New Education Policy for Skill Development - A New Dimension in Delivering Productive Resources for Globalised Era

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Abstract : The ultimate aim of education in ancient India was not knowledge, as preparation for life in this world or for life beyond, but for complete realization of the self. The Gurukul system fostered a bond between the Guru & the Shishya and established a teacher centric system in which the pupil was subjected to a rigid discipline and was under certain obligations towards his/her teacher. As ages passed, India still retains its educational culture.

Keywords: New Education Policy, Skill Development ,New Dimension, Globalised Era

I. INTRODUCTION

India has always accorded greater importance to education. The Education System which was evolved first in ancient India is known as the Vedic system. The ultimate aim of education in ancient India was not knowledge, as preparation for life in this world or for life beyond, but for complete realization of the self. The Gurukul system fostered a bond between the Guru & the Shishya and established a teacher centric system in which the pupil was subjected to a rigid discipline and was under certain obligations towards his/her teacher. As ages passed, India still retains its educational culture. With the advent of globalization, the need has arisen to upgrade the system as per the needs of the industry and society at large.

Quality assurance in higher education is today the top priority of the policy agenda. Post- secondary education needs to prepare graduates with new skills, a broad knowledge base and a wide range of competencies to enter a more complex and interdependent world. Quality is a multi-dimensional concept and several mechanisms are needed for quality assurance and management at individual and institutional level. Systems of accountability and accreditation with a robust regulatory mechanism are essential to the process of sustaining and improving quality. Coordination and determination of standards in institutions for higher education and research, and scientific and technical institutions is a constitutional obligation of the central government. Involving all stakeholders to institutionalize internal processes in favour of quality as an island of excellence alone cannot serve the massive requirement of higher education. Quality has to be the main concern of all institutions. Excellence will flow from these good quality institutions with appropriate governance structures. Higher education (HE) in India has experienced an unprecedented expansion accompanied by diversification of the sector. The unplanned expansion of the sector poses challenges for enhancing and maintaining quality.

II. POLICY FRAME WORK IN INDIA

The country has established external quality assurance agencies in the 1990s to assure external quality. The National Assessment and Accreditation Council (NAAC) was set up by the UGC in 1994 to accredit universities and institutions of general higher education and the National Board of Accreditation (NBA) was established by the All India Council of Technical Education (AICTE) in 1994 to accredit programmes and institutions. NAAC accredits institutions and certifies for educational quality of the institution based on seven criteria. There is a dire need to undertake reforms in the entire higher education sector beginning with regulatory structures and going down to the institution level.

Some of the possible approaches to reform current educational policy, which could be considered, are to create independent quality assurance frameworks so as to address the quality deficit in the higher educational institutions. Setting up of an Internal Quality Assurance Cell (IQAC) is one such mechanism to ensure quality within the institutional framework and linking it with the standards set by the quality assurance agencies. A governance structure wherein appointment of VC & Professors is done through transparent and competitive process in restructuring the existing regulatory bodies in a rationalized manner. Autonomy matching with accountability: Need to re-align the regulatory functioning in such a way as to promote autonomy of institutions. This approach envisages that we embrace a paradigm to Facilitation rather than regulation; Single point clearances for grants and clearances; encourage global quality institutions. Autonomy of institutions would also be achieved by conferring degree, granting powers to colleges and conferring autonomous status on colleges. In order to ensure horizontal and vertical mobility of students, we need to ensure that uniformity is achieved in terms of syllabi and curricula through a framework; Choice Based Credit System (CBCS) is adopted by all institutions. Need to revisit the issue of multiplicity of entrance and eligibility examinations and explore the possibility of a single national test. Can we have a National Testing Service for this purpose, which could be developed through consultations and debate may be required.

Permitting foreign education providers in India for proper regulation and internationalization of education by enhanced collaborations is good. Norm based funding of higher education is to be practised rather than subjective demand based inspection governed funding. UGC is the main vehicle of routing funds to central and state Universities and colleges for funding. Adopting a norm based funding approach could be considered for improving efficiency in grant disbursals. State universities and their affiliated colleges that account for more than 90 per cent of the enrolment suffer from severe fund constraints and poor governance leading to poor quality. Autonomy for Central Educational Institutions may be thought of. Prevention and prohibition of unfair practices is required so as to ensure that only merit plays a role in admissions. Capitation fees and misleading advertisements should be punished severely. These provisions may be included in the New Educational policy proposed.

III. NEW EDUCATIONAL POLICY 2016

Education has played an important role in Indian History and Indian Culture. The Government of India has played an active role in promoting education in India since Independence in 1947. Given, the need to grow the education sector further, the government of India has come up with New Draft Education Policy 2016. The goal of the policy is to provide quality education, ensure every student acquires necessary skills for life and become employable after completing his studies.

Fig. 1. Showing Logo & Tagline of NEP 2016

Today, there are many problems in Education Sector in India today. Some of them are listed below:

1. There are many children in India aged between 6-13 who are not studying in school
2. The quality of education in both primary and secondary level is very poor
3. Many schools are not following proper procedures given by the government of India
4. After passing out of the school and college the students are not able to get jobs
5. There is no proper method for creating useful skills in students
6. Information Technology has not been used fully to benefit the sector
7. There is no method for providing teaching techniques to the teachers
8. Many student drop-outs from schools and colleges

9. Other issues like absence of teachers, management of teaching staff and no budget for the sector are also causing problems

IV. FEATURES OF NEP 2016

The policy advocates that every state in India has to create its own policy based on the goals of the National Education Policy 2016 goals as shown above. The strategy of the same is as follows.

1. In co-ordination with Ministry of Women and Child development every state will train new teachers to enable pre-school education in young children aged below 5 years.
2. Every school (principal and teachers) will be trained to ensure that safety of children is promoted.
3. Basic infrastructure requirement will be necessary for setting up new government and private schools and no detention policy till class v will be brought about Every state will create a database of schools with low enrolment, drop outs and where no basic facilities exist
4. Many reforms in Curriculum and reforms in examination system will be brought like practical teaching methods in science, discussion on gender issues in syllabus and reducing the failure rate in X standard examination etc.
5. The policy will encourage lifelong learning through digital and information technology
6. The Policy will ensure that the youths have necessary skills and get jobs after finishing studies
7. Application Programs for Schools will be created by the government and distributed and the policy will ensure the use of free education available online
8. A teacher education university will be set up at national level and teacher development programs will be implemented to reduce issues with teachers like absenteeism and improve quality of teaching.
9. Physical education like yoga, games and NCC will be introduced in schools to ensure comprehensive education of students. Health check-ups will be done for all children regularly
10. Schools will be ranked based on quality of education and graded after receiving feedback from parents and students
11. Every college or higher education institution will need to have a website showing all details like teachers, programs offered and fees for all courses
12. A new ranking system will be created for ranking higher education environment to ensure quality of education
13. Open and Distance Learning will be encouraged in association with ministry of skill development and National Institute of Open Schooling
14. Foreign universities will be encouraged to set up campuses in India to promote education sector
15. Teacher Development program will be undertaken and tests will be conducted to check their quality and performance

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16. For ensuring that students get education loans and the banks will be encouraged to lend at lower rate of Interest and give more time for repayment.

V. HOW TO IMPLEMENT THE POLICY?

The new policy requires each state to create micro plans to apply strategies to achieve the goals of the National Education Policy and ensure effective implementation of the same. It is the first policy which has bottoms up approach. It is envisaged in following picture.
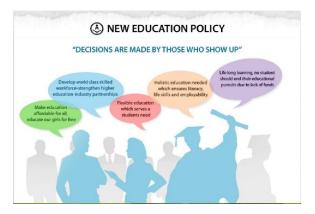

Fig. 2. Showing NEP 2016 - A bottoms up approach

It is going to be the first democratic policy with people voice with choice.

The National Education Policy, 2016 has charted out many new directions and is also to be seen in a continuum to the earlier education policies of 1968, 1986/92. It is imperative to note that the Centre and the States have to work together in a spirit of cooperative federalism to translate the intended goals and actionable strategies into realities that can result in the transformation of the education landscape.

There are multiple stakeholders involved in education sector and each has a significant contribution that can help to achieve the laudable goals of enhancing access, ensuring equity, improving quality of education at all levels and empowering our students to become truly global citizens and equip them with the appropriate knowledge, skills and attitudes necessary to meet the challenges of a dynamic knowledge society.

The Policy will be followed by a detailed implementation strategy which will lay down the Framework For Action (FFA) for each of the directions that are spelled out in the preceding section. It is pertinent to state that what is articulated in the Policy is not rigid or inflexible but is only a projection of the desired direction. A certain degree of flexibility will be expected, given the variety of aspirations and local conditions so as to suit contexts and emerging scenarios, failing which implementation will be rendered either difficult or unfeasible.

There is sufficient evidence to show that past policy recommendations have remained unrealized due to lack of mechanisms being put in place for effective implementation. To avoid such a situation, it is desirable and appropriate if each State and UT formulates a Framework For Action (FFA) which is synchronous to its regional, social and cultural needs. This will entail making institutional arrangements, laying down administrative processes with clear performance indicators to achieve quantifiable targets and desired qualitative outcomes.

It is equally critical in the context of democratic decentralization and greater community participation that this process of specifying operational strategies will percolate downwards to the grassroots level with each district, block formulating a FFA of its own. Similarly, it is essential that each educational institution will prepare a micro- level operational plan of action. Financial resources have always been a challenge that limits efficiency in outputs and the entire governmental machinery, private sector and all other extra-governmental agencies and the country as a whole, will shoulder the national responsibility of providing the resource support for education. Hence, the culture of cost-effectiveness and accountability will guide the functioning of the education system.

While outlining implementation framework, linkages between education and other related services like child care, nutrition, health, sports, sanitation and water resources etc. will be suitably factored so as to ensure commonality in achieving the outcomes. There is a perceived need for greater coordination amongst the relevant multiple agencies and Ministry of Human Resource Development, Govt of India Some Inputs for Draft NEP 2016 functionaries also between education and other departments. Accordingly, appropriate coordination mechanisms will be developed.

Learning from the past experiences, it will be the endeavour of each operating unit to devise appropriate monitoring methods, mechanisms and systems, so that periodic assessment and evaluation of the progress made in achieving the outcomes and outputs of each actionable point can be undertaken. The monitoring will take place from the micro to macro level at both the state and central government. This will provide an enabling and systematised procedure that allows mid-course corrections, revisions in implementation strategies for optimised results. This will also pre-empt any systemic breakdowns that result in failure to realise the vision and overarching goals articulated in this policy.

Notwithstanding the above, given the size, variety and dimensions of our country; the resulting educational sub-structures that operate; and the dynamic nature of a knowledge and information based society, several challenges will be arising on a continuous basis, which does necessitate periodic review. Hence, a five-year periodic review of the policy will be carried out to keep up with the emerging national and global trends. The views are also invited from all stake holders though e-mails.

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VI. INTEGRATING SKILL DEVELOPMENT IN HIGHER EDUCATION

With increasing unemployment among the educated, the need for giving due attention to employable skills in secondary and higher education is being felt increasingly. As skilled workforce is considered the most important human capital required for the development of a country, both vocational education and skill development are known to increase productivity of individuals, profitability of employers and national growth. Vocational education aims to develop skilled manpower through diversified courses to meet the requirement primarily the unorganized sector and to inculcate self-employment skills in children through a large number of diversified vocational courses. Given that only 7 to 10 per cent of population is engaged in formal sector of economy, development of vocational education will provide skilled labour force in the informal sector which would further enhance the productivity. The Central Advisory Board on Education (CABE) and National Knowledge Commission (NKC) have also emphasized the need to improve access and participation to vocational education and recommended the flexibility of vocational education within the mainstream education system. There is a need to look into the innovative delivery models including strengthening of public private partnership (PPP) in forging linkage between skill development and economic development.

With the impact of technology and globalization on the labour market, the work environment has become more complex, requiring new skills to navigate successfully within a world of work marked by constant change. But the education system is not able to respond to the demands of the labour market. A key issue is to improve the effectiveness of the system in order to enhance the employability skills of the workforce and engender more employment opportunities. Moreover, developing skilled workers enhances the efficiency and flexibility of the labour market. India has set the target of skilling 500 million people by 2022. In view of the policy priority and harnessing the potential of young people, skill development assumes great importance in the domain of educational planning and management.

Several measures can be taken up in linking education and skill development. There are possibilities of aligning and developing skill courses – NSQF.; Establishment of Community Colleges in General Colleges and Polytechnics; The country may start vocational Studies programmes at the under-graduate level and may introduce skill credit transfer to facilitate vertical/horizontal mobility, We may introduce KAUSHAL – Bridging Diploma-Degree Divide and promoting region specific skills. Similarly, the Polytechnics education may focus on employable skills.

It is expected that every institution should introspect with the following questions.

1. At what level of education should skills be introduced?
2. Should skill not be introduced in higher education?
3. What efforts should be made to introduce need based employable skill courses?
4. In what ways, bridge between general and vocational courses should be established to enhance employability of the educated?
5. What institutional mechanisms should be established to make provision for certification of skills already in the informal sector?
6. In what ways, linkages should be established between educational institutions and industries to promote skill based education.
7. What guidance and counseling should be provided to the prospective youth for opting skill based courses?
8. Should Associate Degrees not be introduced in the Community Colleges as in the U.S.A.?
9. Should higher education not allow entry at any stage and temporary exit at the end of any semester?
10. Should regular course enable modules of skill which will increase employability?

VII. SKILLS IN EDUCATION AND EMPLOYABILITY - THE RIGHT BALANCE

While the youth population is fast shrinking with higher dependency ratios in the developed world, India is one of the youngest nations in the world with more than 54 percent of its total population below 25 years of age. It is estimated that there will be 104.62 million fresh entrants to the workforce by 2022 who will need to be skilled. However, institutional arrangements to support technical and vocational education programmes remain quite inadequate.

Formally linking the development of skills in vocational fields, and bringing an academic equivalence to vocational accomplishments with avenues for horizontal and vertical mobility of students has been attempted only recently. To enhance employability, a blend of education and skills is essential for individual growth and economic development. Fostering dignity and social acceptability to high quality vocational training needs increased attention.

Skill development programmes in school and higher education system will be reoriented not only for gainful employment of our students but also to help them develop entrepreneurial skills. As envisaged in the National Skill Development and Entrepreneurship Policy 2015, skill development programmes will be integrated with the industry requirements.

VIII. IMPORTANCE OF CONTINUOUS LEARNING FOR SKILL DEVELOPMENT

Conventional education alone cannot meet the needs and aspiration of higher education. Distance education system is emerging as an important means to cater to the increasing demand for higher education. Open and Distance Learning (ODL) is recognised and accepted as an important mode for achieving enhanced access, developing skills, capacity

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building, training, employability, life-long education and continuing education. Open and Distance Learning has contributed significantly in development of education structure of India. It provides avenues to those students who are not able to leave their jobs or are not able to attend regular classes due to some reasons. Our distance education system consists of one National Open University namely, Indira Gandhi National Open University (IGNOU) and 14 State Open Universities. In addition, many Central/State Universities also offer courses through distance mode. Expansion of ODL is proposed to ensure that 10% of the enrolment takes place in the open and distance learning institutions. There are however issues of quality in distance education, which calls for reforming the ODL system. The Madhav Menon Committee has suggested several changes in the implementation of ODL within the country.

Massive Open Online Courses (MOOCs) have recently received a great deal of public attention. The MOOCs provide free access to cutting edge courses that could drive down the cost of university-level education and potentially disrupt the existing models of higher education. This has encouraged various higher education institutes/universities to put their courses online by setting up open learning platforms.

Indian Universities need to establish the MOOCs program in Humanities, Social Sciences, Sciences and Technologies. This should be in the wider contexts of open education, online learning and the need to democratize education by disseminating as wide as possible. Pedagogically the University need to develop contents of the study programmes, Teaching learning materials, Videos etc. which can be relied on to launch online courses. Developing collaborations with other institutions, depending on 20 the nature and contents of the courses, is an important part to increase their outreach.

Learners' motivation to participate in MOOCs is a significant area of interest to many higher education institutions in stakeholders. Surveys conducted by researchers at Duke University show that student motivations typically fell into one of four categories: a) gain an understanding of the subject matter; b) for fun, entertainment, social experience and intellectual stimulation; c) convenience, often in conjunction with barriers to traditional education options; and d) to experience or explore online education.

MOOCs have been criticized for adopting a knowledge transmission model; in essence, they are considered to be technology-enriched traditional teacher-centered instruction. Such systems offer an individualized experience in that they allow students to take alternative routes through material and offer automated feedback. However, they do not provide a social learning experience or one of being dealt with personally.

The issue of quality assurance of MOOCs is a big concern for HEIs. In most cases, compared to other online courses, MOOCs lack structure, and rarely include the central role of the instructor or teacher. They are largely self-directed learning, which is a very different experience to formal education. The open nature of MOOCs creates a population that is self selected to be engaged and passionate about this approach to learning.

MOOCs demand a certain level of digital literacy from the participants, which has raised concerns on inclusivity and equality of access.

IX. A NEW WORLD OF TECHNOLOGY ENABLED LEARNING - A NEW DIMENSION

Today technology is all pervasive and it influences all domains of our daily life. The developments in information and communication technology have changed the way educational services are offered. Technology enables to take education and learning go far beyond the confines of institutionalized instructions, structured study programmes and teacher-centred teaching learning process. ICT helps take learning beyond schools and universities. E –learning is one of the most sought after modes of delivery of educational services.

The World Summit on the Information Society (WSIS) and a series of international conferences in the early 2000s emphasised on e-learning as a priority area of priority. Today digital literacy and e-skills overcomes constraints of age, income and class. Digital literacy (e-skills) has transcended barriers of age, class and income. The government of India plans to connect institutions of higher education and research and provide broadband connectivity at all levels of education and administration.

Technology has capacity to speed up the delivery efforts, standardize the quality of delivery and the quality of services to be delivered to the recipient, provided that recipient, provider, and delivery mechanism all are equally careful to the nuances of the technology. The types of technologies and devices relied on vary widely between regions and countries. Once countries relied on radios and DVD players and now mobile phones, MP3 players, digital cameras, or video-gaming equipment etc. are the devices relied on for learning.

Keeping in view all benefits of the technology, the National Mission on Education through Information and Communication Technology (NMEICT) was approved in 2009 to leverage the potential of ICT, in teaching and learning process for the benefit of all 23 the learners in Higher Education Institutions in "any time anywhere" mode. It has two major components: providing connectivity, along with provision for access devices, to institutions and learners & Content generation.

Nearly 404 universities have been provided 1Gbps connectivity or have been configured under the scheme and 19,851 colleges have also been provided VPN connectivity. Over 250 courses have been completed and made available in National Programme on Technology Enhanced Learning (NPTEL) Phase I and another 996 courses in various disciplines in engineering and science are being generated in Phase-II of NPTEL by IIT Madras. The low cost access-cum-computing device Aakash 2 was launched on 11 November 2012. Using the A-View software developed under the NMEICT, several programmes for teachers' empowerment have been conducted for batches of 10,000 teachers at a time by IIT Bombay.

In the context of India such technologies and devices will be relied on when infrastructure for adopting such technologies are made available to those in the rural and remote areas. In the area of higher education, we are supposed to upgrade the system to capture the knowledge flow at world level. With a view to care local needs in the context of changes taking place at global level, every college/University engaged in imparting higher education needs to upgrade the facilities in the light of modern technology which can enable learners in a big way. Of course the facilities like Wi-Fi and computers the site of learning and teaching is essential. But again a question arises that to which extent the large number of Students enrolled in the Colleges/ Universities run by the government assistance (in sufficient) could avail the costly facility like Wi-Fi and computers in the library, E library access, E-books, Digital library.

X. LINKING HIGHER EDUCATION TO SOCIETY FOR DEVELOPING PRODUCTIVE RESOURCES

Since Independence, there have been manifold increases in the number of universities, colleges, teachers and students. The growth, to a great extent, seems unplanned and exhibits a weak linkage with employment and the outside world. Various reports have shown that although jobs have been increasing in the professional stream, degrees have been multiplying in general education mainly in arts and humanities. The condition has become ironical. On one hand, the country does not have adequate manpower to carry out developmental work; on the other hand there is a high incidence of unemployment among the educated youth. The expansion and diversification of educational growth has been almost adverse to the sectorial growth of jobs.

The role of institutions of higher education in societal development is becoming increasing significant. In recent years, higher education has isolated itself from the society and there is a need to re-establish and strengthen higher education's close linkages with the society. The Universities need to foster social responsibility and engage in community outreach programmes. Development of higher education is critical for achieving the goal of `Unnat Bharat' and in developing capabilities of people to face the current and emerging challenges. The unprecedented explosion of knowledge warrants higher education to become more dynamic as never before, constantly entering into unchartered domains. Despite constant efforts made by the Government in higher education, the country is facing the challenges of greater opportunities of access to quality higher education through greater investment in infrastructure and recruitment of adequate and good quality faculty, promoting academic reforms, improving governance and institutional restructuring with aims of improving quality and inclusion of hitherto deprived communities. Higher education should carry the developmental agenda of the country on its inner strength and resources. Besides improving access and equity, it should improve the quality of teaching and learning in higher education institutions.

XI. DEVELOPING THE BEST TEACHERS IS THE PRIORITY

The quality of instruction depends on the quality of teachers. The qualification levels and pedagogical experience they have certainly influences the teaching learning processes and learning outcomes. The length of academic preparation, the level and depth of understanding of subject matter and the extent of pedagogical skills a teacher possesses decide the learning outcomes in an institution. Unfortunately, a major share of our teachers, especially in the colleges does not possess doctoral degrees.

One of the major constraints is to attract good students as teachers. Invariably teaching profession is not high in the priority list when the graduates look for jobs. The salary levels and facilities provided to the teachers, although increased in the recent past, are less attractive compared to other sectors. Creation of a pool of brightest students is important in the sense that they will ultimately make improvements in teaching learning process. The UGC is funding a variety of programmes such as provision for awards, scholarships, facilities to participate in conferences etc. to attract and retain intelligent, meritorious and brightest students in academic profession.

After their joining in the teaching profession, they need to be inducted effectively and oriented towards research and teaching. Apart from the off-campus induction process, it will be a good in-house practice if the young and fresh teachers can observe the class teaching of senior and best teachers being in apprenticeship for further cognitive and pedagogical development. The process of enhancing their knowledge of Content, Pedagogy and the Technology especially the knowledge of ICT is essential and need to continue as an integral part of the capacity development of teachers. Extensive use of ICT and audio-visuals are the need of the day when students are more techno-savvy than the teachers.

The research should be an equally important dimension to be emphasized since research improves the level of teaching and academic credibility of the teacher. It is only through R &D activities, that teachers can update their knowledge, bring more clarity in their concepts, fly at higher level of teaching and reflect on through action research. The global initiative to get faculty from best universities to come and teach for a term is a commendable idea, but practical problems cannot be overlooked. Scholars teaching abroad are hardly accustomed to the realities of India. However, artificial transplantation of foreign methods of teaching without addressing the requirements of ground reality is bound to be counterproductive.

XIII. MEANINGFUL PARTNERSHIP WITH PRIVATE SECTOR & INDUSTRY

Expansion, inclusion and rapid improvement in quality throughout higher and technical education system by way of enhancing public spending, encouraging private partnership and initiating long-overdue reforms form the core of various initiatives for higher education. Higher education cannot

sustain only through public funding. Given a massive requirement, the public resources may not be sufficient to meet the ever- increasing demand for quality higher education and that our policy and regulatory framework should provide for necessary enabling framework to attract private investment and Public Private Partnership (PPP) in higher and technical education sector. Further, PPP, besides meeting the wide resource gaps, can also serve as an instrument for resource-use efficiency, improvement in service delivery and promotion of excellence. Besides supplementing public investments and reducing dependence on public exchequer for provisioning of quality public services, PPP also brings about the following efficiency gains:

1. Promoting cost-effectiveness through risk sharing and efficient use of resources leading to higher productivity and optimal risk allocation;

2. Enhancing access to modern technology leading to better project design, implementation, operations and management;

3. Promoting accountability through clear customer focus, which, in turn, results in accelerated & improved delivery of quality public service;

4. Promoting institutional autonomy by reducing dependence on public funds and in the process significantly reducing external interference in decision making, as it empowers public institutions by making then financially self-sustaining and independent.

Private sector participation should ensure adherence to government policies with respect to reservation and affirmative action. Importantly, institutions established under PPP mode would follow means blind admission process thereby ensuring that no one is denied admission due to inability to afford cost of education. Liberal scholarship provisions, students loan and interest subsidy scheme may be thought of as cushion to build private partnership in higher education. It needs to be noted that partnership with private sector does not mean privatisation, commercialisation and debasement of education. Rather, it explore possibilities of attracting private investment and participation in decision making within the overall framework of education being merit good, while government continues to be responsible for ensuring quality higher and technical education to all. Thus, under the PPP mode, the cherished national objectives of excellence, social justice, inclusion as well as removal of gender, regional and social group disparities will continue to be the guiding principles. What it does mean is that the Policy Instruments of the Government require to be modified from the present role of funding and controlling to assuming a much wider role of being an enabler, facilitator, financier and regulator.

It is against this background that higher education institutions need a shift in policy towards private sector participation in a manner that broad objectives of expansion, inclusion and quality are maintained. While public private partnerships in higher education have been pursued as a strategy, not many have shown successful results. Hence, the PPP models need to be revisited so as to allow more meaningful collaborations. A critical analysis of PPP in HE , the existing legal provisions and which viable models are possible need to carried out.

XIV. GLOBALISATION OF HIGHER EDUCATION FOR INTEGRATED OUTCOME

Globalization has resulted in greater cross border higher education. However, there is a need for a better policy that encourages collaborations, student faculty mobility etc. Internationalisation has two forms: a conventional one, and a modern one. The conventional one focused on core academic values, while the modern one tends to focus primarily on education in the framework of international trade, with export/import and economic gains as the operative parts. The conventional one focuses more on student mobility and to some extent faculty mobility as a strategy, while under the modern one, business models are formulated that includes not only student and faculty mobility, but also institutional mobility and programme mobility – all with a primary view to make economic gains. It is necessary that we focus mainly on the former model aiming at enrichment of quality in teaching, research and intellectual environment in the universities that result in better knowledge production and dissemination.

It may be good to adopt a selective purposive approach by identifying a few high quality select institutions abroad and invite them to come to India, to share teaching and research with Indian students and faculty. Also, such institutions need to be provided a conductive atmosphere for these institutions to set up campuses and offer stand-alone or joint degree programmes.

While all Indian institutions of higher education may be encouraged, it may be good to identify some of the best institutions in the country to collaborate with selected foreign institutions in such programmes. The Indian institutions may be provided additional required support in this regard, to facilitate, inter alia, student and faculty exchanges. In the same way, not all, some of the potentially high quality Indian institutions may be encouraged to set up campuses abroad and offer programmes in which India has a comparative advantage.

Measures have to be developed to attract good talented students from abroad into our university campuses. Merit may have to be the prime concern in this regard. If necessary, scholarships may be provided to such talented students. Differential fee policies (for foreign students) may have to be carefully formulated. There is no justification for charging even the foreign students above 100 per cent cost of their education. It is necessary to see that foreign students are not viewed as a revenue generating source, but as a source of enhanced learning environment. Indian universities with sizeable number of foreign students also need to be supported with additional resources to have good residential facilities for foreign students.

In the whole area of internationalization, care has to be taken

a. that academic considerations are not displaced by commercial interests

b. to balance domestic demand and demand from foreign students.

c. to ensure strong mechanism of accreditation and quality assurance

d. to protect Indian institutors of higher education from unhealthy and unfair competition from foreign universities

e. to protect, promote and nurture Indian values from possible invasion of foreign educational enterprises, with their curriculum and associated values and practices.

XV. ENGAGEMENT WITH INDUSTRY TO LINK EDUCATION TO EMPLOYABILITY

India represents a typical case of over-supply of higher education graduates on one hand and non-availability of prospective employees in the production sector. The basis for such a mismatch is rooted in the differences between the skills imparted and the skills required in the labour market. The universities and higher education institutions operate independently with very little scope for mutual interactions and engagements.

The realization on wide gaps in 'learning' further extended to 'Employability Skills' in the last decade. Employability of our students is a matter of concern. The industry has been rather disappointed with the kind of graduates emerging from our Education particularly for want of the right kind of employability skills. Though India has one of the largest education systems in the world, employability of the graduates is often quoted as one of the biggest challenges the country faces today. The huge gap between the supply of educated and also employable human resource and its demand by labour market in the country is indeed an early warning signal. As per a NASSCOM report only one fourth of India's engineering graduates and only 10% of its other graduates are employable. Another recent study by Purple Leap reveals that one third of graduates from the Tier II, III and IV engineering colleges are not employable even after interventional training; The number of readily employable graduates in Tier II, III and IV colleges equal the number of the total talent pool in tier I engineering colleges which (IITs and IISc)) jointly contribute to less than 1% of the engineering graduates in the country. On a scale of 10 the gap between the employability of technical graduates between Tier I and Tier II cities is worrisome. This gap is almost 50% for most of the high growth tech sectors in the country. The situation is far worse in case of graduates from other streams. As per the India Labor Report only about 46 percent of the graduate and above workers in India are regularly employed.

CONCLUSION

Taking into account all the factors discussed above, a great need is felt to implement NEP 2016 at grass root level to bring out productive resources in the globalised era. At the other end of the spectrum, there is a need for greater investment in research. Besides this, Industry academia linkage is very essential to meet both the ends of increasing employability quotient and research needs. Despite our best efforts in this direction, these things have not fructified as expected. We also need to find out how and what is needed for a more fruitful partnering for better outcome.

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