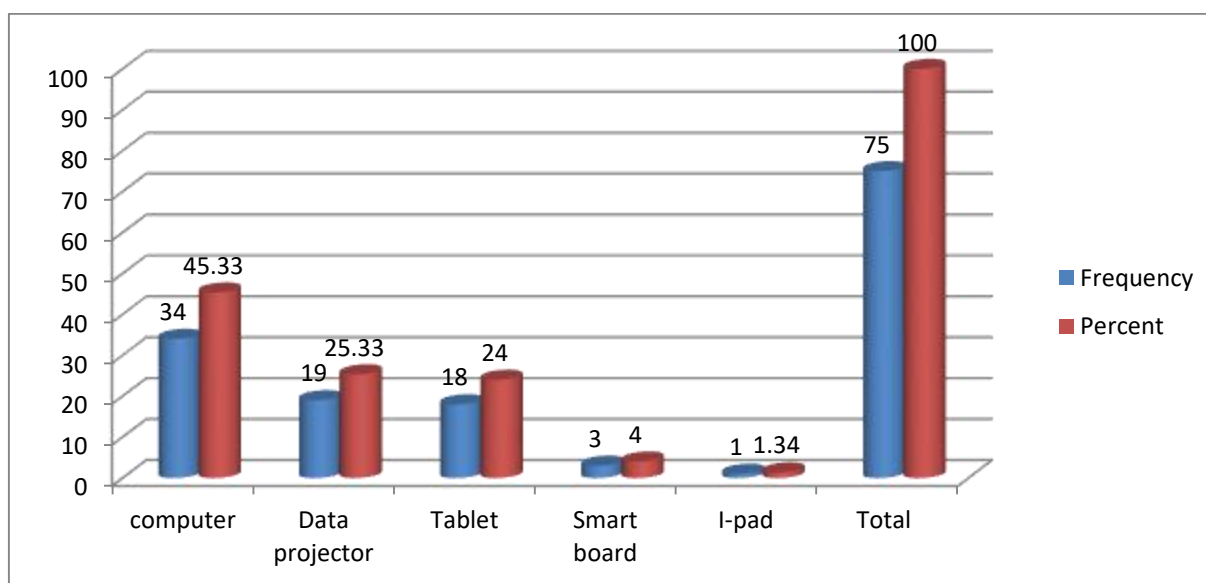


As shown in the above table 1 and graph 2, total respondents were 150, out of which 64 were male and 86 were female. So the response is going to be female dominated.

**Table 3. Frequency table of form of IT used in government school**

Form of IT used in government school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Computer	34	45.33	45.33	45.33
	Data projector	19	25.33	25.33	70.66
	Tablet	18	24	24	94.66
	Smart board	3	4	4	98.66
	I-pad	1	1.34	1.34	100
	Total	75	100	100	

**Graph 4. Frequency Graph of form of IT used in government school**

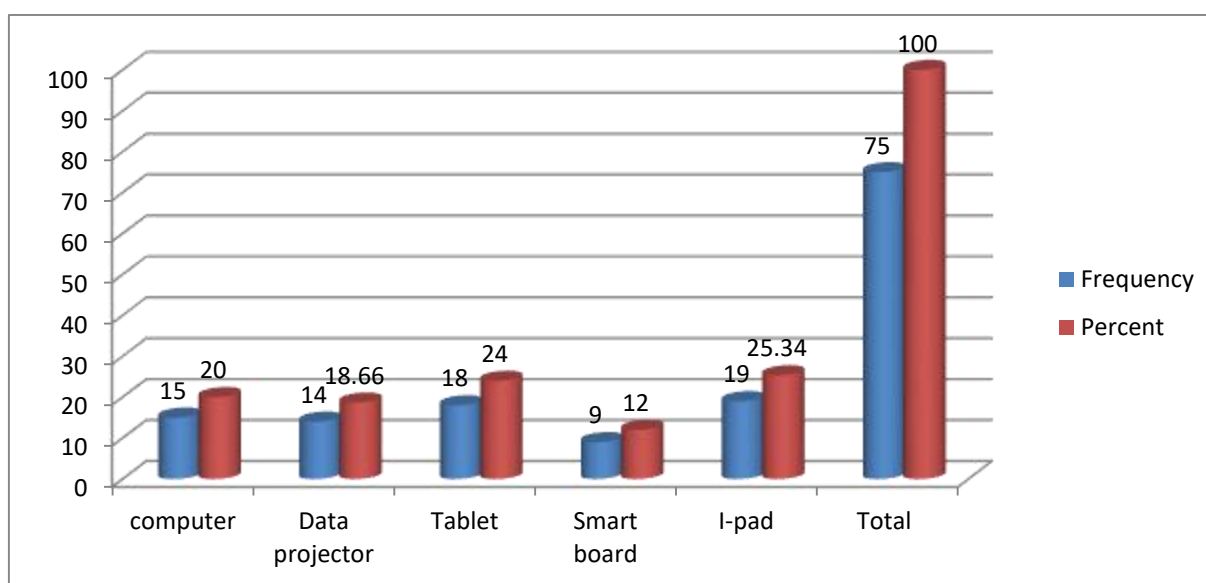


From the above table and graph, the total respondents were 75, out of which 34 (45.33%) respondents were using computer system for teaching. 19 (25.33%) were using data projector for teaching, 18(24%) were using tablet for study, 3 (4%) were used smart board and remaining 1(1.34%) were using I-pad for teaching the students.

**Table 5. Frequency table of form of IT used in private school**

Form of IT used in private school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	computer	15	20	20	20
	Data projector	14	18.66	18.66	38.66
	Tablet	18	24	24	62.66
	Smart board	9	12	12	74.66
	I-pad	19	25.34	25.34	100
	Total	75	100	100	

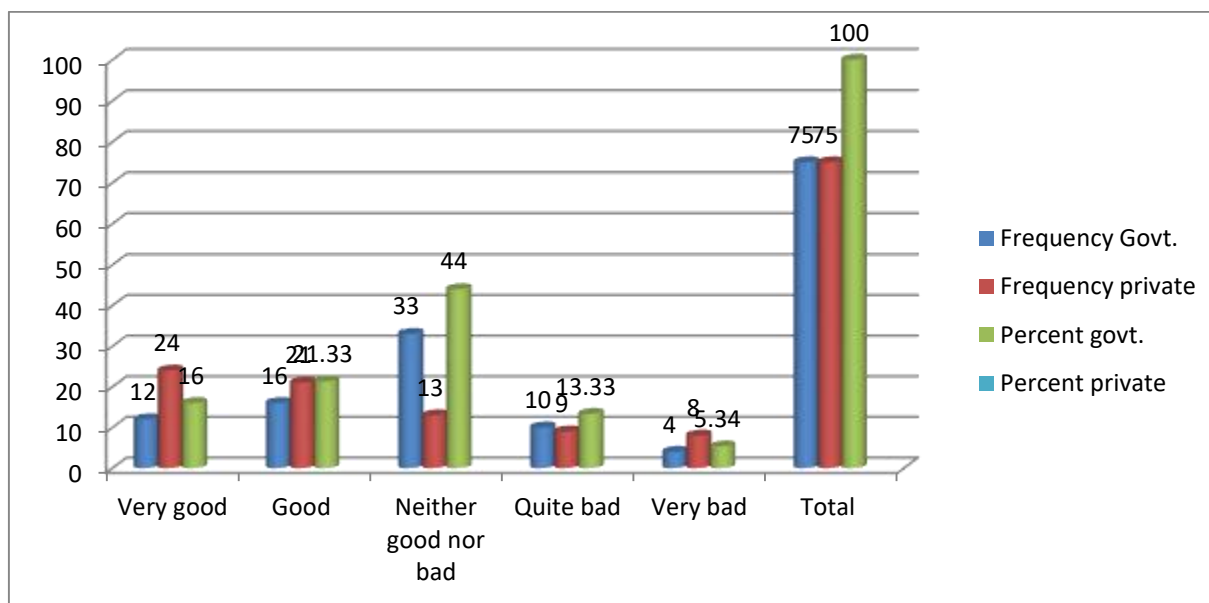
From the above table and graph, the total respondents were 75 from the private school, out of which 15(20%) respondents were using computer system for teaching, 14 (18.66%) were using data projector for teaching, 18(24%) were using tablet to study, 9 (12%) were used smart board and remaining 19(25.34%) were using I-pad for teaching the students. So from the above both graph and tables, we can conclude that private schools IT tools are relatively good from the government schools IT tools. Private schools use good and new techniques in comparison to government school.

**Graph 6. Frequency Graph of form of IT used in private school****Table 7. Frequency table of access to IT materials in government and private school**

How good is the access to IT materials									
		Frequency		Percent		Valid Percent		Cumulative Percent	
		Govt.	private	Govt.	private	Govt.	private	Govt.	Private
Valid	Very good	12	24	16	32	16	32	16	32
	Good	16	21	21.33	28	21.33	28	37.33	60
	Neither good nor bad	33	13	44	17.33	44	17.33	81.33	77.33
	Quite bad	10	9	13.33	12	13.33	12	94.66	89.33
	Very bad	4	8	5.34	10.67	5.34	10.67	100	100
	Total	75	75	100	100	100	100		

**Graph 8. Frequency graph of access to IT materials in government and private school**

As the above table 7 and graph 8 shows, total respondents were 150, out of which, 75 from government and 75 from private school. As it is shown above, most of the private school teachers think that access to IT materials is very good but if we see the government school, most of the 33 (44%) teachers are not comfortable with new technology, they say the access to IT materials is neither good nor bad.



ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Form of IT used in government school	Between Groups	2.08	1	1.081	2.44	.182
	Within Groups	71.92	74	0.443		
	Total	75	75			
Form of IT used in private school	Between Groups	.57	1	.285	.703	.994
	Within Groups	73.43	74	.405		
	Total	75	80			
How good is the access to IT materials in government and private school	Between Groups	3.47	1	.868	1.924	0.3
	Within Groups	145.53	153	.4510		
	Total	150	150			

Above table shows that for IT used in government school significant value is (0.82) and (.994), which is greater than p value (0.05). So we accept the null hypothesis **Form of IT used in government school** it has also been found out that there is no significant difference between the gender of respondents towards the **Form of IT used in government school**.

## 5. CONCLUSION:

Technology can decrease the tremendous effort given by students to collect number of printed book and journals for acquiring knowledge and to increase students' concentration on more important thing which is knowledge gathering process. Equally important, technology can represent education in many ways that help students to understand latest concepts and ideas. The Education Technology also enables teachers to integrate project based learning. With assistance from effective teachers, students on diverse levels can use these tools to construct knowledge and grow skills required in modern society like presentation skills and analytical skills. Today the teacher's role in teaching is as facilitator. The teacher has to facilitate the learning by providing students with more access to technology. The teachers can find the means to engage pupils more effectively in learning and to cater the varied needs of different students.

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## Employable Education with special reference to Engineering and Management professionals in India

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**Abstract:** *Employable and contemporary education policy in India is, in a "Big Stuck". Stuck because despite money being poured into the system — funding for higher education has increased five-fold but the outcomes remain poor. As the Annual Survey of Higher Education Report (ASHER) reminds us year after year, about half of India's students in higher education cannot read a standard-two-level text book, and far fewer can do basic mathematics. Getting out of this morass requires a system overhaul that creates a performance-based, accountable delivery system. In India, it is always a perennial quest for the realisation of the golden triangle in the education system- that of equity, quantity and quality. This research paper discusses that what challenges and issues we have in contemporary and employable education with special reference to Engineering and Management education. The researcher also tried out to discuss the aim and objectives of our current education system and then searching the reason of it. This paper also throws light over the initiatives taken by the government of India towards the development of Engineering and Management Education and to make it employable one. The present study has tried to bring in to focus the different contemporary issues that have immense impression on Engineering and Management Education in India. Researcher also found that though the quantity of universities, colleges and programmes are going on increasing in the country, the lack of quality education persists. Profit-hungry managements, lack of skill education, resplendent corruption, focus on rote-learning methods, and shortage of faculty (both in quantity and quality) are the major issues plaguing higher education. Graduates are collecting their degrees despite not being skilled enough to be a productive part of the Indian economy*

**Key Words:** *Contemporary, Employable, Engineering, Management, Productive, Skills.*

## 1. INTRODUCTION:

### 1.1. EDUCATION & EMPLOYABILITY:

India has a huge brand name internationally in supplying skilled manpower. A recent report published by the Confederation of Indian Industry (CII) and the Boston Consulting Group (BCG) has estimated that India would face 'talent gap'- the lack of right skills for the job required - of more than 7 million by 2018, as existing educational institutions do not impart employable skills. The report titled, 'India's Demographic Dilemma' brings out the fact the \$1.1-trillion economy will have a shortfall of 750,000 skilled workers over the next five years. On the other side, there will be a surplus of 1.3 million unskilled and unqualified school dropouts and illiterates. Though a large part of the report was written before the current financial crisis started affecting India's growth rate, the numbers still look worrying. Post the financial crisis, new concerns have emerged.

Alternatively, the number of educated unemployed may rise due to a mismatch between knowledge and skills that are imparted by the educational institutions on the one hand and what is required by industry on the other. "It is this second situation that puts the blame squarely on the education sector and that is, in fact, the phase through which we are passing in contemporary times. Engineering Education in India is a much pursued dream amongst students and their parents alike: qualifying as an engineer offers an above average salary, a hope for upward mobility, and a stable life long career. To sustain this dream, India has created over 3,500 engineering colleges and over 700,000 students entering these colleges each year. Colleges come in all hues: in terms of infrastructure, quality of teaching, placement opportunities, education goals, and of course the quality of incoming students.





Management education is critical to India's aspirations for leading the global knowledge economy. The global competitiveness of Indian economy and also its employment generation potential is clearly dependent on availability of required skills and trained personnel. India has witnessed a sharp rise in number of management institutions across different States which is needed to meet the demand of management skilled human resources from corporate sector for economic growth and development.

- **DIVERSITY:** India has one the largest education systems in the world, but there is an urgent need to modernise it. We need more institutions in diverse fields like agriculture, biotechnology, and human resources, among others, if we have to reap the advantages of our demographic profile.
- **QUALITY:** India has 350 universities, 18,000 colleges and 6,000 ITIs, which every year come out with about 500,000 technical graduates, of which, according to NASSCOM estimates, 75 per cent are not easily employable, and 2.3 million graduates, of which 90 per cent are considered unemployable.
- **CAPACITY:** There is a shortage of capacity in the Indian education system. India today needs at least 1,500 universities, but has only 370. There are more than 550 million young people in need of education but do not have educational institutes to go to. India also needs around 1,500 IITs, 1,500 management institutes, and 1,500 medical schools. A million good schools are also required.

## 2. REVIEW OF LITERATURE:

- Education is also seen as the most influential agent of modernization apart from industrialization and urbanization in India (Singh 1973).
- The demand for education in any country like India has skyrocketed for motive that education is perceived as an important means for the social, economic and political upward mobility (Amutabi and Oketch 2003).
- Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life (Goel, 2008) [7].

## 3. RESEARCH METHODOLOGY:

### 3.1 RESEARCH OBJECTIVES:

- TO ANALYZE STATUS AND ISSUES RELATED WITH EMPLOYABILITY IN ENGINEERING EDUCATION IN INDIA.
- TO EVALUATE ISSUES OF EMPLOYABILITY AND STATUS OF MANAGEMENT EDUCATION IN INDIA.

### 3.2 COLLECTION OF DATA:

- **SECONDARY DATA:** Secondary data related with employability and status of engineering and Management education in India were gathered from the official websites and annual reports of various sources. The data were also collected from newspapers, reports, records, policies, government publications, magazines, company publications, journals, books, articles, websites, etc.

### 3.3 RESEARCH GAPS:

Status of employability and issues related with engineering and management education has been measured at various times but very less work on overall status of both education was done specially in terms of comparison and challenges. This research will provide new insight in employability issues of these two professional courses category. This research differs from other studies in that it undertakes to develop a theoretical framework on employability issues in India.

### 3.4 SCOPE OF THE STUDY:

The scope of this research is confined to these two professionals only. This study is the comprehensive study for analyzing employability status of engineering and management education in India.

### 3.5 STATISTICAL TOOLS USED IN THE STUDY:

Simple tabulation & graphical representation

#### 4. EMPLOYABILITY IN ENGINEERING EDUCATION: STATUS & ISSUES:

A New Delhi-based employment solutions company, Aspiring Minds, **conducted an employability-focused study** based on 150,000 engineering students who graduated in 2016. The findings were rather shocking.

- ***No significant improvement in employability in the last four years***

Previous large scale study of employability of engineers in 2014. It was found that only 18.43% of engineers were employable for the software services sector, 3.21% for software products and 39.84% for a non-functional role such as Business Process Outsourcing. Unfortunately, we see no massive progress in these numbers. These numbers as of today stand at: 17.91%, 3.67% and 40.57% respectively for IT Services, IT Products and Business Process Outsourcing. This is despite the fact that the number of engineering seats have not increased in the past year.



- ***Only 3.84% folks employable for startup software engineering jobs***

Investments and growth of technology startups is the new business story in India. Ratan Tata recently said that India is becoming the Silicon Valley of the 1990s. To sustain this growth, we need candidates with higher technology caliber, understanding of new products and requirements and the attitude to work in a startup. With this in mind, we specifically captured employability for startup technology roles this time. Unfortunately, find that only 3.84% of engineers qualify for a startup technology role. This is a big concern and would surely hamper the growth of startups in India. It may also cause the market to be diluted with a lot of low quality products floating around.

- **MORE ASPIRATION TO WORK FOR STARTUPS:**

Last year, It was found 6% students were interested to work for a startup. This year it is up by 33% to 8%. Students from tier 1 colleges are most motivated to work in startups as compared to others. It is also observed that inclination of males is strikingly high to work with startups than that of females. Among all of these, more students as compared to last year are interested to work for startups. While this is good news, there is a still a long way to go as only a handful of candidates (8%) are interested to work for startups.

- **HIGHER SALARY ASPIRATION AND HIGHER SALARY FOR SAME SKILL:**

This year on, it was found that students have higher salary aspirations. Last year the median salary aspiration was INR 310 thousand, which is now INR 340 thousand implying that the market is also paying higher salaries. The median salary for the same skill was INR 282 thousand last year, which is INR 313 thousand this year. This means that talent is getting expensive and we believe this is due to the huge demand of manpower in technology sector and lack of supply. However, it is important to note that this supply is artificially low: more than 25% of employable candidates are beyond the top 750 engineering colleges. This pool of candidates is missed out by companies and to make sure that the war for talent doesn't lead to salaries going out of control, we need to find ways of better meritocratic matching of students with jobs.

- As many as 97 per cent of graduating engineers want jobs either in software engineering or core engineering. However, only 3 per cent have suitable skills to be employed in software or product market, and only 7 per cent can handle core engineering tasks. According to the HRD ministry, India has 6,214 engineering and technology institutions which are enrolling 2.9 million students. Around 1.5 million engineers are released into the job market every year. But the dismal state of higher education in India ensures that they simply do not have adequate skills to be employed. More than fifty percent of engineers seek software jobs followed by core engineering jobs. Despite of the mushrooming job opportunities in managerial roles like technical sales, marketing and content development, engineers do not seem to prefer these jobs as yet.

**BY BRANCH OF STUDY:** Students with Computer/IT background are mostly interested in software jobs while students with core engineering and circuit branches prefer core engineering jobs. This aspiration fails to appear rosy as the employment statistics for core engineering jobs are grim.

**BY GENDER:** While females are more inclined towards software developer roles and managerial roles; males seek core engineering roles. This trend is in-line with last year's observations.

**BY TIER OF COLLEGE:** Students from tier 1 institutions opt for software development roles more than other tiers. Whereas core engineering roles are preferred more by students from lower tier 1 colleges. Likewise for management related roles, students from tier 1 colleges show maximum inclination.

**BY TIER OF CITY:** Engineers from tier 1 city aspire for software development roles more than those from tier 2 and tier 3 cities. Interestingly, students from lower tier cities aspire for management related roles more than the students from tier 1 cities.

- **"Problems with English language** along with **issues in computer programming** make these students ineligible for employment. The difference in English and cognitive skill modules may only be a function of the input quality of the students. There is a consistent trend that the maximum gap is in computer programming, followed by cognitive skills and English and least in other domain skills."
- **Syllabus not updated regularly:** The course contents do not focus on areas which will actually help in the job industry after employment. There is a big gap between what the market needs and what Indian education equips its future employees with. Despite exponential changes in science and technology round the world, the syllabus is hardly ever updated.
- **Lack of quality teachers:** There are more than 33,023 colleges in India granting degrees. There are not
- **Lack of innovation and research:** Students need to be motivated enough to innovate or think for themselves.
- **Faulty education system:** Semester systems and the process of continuous evaluation are not fulfilling their desired roles as the students are not interested in continuous learning-they only want good grades. Unless the specific purpose of such initiatives is properly understood by faculty and students alike, these methods likely would not work.
- **Lack of skill-based education:** Skill-based education is another immediate need. Engineering students need to have hands-on training on the basis of the problems they are likely to encounter in the real world.
- **Importance of college name:** According to the Aspiring Minds report, companies are prone to visiting only top colleges to recruit potential employees. Thus, resumes from relatively unknown colleges do not get shortlisted.
- **Ease of permission from state governments:** A major cause of mushrooming engineering colleges is the ease with which state governments grant permission to little-known barely-trained educational trusts and organisations to set up the same. The Aspiring Minds report says that despite the fact that the IT sector carries out the highest number of recruitments from the pool of engineers, only 18.43 per cent engineers are skilled enough to work there, while, for IT product roles, the numbers are as low as 3.21 per cent.
- **Lack of proper English skills:** The study attributes the lack of English communicative skills, which they found in 73.63 per cent of candidates, and low analytical and quantitative skills, which they discovered in 57.96 per cent of candidates to be other main reasons for unemployment.
- **Disregard of essential soft skills:** Soft skills have become very important in the present job industry, but they are routinely ignored in educational institutes. There is clearly a rush towards engineering, that which is engineered largely by parents and the society. Indian economy is not growing at the same rate as the number of engineers. It is only the IT sector that absorbs engineers in large numbers, between 50-75%. There is a large mismatch in the aspirations of graduating engineers and their job readiness. 97% engineers aspire for a job in IT and core engineering. However, only 18.43% employable in IT & 7.49% in core engineering.

## 5. EMPLOYABILITY IN MANAGEMENT EDUCATION: STATUS & ISSUES

It was found that only 18.43% of engineers were employable for the software services sector, 3.21% for software products and 39.84% for a non-functional role such as Business Process Outsourcing. Unfortunately, we see no massive progress in these numbers. These numbers as of today stand at: 17.91%, 3.67% and 40.57% respectively for IT Services, IT Products and Business Process Outsourcing. This is despite the fact that the number of engineering seats have not increased in the past year. We are not inferring that all initiatives for employability improvement have failed and there may be pockets of excellence present. However, the need of the hour is to find these pockets and scale them up to make an exponential impact on employability.

- Whereas employability for management students range between 10–20% for roles involving client interaction, it remains below 10% for any functional role in the field of HR, Marketing or Finance. For instance, only 7.69% MBA-finance students are employable in the BFSI sector, which has created a very large number of jobs in the last decade. Whereas 32% management graduates lose out because of lack of English and Cognitive skills, at least 50% students are not employable in functional domains for lack of knowledge and conceptual understanding of the domain. Given that the fundamental idea of management education is to impart functional skills to students, this calls for an urgent intervention.





- Employability of management students remains below 10 per cent for any functional role in the field of HR, marketing or finance, a survey has revealed.
- According to the National Employability Report by Aspiring Minds, employability of management graduates is at dismal low levels particularly in the field of business consulting, followed by analyst and functional roles.
- Though there has been a remarkable focus and success on building capacity in management education in India, the same cannot be said for building the employability quotient of the candidates, the report based on graduate class of 2011 covering 32,000 students from over 220 MBA schools said.
- Management education in India has witnessed a mushrooming growth from just about 200 MBA colleges in the early nineties to around 3,300 MBA colleges today.
- The analysis pointed out that employability for males and females is similar across most functions except HR roles where females are more employable.
- Employability of MBA graduates is exceptionally low (2.52 per cent) in business consulting whereas it is just 7.98 per cent for the analyst function, the report said.
- The report found that employability in corporate sales (B2B) was 10.56 per cent was almost half of that in consumer (B2C) sales (21.72 per cent). Moreover, the employability for customer service roles is 16.01 per cent.
- While marketing records the lowest employability at around 6.99 per cent, BFSI (7.69 per cent) and HR jobs (9.63 per cent) follow closely. Only 7.69 per cent MBA—finance students are employable in the BFSI sector, which has created a very large number of jobs in the last decade, the report said.
- Top Business schools like the government run IIMs and other few, most of 5,500 B schools in the country are producing sub-par graduates who are largely un-employable resulting in these pass-outs earning less than Rs 10,000 a month, if at all they find placements, an ASSOCHAM study
- Expressing concern over the decay in the standards of these B-schools, many of which are not properly regulated, the study by the ASSOCHAM Education Committee (AEC) noted that only 7% of the pass-outs are actually employable in India excepting graduates from IIMs
- India has at least 5,500 B-schools in operation now, but including unapproved institutes could take that number much higher. The ASSOCHAM report says that only 7 per cent of the MBA graduates are actually employable. Around 220 B-schools had shut down in the last two year in cities such as Delhi-NCR, Mumbai, Kolkata, Bangalore, Ahmedabad, Lucknow, Hyderabad, Dehradun etc. And at least 120 more are expected to wind up in 2016. Low education quality coupled with the economic slowdown, from 2014 to 2016, campus recruitments have gone down by a whopping 45 percent.
- Last five years, the number of B-school seats has tripled. In 2015-16, these schools offered a total of 5,20,000 seats in MBA courses, compared to 3,60,000 in 2011-12
- Lack of quality control and infrastructure, low-paying jobs through campus placement and poor faculty are the major reasons for India's unfolding B-school disaster. "The need to update and re-train faculty in emerging global business perspectives is practically absent in many B-schools, often making the course content redundant
- Only 7 per cent of MBA graduates from Indian business schools, excluding those from the top 20 schools, get a job straight after completing their course, adds the findings of the report
- While on an average each student spent nearly Rs 3 to Rs 5 lakh on a two-year MBA programme, their current monthly salary is a measly Rs 8,000 to Rs 10,000. Even the quality of IIM/IIT students coming out now compared to the last 15 years has come down due to the quality of school education. The faculty is also another problem as few people enter the teaching profession due to low salaries and the entire eco-system needs to be revamped
- Mismatch between aspirations of students and their level of preparation are crucial as most of the fresh graduates are afraid of getting their hands dirty. The flaw lies with the negligible hands-on training provided

at Tier 2 and 3 colleges of the 15 lakh engineering graduates India produces every year, 20-30% of them do not find jobs and many other get jobs well below their technical qualification

### 5.1 ISSUES WITH MANAGEMENT EDUCATION:

- **English and Finance constitute the hardest skills to attain for MBA students**

For students in tier II and tier III cities, a large gap is observed in English language skills (35 score points as compared to colleges in tier I cities) and Finance (45 score points). Even if candidates from non-metro cities pursue their education in MBA schools in metros, their disadvantage in English and Finance is not completely eradicated. The gap in other modules pretty much closes. It is also observed that Finance is the hardest-to-attain skill for non-specialists (those in HR and Marketing domain). Also, the importance of English in the job market cannot be overemphasized.

- **At least 40% of employable management graduates are invisible to enterprises**

Out of 3300 management schools in the country, more than 40–55% employable candidates study beyond the top 1000 campuses. Given a total of 1.5 lakh management students, at least 48% employable candidates are in the latter 2300 campuses. Given that no corporation has a campus recruitment plan beyond the top campuses, these candidates form an 'invisible pool'. Corporations should build mechanisms to tap into this un-tapped talent pool to fulfill their ever increasing talent requirements. Not only would that improve the quality of employees in companies, but also would provide a healing touch to this disadvantaged group, leading to trickle-down effects

### 6. ISSUES & CHALLENGES: EMPLOYABILITY OF ENGINEERING AND MANAGEMENT IN INDIA:

The main issues and challenges of contemporary Indian education are as follow. The fore most issue is the

- **Dissatisfaction of youth:** Teachers are unable to satisfy the youth by their knowledge and methods of teaching their knowledge level and education system is not providing the satisfaction and due to this the youth stands against the teachers and system.
- **Discipline:** in schools and colleges. This reason is given of our so called leaders and social contractors. Who instigates the youth time to time for their own benefits.
- **Unemployment :** Some of our educators think that now this problem is an issue for education system but when a youth looks his or her brother or sister unemployed even after getting bachelor or post graduate degree , they are unemployed, this give the birth to a revolt.
- **Education** is but not for knowledge our education guides students to get good marks not to get knowledge our teacher's emphasis on the marks or how they will complete their syllabus not on providing new knowledge to students.
- **Policy of state and central government** about the education. Education is a subject on which state and central government both can make rules and regulation, in some matters state government says that it is the work of central government and central government says it is the work of state government and between these two authorities our education suffers.
- **Unawareness about the education**
- **Poverty** can be next issue or a challenge to which our education system is facing. Nowadays the cost of getting education is very high so poor of our society find themselves lost in getting education.
- **Political unwillingness** is also a great challenge for our education system. Politicians think that they got five years to fulfill their wishes. Matters of education are just kept in pending.
- **Casteism** creates a wall between lower class and upper class. Once I was in another college there I saw a teacher taking fee from the students (you will say what is surprising in this in most of the schools teacher takes fee from the students). But when a student came to give fee, the teacher asked to put the amount on the table. That boy put the amount on the table and went. When I asked about the matter, the teacher replied I was busy in some other work so I could not take the amount in hand. But reality was different, that boy belonged to SC category and that was untouchable for the teacher... This happens in our schools and in colleges.
- **Dearness** is another challenge for the education system. Fee of colleges and schools is rising day by day with public schools raising their fee structure in every session but the wages of laborer is not increasing at the same speed.
- **Corruption** which has become the right of all government officers and whole system. In many schools it is found that the fund which was sending to the school disappeared on the way.
- **Privatization** of education is great issue. Some learned people say that government officials take higher salaries but not work according to that. But in private institutes teachers remains in very critical conditions which is not good for the education system.
- **Unawareness** of teachers about the methods and techniques of teaching. Even they are not interested in these. Teaching is the profession in which a teacher needs to polish his /her knowledge day by day.
- **Character of teachers.** Our teacher's character is going downwards. A teacher is the only person who can change the direction of the society. He is the person who is the center point of any education system.



## 7. CONCLUSION:

The theme of the NITI Ayog Plan is inclusive growth and it not merely the backward areas and regions that are economically and social deprived and also people who are economically and socially backward. The biggest initiative being taken is in the area of education. A huge amount of money is being spent all over the country, not merely in the IITs and IIMs, but also in primary and secondary education and expanding the scope in the area of vocational courses. Work-oriented education should begin right from pre-primary education and go up to high school where along with general education the children are taught the dignity of work, Initiate a comprehensive change process driven by innovative approaches for skill development, in terms of outreach, flexibility, labour market relevance and transparency. In addition, we need to:

- Implement policy direction and utilise allocations effectively so as to build a skill infrastructure.
- Channel investments and global partnerships for skill development to sector-specific needs and opportunities.
- Strategically align vocational training to higher education providers and also allow coherent, seamless transfer between various education sectors.
- Undertake reforms in both the supply and demand side of the training sector.
- Identify specific issues related to delivery and administration of skills, and then dovetail the same in a revamped education system.

Skills development is major initiative that tries to reach out to those people who need the most. All they need is to get some skills so that they stand on their own feet. They are willing to work and improve their life through their own efforts, but they need that little help of giving them some skills with which they can carve their own destiny. Let us all note it is not just about creating 10 million jobs within the country but it is actually skilling 47 million people to work not only in India but also abroad

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## MOOCs – An instrument to focus from passive academia-led learning to student-centered learning pedagogy

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**Abstract:** This paper review the development associated with massive open online courses (MOOCs). The key parameters involved in understanding the learning pedagogy in MOOCs way. The concept of openness shifts among different MOOCs, models, researchers, and teachers. The high dropout rates and passive participants' rates show that the barriers to learning are a significant challenge. The pedagogical structure of the Connectivist MOOC model (cMOOC) incorporates a social, distributed, and networked approach that is geared towards lifelong learners interested in personal or professional development. By contrast, Extensive MOOC model (xMOOC) uses conventional directed instructions, and is categorized as cognitivism approach. The purpose of this paper is to synthesize the research describing the phenomenon of MOOCs in informal and formal online learning.

**Keywords:** cMOOC, Connectivist, Cognitivism, Produsage, xMOOC

### 1. INTRODUCTION

We all; human being; born as weak, helpless, foolish, etc., hence need to become stronger, aided with necessary supports, and intellectual. All that results will happen, if we are educated. It is education that defines success and knowledge in the individual life, through completion of education, and keeping himself/herself updated with state-of-the-art of socio, cultural, country and political situations. For the unfortunate; who do not finish education at par on account of family and work responsibilities, and also seek to study after long time gap; traditional class room based education not accessible and possible.

Given a today's Information and Communication Technologies (ICTs) developments have made it possible for the unfortunate to finish the unfinished dreams; through become educated; by improving skills and abilities to perform. Unfortunate who do not has enough time on account of job, family and social responsibilities can access career choice through flexible education without any geographical hurdles. The solution of flexible education without geographical boundaries realized by use of technology specifically ICTs and its applications. The technology enables education modules and courses-online or in the distance learning mode-in the form of MOOCs, to reach to the larger section of society who want to become educated, and learned.

### 2. LEARNING PEDAGOGY:

Traditional education system (chalk and talk in the class room structures) provides a forum for teachers and students through which topics can be understood and discussed. The course structures and curriculum are directed by the academia, and course certification possible if all the courses as part of certification requirements are fulfilled by an individual.

As new technology enables—and even forces—the 21st century learner to learn in a very different way and at a very different pace from any other time in history. Hence, the need arises for adopting new learning structures, networks, tools, and pedagogies. These structures should supports for complex learning from distributed knowledge. The MOOCs is one of the tool. The first MOOCs emerged from the open educational resources (OER) movement. The earliest MOOCs and the MOOC name itself emerged from the work of Canadian scholars Stephen Downes and George Siemens (Hill, 2012). Beginning in 2008, Downes and Siemens led a series of MOOCs including, among others, “Connectivism and Connective Knowledge”, “Personal Learning Environments Networks and Knowledge”, and “Change11.” These courses were envisioned as a testing ground for their theories of connectivism and connective knowledge (Downes, 2012; Siemens, 2005, 2006). In contrast to previous theories of learning and pedagogy, Downes and Siemens offered a radically network-based account for processes of learning and knowledge production-

dissemination in the Information Age. The Government of India has also recognized the significance of the same, and MOOCs started as platform since the 1<sup>st</sup> decade of 21 century. The present Central Government has introduced SWAYAM, an upcoming MOOC platform that would bind Indian higher education, both online and offline.

### 3. MOOCs Pedagogy

A Massive Open Online Course (MOOC) is one type of online course via Internet signified by large-scale participations of students. Increasing aspirations of today's young generation, and emergence of opportunities leads to expand the global reach, formed by the Internet are among the factors that have led to the growth of MOOCs.

Wikipedia defined a MOOC as 'a course where the participants are distributed and course materials are also dispersed across the web', adding that 'this is possible only if the course is open, and works significantly better if the course is large. The course is not a gathering, but rather a way of connecting distributed instructors and learners across a common topic or field of discourse' (Wikipedia, 2012a).

MOOCs education system under the concept of lifelong learning is flexible, and credit-based-system, supports to acquire certification based on learners' own time frame. MOOCs is primarily based on concept of 'produsage'. Produsage builds on a simple, yet fundamental proposition to describe the creative, collaborative, and ad hoc engagement with content. Produsage is the type of user-led content creation that takes place in a variety of online environments, open source software, and the blogosphere (Bruns, 2007). The concept blurs the boundaries between passive consumption and active production. The distinction between producers and consumers or users of content has faded, as users play the role of producers whether they are aware of the role or not (Wittke, 2011). The hybrid term *produser* refers to an individual who is engaged in the activity of produsage. This concept is similar and related to commons-based peer production.

#### 3.1 Types of MOOCs

According to current literature on this subject matter, MOOCs can be classified in different types, among that main types of MOOCs are known as Connectivist MOOCs (cMOOCs) and Extensive MOOCs (xMOOCs).

##### *Connectivist MOOCs*

Connectivist MOOCs (cMOOCs) (CM) is based on the learning theory of Connectivism, which was developed by George Siemens. CM allow the learners to create, assimilate and dissimilate knowledge, through own network, and interacting through the application of several tools of ICT, and also social networks like Wikipedia, Facebook, LinkedIn, Google groups, Google+, Pinterest, Quora, etc. Within CM, learners' participation through interaction is strongly encouraged. Usually, this type of MOOCs is not linked to any academic institution, but depends on the contribution of individuals. CM focuses on the establishment of networks among learners as self-organised and self-controlled. CM are less structured and rely more on learners' self-organisation and participation, in terms of content provision and peer evaluation, with a view to create new knowledge.

Connectivist learning is also based upon production as well as consumption of content, while the role of the teacher is a novel role—to enable collaborations with and among the learners in order to create and re-create content. Connectivist learning is based on four primary principles like autonomy, diversity, openness, and connectedness (interactivity). Figure 1 below exhibits the paradigm of state-of-the-art of cMOOC.

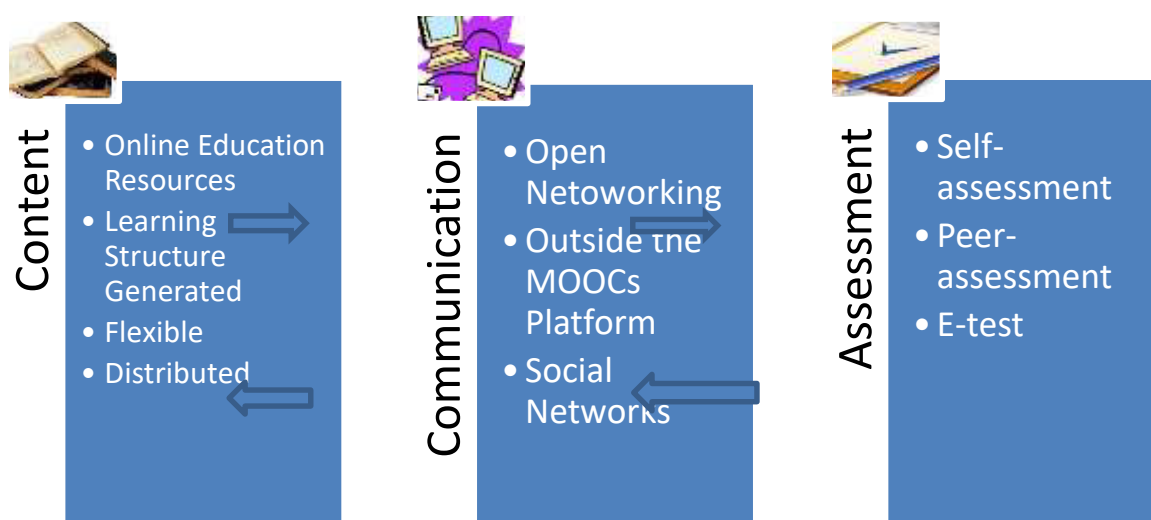


Fig. 1. cMOOC - A Review of the State-of-the-Art

### Extensive MOOCs

Extensive MOOCs (xMOOCs) (XM) is designed to be used as a complement to other learning pedagogy and resources. The learning approach in XM is traditional and academia-centered. XM is based on behaviourism, cognitivism and constructivism. XM are more structured, and less focused on distributed content. Most of the contents are posted on the course page, without any need to access contents outside the platform. Tools used within XM include videotaped classes, learning activities, and tests, with a view to ease knowledge transfer. In XM, learning objectives are fixed by academia and teachers, and communication is limited among the participants. XM is academia-based centralized communication and assessment. Constructivist role—to design interactions in which learners make connections with resources and in turn disseminate existing and new knowledge and developments. Unlike earlier pedagogies, the academia is not solely responsible for defining, generating, or assigning content; but the students' feedback supports to align the course curriculum, etc. Figure 2 below exhibits the paradigm of state-of-the-art of xMOOC.

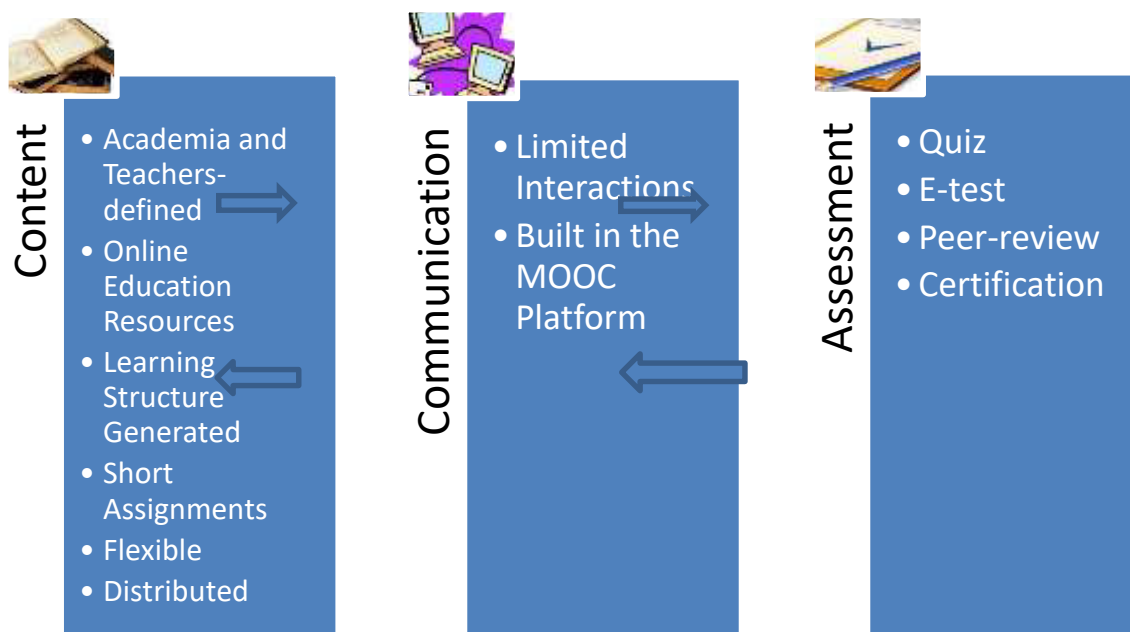


Fig. 2. xMOOC - A Review of the State-of-the-Art

Apart from the above-mentioned types of MOOCs, new forms of MOOCs have been emerged out from xMOOCs, such as vMOOCs (vocational MOOC), “smMOOCs” (small open online courses with a lower number of participants) and “bMOOCs” (blended MOOCs), hybrid MOOCs which combine in-class and online activities allowing learners to interact in real-time, feeding their motivation and commitment to the courses.

### 3.2 Patterns of MOOCs Users

Five patterns of MOOCs users are analysed, i.e., no-shows, lurkers, drop-ins, passive participants and active participants.

No-shows are the students appear to be the largest group of students registering for a MOOC, but never login to the course while it is active. Lurkers are the students who enroll, login and may read content or browse discussions, but do not take any form of assessment beyond pop-up quizzes embedded in slide slows and/or videos. Drop-Ins are the students partially or fully active for a selected topic within the course, but not planning to complete the entire course. Some of drop-ins users are participants who use MOOCs informally to find the content helping them to meet other learning goals. Passive participants are students who view a course as content to access, and expect to be taught. They typically watch videos, perhaps take quizzes, but not participate in activities or on-line class room discussions. Active participants are students who are fully intend to participate in the MOOCs, including consuming and studying the content, taking quizzes and examinations, taking part in activities such as writing assignments and peer grading, and actively participate in discussions via discussion forums, blogs, twitter, Google+, or other forms of social media.

### 3.3 Critiques of MOOCs

Following are the basic arguments against MOOCs, by traditional academia.

- a. Very low completion rates  
Research has shown that MOOCs completion rates can be as low as 7% (Parr Chris, 2013), as learners' participation seems to start dropping even from the very first week of attendance, on account of lack of interaction or registered to look for a specific piece of information or knowledge they wants to acquire.
- b. Low motivation  
In most cases, especially for asynchronous MOOC courses, learners may not be motivated enough to keep up with their online content, on account of lacking of self-study commitments, self-discipline and inaccessibility at a particular point of time.
- c. Low perceived value compared to University courses  
MOOCs have opened avenues for everyone to access academic materials and even acquire an online degree, which raises a series of questions, such as the future of teacher-led classroom, physical or virtual, the real value of university degrees earned online compared to those earned at a college or university campus.
- d. Resources Development  
The educational institutions or universities requires extensive and significant time, money, efforts and dedication to develop a MOOC course materials, evaluation structure, securitization of academical work done by teacher and also the students.
- e. Launching and promotion of MOOC Product  
Talking about promotion, by default MOOC converts education into a product. MOOC is a new product to be marketed and launched by educational institutions or universities worldwide.
- f. Localization  
MOOCs needs to be localized through the reference of original academic inputs along with MOOC courseware, in order to be offered in languages other than English.

#### 4. MOOCs in Indian Context:

In the Indian context, MOOCs are especially relevant because they provide mechanisms to reach a large number of learners at any stage in their education or professional development, make the learning process flexible, open up learner choices and help employees, entrepreneurs, etc. to become more employable and productive. By removing many barriers to high quality digital content and expert faculty, MOOCs can also help to ameliorate the problems of faculty shortage and lack of proper learning environments and infrastructure. MOOCs can also help traditional institutions to scale beyond local and international boundaries.

SWAYAM, short for "Study Webs of Active-learning for Young Aspiring Minds", is the official MOOC platform for India. Under SWAYAM, professors of centrally-funded institutions in India like Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and central universities-will offer online courses to citizens of India. Presently, the SWAYAM hosts 350 free online courses.

#### 5. SUMMARY:

Education is a crucial for making the youth of globe to become employable, and entrepreneur. The socio-economic situations deprive the youth to acquire knowledge during their young age. Today's state-of-the-art innovations, improvements, and changes in the life style, results in to life-long learning need for all people without any age bar. The solution seems to lie in technology and specifically ICT and its applications. The reach and access to quality education for all in a country of billion plus can be ensured through technology enabled education modules and courses in the form of MOOCs.

A MOOC is a type of online courses aimed at large-scale participation and open access via the web. MOOCs are recent development in the area of distance education, and a progression of the kind of open education ideals suggested by open educational resources. Though the design of and participation in a MOOC may be similar to college or university courses, MOOCs typically can be of two types, like Connectivist MOOCs (cMOOCs) and Extensive MOOCs (xMOOCs).

cMOOCs is based on the learning theory of Connectivism, and allow the learners to create, assimilate and dissimilate knowledge, through own network, and interacting through the application of several tools of ICT, and also social networks.

xMOOCs is traditional and teacher-centered, and based on behaviourism, cognitivism and constructivism, and interacting through specific tool of ICT. It is more structured, and less focused on distributed content.

MOOCs or Massive Online Open Courses are recent trend in distance or e-learning, offering an opportunity to large number of students to study high quality courses online with prestigious universities at no cost or with reasonable cost.

The Government of India has also recognized the significance of the same, and MOOCs started as platform since 1<sup>st</sup> decade of 21 century.



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## The Need of Rural Women and Girls Education for developing Nation

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**Abstract:** Access to education is absolutely crucial to the advancement of rural women and girls. Higher education for mothers is associated not only with healthier children, but with children's acquisition of knowledge, language, and literacy skills as well. Further, parent and child interaction at the preschool level promotes the development of cognitive, language, and preschool literacy skills in children. There are huge gaps between male and female educational access and literacy levels. These gaps are greater in rural areas, and greatest for the rural poor.

**Key Words:** Education, Rural, Inequity.

### 1. INTRODUCTION:

Rural girls are less likely to achieve the same level of basic education as boys. If one of the children in a household has to drop out of school because of family (usually the mother's) workload, the cost of schooling or for other reasons, it is usually the girl child. If poverty precludes sending more than one child to attend school in town, then it is the boy who is normally selected to attend. When women's work burden increases as a result of male out-migration, it is a common pattern for the elder girl to have to drop out of school to help. Rural women are less likely to have access to useful non-formal education or training opportunities, with the exception of literacy courses and courses in handicrafts. Rural women are performing most farming tasks and therefore need equal access to knowledge.

### 2. NEED FOR EDUCATION FOR RURAL WOMEN:

In simple words – getting education is the fundamental human right of every individual irrespective of gender. But some people in our society do not understand this and make such a simple thing extremely complicated. We must be aware of the fact that if she is uneducated then close to half of the population is uneducated. Educating a woman means educating the family and the nation. Education for all' is one of the major tasks being carried out by the Indian government but still we have the lowest female literacy rate in Asia. India is working but the pace is slow as we haven't achieved what we should have been so far. At the start of British Raj till independence just 2-6% of females were literate. The percentage went up to 15.3% in 1961 and 28.5% in 1981. Literacy rate crossed 50% in 2001. By 2011, Female literacy rate in India stood at 65.46%. So there is an obvious increase in the female literacy rate but India is far behind as compared to other countries at global level. Female illiteracy rate varies with the state. In Kerala 86% of women are literate whereas literacy rate in Bihar and Uttar Pradesh is just between 55-60%. Shockingly the rural areas of India have the lowest female literacy rate. Rural Rajasthan has less than 12% female literacy rate.

#### 2.1. EDUCATION AND RURAL WOMEN:

India dreams of becoming a superpower by 2020, but quite ironical is the fact that the country, whose population has crossed one billion marks, has literacy rates quite comparable with the underdeveloped countries (and in some cases even less than these countries). The literacy rates for male and female (according to 2001 census) stands at 75.85 percent and 54.16 percent respectively. Various programs initiated by the state like Total Literacy Campaign, the District Primary Education Program and National Program of Nutritional Support to Primary Education have done little to attain the goal.

#### 2.2. ACCESS OF RURAL WOMEN AND GIRLS TO EDUCATIONAL OPPORTUNITIES:

Sex based discrimination is prevalent in India. Thus you must have seen or heard that many parents especially in lower strata of society send their male child to school but not the girl child. This is one problem where parents do not send their daughters to school. Secondly, it is also common to see that parents especially in urban areas often send their male child to better schools. Even if girls are enrolled, their dropout rate is very high. Why girls are treated in this manner? We must understand the consequences of not educating our girl child. When a woman is not educated

then it not only affects her but the entire family as well as the nation. In many studies it has been found out that illiterate women have high fertility as well as mortality rate. It has been seen that infant mortality rate reduces to half in case women have received primary education as compared to illiterate female. Apart from this children, of illiterate woman are malnourished. Illiteracy also reduces the overall earning potential of the family. Women must be educated for a healthy and a happy life. An educated woman can be a better human being, successful mother and a responsible citizen. Educating women will definitely increase the living standard both at and outside home. An educated woman will force her kids to study further and wish them to live a better life than hers. Educating women results in promoting self respect and also helps in raising the status of women. An educated woman will be aware of her rights. She can fight against social evils such as domestic violence, dowry demand, low wages etc.

### 3. WELFARE SCHEMES FOR WOMEN:

- **MAHILA SAMAKHYA PROGRAMME:** New Education policy of 1968 led to the launch of Mahila Samakhya Programme in 1988 for the empowerment of rural women belonging to socio-economical weaker section.
- **KASTURBA GANDHI BALIKA VIDYALAYA SCHEME (KGBV):** Girls are educated to primary level through KGBV. It basically works in rural areas where female literacy is low.
- **NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL (NPEGEL):** Girls who are not incentivized through SSA are covered by NPEGEL.
- **SAAKSHAR BHARAT MISSION FOR FEMALE LITERACY:** This mission was launched with an objective to bring down the female illiteracy.

Apart from this there are midday meal schemes, free distribution of uniforms and books for girls. But still we have to work towards many issues such as infrastructure, teacher to student ratio, safety of female children at school, better curriculum, sanitation facilities so that more and more girls can be educated. Moreover parents must understand the importance of education and must not differentiate their male and female child. We must understand that an educated woman is able to play all her roles with greater responsibility than uneducated one.

### 4. CONCLUSION:

The present study finds that when parents face economic difficulties, they usually respond by removing their daughters from schools (participants reported this as being the number one reason for dropping out of school). It is necessary that parents of rural girls revalue the importance of education to the lives of their daughters. One way in which this might be accomplished is for educational programs to have a large component of occupational skill development which would have a direct link to employment opportunities. The government should consider appropriate incentives and small loans for travel costs and clothing/ uniforms. Although this solution addresses the manifest symptoms of the problem and not the underlying societal attitudes that prompt parents to remove girls from schools in the first place, it might well be the most effective way to get parents to first change their actions which might eventually lead to a change in underlying attitudes. Also, research has often shown that many societal attitudes towards girls and women are actually driven by economic forces. Finally, it is concluded that developing countries like India need to consider adopting the family literacy approach for meeting the educational needs of disadvantaged rural women and children. Not only does this approach tap into the important links between family, community, and development, but it also presents an economical strategy for targeting two groups simultaneously and utilizing resources efficiently.

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## Human Resource Acquisition Policies in Transport Sector : A Comparative Study of HRTC and Punjab Roadways

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**Abstract:** Organizations cannot run without the precious sources called workforce. A pillar on which an organization stands is human resource management. In the current competitive era, it becomes highly troublesome in human resource acquisition for the functioning of the organization. Recruitment and selection are two important functions of human resource management. The function of recruitment precedes the selection function. It includes finding, developing prospective employees and attracting them to apply for jobs in an organization. Selection is the process of finding out the most suitable candidate to the job. Successful recruitment and selection practices are key components at the entry point of human resources in any organization. When human resource acquisition is done correctly, it results in efficient organizational functioning and also proposes significant potential for further growth and development. The aim of this research paper is to compare the human resource acquisition policies in HRTC and Punjab Roadway.

**Key Words:** Human Resource Acquisition Policies, Recruitment and Selection, Human Resource Management, Human Resources.

### 1. PRELUDE:

Human resource is the most efficient resource and a backbone for any organization as compared to the other resources of the organization. From past few decades the organizations are more focusing on the human capital because they are the most valued and most treasured assets. Recruitment and selection, often termed as human resource acquisition policy (talent acquisition) is the heart to business success and growth. Human resource acquisition includes human resource planning, recruitment, selection and placement. Acquiring and materializing the human resource in a right manner is a demand but worth a price procession of the efforts input (Khanna, P. 2014).

Recruitment and selection are the important functions of human resource management. The function of recruitment precedes the selection function. It includes finding, developing prospective employees and attracting them to apply for jobs in an organization. Selection is the process of finding out the most suitable candidate to the job. Successful recruitment and selection practices are key components at the entry point of human resources in any organization. Efficient recruitment and selection strategies result in improved organizational outcomes. Recruitment is finding the potential applicants for actual or anticipated org vacancies. The purpose of recruitment is to identify suitable man power to meet the job requirements and job specifications. It is the most important function of human resource department on the other hand selection is concerned with securing right information about the applicant. The object of selection process is to determine whether the prospective candidate possesses the qualification for the specific job it is a long process. (Yadav & Kumar, 2014). The process of recruitment begins with the identification of the vacant job positions within the organization by doing the proper human resource planning which find out the requirement for the number and type of people inclusive of qualifications, experience and competencies. Job analysis, job description, job design and job evaluation plays a major role in this process. Selection is the second step in the in the process of man power planning. Selection is the process of choosing the appropriate candidate which matches the candidate skills and the job requirements (Bhattacharyya, 2010).

### 2. REVIEW OF LITERATURE:

Ombui et.al (2014) revealed that there exists the correlation between employee performance and recruitment and selection. The study recommended that research institutes strictly adhere to job specifications when filling vacant positions. The study recommended that the recruitment and selection process must be objective. There is also need to have interview panels that are professional and not biased. Armstrong (2008) revealed that if recruitment and



selection process is done properly, then an organization is capable of procuring employees who are committed to the standards of the organization. He argued that employees who are recruited and selected objectively tend to be more productive. Absar (2012) laid down the importance of recruitment and selection by considering both public and private manufacturing firms in Bangladesh and found out that recruitment and selection are one of the important functions of human resource management. Stewart and Knowles (2008) in their study indicated that large organizations value acquisition of relevant skills through effective recruitment and selection process. They advocated that if recruitment and selection is done without prejudice, it will have a positive influence on employee performance since it will enable organizations to recruit the best workers. Nwabuzor and Anyamele (2002) observed that the theory of recruitment is a scholarly body of work about how people can most effectively be persuaded to apply for a job. Under normal circumstances, an increase in the pool of applicants will improve an employer's opportunities in selecting exactly the right people for job vacancies. Both sides of the application process should and do concern themselves with "fit". Selection process will be lengthy for large organizations and will be wider for manufacturing organizations and it differs from one industry to other (Venkatesh, 2008).

Mullins (2010), for the Human Resource Management (HRM) function to remain effective, there must be consistently good levels of teamwork, plus ongoing co-operation and consultation between line managers and the HR manager. This is most definitely the case in recruitment and selection as specialist HR managers (or even external consultants) can be an important repository of up-to-date knowledge and skills, for example on the important legal dimensions of this area.

Recruitment and selection also has an important role to play in ensuring worker performance and positive organizational outcomes. It is often claimed that selection of workers occurs not just to replace departing employees or add to a workforce but rather aims to put in place workers who can perform at a high level and demonstrate commitment (Ballantyne, 2009).

### 3. OBJECTIVES OF THE STUDY:

Following are the objectives of the study:

- To study and compare the human resource acquisition (recruitment and selection) policies followed by HRTC and Punjab Roadways.
- To assess the attitudes of the employees regarding recruitment and selection practices followed by HRTC and Punjab Roadways.

### 4. RESEARCH DESIGN:

Research design is the framework that has been created to seek answers to the research questions. This research is conducted in selected depots of HRTC and Punjab Roadways. Sampling is defined as a practice of taking a small part of a large bulk to represent the whole. In a statistical inquiry when only a part of the population or only a group of units is taken into consideration, it is called sample method of inquiry (Ghosh, 1987).

HRTC has a three tier structure. The corporate office at Shimla control 4 Divisional Offices located at Shimla, Mandi, Hamirpur and Dharamshala. In all there are 27 depots, which are operating in HRTC. Out of 27 depots, 6 depots were selected on random basis including head office. Similarly Punjab Roadways has two tier set up. First tier is headed by Director State Transport. The second tier in the set up is depot management. There are 18 depots of Punjab Roadways. Out of 18 depots, 5 depots were selected including head office as shown in on random basis for the purpose of the study.

A total sample of 550 employees was taken with the help of convenience-cum-judgment sampling technique which was comprised of 300 from HRTC and 250 from Punjab Roadways. The relevant data for the study has been collected from both primary and secondary sources. For the purpose of this study, a well structured interview schedule was used for the data collection which increased the quality of the result and helps to justify the use of this research. This structured interview schedule was pretested and partially modified before its final administration to the respondents.

The secondary sources of data collection comprised of the corporate offices of HRTC and Punjab Roadways, books, magazines, newspapers, journals, websites and other published reports and gazettes by different department.

In this study data was analyzed using Statistical Program for the Social Science (SPSS) software. Various statistical tests were applied to analysis the data collected from the respondents such as percentages, frequency, mean, standard deviation, chi-square, skewness and kurtosis etc. for better understanding and interpretation.

### 5. RESULTS AND DISCUSSION:

**Table 1: Satisfaction with the Recruitment and Selection Policy**

Particulars	HRTC		Punjab Roadways	
	Satisfaction with the recruitment and selection	Total	Satisfaction with the recruitment and selection	Total



	policy followed in the organisation			policy followed in the organisation		
	Yes	No		Yes	No	
Workers	49 32.7%	101 67.3%	150 100.0%	38 30.2%	88 69.8%	126 100.0%
Trade Union Leaders	37 49.3%	38 50.7%	75 100.0%	32 51.6%	30 48.4%	62 100.0%
Management Personnel	36 48.0%	39 52.0%	75 100.0%	50 80.6%	12 19.4%	62 100.0%
Total	122 40.7%	178 59.3%	300 100.0%	120 48.0%	130 52.0%	250 100.0%
	$\chi^2=7.985$		P=0.018	$\chi^2=42.865$		P=0.000

**Interpretation:** The responses of employees with different categories have been presented in Table 1. The table depicted that 67.3 percent of the workers were not satisfied with recruitment and selection policy followed in HRTC whereas in Punjab Roadways 69.8 percent workers were not satisfied with recruitment and selection policy. The 50.7 percent trade union leaders and 52.0 percent management personnel also have the same perception in HRTC. However in Punjab Roadways 51.6 percent of trade union leaders and 80.6% management personnel were satisfied with the recruitment and selection policy.

The overall perception of employees was unfavorable (59.3%) in HRTC and (52%) in Punjab Roadways regarding the satisfaction with the recruitment and selection policy.

In order to determine whether there is significant difference in agreements of respondents regarding the satisfaction of recruitment and selection policy, a chi square test for equal proportions was applied by using SPSS.

**H<sub>0</sub>** : There is no significant difference in agreements of respondents regarding the satisfaction of recruitment and selection policy.

**H<sub>1</sub>** : There is a significant difference in agreements of respondents regarding the satisfaction of recruitment and selection policy.

From the table 1 above the value of chi square statistics is 7.985 for HRTC and 42.865 for Punjab Roadways and its corresponding p value is 0.018<0.05 and 0.000<0.05 for HRTC and Punjab Roadways respectively. Since the p value is less than 0.05, the null hypothesis is rejected and alternate hypothesis is accepted. Thus it is concluded that there is a significant difference in agreements of respondents regarding the satisfaction of recruitment and selection policy.

**Table 1: The Most Commonly Used Method for Attracting the Applications**

Organization	Frequencies							Chi-Square	P-Value
	Newspaper	TV /Radio	Employment Exchange	Direct Applications	Campus recruitment	Online & job Portals	Temporary staffing		
HRTC	165 (55.0)	5 (1.7)	88 (29.3)	4 (1.3)	2 (0.7)	32 (10.7)	4 (1.3)	541.260	0.000
Punjab Roadways	110 (44.0)	3 (1.2)	61 (24.4)	7 (2.8)	19 (7.6)	42 (16.8)	8 (3.2)	208.864	0.000

(Figures in parentheses shows percentage)

**Interpretation:** From the table 1 it was concluded that the most commonly used method for attracting the applications was newspaper in HRTC (55%) as well as in Punjab Roadways (44%), followed by employment exchange in HRTC (29.3%) and Punjab Roadways (24.4%), online & job portal in HRTC (10.7%) and Punjab Roadways (16.8 %).

In order to determine whether there is significant difference in agreements of respondents regarding the most commonly used method for attracting the applications, a chi square test for equal proportions was applied by using SPSS.

**H<sub>0</sub>** : There is no significant difference in agreements of respondents regarding the most commonly used method for attracting the applications.

**H<sub>1</sub>** : There is a significant difference in agreements of respondents regarding the most commonly used method for attracting the applications.

From the table 1 above the value of chi square statistics is 541.260 for HRTC and 208.864 for Punjab Roadways and its corresponding p value is  $0.000 < 0.05$  for both the organization. Since the p value is less than 0.05, the null hypothesis is rejected and alternate hypothesis is accepted. Thus it is concluded that there is a significant difference in agreements of respondents regarding the most commonly used method for attracting the applications.

**Table 2: Methods used for your recruitment and selection by the organization**

Organization	Frequencies					Chi-Square	P-Value
	Written/Practical test only	Written/Practical test/Interview	Interview only	Neither test nor interview	Kith & Kin		
HRTC	59 (19.7)	179 (59.7)	28 (9.4)	5 (1.7)	29 (9.7)	323.879	0.000
Punjab Roadways	67 (26.8)	106 (42.4)	34 (13.6)	1 (0.4)	42 (16.8)	122.920	0.000

(Figures in parentheses shows percentage)

**Interpretation:** From the table 2 it was observed that the most commonly used method for recruitment and selection was Written/Practical test/Interview in HRTC (59.7%) as well as in Punjab Roadways (42.4%) whereas 19.7% respondents of HRTC and 26.8% respondents of Punjab Roadways stated that Written/Practical test was used for the selection followed by Kith & Kin in HRTC (9.7%) and Punjab Roadways (16.8 %), and interview only in HRTC (9.4%) and Punjab Roadways (13.6 %).

In order to determine whether there is significant difference in agreements of respondents regarding the most commonly used method for recruitment and selection by the organization, a chi square test for equal proportions was applied by using SPSS.

**H<sub>0</sub> :** There is no significant difference in agreements of respondents regarding the most commonly used method for recruitment and selection by the organization.

**H<sub>2</sub> :** There is a significant difference in agreements of respondents regarding the most commonly used method for recruitment and selection by the organization.

From the table 2 above the value of chi square statistics is 323.879 for HRTC and 122.920 for Punjab Roadways and its corresponding p value is  $0.000 < 0.05$  for both the organization. Since the p value is less than 0.05, the null hypothesis is rejected and alternate hypothesis is accepted. Thus it is concluded that there is a significant difference in agreements of respondents regarding the most commonly used method for recruitment and selection by the organization.

**Table 3: The most commonly used method of selection in the organisation**

Organization	Frequencies				Chi-Square	P-Value
	Application Bank	Interview	Business Game	Group Discussion		
HRTC	30 (10.0)	265 (88.3)	-	5 (1.7)	411.500	0.000
Punjab Roadways	9 (3.6)	241 (96.4)	-	-	215.296	0.000

(Figures in parentheses shows percentage)

**Interpretation:** The table 3 revealed that 88.3% respondents of HRTC and 96.4% respondents of Punjab Roadways stated that interview was the most commonly used method of selection. Only 10% respondents of HRTC and 3.6% respondents of Punjab Roadways pointed out that application bank was used for selection in their organization.

In order to determine whether there is significant difference in agreements of respondents regarding the most commonly used method for recruitment and selection by the organization, a chi square test for equal proportions was applied by using SPSS.

**H<sub>0</sub> :** There is no significant difference in agreements of respondents regarding the most commonly used method of selection.

**H<sub>3</sub> :** There is a significant difference in agreements of respondents regarding most commonly used method of selection.

From the table 3 above the value of chi square statistics is 411.500 for HRTC and 215.296 for Punjab Roadways and its corresponding p value is  $0.000 < 0.05$  for both the organization. Since the p value is less than 0.05,

the null hypothesis is rejected and alternate hypothesis is accepted. Thus it is concluded that there is a significant difference in agreements of respondents regarding the most commonly used method of selection.

**Table 4: Fairness of Selection Process at the time of their Recruitment**

Organization	Frequencies				Chi-Square	P-Value
	Transparent & impartial	Suspect	Partial	Can't say		
HRTC	167 (55.7)	32 (10.7)	20 (6.7)	81 (27.0)	178.320	0.000
Punjab Roadways	203 (81.2)	18 (7.2)	6 (2.4)	23 (9.2)	590.280	0.000

(Figures in parentheses shows percentage)

**Interpretation:** The information related to the extent of fairness in selection has been shown in table 4. The majority of respondents 55.7 % of HRTC and 81.2% of Punjab Roadways stated that selection process was transparent and impartial at the time of their recruitment whereas 27 % respondents of HRTC and 9.2 % respondents of Punjab Roadways responded that they can't say about the fairness of selection procedure.

Only 10.7% respondents of HRTC and 7.2% respondents of Punjab Roadways have suspicion in the fairness of selection process.

In order to determine whether there is significant difference in agreements of respondents regarding the extent of fairness in selection, a chi square test for equal proportions was applied by using SPSS.

**H<sub>0</sub>:** There is no significant difference in agreements of respondents regarding the extent of fairness in selection.

**H<sub>4</sub>:** There is a significant difference in agreements of respondents regarding the extent of fairness in selection.

From the table 4 above the value of chi square statistics is 178.320 for HRTC and 590.280 for Punjab Roadways and its corresponding p value is 0.000<0.05 for both the organization. Since the p value is less than 0.05, the null hypothesis is rejected and alternate hypothesis is accepted. Thus it is concluded that there is a significant difference in agreements of respondents regarding the extent of fairness in selection.

**Table 5: The contents of examination/viva at the time of your recruitment & selection**

Organization	Frequencies				Chi-Square	P-Value
	Standardized & related to job requirements	Not related to job requirements	Non-Standardized but related to job requirements	Totally irrelevant		
HRTC	194 (64.7)	16 (5.3)	77 (25.7)	13 (4.3)	421.167	0.000
Punjab Roadways	223 (89.2)	3 (1.2)	19 (7.6)	5 (2.0)	750.080	0.000

(Figures in parentheses shows percentage)

**Interpretation:** It is clear from the table that 64.7% respondents of HRTC and 89.2% respondents of Punjab Roadways stated that the contents of examination/viva at the time of their recruitment and selection were standardized and related to the job requirements whereas 25.7% respondents of HRTC and 7.6% respondents of Punjab Roadways responded that the contents of examination/viva at the time of their recruitment and selection were non-standardized but related to job requirements.

In order to determine whether there is significant difference in agreements of respondents regarding the contents of examination/viva at the time of their recruitment and selection, a chi square test for equal proportions was applied by using SPSS.

**H<sub>0</sub>:** There is no significant difference in agreements of respondents regarding the contents of examination/viva at the time of their recruitment and selection.

**H<sub>5</sub>:** There is a significant difference in agreements of respondents regarding the contents of examination/viva at the time of their recruitment and selection.

From the table 5 above the value of chi square statistics is 421.167 for HRTC and 750.080 for Punjab Roadways and its corresponding p value is  $0.000 < 0.05$  for both the organization. Since the p value is less than 0.05, the null hypothesis is rejected and alternate hypothesis is accepted. Thus it is concluded that there is a significant difference in agreements of respondents regarding the contents of examination/viva at the time of their recruitment and selection.

**TABLE – 4.22**  
**RECRUITMENT & SELECTION**

(HRTC, N= 300, Punjab Roadways, N =250)

S. No	Statement s	Organiza tion	Frequencies					Me an	S.D .	Skewn ess	Kurto sis	Chi-Squar e	P-Val ue
			Stron gly Agree	Agr ee	Undeci ded	Disag ree	Stron gly Disag ree						
1	Proper procedure is followed for	HRTC	18 (6.0)	134 (44.7)	36 (12.0)	62 (20.7)	50 (16.7)	3.03	1.25	-.381	-1.210	132.000	0.000
		Punjab Roadways	5 (2.0)	120 (48.0)	-	103 (41.2)	22 (8.8)	2.93	1.15	-.137	-1.555	158.288	0.000
2	The criteria adopted for recruitmen	HRTC	7 (2.3)	92 (30.7)	18 (6.0)	153 (51.0)	30 (10.0)	2.64	1.09	.386	-1.158	252.433	0.000
		Punjab Roadways	2 (0.8)	138 (55.2)	16 (6.4)	93 (37.2)	1 (0.4)	3.19	.97	-.358	-1.689	309.080	0.000
3	Screening of the applications is done properly.	HRTC	14 (4.7)	72 (24.0)	47 (15.7)	155 (51.7)	12 (4.0)	2.73	1.02	.585	-.793	229.300	0.000
		Punjab Roadways	2 (0.8)	169 (67.6)	28 (11.2)	51 (20.4)	-	3.49	.82	-1.031	-.577	261.200	0.000
4	The selection process is adequate & fair.	HRTC	9 (3.0)	82 (27.3)	53 (17.7)	139 (46.3)	17 (5.7)	2.76	1.01	.348	-.989	187.067	0.000
		Punjab Roadways	5 (2.0)	158 (63.2)	28 (11.2)	49 (19.6)	10 (4.0)	3.40	.96	-1.005	-.232	315.480	0.000
5	The cost involved in the recruitment and	HRTC	78 (26.0)	13 (4.3)	152 (50.7)	57 (19.0)	-	3.33	.91	-.363	-1.168	134.747	0.000
		Punjab Roadways	2 (0.8)	138 (55.2)	83 (33.2)	27 (10.8)	-	3.46	.69	-.762	-.395	176.656	0.000
6	Constitutional considerations like SC, ST	HRTC	31 (10.3)	216 (72.0)	21 (7.0)	31 (10.3)	1 (0.3)	3.82	.76	-1.256	1.665	517.000	0.000
		Punjab Roadways	1 (0.4)	231 (92.4)	5 (2.0)	13 (5.2)	-	3.88	.46	-3.488	11.359	606.896	0.000
7	The final selection of the candidates is done by	HRTC	23 (7.7)	175 (58.3)	19 (6.3)	70 (23.3)	13 (4.3)	3.42	1.06	-.726	-.636	309.733	0.000
		Punjab Roadways	3 (1.2)	227 (90.8)	6 (2.4)	14 (5.6)	-	3.88	.50	-3.052	9.361	578.320	0.000
8	Right man is placed at right job	HRTC	15 (5.0)	119 (39.7)	41 (13.7)	82 (27.3)	43 (14.3)	2.94	1.20	-.203	-1.244	110.667	0.000
		Punjab Roadways	5 (2.0)	148 (59.2)	10 (4.0)	87 (34.8)	-	3.28	.97	-.463	-1.562	223.568	0.000

**Note:** Figures in parenthesis shows percentages,  
S.D.- Standard Deviation

Interpretation: Table 6 presents the analysis of employees attitude towards various aspects of recruitment and selection. The maximum response towards higher side is in regard to the statement 'Proper procedure is followed for recruitment and selection', 44.7 % respondents were percent are agreeing to the statement in case of HRTC whereas as 48% in case of Punjab roadways. The mean score (3.03) is also more than the mean standard score i.e. 3 at five point likert scale. Further the negative value of skewness states that opinion is scattered more towards higher side. It is also supported by the calculated value of kurtosis. While applying  $\chi^2$  test of goodness of fit, it is significant implying

that the opinion of the respondents is significantly different. Thus it can be concluded that a 'Proper procedure is followed for recruitment and selection' in HRTC and Punjab Roadways

The results of attitude of employees towards 'The criteria adopted for recruitment is according to manpower planning' in the table showed that 51% of respondents disagreed with this statement in case of HRTC whereas in case of Punjab Roadways 55.2% respondents were agreed to this statement. 51.7 % respondents of HRTC were disagreed with the statement that screening of application is done properly whereas in case of Punjab Roadways 67.6% respondents were agreed to this statement.

The results worked out for attitude of employees towards the 'The selection process is adequate & fair' showed that 46.3% of the employees have expressed their disagreement to this statement in case of HRTC while 63.2 % of respondents of Punjab Roadways have shown their agreement to the statement. The opinion of majority of the respondents of HRTC (50.7%) was undecided regarding the viewpoint 'The cost involved in the recruitment and selection process is on higher side' while 55.2 respondents of Punjab Roadways were agreed with the statement.

The results worked out for the attitude of employees towards the statements 'Constitutional considerations like SC, ST reservations are duly taken care of during the recruitment & selection process' and 'that 'The final selection of the candidates is done by the appropriate panel which consists of highly experienced and work knowledge people' have shown that most of the employees have expressed their agreement to these statements in the both organizations under study. In case of HRTC respondents have mixed opinion regarding the statement that right man is placed at right job whereas in Punjab Roadways 59.2 % of respondents were agreed with the statement the right man is placed at right job.

The perception of employees towards different aspects of recruitment and selection policy also showed the favorable attitude towards recruitment and selection policy followed by the Punjab Roadways whereas in case of HRTC respondents have also shown disagreement with some of the statements. The results of  $\chi^2$  test for all the statements have shown that all the statements had statistically significant difference of opinions of the respondents as the p value for all the statements is less than 0.05.

## 6. CONCLUSION:

Human resource acquisition policies play the very important role in the management of human resources. The company's growth and success rest on the efficient working of its employees and hence makes it significantly important for the organizations to choose the experienced and qualified candidates matching the job profiles. The process of recruitment and selection requires a rigorous and thoughtful planning. Organizations must keep the recruitment and selection as the top priority because this is a real base for the social and economic development of any society and country. The respondents of both the organizations were not satisfied with the recruitment and selection policies. The most commonly used method for attracting the applications was newspaper in HRTC and Punjab Roadways. The most commonly used method for the selection was interview in both the organization HRTC and Punjab Roadways. The contents of examination/viva at the time of their recruitment and selection were standardized and related to the job requirements in both the organizations. In case of HRTC, most of respondents have expressed their disagreement to this statement that 'The selection process is adequate & fair' while respondents of Punjab Roadways have shown their agreement to the statement. The opinion of majority of the respondents in HRTC was undecided regarding the viewpoint 'The cost involved in the recruitment and selection process is on higher side' while most of respondents of Punjab Roadways were agreed with the statement. From the findings it was concluded that in case of HRTC there is mixed opinion towards the statements of recruitment and selection practices while in Punjab Roadways mostly respondents have given favorable responses. Thus more focus should be given to the human resource acquisition practices in HRTC as compared to Punjab Roadways because it is the foremost part of human resource management on which the other functions of the organization relies.

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## Empowering Rural Women through Distance Education in India

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**Abstract:** *The women in India had been denied the right to formal education since centuries. The boon to their education in India had been given immediately after the independence by the process of institutionalization of education particularly through distance mode. Major initiatives were taken in this regard both by the central and the state governments collectively by establishing number of central, state with facilities of distance education and various other Open Universities. In a country like India, distance education has played a major part in giving an opportunity to women to equip themselves to acquire knowledge and to face the challenges coming on the way to their progress and prosperity. Distance education has given women an opportunity to realise their independence and to live an honorable and respected life. No prosperous nation can be imagined without equitable development of both men and women. Though both men and women have equitable rights to develop themselves yet imagining a nation where both men and women play same and vital role in the prosperity is still a mirage because the same situation has not been achieved yet. In spite of the makers of India had thought of creating an egalitarian society based upon equal right and privileges; no such nation has been realised yet. But in a patriarchal country like India which is primarily an agricultural based economy the women are supposed to play major role from managing the household to help their male counterpart in the manual work. Thus, education especially the higher becomes just a dream and results into higher rate of dropout among the girl students. The increasing dropout among the girls and lack of higher is a national concern. In the light of such observation the states initiatives in this context needs to be evaluated and analysed. This research paper tries to outline the status of women in India in three different perspectives viz; the status of women prior to the beginning of distance education (DE), change in the status of women after the start of distance education, and the ground realities of the status of women in India. This paper also tries to critically analyse the status of women and distance education in India in relation with above three perspectives.*

**Key Words:** *Education, Woman, Patriarchy, Economy, Liberalism, Feminism, Emancipation.*

### 1. INTRODUCTION:

Education is the medium and a multi-dimensional process through which women emancipation and empowerment can be made a reality. It can lead women towards progress and prosperity and enjoying an independent status with the gaining of knowledge. It is only through education that a woman can have a better decision-making power, can have information and resources to take better decision and can have self-confidence which is most important. Women emancipation and empowerment is utmost important for the progress of any society. A society is a conglomeration of both the male and female sexes. So to ensure the progress of the society, both the sexes are supposed to play the equitable role. Education is the only mean through which both the sexes can make equal progress. In a society like India which is patriarchal in nature, women enjoy a degradable status since centuries ago. A woman is not considered as much important as men. Women have faced discrimination since ancient time. So many obstacles blocked the way of women emancipation during ancient and medieval periods like practice of polygamy and child marriage. Indian society does not allow women to go out of home to get education. So it is only with the initiation of education through distance mode that women status in India got a major boon. But there is always a major difference between theory and practice. Even India like any other society is two-wheeler with one as male and another as female. We cannot aspire two wheeler running on a single wheel. What status women enjoy through the mechanization of distance education is different from what women exactly have being a one wheel of the society which is a two wheeler. A society cannot progress unless it runs on both the wheels viz, male and female. What we need to answer here is the effect of distance education on women and the obstacles created by society for the same purpose. It is so because the Indian

society is very much patriarchal in nature where women enjoy very low social status as compare to men. In spite of enjoying equal rights under law of the land, a woman is still backward on all walks of life.

It is not an issue of discussion that women do not contribute in the wellbeing of society. Women do a lot of work being a one wheel of the chariot. Women do a lot of house-hold which is considered as unproductive especially in Indian society which is an important issue of discussion here. So to make her work valuable, women will have to be educated. The psyche of the Indian society regarding the image of women in India is required to be changed with the help of scientific and technical education. The difference between theory and practice regarding women education will have to be removed for the progress of India. The status of women in Indian cities is much better than the status of women in Indian villages. Most of the population in India lives in villages. So the special focus is needed to be given to education of women residing particularly in villages.

## **2. NEED OF WOMEN EDUCATION AND EMANCIPATION:**

Both men and women are the two wheels of the same chariot which is society. So we cannot imagine a society to go on the path of progress without the two wheels running at the same speed. Women education and emancipation is needed not only for the wellbeing and progress of the women but also for the entire society. Educating the women is educating the coming generations. The women education and emancipation is needed for the following purposes:

- It would empower them to know and ask for their rights to education, health, shelter, food clothing etc.
- It would empower them to fight against every form of discrimination against their folk, assert themselves about their right to equal treatment with their men counterpart as bona fide citizens of this nation.
- It would enable the women to take decisions and accept responsibilities for taking such decisions concerning themselves.
- It would give economic power to the women and there by enable them to contribute their quota to the economic growth of the nation.
- It would empower the women scientifically through exposure to science and technological education for the challenges of the present technological age and information computer technology break through unfolding worldwide.
- It would help women to reduce maternal and infant mortality through improved nutrition, improved child rearing practice, health care and prevention against killer diseases.
- It would avail women with the opportunity of participating keenly in the world of sophisticated politics and governance as enlightened citizens.

## **3. STATUS OF WOMEN DURING ANCIENT AND MEDIEVAL INDIA:**

Now-a-days women enjoy equal rights in the eyes of law viz-a-viz men. But the Indian women have struggled a lot to achieve the present status. The most prevalent example of inequality first of all can be traced back to the days of Mahabharata when Draupadi was put on dice by husband as a commodity. Moreover women were made to dance both in public and private. Secondly, women were not allowed to speak loudly in the presence of elders. Women have remained dependent on male member of the family. They have not been able to live an independent life. They remain subjugated to their male counterpart both in the ancient and medieval time period. Widows were not allowed to re-marry. Apart from these, there were so many evil practices which were responsible for degradable status of women. Such practices were Polygamy, Sati Pratha, Child marriage, Purdah System etc. No doubt that during the Vedic period, there were some examples of liberal outlook towards women education but women lost status at last.

### **3.1. IMPROVEMENT IN THE STATUS OF WOMEN DURING BRITISH PERIOD:**

Introduction of liberal outlook with the coming of British Empire in India has proved fruitful for the progress and emancipation of women. There were so many evil practices in India like Sati Pratha, Child marriage, Purdah System etc. at the time when Britishers came here. Liberal education and outlook of Britishers greatly contributed in changing the orthodox mindset of the people of India. There was a revival of interest towards women education during this period. Number of liberal educated eminent persons like Raja Ram Mohan Roy, Ishwar Chander Vidyasagar started various social reform movements in India. Moreover Jyotiba Phule and Periyar took number of efforts to make education available to the women among lower castes.

### **3.2. GROUND REALITIES OF DISTANCE EDUCATION AND STATUS OF WOMEN:**

Before we talk about the education of women, firstly we should go to study the status of women in the Indian society. Indian society is by and large a patriarchal one, in which a girl child is not much allowed to go outside the home to get education, as in the case of their male counterparts. The condition of women in the Indian society is not much different from that of the other marginal societies of the world. The Indian marginal sections like Schedule Castes (SCs), Scheduled Tribes (STs), Muslims, Other Backward Classes (OBCs) etc. are also deprived of education. The nature of Indian society as discussed above by and large a patriarchal one and even women are not supposed to go out of station to get their higher education. Women constitute almost half of the population in the world and also in India. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world and also in India. The rise of feminist ideas has, however, led to the tremendous improvement of women's

condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women rights movements because only the educated women can think better of her than others. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education in India. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Maharaja Sayajirao Gaekwad, Ishwar Chandra Vidhyasagar emphasized on women's education in India. Mahatma Jyotiba Phule, Periyar and Dr. Babasaheb Ambedkar etc. were the leaders of the lower castes in India who took various initiatives to make education available to the most depressed sections of Indian society including women. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % of that of male literacy rate.

This improvement in the field of women's education can become possible only by the initiative taken by the government of India and other social organisations as well by NGO's. This step would be much beneficial for making the availability of education to women with all the possible means including promoting the professionalism among women and also targeting the married women who quits education for their marriage. The one most important step in this way is to promote the method of Distance education. Distance learning provides "access to learning when the source of information and the learners are separated by time and distance, or both." Distance education courses that require a physical on-site presence for any reason (including taking examinations) have been referred to as hybrid or blended courses of study. Distance education is defined by the Association for Educational Communications and Technology as: Institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources and instructors. As regards higher education, through the distance mode, Indira Gandhi National Open University (IGNOU) Act, 1985 was enacted with the following two prime objectives, among others: (a) To provide opportunities for higher education to a large segment of population, especially disadvantaged groups living in remote and rural areas, adults, housewives and working people; and (b) To encourage Open University and Distance Education Systems in the educational pattern of the country and to coordinate and determine the standards in such systems. Apart from this, the National Policy on Education (NPE), 1986, laid emphasis on strengthening Open Learning System (OLS) backed by distance education techniques.

It is because of the necessity of distance education particularly in context of women empowerment. Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children and the same way they can built a strong society. Apart from this educated women can also help in the reduction of infant mortality rate and growth of women population which is decreasing in ratio to men. It is so because gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. The gap in the male-female literacy rate is just a simple indicator. While as per the 2001 census report, the male literary rate is 82.14% and female literacy rate is just 65.46%. In a study on Distance Education (DE) and women, Plummer (2000) explains that DE refers to learning that takes place outside schools, colleges, and university campuses. Students at any level and of any age learn independently through print packages and textbooks, audiotapes or radio, television, satellite and videotape, and teleconference. By its distance nature, DE has been helpful in providing access to education to people who could otherwise not be able to access an educational programme. This could be rural folks, women, workers or people who are located far from the educational institutions. The hegemonic and patriarchal nature of Indian society further prevents the women to have formal education. The women in a patriarchal society like India are just treated as birth-giver. The societal perception of women and their productive and reproductive roles affect their participation in formal education. Society perceives women as intellectually deficient and physically weak. As a result women find it difficult to embark on further studies, especially at their adult stage when they have begun building families. This is the orthodox thinking of the people of India which works as a major obstacle in the way of women empowerment even because of the availability of educational institutions through distance mode. Even Indian women have been made to feel privilege to play these vital roles assigned to them by the orthodox social system. As a mode of study, Distance Education is particularly suited for women because of their role as housewives and mothers, which is thought to provide flexible time management possibilities while preventing classroom attendance. Women have constraints of time, space, resources and socio-economic disabilities. DE is seen as having a potentially important contribution to make in overcoming barriers to women's participation in the developed and developing world. DE can help them with its outreach to their homes. It enables them to learn at their own pace and take up vocations and skills for economic and individual development. It gives them a second chance to step into the main systems of education, including higher education, enabling them at the same time to earn and learn as well as to fulfill family responsibilities. Writing from a Canadian perspective, Przymus (2004) remarks that women are enjoying DE amid their hectic lifestyles. DE allows



them to learn at any time or any place, while juggling multiple roles given that women are more likely than men to interrupt their education and careers for parenthood and temporary confinement to the home. In a study undertaken in Athabasca University (AU) by Ruess (1994), the author observes that DE has attracted women students, who are sometimes referred to in the literature as coming to the institution for a second chance.

Meanwhile to Ruess, many of these women learning via DE may more accurately be considered a first chance to pursue a university education. The study identifies that approximately 67% of AU's students are women, the majority of whom may have had some post-secondary college education but may not have had the opportunity to complete their university studies. Several other studies have given statistical evidence to confirm women's high participation in DE programmes. Most of the women who access DE have been described to be in their adult stage, married, having dependents and are workers. In a study by Qureshi (2002) it was found that the DE format attracted more married participants than the on-campus format: 30.4% versus 12.6%, respectively. Some of the women wanted to take their courses at home because they could not find or afford adequate childcare. Two-thirds of the women were married or divorced and half had at least one dependent. The study concluded that single moms, older women with families and students with jobs are more likely to choose to further their education via DE. From the News watch (2002) a study in the U.S. Department of Education showed that 7.6% of students took DE courses in the 1999-2000 academic years. The study confirmed that of those taking DE courses, women outnumbered men. Thinking about how DE impacts on women, it was necessary to find out the convenience of the regular face-to-face meetings for women in terms of timing, duration of meetings, travel time and distance to meetings. The study revealed that though 69% found the regular face-to-face meetings to be convenient for women, 31% did not find it to be convenient. This was followed up with a question on problems that women face in participating in the DE programmes.

The results showed that women face the following problems:

- Inability to manage limited time.
- Difficulty in meeting deadlines for submission of assignments.
- Low participation in class discussions due to male domination in discussions.
- Difficulty in combining house management with the studies.
- Nursing mothers having problems of managing their babies.
- Pregnancy related problems.
- Suspicion of husbands.
- Insecurity in making frequent travels to learning centers.
- Pressure from career obligations.

Meanwhile some women and families frown on the services of domestic helps. Some women have the attitude of doing their domestic chores - washing, cooking, cleaning all by themselves. They find it difficult to trust other people for quality service or just simply enjoy doing it all by themselves and for themselves. Society and some husbands also frown on a wife going for domestic help. It is flagged as laziness on the part of the women. Some men just simply enjoy only the food and services of their wives. This puts much stress on professional women and affects their studies as well. Society is changing, and both men and women need to wake up to the realities that modernisation brings and adjust their way of life to create space for women and provide both traditional and modernized support systems to enable them enhance themselves professionally.

#### **4. THE POTENTIAL OF ICT:**

Distance Education has evolved into a viable and innovative delivery system for higher education. It is playing a key role in university outreach and training. As the field has developed, its distinguishing characteristic of "distance" has grown virtually obsolete. Ocelot (1996) has observed that education in the 21st century will simply be considered education, regardless of where, when, and how it is delivered. Information and Communication Technologies (ICTs) have been identified as a tool for bridging the gaps in various divides in society. Notions about a global village and the information age are rapidly becoming a reality as more individuals, organizations, and institutions communicate together or access various data bases through large electronic networks like Internet. Computer based instruction is one of several important DE approaches. Computer mediated conferencing gives opportunities for individualizing instruction, offering education to learners in various locations, and even providing learning opportunities to people who ordinarily would have difficulty participating in educational programs. The use of personal computers for home, business, and education has increased tremendously in the past decades. Just as technology has already blurred the distinction between home and work via the Internet, the web, and remote access to the workplace, technology also has the potential of transforming the home into a learning community where students, parents, teachers and employers could participate in education as part of a vast distributed learning system. These are the potentials that modern information technology presents and provides opportunities for learning at a distance most especially for women. The use of ICTs for DE has special usefulness for women due to uniqueness of their multiple roles and its impact on their learning styles. Scholars have done studies on the interface between ICTs, DE and women. While some argue that due to the learning styles of women and their multiple tasks, ICTs could be a supportive facility for their studies at a distance, others are of the view that the inherent technological challenges of women will not help the use of ICTs for DE for women. For



women, electronic DE can greatly reduce their time costs in education and allow them to overcome the obstacle that fragmented time usually presents in undertaking education. To manage their range of tasks, women frequently handle their task overloads by multi-tasking. They undertake many tasks at the same time: child care, income-generation activity or food preparation. It therefore makes great sense to enable education to be undertaken within the routine scheduling of the day of a woman. Online education opens college doors for adult women, who often are tied to non-standard schedules by children and employers. The academic third shift starts at the computer after the kids go to bed. It is obvious that if ICTs have so much potential for promoting learning at a distance most especially for women, then there is the need for the State and development partners to make it a priority. The Government of India has not been silent on the use of ICTs to support education in the country. Several proposals have been made for the use of ICTs to facilitate learning and widen access. A well planned and effective training programme in ICT will provide the country with a pool of ICT manpower and skilled labour with ICT knowledge necessary to meet the demands of industrialized education. Women have struggled longed for higher learning to emancipate themselves. DE has proved as a sure way of making women to meet their educational aspirations as they meet the obligations of society and career. The study styles of women in DE have implications for administering DE in a women-friendly manner. By nature women learn best in groups and interaction. Their confidence increase when they are in constant interaction with their tutors and co-students. Most DE institutions provide intensive support systems which could help meet the learning styles of DE students, most especially women. Much as the support systems are what women need to survive on DE programmes, their socio-economic roles make it challenging to make the best of the support systems. Indian Government along with other western power opted for very nice action for making the education of women a national plan and for this, government not only trying to work for the presence of girl child in the schools, colleges, and universities but also for making education to their door steps like Distance Education.

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