Revamping India’s Higher Education System: Issues, Challenges and Implications

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Preface

It is well known that education plays a crucial role in development of a nation. Progress in education is seen as a vital element in building a skilled workforce. We also know that it plays an effective role in letting individuals raise their standard of living. Over the past 70 years, the Indian higher education system has undergone unprecedented transformations. The main agenda behind these transformations has always been to usher India to become a knowledge based economy by imparting Quality Education to pupils. From years, the union Government has been emphasizing upon the restructuring, rebuilding, and skilling of the inputs for new education policies and is carrying out these educational changes with a great vigour. The impact of such changes is multiplicative. India now has the largest higher education system in the world in terms of the number of institutions, and the second largest in terms of the number of students. Despite significant decadal progress, there are still some underlying issues which need to be readdressed such as the supply-demand gap of teachers, change in aptitude and attitude of teachers and learners, and discrepancies in the acquired skill sets of individuals from what industry needs. In addition to that, the social sector expenditure as percentage of GDP in Education has declined from 3 % to 2.9 % posing resource constraints to quality education.

India has evidently made progress in school education; however, the position on multiple dimensions is still disconcerting. While India has come a long way in terms of public literacy rates with more universities and educational institutions, education reforms are critical at this point of time. The great challenge in front of us is the hollowing out of our public education system. The current Indian education system is the planned process of promoting work attitudes and the transfer of basic skills to local, regional, and national development so as to meet the needs of all sectors of the population. It is high time that we take certain steps instantaneously to further improve the level of education that will, in turn, lead to the availability of developed human resources for fourth generation Industrial revolution.

With this book, our aim is to leverage a common platform where the focus can be placed on refinement and revamping of higher education curriculum and teaching pedagogy. The book is a compendium of sixteen chapters focusing on transformations in Indian education system where the
distinguished authors have stressed upon topics with respect to the changing pedagogy of higher education, role of apex bodies in quality of higher education, excellence and expansion in higher education, renewal of the higher education act, social inclusiveness, relevance of ICT in education, etc. Overall, this book will be beneficial to the policy makers, academic administrators, and industry experts looking for the issues and challenges faced by educationists and students in context of fast-changing education system both at national and global level.

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Higher Education in India: Evolution from Communalism to Capitalism

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Abstract

University structure in India is started in 1857 with three fundamentally British establishments; the Universities of Madras, Calcutta and Bombay. But now in 2017, at present more than 700 universities and 36,000 colleges catering in India to more than 35 million students stretch the country. Indian economy emerged as socialism during the 20th Century during the Independence movement and expanded sturdy embrace as it supported the causes of the under privilege segment of the society. It influenced the economic and social theory of the Indian government since independence until the mid-1990’s when India took a pace towards a neo-liberal economy. The government participation in the governance, finance and administration of the higher education system in India is progressively declined and due to this the idea of a welfare state is hijacked by the supremacy of neo-liberal philosophy which reflected the implementation of free trade, market economy, privatization and preponderance of corporate culture. This led India to gradually glide away from communalism to capitalism. The paper observes the political economy of Indian higher education through a pragmatic mapping of higher education in India and demonstrates that Indian higher education is being privatized on an enormous scale to the extent of de facto privatization. The paper also delineates the impact of neo-liberal capitalism on Higher Education. The breakdown of the government system as well as an exit of Indian elites from public institutions to private sector institutions, within the country and abroad, is the result of ne-liberal capitalism.

Keywords: Capitalism; communalism; commercialization; neo-liberal philosophy; higher education.
1. Introduction

“Higher Education must lead the march back to the fundamentals of human relationships, to the old discovery that is ever new, that man does not live by bread alone”. John A. Hannah

The phrase ‘Knowledge is Power’ might have originated with in the 16th century with Francis Bacon or Thomas Hobbes but as a political strategy. Education helps in indoctrinate the values to apply the technical know-how in real life situations, which is the one of the most important needs of education for mankind.

The Preamble and the Directive Principles of State policy are clear towards the attainment of welfare and communist state goals through democratic means. To achieve these goals education therefore was primarily state responsibility since it would help sever the stringency of social stratification, prop up equal prospects and would surface the alleyway for country’s development.

During early 1980s, and more hurriedly since 1991, economic policies moved in a penetratingly neo-liberal route and narrowed the responsibility of the state. The demand to expand the higher education is coupled with the fiscal restraint of the state constrained Indian government to espouse market friendly reforms to support education sector. These reform integrated cost resurgence and income spawning measures in public institutions and encouragement of private higher education institutions, which depend on self-financing, terminating into marketization and corporatization of education sector.

2. Neo-liberalism and education

Neo-liberalism is a modern appearance of capitalism. For neo-liberals nothing is beyond profit. Thus privatized utilities such as the education & health sector are running like the factories and business houses, just to maximize profits and rewards, not to provide a community service.

For Neo-liberal Capitalist, it is immaterial to endow with high level education. In fact they promote a highly polarized classification of education, where education should not endeavor to spread an extensive common culture to the majority of future workers but instead it should educate them just some indispensable skills (Lynch, 2014).

Higher education- a market

Nowadays to be a person educated in economic terms, a person has to be
a labor market actor whose life and principles are resolute by its economic status. These values are reinforced with educational purposes. This has intense repercussions for the operation of education as a social practice. With the augment of neo-liberal agenda there is increasing attempt to privatize higher education, so that citizens will have to buy them at market value rather than have them provided by the state (Lynch, 2014).

Higher education- a product

With the inclusion of free market philosophy in the educational institutions, education today is an industry offering new opportunities for investors in profit terms. Higher education in India, after independence, was assigned not only with the accountability of protecting the constitutional provisions for positive discrimination, but also considered as a promoter of economic growth & a tool of equal opportunity to upward social mobility (Lynch, 2014).

3. Rationale of the study

The Government of India cannot release itself from the accountability of providing higher education to its inhabitants. The Indian government is gratified to not only endeavor towards providing admittance to higher education to the general public but also try & improve the quality of higher education in India. Indian government not only aims for higher education enrolment but also necessitate adding 14 million seats in the period 2014-2020. This inclination towards higher education in India will be primarily met by the private sector. But to cater these needs, there is requirement of huge investment. One of the major hurdles in India is lack of adequate funds and that is why; there is an imperative need for the private sector to step in. This can be achieved but at the risk of privatization and monopolization of higher education.

There are several schools of contemplation in this consideration and the term ‘privatization’ raises several issues. Some of the convincing questions that this paper attempts to answer are: Would it be viable to have a PPP (Public Private Partnership) for higher education? Would the reward of privatization overcome its weaknesses? Would privatization of higher education in India escort to monopolization of higher education by the private sector?

4. Objectives of the study

1. To examine the political economy of Indian higher education.
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2. To provide a pragmatic mapping of Indian higher education.

3. To explain the impact of neo-liberal capitalism on Indian higher education.

5. Methodology

The study is descriptive research. Secondary source of data is used to collect data from both private and public resources. Government websites of different ministries, organization, research papers, journal and published reports are used in this study.

6. Composition and extent of Indian higher education

At the very pinnacle of the system, lies the Ministry of Human Resource Development (MHRD). The MHRD is divided into two sections- Primary & Secondary Education and Higher Education. The functions of the Department of Higher Education are implemented through a number of different autonomous bodies such as the UGC and AICTE.

The University Grants Commission is an apex regulatory body of the entire university system which accountable for the diffusion of government funding. The UGC system consists of universities authorized to award degrees and colleges that cannot offer degrees in their own name and must be affiliated to a university. But this body is another sufferer of poor naming convention.

There are four types of universities.

1) **Central University:** These universities are formed by passing a Central Act.

2) **State University:** Those universities which are formed by passing a State Act.

3) **Private University:** These universities are recognized through a State or Central Act by a registered Society, Trust or Non-profit Company; which can be a sponsoring body. They do have license to set their own criteria for admission, syllabus, etc., but like central and state universities, they do not have the powers to affiliate colleges.

4) **Deemed University:** The UGC website defines deemed university as, “a high-performing institution, which has been so declared by Central Government under Section 3 of the University Grants
Commission (UGC) Act, 1956”. These universities can be either public or privately funded. An example of a public deemed university is the Indian Institute of Science, Bangalore and an example of a private deemed university is Manipal University near Mangalore.

Other categories of institutions outside or only partially within the ambit of the UGC like IITs, NITs, AIIMS, etc., are termed as institutions of national importance and IIMs, known as the premier institutes of management (IIMs). All these come under the direct control of the MHRD.

For accrediting the institutions and for formulating standards, the quality assertion and governance councils were established. AICTE is the largest such council whose approval is needed for starting technical departments, offering new technical courses or increasing intake in those courses. The research councils were established to promote research and aid in policy formation in their particular areas.

In India, presently there are more than 35,000 colleges and fewer than 15 million students, out of which above two-thirds are classified by the University Grants Commission.

Table 1: Number, nature and category of institutions

<table>
<thead>
<tr>
<th>Type of Institutions</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Universities</td>
<td>47</td>
</tr>
<tr>
<td>State Universities</td>
<td>370</td>
</tr>
<tr>
<td>State Private Universities</td>
<td>288</td>
</tr>
<tr>
<td>Deemed to be Universities</td>
<td>123</td>
</tr>
<tr>
<td>Institutes of National Importance plus*Other Institutes</td>
<td>50</td>
</tr>
<tr>
<td>Institutions established under State Legislature Acts</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>883</strong></td>
</tr>
<tr>
<td><strong>Total Colleges</strong></td>
<td><strong>39071</strong></td>
</tr>
</tbody>
</table>

*Source: University Grants Commission Annual Reports, 2005-17.*

Recent growth is much greater in professional colleges (especially engineering, management and medicine), as well as in private vocational courses catering especially to the IT sector.
## Table 2: Number of college per lakh population (18-23 years)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>States/UTs</th>
<th>No. of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andaman &amp; Nicobar Islands</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Andhra Pradesh</td>
<td>2532</td>
</tr>
<tr>
<td>3</td>
<td>Arunachal Pradesh</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>Assam</td>
<td>539</td>
</tr>
<tr>
<td>5</td>
<td>Bihar</td>
<td>744</td>
</tr>
<tr>
<td>6</td>
<td>Chandigarh</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Chhattisgarh</td>
<td>706</td>
</tr>
<tr>
<td>8</td>
<td>Dadra &amp; Nagar Haveli</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Daman &amp; Diu</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>Delhi</td>
<td>191</td>
</tr>
<tr>
<td>11</td>
<td>Goa</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>Gujarat</td>
<td>2019</td>
</tr>
<tr>
<td>13</td>
<td>Haryana</td>
<td>1113</td>
</tr>
<tr>
<td>14</td>
<td>Himachal Pradesh</td>
<td>348</td>
</tr>
<tr>
<td>15</td>
<td>Jammu and Kashmir</td>
<td>329</td>
</tr>
<tr>
<td>16</td>
<td>Jharkhand</td>
<td>328</td>
</tr>
<tr>
<td>17</td>
<td>Karnataka</td>
<td>3555</td>
</tr>
<tr>
<td>18</td>
<td>Kerala</td>
<td>1302</td>
</tr>
<tr>
<td>19</td>
<td>Lakshadweep</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>Madhya Pradesh</td>
<td>2260</td>
</tr>
<tr>
<td>21</td>
<td>Maharashtra</td>
<td>4569</td>
</tr>
<tr>
<td>22</td>
<td>Manipur</td>
<td>87</td>
</tr>
<tr>
<td>23</td>
<td>Meghalaya</td>
<td>63</td>
</tr>
<tr>
<td>24</td>
<td>Mizoram</td>
<td>29</td>
</tr>
<tr>
<td>25</td>
<td>Nagaland</td>
<td>65</td>
</tr>
<tr>
<td>26</td>
<td>Odisha</td>
<td>1076</td>
</tr>
<tr>
<td>27</td>
<td>Puducherry</td>
<td>84</td>
</tr>
</tbody>
</table>
The fact that India has 460 medical colleges (Table 1) indicates the priorities and interests that shape Indian higher education. India produces more lawyers and other professionals than doctors.

Table 3: Type-wise number of colleges in the country, 2015-2016

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Science, Commerce &amp; Oriental Learning Colleges</td>
<td>28154</td>
</tr>
<tr>
<td>Teachers Training</td>
<td>1983</td>
</tr>
<tr>
<td>Engineering/Technology/Architecture</td>
<td>2725</td>
</tr>
<tr>
<td>Medical</td>
<td>460</td>
</tr>
<tr>
<td>Agriculture</td>
<td>268</td>
</tr>
<tr>
<td>Veterinary/Animal Science</td>
<td>126</td>
</tr>
<tr>
<td>Law</td>
<td>931</td>
</tr>
<tr>
<td>Others</td>
<td>4424</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39071</strong></td>
</tr>
</tbody>
</table>

Source: University Grants Commission Annual Reports, 2005-17.

7. Doctrine of de facto privatization

Privatization is well-known for linking demand side financing,
transformations to the educational supply side and de facto privatization. De facto privatization is transfer of errands to the private sector, throughout the brisk augmentation of private schools, in spite of reforms or legislation. Higher education for Indians has been the swiftest elevators to the pinnacles of contemporary Indian power and opportunity. But, this realization coupled with the rigorous restrictions of publicly funded higher education institutions and the greater purchasing power of the middle class. According to NSS data, the government’s share in overall education expenditure has been declining steadily, from 80 percent in 1983 to 67 percent in 1999 and further to 55 percent in 2012. Many students, who formally enroll in publicly supported colleges and universities, hardly attend classes there. In its place, they pay extensive amount to the escalating private sector professional IT training firms like NIIT and the Aptech (Smyth, 2005; 2006).

The most perceptible trend has been the conversion in the provision of professional education, particularly engineering, medicine and business schools.

For a long period of time, private varsities were taken UGC granted for the approval. Slowly, the UGC came up with the UGC (Establishment of and Maintenance of Standards in Private Universities) Regulations 2003. Now, private university would require a separate State Act conforming to the pertinent provisions of the UGC Act. A university set up under a State Act shall operate “ordinarily within the boundary of the State concerned,” and can only open off-campus centers (outside the home State), off-shore (abroad) centers and study centers only “after the development of main campus and after five years of coming into existence.” Even then, it would require the prior permission of the UGC and the Government of the host State, and such approval would be forthcoming “in exceptional circumstances” that are unspecified. On the other hand, the admission, fee structure and programs of study of the private university will be have to conform to the norms and regulations prescribed by the UGC and other statutory bodies.

8. Classification of private educational institutions in India

Private Educational Institutions in India could be classified into the following categories:

(a) Aided Colleges: These are privately managed but funded by the Government. Section 3(b) of the Private Professional Educational Institutions (Regulation of Admission and Fixation of Fee) Bill, 2005
defines an ‘Aided Institution’ as a private professional educational institution, receiving recurring financial aid or assistance in whole or in part from the Central Government or the State Government or from anybody, under the control of Central or State Government disbursing grants-in-aid or financial assistance and shall include a minority institution. Aided colleges receive a generous amount of aid from the government to bear the operating costs and these are in large number. Ironically, private colleges that receive aid do not help in bringing down the expenditure of the government in higher education. The Government would continue to spend as much in higher education without a reduction in the expenditure.

(b) Unaided Colleges: Unaided colleges are privately controlled and raise their own funds. The Hon’ble Supreme Court has held that ‘the right to admit students being an essential facet of the right to administer educational institutions of their choice, as contemplated in Article 30 of the Constitution, the State Government or the University may not be entitled to interfere with that right, so long as the admission to the unaided educational institutions is on a transparent basis and the merit is adequately taken care of.

9. Legal ambiguity

The Courts of law have played an imperative role in shaping the political economy of higher educational reforms. As the government and the constitutional authorities are unwilling to clean up the Augean stables, the Courts cannot be held responsible. Politicians and bureaucrats find it more expedient to pass the buck to the judiciary, and they can conveniently point fingers at the judiciary, accordingly blaming it for misplaced activism. In the process, there has been a distinct shift in the Supreme Court’s stance in the past decade, from an undisguised suspicion of the private sector, to a grudging acceptance of the emerging reality. But in some ways, the Court’s intervention in this matter is a classic example of what we might call non-consequential analysis. Both in the phase when it was hostile to private enterprise in education, and in its grudging acceptance, its primary response does not center on what will enable the education system to respond to demands. Rather, it has uneasily and often confusingly attempted to reconcile incongruent principles (Giroux, 2002).

In 1992, the Supreme Court, in its judgment in St. Stephens v. University of Delhi ruled that “educational institutions are not business houses; they do not generate wealth.” In 1993, in the landmark Unni Krishnan v. Andhra
Pradesh, the court reviewed the state’s right to interfere in the admission policy and the fee structure of private professional institutions. It held that education, being a fundamental right, could not be the object of profit-seeking activity. On this ground, the Court sought to regulate the activities of what came to be known as capitation fees colleges that charged students high fees to recover costs. In the view of the Courts, the government would continue to have jurisdiction over these colleges in two respects. Entrants would have to qualify under an exam common to these and all other colleges. At least 50 percent of seats in these colleges would be reserved for students who so qualified on the basis of merit, and the college would be entitled to charge only the level of fees prescribed for government institutions. Twenty-five percent of seats would be reserved for admission with merit, but the college would have discretion over the fees, while over the remaining twenty-five percent, the college would have jurisdiction with respect to both admission criteria and fees. The Supreme Court argued that all private colleges would be subject to the constraint that education cannot be the object of “profiteering” and the fee structure should be compatible with the principles of “merit and social justice alike.” The judgment argued that all colleges offering professional courses would have to reserve 50 percent of the seats for candidates selected through an entrance examination conducted by the government. In its ruling, the judgment opined, “Education has never been commerce in this country. Making it one is opposed to the ethos, tradition and sense of this nation. The argument on the contrary has an unholy ring to it.” If anything, this ruling only confirmed the unholy lack of clarity in the court itself. Its redressal for admissions and fees was deeply flawed and mirrored the ingrained habits of India’s intellectual elite. The best of intentions thus resulted in lofty sentiments that had little to do with reality or the behavioral consequences of a law (Dewan, 2012).

However, given the extent to which the private sector is involved in education, is it a “service” which would allow disgruntled consumers to seek legal redress? On the one hand, students are spending large sums for education services. But since the courts think this is “unholy” (not illegal), poor service was effectively not justifiable in consumer courts and the Monopolies and Restrictive Trade Practices (MRTP) Commission refused to entertain any cases on this subject. In was not until 2003 that the MRTP Commission issued a notice of enquiry against an education institution in Delhi issuing an injunction restraining the institute from conducting such courses.

Both the MRTP commission and consumer forums were receptive to
complaints against educational institutions until the early 1990s—just when private educational services began to explode. In the Holy Angels School case, the Commission held that education was not a service under the MRTP Act. Since service was defined in similar terms in the Consumer Protection Act, the view found its way to the consumer forums too, keeping out all aggrieved students and candidates. The Karnataka high court also ruled that the MRTP Act was not applicable to educational institutions, as they were not providing a “service” as defined in the Act.

The main problem has been the courts definition of “service,” which covers only commercial transactions. Can education be a service, and hence a commercial transaction if, as the Supreme Court ruled, it is “unholy” to bring in commerce into educational institutions? The high courts have been divided. While the Madras and Calcutta High Court held that the term service in the Consumer Protection Act excluded education from its ambit, the Kerala High Court allowed the petition of a student who had paid capitation fee. The consumer forums have been ambivalent in its attitude towards complaints against educational institutions. While state level forums have occasionally granted relief to the students the National Commission has not been receptive. Even as commercialization of education continues unabated, the state, regulatory authorities and the judiciary have become prisoners of their own rhetoric.

Higher education is regarded as the arena where a formal principle of equality of opportunity is most vigorously asserted. This principal is called “formal” because it upholds the defensible idea that ability to pay should not determine access to institutions. But the manner in which this principle is implemented ensures that adequate resources will not be mobilized for expanding the quality and quantity of education and those de facto inequalities in education will increase, because private spending outside regular institutions greatly determines future prospects. It is difficult to see what logic of political economy determines the Courts interventions. With all due respect to their Lordships, it is fair to say that the Court’s contribution to higher education has been more confusion than clarity (Matthew, Jean, & Peter, 2015).

10. Higher education in India and dominion of neo-liberalism

The neo-liberal transfer in the Indian higher education unambiguously changes the largely socio-cultural, political and economical patterns of civilization. Idealistic as well as educational aspects of higher education
changed through the neo-liberal policy schema. The higher education in India becomes one of the expensive commodities. The costs of the neo-liberal shift in higher education in our country are (Hill & Kumar, 2016; Lynch, 2014)

In terms of neo-liberal hegemonic discourse, higher education in India is serving global capital. Graduates are produced for MNCs and the developed world rather than for national interests. The demands of the market also determine students’ future destinations. Significant numbers of students are going abroad, although developed countries make no contribution to produce so called skilled graduates. We produce highly skilled migrants.

- The domination of neo-liberal policy in the higher education sector perpetuates wrong assumptions in society. Therefore, the subjects like pure sciences, humanities, arts, and even social science related subjects are ignored entirely due to little linkage to the job market. Therefore higher education is not a quest of knowledge but a skill. Most of the universities are intending to meet the demand of the markets. Thus, the current generation is growing up without knowing national and international politics, history and their development.

- In order to mount up capital, societal based higher education is progressively disappearing. Private universities wanted to attract the enrolment of students of the upper class. As private education is expensive, most of the students of private universities come from the rich class. Students from poor families have no access to private universities. Even students from middle class and upper middle class families are struggling to manage the high tuition fees in the private universities. Therefore, public universities were seen as the only place where students from poor families have access.

- In the last decades the number of graduates in market related subjects has increased. However, the job market is saturated; the unemployment rate is increasing, regardless of whether the students have a degree in the market related subjects. Often nonmarket related graduates are working beyond their areas.

- Public universities are always falling into financial crises. To meet that financial pressure, universities try to make joint initiatives with various market oriented forces to increase their internal financial capacity. They will introduce different new degree programmes with the financial support of international and national financial institutions,
and of government and nongovernment sectors. The outcome of the neo-liberal project will be that public higher education will become more expensive, with costs increasingly carried by the private individual in accordance with the user pays principle.

- An education system based on market and corporate ideology offers no opportunity for students to develop critical thinking. Students have lost their self-esteem and self-reliance, the higher sense of liberty and freedom. It “produces skilled laborers who are symbolically blind, disarmed, and brainless”. They are treated as instruments for serving global capitalism, but have no critical insight into capitalist oppression, injustice. Commercially based higher education encourages students to be self-centered, and to ignore democratic practice in society.

- Tuition fees of public universities have increased in recent years. Such a tendency of increasing tuition fees in public universities create burdens for lower income groups, and thus public universities will also not be places for students who belong to poor families. Public universities, like private universities, have transformed their education systems in line with the trends and demands of the market. The primary initiative was carried out through introducing a self-financed programme. This policy indicates the intention of the state to give up the responsibility of the state towards higher education on the plea that it has no resources.

- There is extensive reference to the skill, quality, and relevance but not access to education. It is cruel that those who have the resource end up with opportunity while those without resources end up as second rate individuals. In this process rich with less merit have a greater advantage than the seditious without resources. The argument against reservation was that it may produce less meritorious doctor, engineer, and professionals that would become problematic to the society and counterproductive to production process. A doctor from the unprivileged may result in inferior doctor but a less meritorious person of privilege has greater chance of being inferior doctor and inferior human being too (Anandkrishnan, 2015).

- A commercial mentality will grow within the teaching community. Many teachers in public universities are forced to be involved in the private universities, commercial consultancy or research firms. Sometimes teachers in both public and private universities treat higher education as an instrument of business rather than as a commitment to
generate true knowledge for the benefit of society.

- The proposed new administrative system in the public universities will further extend the commercialization of higher education. Universities will no longer be seen as public spaces for the protection and development of democratic values. Similarly, as the board of trustees keeps absolute power of control over private universities, that will impede the academic freedom of faculty members.

- Today, the number of student enrolments in the private universities is greater than that in public universities (Contribution of private sector to higher education is 1.8% and public sector contributes 1.2%). Private universities in India are increasing, but they do not maintain an educational environment conducive to student life. They established private universities anywhere to selling the degrees without quality infrastructure like physical facilities, libraries underpaid teachers, etc.

11. Conclusions

The cavernous crisis of higher education in India is being shrouded by the success of narrow professional schools. The severe flaw pestilences India’s higher education is a catastrophe of governance. The median Indian higher education institutions are incapable of producing skilled and knowledgeable students as few institutions of excellence are existed in India. Therefore, students are required to spend more resources in attaining some sort of post-graduate professional qualification as they frantically seek ways to signal their qualities to potential employers. India’s current system of higher education is centralized, politicized and militates against producing general intellectual virtues.

It is evident that there is an unambiguous inclination of neo-liberalism towards higher education in India. To achieve a direct outcome of less investment by the government in higher education, the government has to fulfill its obligation of investing more and more in the development of the primary education. The policy of privatization could be buoyant to start professional institutions but it must be taken are that this privatization does not lead to commercialization. There is an advantage of ease of burden of the state in providing higher education to its citizens through the entry of private enterprises but while giving entry to the private sector in educational sector, regulatory agreement must be put in place. It does not mean that the government release itself from the duty of providing education to its citizens, as majority of citizens cannot have the funds for
education in private professional institutions. Privatization has been criticized a lot because citizens have articulated their distress over the inflated fee that is charged by private professional institutions. As a result the weaker sections of society may be dispossessed of access to higher education.

In India, the growth of private sector in higher education has been the answer to the deteriorated quality of education. However, private sector investment has been cramped to professional streams, bypassing the majority of students. Furthermore, it is plagued by severe governance weaknesses, raising doubts as to its ability to addresses the huge latent demand for quality higher education in the country.

References


India as a Hub for Education Tourism

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Abstract

Tourism industry in India has always been in top priorities of the Indian government; as it is a major booster to the country’s growth and development. As the world is inching towards 2020, there is a drastic change in tourists preferences worldwide based on their modern lifestyle. Therefore, understanding the need of the hour, countries are branding themselves by promoting their diversified tourism products like heritage tourism, adventure tourism, sports tourism etc. Education tourism is a new bud of tourism products, which is in its nascent stage in India. Millions of students are migrating to India annually to pursue their educational goals and enrol themselves in various degree courses in the different universities in India. This can be regarded as ‘education tourism’. The numbers are depicting a rising pattern over the last ten years. As cross cultural education programs are adopted worldwide in current scenario; the scope of ‘education tourism’ increases manifold. Therefore, this form of tourism needs due consideration by the tourism ministry and it needs to be promoted to realise its full potential. Therefore, this paper is an attempt to draw attention of the destination markets of the Indian tourism industry towards an unexplored opportunity; the ‘education tourism’. The paper is discussing the avenues to develop India as a brand for ‘education tourism’ in global setting.

Keywords: Education tourism; university education; academics; India.
1. Introduction

Education and tourism are indeed two integral components of the economy of any nation. Education, on one hand, assists the nation in creating a knowledgeable work force that can perform their intended tasks efficiently and effectively. Thus, playing a pivotal role in elevating the nation socially, culturally, politically and economically.

Tourism is a sector that possesses the potential of converting the flora and fauna of a nation into an asset that attracts tourists from all over the world. It is a sector that gives a nation the opportunity to showcase its natural and man-made scenic areas a tourist destination. Thus, providing a path to the nation to become financially strong.

A fact which is admitted by numerous scholars is that lessons of life are best learnt outside the four walls of a classroom, it is this reason why Education Tourism has gained popularity over the years and hence has garnered significance in the field of research. The growing relevance of Education Tourism prompted the researcher to take up this topic for research.

2. The concept of Education Tourism

When the terms “Education” and “Tourism” are combined together, there arise a new term “Educational Tourism”. It is a term that inculcates all the tours undertaken by people either individually or in groups to a place which according to them can enhance their knowledge and can make them more proficient in the execution of their respective work.

Kalinowski and Weiler (1992) further explain that educational tourism goes ‘beyond a curiosity, interest or fascination for a particular topic. It involves a travel experience in which there is organised learning, whether that be formal or experimental.

Educational or learning types of tourism can take a variety of forms and can be understood according to a scale ranging from ‘general interest in learning while travelling’ at one end to ‘purposeful learning and travel’ at the other (Ritchie, 2003). Smith and Jenner (1997) describe this as a trend towards a ‘leisure-education hybrid’, whereby a new demand for leisure products which have an educational or learning component is created.

Education tourism can take a variety of directions and serve a diversity of visitor interests, “such as satisfying curiosity about other people and their language and culture; stimulating interest in art, music, architecture or folklore; inspiring concerns for natural environments, landscapes, flora
and fauna; or, deepening the fascination of cultural heritage and historic places” (Kalinowski & Weiler, 1992).

From our point of view, the most accurate definition, given by the domestic academics, is the one proposed by L. Tkachuk: “Educational tourism is a travel, during which tourists combine leisure and learning: attend classes, guided tours to expand horizons, satisfy curiosity and achieve other learning goals” (Akhmedova, 2016).

3. Objectives of the paper
* To study current scenario of Education Tourism in India.
* To compare India as a destination for Education Tourism with selected popular foreign destinations of Education Tourism.
* To suggest measures for developing India as an Education Destination.

4. Popular destinations for higher education
On the international front, there is dramatic growth in global student mobility, particularly during the 20 years from 1990 to 2010. The total number of tertiary students enrolled outside of their home countries had hovered around one million from the mid-1970s until the late-1980s. The number of higher education students abroad began to climb rapidly at that
point, and is estimated at nearly five million today. The OECD has elsewhere projected that the total number of internationally mobile students will reach eight million by 2025 (Monitor ICEF).

As higher education becomes increasingly competitive, and students become more internationally mobile, the United States remains the top destination for foreign students, followed by the UK, Australia and France, according to data from UNESCO. India is however a stand-out among developing countries; it is the top non-African developing country destination among African students, for instance.

5. Representation of foreign students in India

The number of foreign students in India has steadily increased through the last decade, growing to over five times its size in 2000 (UNESCO’s International Student Mobility Data).

Source: http://www.huffingtonpost.in/2017/03/31/in-the-developing-world-india-is-a-major-hub-for-foreign-studen_a_22020122/

There were officially 45,424 foreign students enrolled in India in 2015-16, the latest year for which data is available from the All India Survey on Higher Education (2015-16) conducted by the Ministry of Human Resource Development. These students come from 165 different countries, but the top 10 countries which are geographically proximate to India contribute three out of every five foreign students. However, the share of African students in India has declined over time; in 2000, students from sub-Saharan Africa in India outnumbered those from south and West Asia.
In the year 2015-16, the total number of foreign national students enrolled in India is 45,424. Country-wise and level-wise foreign students in responding Institutions are given in Table 16. The foreign students come from 165 different countries from all across the globe. The top 10 countries of the foreign students are as in Figure 11. These 10 countries constitute 62% of the total foreign students enrolled. Rest of the 38% students comes from remaining 155 countries. Highest share of students come from the neighboring countries of which Nepal is 21% of the total, followed by Afghanistan 10%, Bhutan 6%, Nigeria 5%, Sudan 5%, Malaysia 4%. United Arab Emirates, Iran, Yemen and Sri Lanka each country constitutes 3% of the foreign students. Moreover, among major contributors, only 1 country viz., Malaysia has more female students than males. Iran has almost an equal share of male and female students. On the other hand, Yemen (94.0%), Sudan (92.1%) and Afghanistan (91.8%) have a considerably higher number of male students. Although maximum number of foreign students comes from Nepal, the maximum number enrolled in Ph.D. is from Iran.

The highest numbers of students are enrolled in Undergraduate courses, that is, 78.5% of the total foreign students, followed by Post Graduate with about 14.1% enrolment. Enrolment in rest of the levels constitutes 3%. Foreign male students are higher in almost all the levels, except in Certificate where female students are higher than the male students.

Looking at the State-wise distribution, Karnataka has the highest number of students coming from foreign countries which is 14348. Apart from Karnataka, Tamil Nadu (5377), Maharashtra (4649), Uttar Pradesh (3407), Telangana (3032), Punjab (2459), Delhi (2063) and Andhra Pradesh (1785) reflects more than 1,500 foreign students.

6. Education tourism in India: Current scenario

The aforementioned data of India shows that the maximum strength of students coming to India for Education Tourism lies in the range of few thousands compared to the number of students who leave India the range of which lies in millions.

Through these figures it is ensured that currently India does not seem to be a preferred destination. Students from the western nations are showing little or no interest in coming to India to pursue their higher education. Following may be the reasons:

- Currently, the Indian universities are lacking the requisite the technical infrastructure to serve the emerging needs of technology oriented generation. Despite the fact that the Central and state governments have allocated funds to the universities to upgrade their technical infrastructure, but it does seem that it is not serving the purpose. In the absence of advanced technologies and the poor upkeep of currently available technologies in the universities, India is presenting a poor image of its education structure to the world. This disheartens the students of foreign nations.

- Even if the Indian universities get the requisite upgradation of technology, still it will not be able to increase the enrolment rate of foreign students due to the lack of expertise. The academic staff members who are currently rendering their services in Indian universities are lacking the expertise in modern technologies which are being used extensively in most of the universities around the world. The reason can be two. Firstly, it seems that the Indian authorities are disinterested in enhancing the skills of academic staff. Secondly, the academic staff members themselves lack the willingness of upgrading their knowledge and making the skill set sharper. This lack of willingness on the part of concerned authorities and the academic staff is responsible for the fact that foreign students refrain from choosing India for studies.

- As mentioned by some scholars that Education Tourism does not only include tours for gaining higher education but it also includes tours for gaining experiences that augments the learning ability and knowledge of individuals. India, as of now, has innumerable destinations that can enrich the thoughts and mind of individuals but because of the lack of sound policies and principles, India is unable to present these places in an organised, structured and appealing manner.
This is why foreign students do not wish to come to India even for gaining the experiences that may enhance their learning ability and knowledge.

- According to some researchers, Education Tourism incorporates innovative learning. Getting equipped with new ideas, thoughts, information is also a reason why many people undertake education tourism. Currently, the Indian Education System is running the traditional indigenous courses, even the short term certification programs are also based on conventional topics and subjects. There is a dearth of some innovative courses and programs. Failure of the responsible authorities in the introduction of new and innovative courses results in the poor number of foreign students in India.

- Education Tourism can be of a short term as well as for a long term. The short term tours are for the duration of few weeks, months and years. In such Education tours learners spend a brief time in a nation, gain the knowledge they desire to and then bid farewell to the nation. Where as, long term Education tours may span for many years, a decade or long, in such tours the learner may stay in a foreign country even after their learning phase is over. Most of the nations of the world have formulated strategies and have implemented certain schemes to stimulate students to join their nation for short and long term Education Tours. But India has done nothing concrete in this regard.

- Education departments of India only to cater to the needs of Indian students. It has structured the education in a way which finds relevance only for Indian students. The education department has failed to realise that education should be structured in a way that it caters to the dynamic needs of people coming from different nations. The world is dynamic, people are dynamic, therefore, education has to be made dynamic, it cannot remain static. But unfortunately, Indian Education System is static and stagnant which is blocking the path of India to become a hub for Education Tourism. Therefore, revamping of current education system is required.

7. Comparison of India with popular foreign destination of education

Comparison with USA

✓ In USA, teachers who are willing to take teaching as a profession, must obtain state certification and a government license ensuring that
before entering into the teaching profession they have completed their education.

✔ Whereas, in India, teachers are not required to take such license. They can carry on with their studies even while teaching and they can start their teaching after attaining a bachelor’s or a master’s degree. Since the teachers are more competent in the US schools and universities, students have an inclination towards USA.

✔ In the universities of USA, more emphasis is laid on developing the soft skills of students and creation of a well-rounded personalities. Stress is laid in making an individual presentable. A huge chunk of time is spent in making the individual capable of putting forth his perspective on a subject in front of the society apart from providing the conceptual knowledge of each subject.

✔ Whereas in India, universities overemphasise on theoretical and conceptual knowledge, leaving behind the presentation skills. This makes Indian students relatively more hesitant than their American counterparts. The desire of getting rid of this hesitation is the reason why students want to study in USA.

✔ Students studying in USA tend to gain access to a global network of individuals & societies, since the educational infrastructure developed in USA give students not only the opportunity to get connected with the global network but also instil in them the confidence to make their place in this global network which is essential for the students as it makes their career stronger and more concrete.

✔ Whereas, in India, the education infrastructure does not serve the purpose of making its students capable of entering into the global network of intellectuals. Since students nowadays want a global exposure which is why they are willing to attain their higher education in USA and not in India (Difference between Indian and US education system, 2017).

Comparison with Australia

✔ Australian education policy is structured with the ideology that students should not be compelled to take up a career which they don’t want to. Students there are motivated to pursue a career keeping in mind their potential, strengths and likings. A student should not choose a career because it is popular among the masses or brings along with it financial gains but should choose a career that gives the student feeling of
contentment. Educational institutions of Australia initiate awareness drives for parents and relatives of students so that they don’t compel the students and try to manipulate their career choices.

✓ In India, what happens is completely antithetical to what happens in Australia, here students get driven away by the financial gains a career may bring into their life. Students here are neither motivated to take up a career of their choice nor supported by their families in making a career choice according to their strengths and capabilities.

✓ A lot of relevance is given to time in Australian education system. Flexibility and lacklustre attitude with respect to time has no place in Australia. Education policy followed there tries to impart to its students the fact that “Students will have to adapt to time because time cannot adapt for students”.

✓ Whereas, in Indian education system, time fails to make the students realise its significance. Deadlines are often violated, lackadaisical nature of teachers fail to teach the students the importance of time as taught to the students by Australian education system. This is why students move to Australia to pursue higher studies.

✓ Students in Australia have to take up “Compulsory Research Work” on the subjects they study in universities. It is believed their research undertaken by students is beneficial in making them comprehend the intricacies involved in a particular subject. Students, from the very basic level, are trained to take up research work.

✓ On the other hand, in India research work finds a very little or no place in the students’ community. “Research work is only for PhD students and teachers” is the ideology that has been nurtured here which is why students make their way to Australia for pursuing higher education (Why Australia, 2017).

Comparison with Germany

✓ In Germany, it is believed that a student should get a complete exposure of diverse culture prevalent in different parts of the country. This stimulates, in students, the sense of showing their reverence to a nation’s culture and also to the cultures of other nations. Students coming from various parts of the world to Germany are given ample opportunities to mingle with the fellow students for cultural exchanges.

✓ India, despite being a culturally rich nation, does not have an education policy that can either present its culture to the students of foreign nations
or provide a platform for cultural exchanges among the students of different nations coming here for studies.

✓ “A student should be emotionally stable” is the ideology preached by the German universities which is why apart from teaching its students the academic courses, emphasis is laid in making the students emotionally intelligent as this paves the way to success. An emotionally weak student, even if strong academically, proves to be a burden not only for himself but also for his society and his nation. Therefore, special sessions are conducted to make the students emotionally strong.

✓ No such special sessions are conducted in Indian universities which is why students instead of pursuing their higher studies in India, are making arrangements to do so in German universities.

✓ The students who are enrolled in German universities for degree programs, finds it an easy task to undertake the course, as these universities follow a well-established and an organized Credit Based System which relieves the students and create a tension-free environment for them, this in turn enables the students to manage their time and complete the course without any worry. Zero mental stress is recorded among the students because of this.

✓ Whereas, in India, we do have such a system in place, but it is still unavailable in many universities. Moreover, this system is not well established and organized which is why students bound to get tensed and as a result, with the sole aim of pursuing their higher studies in a tension-free environment, they land up getting enrolled in German universities (Studying in Germany, 2017).

**Comparison with Canada**

✓ Canadian education system is undoubtedly disable friendly. It has sound policies and principles which makes education in Canada popular among the differently abled people. “Inclusive Education System” is true in case of Canada, as it includes differently abled people, who are often depressed in India, since Indian education system does not have effective principles to include these people.

✓ In Canadian universities, there is an availability of wide variety of optional subjects that are more relevant in the changing scenario. Moreover, the short term courses offered in Canadian universities are more realistic, student-centric and innovative and can fetch good jobs for the students who are enrolled in these courses. Moreover, these
courses do not only cater to the academic needs of the students but also satisfies the psychological needs of the students.

✓ Whereas, in India, fewer optional subjects are available. Moreover, the short term courses offered here are also on conventional subjects and topics. Very less alternatives in subjects and courses are witnessed here.

✓ Educational Tourism also includes short term tours that are undertaken by people to explore the world and increase their mental horizon. Canada, in order to serve this purpose, has developed its tourists spots to cater to the emerging needs of knowledge enhancement of the individuals.

✓ India also has such tourists destinations that can be used for the purpose of knowledge enhancement but again India lacks the sound laws, rules and regulation and the intention to make these places “Knowledge Augmenting Spots”. (Why study in Canada, 2017).

8. Suggestive measures for India to be a hub for education tourism

✓ Most essentially and unforgettable, Indian authorities with the participation of education experts should upgrade the technical infrastructure of its universities. This upgradation should not only include the introduction of latest techniques to create understanding among the students but also development of a learning environment stimulated by modern technical infrastructure. For this only earmarking funds is not enough, taking care that these funds are utilised efficiently to meet the emerging technical needs of students around the world is also required.

✓ Upgradation of technical infrastructure is of no use if there is a deficiency in the number of experts who, through the latest technology, can teach the students. Therefore, it is essential to train and increase the technical knowledge of existing academic staff members of the universities. Also, while hiring the new staff members, a criteria of technical awareness and intelligence should be included for evaluation.

✓ Education Tourism undertaken by people to enhance their knowledge and to gain experiences. For this, people visit places of tourist attraction of various nations. India has many such locations but we are unable to present such places in a structured and organised manner. To do so, there is a requirement of framing some concrete rules and regulations
and policies and laws addressing these issues.

- Emphasis should be laid on innovative learning. Education department should make innovative changes in the existing courses and should include more options of courses, so that students have wide variety of alternatives to choose from. Moreover, in addition to the conventional short term courses there should be some add on courses that leads to skill development.

- Indian government should not only formulate but also should ensure effective implementation of separate rules and policies to regulate and monitor a smooth short term and long term Education Tourism. It is because the requirements, needs, aspirations and goals of people undertaking separate tours are different. These needs, if addressed, only then India can witness an increased strength of students from abroad on its land for Education Tourism.

- Education system should be made flexible to serve the knowledge related needs of not only the Indian students but also of students from different nations. Hence, revamping the education system and making it more flexible is indeed the need of the hour.

- Teachers possessing valid government certificates and license ensuring that teachers enter into the teaching profession only after completing their studies should be made essential.

- Emphasis should be laid on developing the soft skills of the students so that they can make their presence felt in the society and also in the professional industry where the students wishes to go.

- Students come to a nation to study, only if they feel that they can get access to a Global Network in that nation. India should create a platform for constructive exchange of ideas among the students from various nations. It is only then we can have a surge in the number of foreign students.

- Indian universities should launch awareness drive to create awareness in the society that students should be given the freedom to choose which profession he wants to pursue. This freedom of choice is essential and can bring productive results.

- Students should be taught the relevance of time. Stress should be laid on the fact that good quality work should be produced by the students in a time bound manner but care should be taken that deadlines do not develop fear in the minds of students.
Students should be motivated to take up more and more research work so as to promote practical learning over theoretical learning.

Cultural exposure should be provided to students coming from different nations to our country. Cultural exchange of ideas among the students from different nations will prove to be fruitful for our nation.

Students who are emotionally weak cannot attain knowledge. Therefore, making the students emotionally strong and intelligent should become an important task of our education structure.

Education system should be made inclusive that should include people from all class, color, sex, creed, choices and perception, including the ones who are mentally and physically challenged. As it is only the education that can provide these students a way to join the main stream society.

The aforesaid steps would indeed help India to become a hub for education tourism. If a country attracts a large number of students for pursuing higher education, this is reflective of the country’s ‘soft power’. While democracy, ethnic diversity and culture (which include literature, movies and music) are all important contributors to India’s soft power, a robust higher education sector which attracts students from abroad could become extremely important for the same reason, especially in the current era where the knowledge sector is more valued globally than ever before. Just as the incredible success of Indians abroad in a variety of professions has enhanced the image of India, a more dynamic and qualitatively superior higher education sector could probably do much more.

References


Higher Education System: A Comparative Study on India, Europe and USA

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Abstract
Higher Education system faces unique challenges in India, Europe and USA. This paper examines the higher education systems in these countries. Higher education system in India has many issues of concern at present like quality of higher education, assessment of institutions and their accreditation, financing and management, access to higher education, equity and relevance. Europe developed the modern university system that was to be emulated throughout the world. USA developed its higher learning system borrowing successfully from European model. Currently, higher education system in USA is delivering better than European higher education system.

Keywords: Assessment; equity; higher education system; relevance; quality.
1. Higher education in India

The higher education system in India has developed in a significant way mainly in the post-independence period. Now, it has become one of the largest system of its type in the world. The Institutions have been classified in following 3 broad categories-

(1) University and University Level Institutions i.e. the Institutions which are empowered to award degree under some Act of Parliament or State Legislature.

(2) Colleges/Institutions which are not empowered to provide degree in its own name and therefore are affiliated/recognized with Universities.

(3) Stand-alone Institutions (not affiliated with Universities) which are not empowered to provide degree and therefore run Diploma Level Programmes.

   a. Technical such as Polytechnics
   b. Post Graduate Diploma in Management recognized by AICTE
   c. Teacher Training such as District Institute of Education and Training recognized by National Council for Teacher Education
   d. Nursing Institutes recognized by Indian Nursing Council/State Nursing Council and
   e. Institutes directly under the control of various Central Ministries (AISHE, 2017)

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<td>40026</td>
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<td>Stand Alone Institutions</td>
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Source: AISHE, 2017

There are 864 Universities, 40026 Colleges and 11669 Stand Alone Institutions in India. Out of 864 universities, 488 are general, 114 are technical, 67 are agriculture & Allied, 52 are medical, 19 are law, 13 are Sanskrit and 9 Language Universities and rest 63 Universities are other Categories. The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra
Pradesh, Telangana, Tamil Nadu and Madhya Pradesh. Bangalore district tops in terms of number of colleges with 1025 colleges followed by Jaipur with 635 colleges. Top 50 districts have about 33.5% of Colleges. College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 59 in Telangana as compared to All India average of 28 (AISHE, 2017).

20.1% of the Colleges are having enrolment less than 100 and only 4.1% colleges have enrolment more than 3000. Total enrolment in higher education has been estimated to be 35.7 million with 19.0 million boys and 16.7 million girls. Girls constitute 46.8% of the total enrolment. Gross Enrolment Ratio (GER) in Higher education in India is 25.2%, which is calculated for 18-23 years of age group. GER for male population is 26.0% and for females, it is 24.5%. For Scheduled Castes, it is 21.1% and for Scheduled Tribes, it is 15.4% as compared to the national GER of 25.2%. Distance enrolment constitutes about 11.45% of the total enrolment in higher education, of which 46.9% are female students. About 79.4% of the students are enrolled in Undergraduate level programme. 1,41,037 students are enrolled in Ph.D. that is less than 0.4% of the total student enrolment (AISHE, 2017).

Maximum numbers of students are enrolled in B.A. programme followed by B.Sc. and B.Com. programmes. Only 10 programmes out of approximately 191 cover 84% of the total students enrolled in higher education. At undergraduate level, the highest number (38%) of students is enrolled in Arts/Humanities/Social Sciences courses followed by Science (16.7%), Engineering and Technology (14.7%) and Commerce (14.1%). At Ph.D. level, maximum number of students is enrolled in Science stream followed by Engineering and Technology. On the other hand, at Post Graduate level maximum students are enrolled in Social Science stream and Management comes at number two. Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu. Scheduled Castes students constitute 14.2% and Scheduled Tribes students 5.1% of the total enrolment. 34.4% students belong to Other Backward Classes. 4.9% students belong to Muslim Minority and 2.2% from other Minority Community. The total number of foreign students enrolled in higher education is 47,575. The foreign students come from 162 different countries from across the globe. The top 10 countries constitute 62% of the total foreign students enrolled (AISHE, 2017).
At Ph.D. level, maximum numbers of students out-turn is in Science stream followed by Social Science. On the other hand at PG level maximum students out-turn is observed in Social Science and Management stream comes at number two. The share of Ph.D. student is highest in State Public University (33.6%) followed by Institute of National Importance (21%), Central University (14.3%) and Deemed University-Private (13.4%). Share of female students is lowest in Institution of National Importance followed by State Private Open Universities, Deemed University- Government (AISHE, 2017).

The higher education system has many issues of concern at present, like

- Financing and management including access
- Equity and relevance
- Reorientation of programmes by laying emphasis on health consciousness
- Values and ethics
- Quality of higher education together with the assessment of institutions and their accreditation.

Resolving above issues is important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century (Nigavekar, 2003). India has the second largest system of higher education, next only to USA, the total number of students hardly represent 6 percent of the relevant age group, i.e., 18 - 23, which is much below the average of developed countries, which is about 47%. Thus, access, equity, accountability and quality should form the four guiding principles, while planning for higher education development in India in the twenty-first century.

2. Higher education in Europe

Europe invented the modern university as a higher learning institution and learning community. In European tradition, the universities essentially were set up to educate societies’ elite. The oldest European university, Bologna University, was established in 1088. Ancient European philosophers and thinkers based their intellectual inquiry on what nowadays can be described as analytical reasoning and empirical study (Gapinski & Rudnicka, 1993). Later on, in the subsequent centuries of the European university tradition, the unified approach of theoretical
and empirical studies inherited from the ancient world underwent a split into pure theoretical and empirically based inquiries. For example, a philosophy that to ancient thinkers had empirical and practical aspects evolved into a purely theoretical inquiry. The split, caused in the past solely by the fact that empirical studies did not advance at the same pace as their theoretical counterparts, due to the state of development of scientific inquiry and lack of adequate experimental apparatus, continues by tradition to present day and is reflected in current academic curricula (Gapinski, 2010).

England invented the concept of the residential university, where scholars living in a small community were to pursue higher learning. Oxford and Cambridge Universities are examples of such communities. Germany created the research university. In the German tradition subject area rather than development of the student, as in the English model, received higher focus (Heyman, 1999).

The European medieval tradition promoted model of a comprehensive university, which encompassed the liberal art, law, and theology. With passing centuries and especially after the renaissance, which brought empirical studies back into the forefront of intellectual inquiry among European scholars, the universities added a variety of new programs that paralleled the development of science. Addition of Medical Schools to university organizations at modern times can be viewed as example of continuation of such a process (Gapinski, 2010).

Post-Industrial Revolution era brought too often over-diversification of higher learning institutions and consequently breaking away from the model of a comprehensive university. In short, Europe developed the modern university system that was to be emulated throughout the world (Gapinski, 2010).

Current status and problems facing European universities- Post-Industrial Revolution, and especially Post-World War II, the concept of the comprehensive university was somewhat lost in the over-diversification and creation of institutions of various and often narrow programmatic scopes, resulting in "awkward structural and functional muddle (Heyman, 1999). As a consequence at present there is a myriad of overspecialized higher learning institutions, very often with areas such as law, medicine, and engineering or polytechnics run as independent organizations of higher learning. All the successes of European higher learning systems prior to World War II were overshadowed by post-war troubles in education systems. Financial dependence on state, as the only source of income,
imposed significant limitations to universities decision making, which affected almost all tenets of university existence varying in scope from hiring and promotion policies to academic programs content and expenditures. As result, the bureaucratic and state control of curricular and organizational matters contributed to competitive decline of European university systems and erosion of public trust in academia (Heyman, 1999; The Economist, 2005).

The tradition of providing free university education to students bears partial responsibility for the under-funding of higher learning institutions. In Germany, for example, the open access to all universities for anybody with secondary degree has been constitutionally guaranteed (Heyman, 1999). The tuition free or almost free university education was a norm across continent, not an exception. Overcrowding and consequently underfunding of higher learning institutions with baby boom generation flooding the universities resulted in decreased quality of higher education. As the result of these factors Europe surrendered its lead in higher education to the United States that is manifested by the positions of European universities in Shanghai Jiao Tong University’ rating list of best universities worldwide (www.arwu.org). The rating takes the series of objective criteria such as the number of Nobel prizes and articles published in prestigious journals.

3. Higher education in USA

America developed its higher learning system borrowing successfully from European model. Although the developments of higher education systems in America and Europe were intertwined from the time America appeared on a map, the historical traditions were quite different. In Europe, with the creation of universities in medieval times, the education system was set up to essentially educate society’s elites. The American system, on the other hand, but much later, introduced democratization of access to education on broader scale, especially with its 19th Century Land Grant College Act (Gapinski, 2010).

Current status and problems facing USA universities- Currently, more than sixty percent (60%) of American high school graduates enter post secondary education, much higher than in Europe (The Economist, 2005). Non-traditional students do much better than their counterparts in Europe: the majority of undergraduates are female, one third come from racial minorities, about twenty percent (20 %) come from families with income below the poverty level. These facts dispel arguments used by Europe,
that the tuition fees would effectively allow only the society well off families to educate their offspring.

This is not to say that education to most come without a financial hardship. Half of student population does work half-time and eighty percent (80%) of students work to help support themselves (The Economist, 2005). The money factor to great extend encourage students to be more responsible for their own academic success. The diversification of universities funding with tuition fees, state appropriation whenever applicable, grants, private benefactors propel American universities to the highest expenditure per student with about $22,000 for year 2001 (The Economist, 2005). Furthermore America spends twice as much of its GDP on higher education than Europe does (Heyman, 1999).

The higher education system is well diversified with community colleges at the bottom of the pyramid, colleges and state universities, and research universities at the top. There is a plethora of public and private institutions for students to choose from. A student can start at community college and to graduate from research-oriented university. In Europe such transferability and mobility would be almost impossible to achieve. American Universities compete for almost everything: talented professors, administrators, students, and of course grants. Thus, a competition in almost all facets of academic life of the university and funding sets American universities apart from the rest of the world. In the cited Shanghai’s Jiao Tong University rating, there are 35 American universities in the list of top 50 universities world-wide. But there are looming dark clouds over the educational horizon of American higher education. Dramatic rise of costs in the form of university tuition fees, well above inflation rates, caused by decrease in public funding may jeopardize university access for ordinary citizens. Between 1971-72 and 2002-03, annual tuition costs (in 2002 dollars) rose from $840 to $1,735 at public two year colleges and from $7,966 to $18,273 at private four-year colleges (The Economist, 2005).

Emphasis on research puts undergraduate education at peril of not adequate attention. In America there is 3,200 higher-education institutions, of which only about 100 research universities, thus, maybe the critique that the academics pay too much attention to research over teaching is overplayed in a broader perspective.

American universities and colleges were capable of attracting millions of young people from around the world. The U.S. has the biggest share of twenty percent (22%) of the international student market according to
London based Observatory on Borderless Higher Education (OBHE). In 2006 nearly 565,000 foreign students came to US shore seeking American university diploma (The Economist, 2007). In 2008 the number grew to record 671,616 (Fisher, 2009). Thus, despite higher tuition costs in US, foreign students see a better investment of their dollars here and are flocking American universities.

In globalization of world market, it seems that USA universities could have done a better job addressing bilingual education. While in Europe it is almost common for high school graduate to be fluent in one if not two foreign languages, American students are only very rarely prepared to communicate effectively in foreign language. American universities are making attempts to correct this shortcoming by setting semester abroad programs and collaborate with counterparts in Europe via educational consortia.

4. Conclusions

The purpose of the paper was to compare higher learning systems in India, Europe and USA. Higher education system in India lacks in quality education, financial constraints; while the higher learning system in USA borrowed concepts from proven European model of the modern university at the beginning. The American system introduced with time some vitally important factors, such as diversity of the system with regard to academic offerings, financial diversification, and a very limited role of government, which propelled American universities, especially after World War II, to the top of international ratings.

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Challenges and Initiatives in relation to Inclusive Education in India: A Case of Persons with Disabilities (PwDs)

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Abstract

Indian education system is world’s third largest system where the objective is to benefit every section of the society besides disparities in income, gender, religion, physical ability, etc. Disability is impairment. Disability is always being the considerable topic in terms of Sustainable Development Goals (SDGs) of United Nations (UN). Inclusive Education is considered to be the novel approach for imparting education to normal and disabled children under one roof. It is believed that the growth of the economy depends upon the strong educational infrastructure. Education is fundamental for the overall development of the community at large. Education is the only powerful tool that can encourage and empower persons with disabilities. The aim of the current paper is to identify challenges that disabled people are facing in India in relation to their access to higher education, this paper is an outcome of a review of several conceptual and empirical papers published in the domain of education to persons with disability. Challenges like infrastructural accessibility, indifferent attitude of people etc. Further, this paper discussed some initiatives taken by the government in the past like Sarva Shiksha Abhiyan, Saksham Scholarship Scheme, etc. and finally the paper concludes with suggestions for policy makers.

Keywords: Disability; empower; higher education system; sustainable development.
1. Introduction

India holds the world's largest higher education system with 762 universities and the fact that India ranks 2nd in terms of student enrolment in higher education. Literacy rate of India is estimated to be at 75% in 2016 as compared to 63% in 2011. In 2015, around 34.2 million students were enrolled in approximately 48,116 institutions for further pursuing their higher education. India is estimated to reach US$ 144 billion by 2020 from US$ 97.8 billion in 2016. Approximately 28.1% of India’s population lies in the age group of 0-14 years, as of 2015, education industry especially in India provide higher growth opportunities to market (Ahmad, 2017).

Different people have different opinion about education as they are becoming diversified therefore they carry different perspectives about higher education. However higher education is not only getting required degrees in fact it is more of getting deeper insights and to build ability in order to face the world’s challenges. Education is the only tool which can be used wisely for spreading inclusive education. Higher education provides input for the overall growth and development of an institutes and organizations which can be further seen as an opportunity to participate in the development process of an individual through a pre-defined mode of taking education (Deluca, 2003).

We as a country shouldering the responsibility to ensure that the developmental progress should touch all the corners and areas of the country – the able and, especially, the disabled, who are now being called as differently abled or we can say that under developed minority (Ahmad, 2017).

The goal number 4 of Sustainable Development Goals of United Nations focuses on ensuring inclusive and providing equitable quality education through excellence and to promote further learning opportunities for all (Bakhshi et al., 2017). By 2030, their goal is to eliminate gender discriminations in education and ensure equal access of education material for all vulnerable students with disabilities or the children in vulnerable situations.

2. Inclusive higher education about disabled population

Next to China and United states, India holds the place in the global education industry. As India is the third largest higher education system in the world in terms of number of educational institutes. If we talk about disabled population then India is fairly considered to be the country who
contains disabled population in its arena. According to the 2011 census, the picture of the physically handicapped population was 2.1% of the entire population. In recent years, the abilities of PWD have been gaining increasing attention day by day, emphasis is continuously being made to promote their inclusion into mainstream society (Dawn, 2013).

**According to NCPEDP (National Centre for Promotion of Employment for Disabled People)** its being more than a decade since independence that children with disabilities still not getting what they deserve to. As the time goes they adjusted themselves with the system that was not actually meant for them as it does not impart any fruitful knowledge and skills to them as per industry demands. Without proper education they don’t even get desired employment therefore they need to rely on somebody else. Thus, reducing poverty among persons with disabilities and their near ones mean providing quality education.

The broader pool of talent includes the disabled in India (70 million people), women (only 22.5% in the workforce in 2011-12 vs. over 40% in higher education).

3. **Research methodology**

In order to get insights about inclusive education, an exploratory study has been conducted. Data were collected from various sources like government websites, journals of national and international repute as per requirements of the study. For the researcher, extensive literature would help to continue with the study.

4. **Challenges of higher education system for disabled people in India**

Students with disabilities face particular challenges in higher education not only in terms of gaining physical access to buildings, but also in relation to much wider access issues concerning the curriculum adaptation and accommodation, teaching, learning and assessment (Ruhindwa, 2016).

Under the 1995 PWD Act, all the educational institutions had a 3% quota for disabled students but do these many students have undertaken admissions in schools or colleges. The answer is no. According to the survey conducted by NCPEDP, in India most of the top colleges contain only half a per cent seats filled by disabled students. Here are some of the challenges faced by disabled people:
Indifferent attitude of most of the schools towards persons with disability. A recent study conducted by the National Centre for Promotion of Employment for Disabled People (NCPEDP) around 89 schools that took part in the survey, a measly 0.51% of the students enrolled were disabled, there were 33.25% of the disabled group belongs to girls.

Lack of trained manpower and resources to provide an enriching reading experience for a child with a disability. Lack of special educators to teach

Table 1: Summary of various initiatives

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<th>S. No.</th>
<th>Name of Scheme / Programme</th>
<th>Brief details</th>
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<tbody>
<tr>
<td>1</td>
<td>Sarva Shiksha Abhiyan</td>
<td>A Government of India initiative is an ambitious program which seeks to provide basic education to every child in India. Many children with disabilities have been enrolled under this program. The policy intends to provide every child with disability access to appropriate pre-school, primary and secondary education by the year 2020.</td>
</tr>
<tr>
<td>2</td>
<td>Representation of Students with Disabilities</td>
<td>At the university forums and union will leads to empowerment and emancipation (An effort made by Ministry of Human Resource Development and University Grants Commission).</td>
</tr>
</tbody>
</table>
| 3      | Scheme Chunauti, 2018     | A policy, the government initiative which focuses on to make sure that every differently abled child should be given fair attention for improving their reading abilities. **Implications:**

In this process, the Delhi government has undertaken an active measure to test students the dyslexia condition, hyperactivity disorder, and other learning disabilities condition of the disabled students so that students provided with right approach and guidance to ensure they could understand and read well before reach class 8.
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| 4     | Higher Education for Persons with Special Needs (HEPSN)       | **-Establishment of Enabling Units for PwDs:** Special enabling units have been established in colleges in order to facilitate admission process, counselling sessions and to create awareness about the needs of differently abled people and the industry requirements so that they could get employment.  
**-Providing Access to PwDs:** Under this accessibility are addressed by the college relating to issues as per the stipulations of the Persons with Disability (PwD) Act, 2016.  
**-Providing Special Equipment to augment Educational Services for PwDs:** The respective colleges are being provided one time grant upto Rs. 1.5 Lakh to acquire tools and devices to help PwD students enrolled for Higher Education. |
| 5     | Saksham Scholarship Scheme                                   | The Scheme is launched by All India Council of Technical Education (AICTE) and the objective of the scheme is to provide encouragement and support to 1000 differently abled students to pursue their technical education in a year, subject to fulfilling the eligibility criteria mentioned in scheme. |
| 6     | Reservation in Admissions                                    | UGC has issued instructions to all universities and colleges for providing 3% reservation (horizontally) for the admissions of PwDs.                                                                                |
| 7     | Inclusive Education for the Disabled at Secondary Stage (IEDSS) | This scheme supports children with disabilities which come under the age group between 14 or above for completing their secondary education from Class 9 to Class 12 in government, local body and government aided schools. |
students. Few schools appoint special teachers for assisting students with special needs.

Lack of availability of educational material in an accessible format. Visually-challenged students require their study material in Braille or in electronic format.

Infrastructural accessibility giving admission is not the solution of the problem. Disabled students faced the challenges in terms of infrastructural accessibility, wheel chairs, signage’s, disabled user free toilets, corridors, elevators, ramps etc.

5. Initiatives taken by Government

Different challenges faced by disabled people lead government to take initiatives to overcome the said challenges. Inclusive education as an approach seeks to address the issue with a specific focus on those people who are vulnerable to exclusion from society (Singal, 2010).

6. Implications

Inclusive education measures indeed help the disabled students and faculty to gain positive attitude. Research has shown positive effects for children with disabilities in areas such as reaching Individualized Education Program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. As far as children without disabilities are concerned these also helped them to generate positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers. If we summarize the overall benefits to students that could be first professional skills are developed for teachers, secondly parents are better

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<tr>
<td>8</td>
<td>Rajiv Gandhi Fellowship scheme</td>
<td>This scheme provides scholarships to persons with disabilities to pursue their research work like MPhil / PhD. The scheme offers 200 fellowships every year and covers all universities and institutions covered by the University Grants Commission (UGC).</td>
</tr>
</tbody>
</table>

Source: Ministry of Human Resource Development Annual Reports.
equipped to deal with their children, and thirdly children with special needs are better prepared for independent living. However, Inclusive education and special school concepts are not competitive to each other, but are in fact complementary to each other.

7. Suggestions

This study also yields some of the suggestions. It is essential to implement accessible, innovative and industry demanded curriculum especially for the disabled students so that their level of higher education can be improvised. By making modifications an education system can be made more relevant and competitive.

Industry interface should be there for the overall development of students so for the same institutes should organize expert lectures and training programs to disabled students.

As in other higher educational institutes, the existing institutes should try to remove discrimination between different students. This they can do by providing student mentorship programs, or by giving counselling sessions (Sharma and Sharma, 2015).

Higher education institutes should have an access to provide learning materials like projects or challenges which further facilitate the overall academic records of the disabled students.

It becomes the need of an hour to nourish graduate level disabled students by providing quality education so that they can achieve excellence and get deep insights about the subjects which primarily required by the top most companies. If the will have command over their knowledge and if they will be equipped with the required skills then it becomes easier for them to get good job (India Today, 2017).

8. Conclusions

Inclusive Education is indeed an important tool to revamp education system in India. Right to Education Act (2009) ensures providing education to all irrespective of their category to which they belong to. For revamping the education system, we all need to take the present situation carefully as for the social and economic development of the country disabled people should be uplifted. This paper yields qualitative data regarding upliftment of higher education system by taking onto consideration the critical challenges and problems which are being faced by disabled people, this study may provide
an insightful food for the coming researchers for conducting quantitative research. As the present study identified challenges like accessibility, lack of trained faculty etc. current educational institutes should concentrate more on providing educational benefits to the disabled people. By strengthening the education system, we as country will grow which will further help in empowering the disabled youth or we should say most unique asset of our country.

References


Bridging the Gap between Education and Employment: An Attempt to Rebuild India’s Higher Education System

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Abstract
With the technological development, the world is demanding labour with advanced skill force. Advances in technology will make several low-skill jobs vanish while creating new work roles especially in knowledge intensive sectors. This structural shift in employment framework will increase demand for sophisticated employees, and critical thinkers who can sustain and blossom in a globally-connected and dynamic economy. India, with its large workforce and growing number of graduates can strategically garner the benefits of this global shift. But the ‘demographic divided’ might turn into ‘demographic disaster’ if the current knowledge and skills gap isn’t curtailed. For this purpose, India must create a “globally relevant and competitive” higher education system that bridges the education-employment gap, enhances employability along with innovation and serves the requirements of both the nation and the world. The paper attempts to explore the reasons why the tertiary educated population is experiencing the problem to unemployment despite growing job opportunities. It also attempts to consolidate the inferences derived from various sources and suggest possible solutions and practices that would help evade this dilemma. The present paper throws the light on the current educational system and its drawbacks due to which India Lags behind in skill development and identifies the methods to overcome them to increase employability of Indian Youth.

Keywords: Education; employment; skills; technology.
1. Introduction

One of the key objectives of any education system is to equip its learners for future, be it in terms of life, jobs or both. But, in past few years there are increased number of reports that suggest that India has a growing population of unemployable educated youth. Due to this many highly educated youths are applying for menial jobs for which they are overqualified. This scenario has emerged because the supply of workforce though increasing in quantity lacks quality. It is evident that the current skills gap can be overcome by various initiatives undertaken by the government. The concern here is to bridge the gap that stems from are ineffective educational system that though is doing great in terms of quantity but lacks in the key- the quality of its pass outs. Nothing can be more disruptive for India’s social cohesion and sustained economic progress than a large army of educated, unemployed youth who feel disempowered. Therefore, there is a need and urgency of addressing this issue comprehensively and upgrading India’s educational system, if we are to emerge as a modern, progressive and prosperous society. India is currently facing a biggest challenge as well as numerous opportunities being the youngest nation of the world. Its large population is a source of manpower for the nations across the world but at the same time making them employable is a challenge. India has rigid educational system with three tiers consisting of primary (1st-8th STD), secondary (9th-12th) and tertiary education (Graduation, post graduation, PhD). Under the Right to Education Government has initiated free and compulsory education for children of 6-14 years of age. The present education system might not guarantee high skilled jobs since present education system does not necessarily lead to skill development. With the emergence of artificial intelligence, robotics, cloud computing, 3D printing, advanced computing, big data, advanced biotechnology and genomics, and integration technologies, the routine and low-skill jobs are phasing out. According to the FICCI report 2016, the population in the current education system would be taking up jobs involving creativity, innovation and advanced skills. 65% of students joining primary schools today would be taking up jobs that haven’t been created yet. As per current estimates, the net employment impact of more than 5.1 million jobs would be lost to disruptive labour market changes over the period of 2015–2020, with a total loss of 7.1 million jobs—two thirds of which are concentrated in routine white-collar office functions, such as Office and Administrative roles—and a total gain of 2 million jobs, in Computer and Mathematical and Architecture and Engineering related fields. Manufacturing and
Production roles are also expected to decrease. So the current educational system needs to be revamped in order to inculcate high level of thinking skills that boost creativity along with knowledge and make the youth job ready with advanced set of skills which are at par with drastically changing technology.

2. Literature Review

Unni (2016) gives clear data on skills gap in higher education and suggests that a strategy of vocational training and technical education at the post-schooling and graduate levels is needed. For any skill policy to be successful universal schooling, increasing the eligible population for higher education and improving the quality of school and post-school education are essential. To facilitate skilling, efforts are required to promote on-the-job training through apprenticeships programmes.

Washer (2007) in his paper emphasised the requirement of various skills like communication, use of information technology, team-work, personal and professional development, problem solving and the degree to which they should be present at different levels of education. These skills should be incorporated as the basic framework that helps to evaluate the quality of outcome driven education.

Rose (2013) emphasised that higher unemployment rate in India is attributed to poor higher educational system and lack of encouragement towards entrepreneurship. At Central Universities, Education is meant to be cheaper but technical majors are becoming expensive even at government run institutions. Due to this, Private and distance learning institutions are growing in number and popularity, but higher learning is motivated by profit rather than in accordance with the employment market. It also states that most educational systems don’t foster inventive thinking, communication skills, problem solving and other soft skills indispensable on the job market.

Harvey, Locke, & Morey (2007) stated that most employers are looking for graduates who are proactive, can use higher level skills including analysis, critique, synthesis and multi layered communication to facilitate innovative teamwork in fast-tracking the transformation of their organization.

Rothwell and Arnold (2007) reported development of a self report measure of individuals’ perceived employability. The study revealed that self perceived employability can usefully be thought of as either a unitary
construct, or one with two related components – internal (to the organisation) and external employability. The measure very successfully distinguished employability from professional commitment, and fairly successfully from career success. Only slight variations in employability could be attributed to demographic characteristics.

3. Objectives of the study

- To analyse the employment market scenario
- To analyse the present skill requirement for employability
- To understand the initiatives required to bridge the gap between education and employability

4. Research methodology

The research study is descriptive in nature. The current research is based on secondary data. It involves reports, published research papers, press releases, information from various websites and surveys from global and national level governmental and non-governmental agencies conducted over the past few years.

5. Education, employment and empowerment

For any society to prosper the core aspects are the 3Es- education, employment and empowerment. An all-inclusive education along with employment would lead to empowerment. This is possible when steps are taken to bridge the gap between the education and employment by enhancing employability and thereby empowering nation.

6. India-workforce and employability

A survey by leading staffing consultancy- Manpower Group (2018) suggests that Indian companies are third most optimistic in terms of hiring and therefore the job market volatility is declining in India. Also, various reports indicate that India has a growing number of tertiary enrolments with reducing gender gap. But, India faces a paradoxical situation. There is a growing population that successfully comes out of tertiary educational systems ready to enter workforce, yet employers face a problem of finding right people with right knowledge, skills and abilities for right job. The result is many of them are without jobs. This paradox is due to the mismatch in skills that the current unemployed workforce has and the employability
skills that the employers desire. More than 3 million graduates join the Indian job market every year, but only about half a million are considered employable. This gap between skills & employment will turn out to be a major hurdle to our economic growth, if not addressed at the right time.

As per McKinsey’s survey, lack of skills is a common reason for entry level vacancies and on an average 36% employers reported that lack of skills caused significant problems in terms of cost, quality and time. Across the surveyed countries, nearly four in ten employers who had vacancies report that one reason for these vacancies is the lack of right skills in new graduates. During this research it was found that in India, less than 4% of the workforce is skilled, whilst China has 47% and highest is in South Korea at 96%. By 2025, India’s demographic dividend is expected to contribute 25% to the workforce of the world yet many sectors like IT, health, infra, etc are experiencing a shortage of manpower despite having the qualified people. Therefore, the magnitude of the employability challenge is enormous. With the incorporation of new technology and automation the challenge becomes more difficult.

As per the Pearson Voice of Teacher Survey nearly 57% of students in the country are educated but are not adequately prepared for employment and about 75% teachers have called for a restructuring of course curricula in collaboration with industry as they felt that India’s education assessment framework lacks specific action points. Most teachers have suggested the computer and Internet connections to aid teaching

India is one of the nations that educate highest number of engineers and MBAs. Yet, recent studies have revealed disturbing conclusions with regard to their employment ability in the job market. These tertiary educated youth lack in core competencies, some in terms of hard and some in generic skills. They also fall behind when it comes to self-career development. In engineering as per FICCI-EY’s 2016 report on Indian higher education, around 1 in every 4 graduates faces major skills gap across disciplines. The employability of India’s engineering graduates across key roles is civil engineer (6%), electronics engineer (7%), mechanical design engineer (6%) and chemical design engineer with meagre 2%.

It is the need of the hour to find as to why the population leaving our educational system is rendered unemployable. The main reason behind such low employability percentages is inadequate preparation of the educated in their respective domain area, i.e. the ability to apply basic principles to the real world problems. Another survey on graduates (2013) shows that as many as 47% graduates in India are not employable for any
industry role. Nearly 40% of the graduates are found to be suitable for clerical/secretarial roles. The lack of knowledge of English language and cognitive skills were identified as the major obstacles to their suitability in the job market.

### Table 1: Key disciplines with prominent skills gap.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Unemployable Graduates (%)</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>33%</td>
</tr>
<tr>
<td>Hotel Mgmt.</td>
<td>80%</td>
</tr>
<tr>
<td>Engineering</td>
<td>89%</td>
</tr>
<tr>
<td>MBA</td>
<td>97%</td>
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</tbody>
</table>

A similar report on MBAs (2012) shows that about one third of management graduates lose out because of lack of English and Cognitive skills, at least half the students are not employable in functional domains for lack of knowledge and conceptual understanding of the domain. The development of skills to solve real-life problems, collaborate and communicate with others is vital to succeed in 21st century workplaces. All this indicates that we need to revamp our teaching-learning methods to compensate for the declining hard skills and actively seek to incorporate soft/generic skills.

### 7. Skill development initiatives to enhance employability

Keeping in mind the very less emphasis laid on skill development in schools and colleges, the government has set up training centres and various Schemes like Pradhan Mantri Kaushal Vikas Yojana that aims to train youth to be skilled, industry relevant and prepares them for the challenges of global market. Trainees are required to enrol in a training centre, learn the required skill, get assessed in a certification program and gain a reward at the end. They are also provided with financial support. This scheme is currently being implemented with many skill sectors all over India. Under the skill development initiative the government has launched Director General of Training linked Modular Employable Skills which is especially aimed at numerous school dropouts who have no access to skill
development training and development through apprenticeship and training programs. Those above 14 years who have been involved in child labour are especially covered in this scheme so that they can get better employment opportunities. The Deen Dayal Upadhyay Gram Kaushal Yojana aims at rural youth’s placement related skill enhancement. Sixty Six special projects had been conducted under this initiative and many are about to come. Through this initiative numerous skill development programs are funded that range over 250 trades including gems and jewels, health and hospitality, leather work, plumbing, etc. Targeted at urban poor including urban street vendors, urban homeless, etc a scheme called Deendayal Antyodaya Yojana’s National Urban Livelihoods Mission exist that provides skill related employment opportunities and increase income of urban-poor by providing various workshops and courses that have a potential for salaried employment or better yet self-employment and vanquish the threat that workers in unorganised sectors face so that they can have a sustainable livelihood though skilling and up-skilling. Also, a special ministry called the Ministry Of Skill Development and Entrepreneurship (M.S.D.E) provides funding to companies and organisations that provide and promote skill development and help in creating large and quality oriented training institutes all over India. It works on the concept of public-private partnership. Under this ministry comes the National Skill Development Corporation which coordinates India skill development initiatives, vocational and technical training framework, skill up-gradation and innovative thinking for existing as well future jobs. It has supported several other missions who focus on skill development like National Skill Development Fund, Sector Skill Councils, National Skill Development Agency, independent chains of skill development training centres, National Skill Development Corporation and its training partners. In the past few years, NSDC along with its partners have given out over 2 million skilled people in more than 25 sectors. Another autonomous element of M.S.D.E is National Skill Development Agency that works along with nearly 26 kinds of skill sectors and coordinates skill development efforts by working in partnership with NSDC, sector skill councils, Central ministry skill programs, etc. It also overlooks that the skilling requirements of the relatively disadvantaged and the marginalized groups like SCs, STs, OBCs, minorities, women and differently abled persons are taken care of without any bias. Furthermore, the Ministry of Labour and Employment focuses on women and child welfare and has initiated various schemes as well like the National Career Services that gives job matching services , career opportunities, information on education, jobs etc. In addition, National Rural Livelihood Mission’s Ajeevika skills development program launched
by Ministry of Rural Development helps poor people to upgrades and supports their skills. This mission also provides food and transport support during training along with assured placement and post placement.

Though the government has taken many initiatives to bridge the current skills gap, there are hardly any initiatives to bridge this gap at the root level i.e, when the education is actually imparted.

8. Challenges in education system that hamper employability

The key reason behind skill deficit lies in the weakness of the basic education system and the lack of mentors who can guide students when they leave secondary school. This deficit means that many students either end up in the wrong courses or in those that have diminishing relevance to the market or employability.

In the current system, on the knowledge imparting side, teaching-learning practices and techniques are usually examination-oriented with focus on rote learning and memorization. Along with this, around 40% of teaching positions in central universities and nearly 35% in state universities are vacant. There is no mandatory formal teacher training program conducted to develop effective teaching skills. Besides this, students are not encouraged to individualise their learning paths that numerous studies have shown to increase knowledge and skill development. All students are homogenously taught as all are considered to be on the same level with same level of competencies. There is no incorporation of the concept of ‘blended classrooms’ that help children with different competencies and levels present in the same classroom to learn and develop efficiently.

On the corporate recruitment side, there exists a recruitment bias from campuses in Tier 1 cities to the relative disadvantage of campuses located in Tier 2 and 3 cities, where majority of students are enrolled. These students are generally ignored by potential recruiters since they do not belong to the top colleges which are usually preferred by companies. Also, there are weak linkages and low collaboration between the Higher Education Institutions and industry.

From the financial aspect, education is majorly student funded and government expenditure in the education sector is insufficient to meet the needs of the future. There are high costs involved in upgrading and bring the entire educational system up-to the global standards. High education costs either render increased student debt or inability of middle-lower income students to pursue quality higher education, training and skill enhancement courses. It has been observed that the funds allotted are not
efficiently utilized. This has been reiterated in recent CAG reports relating to funds in education. Also, there exists a problem of poor infrastructure.

In terms of guidance, there exist inadequate counselling systems that can effectively guide about available career options especially the changing job scenarios. Furthermore, the present educational system doesn’t allow its students to take up more courses of their choice. There exists low horizontal mobility across educational streams. Emphasis is laid more on imparting technical skills and theoretical knowledge than job skills which include communication skills, critical thinking and problem-solving skills, teamwork skills, lifelong learning and information management, integrity and professional ethics, entrepreneurship skills and leadership skills. There is a need of balance of both the hard skills and the generic skills.

9. Recommendations for the government and higher education institutions

India is a developing economy and amongst the changing environment it has a developing educational system. This developing education system must be consistently updated to usher India into a developed nation and its individuals to become global human capital asset. For this, various changes and practices need to be adopted, like, incorporating work experience and exposure to work platforms in form of site visits, internships, professional mentoring, sandwich courses, etc. which can immensely boost graduate employability be it for an academic or professional course. There is a need of reliable and centralised generic and thinking skills assessment tool that should be mandatory and applicable across all disciplines that can deem a person as employable thereby giving a better sense of credibility (Kinash, 2015).

People are now increasingly facing a need to consistently up-skill themselves in order to cope with dynamic environment and transforming into what are known as “life-long learners”. They are joining various upgrading courses offered by HEIs with age or current working position being no bar. So, our education system needs to be revamped to incorporate and thrive in change.

The current structure and policies of the present tertiary education system needs to shift from rigid to flexible to cater the needs of future. The rote learning and memorization techniques should be discouraged since they render good marks but fail to make students to pick up the skills needed for innovation and out-of-the-box thinking that is vital in today’s workplace. To prepare the workforce of the future, focus should be made on
empowering and constantly up-skilling individuals while simultaneously transforming our universities and education system which is all based on a robust government and managerial system. To empower individuals flexible learning structures involving personalized learning paths that help promote experiential learning should be incorporated in the present educational system. The universities must focus on outcome driven systems of learning that involve technology. Also, to overcome the problem of employability that stems from the educational system, it is required that the current courses must be carefully scrutinized as to whether they are enough to render the learner employable and upgraded and if needed timely changes must be made to the curriculum.

For enhancing current courses, institutions should frequently practice employability audit of their courses involving both students and staff. Universities should periodically evaluate their student’s employability and revise employability standards to meet the current job dynamics. Also, pupils should be given an individual assessment report on what skills they have, lack or need to improve-especially advise them how they could improve themselves. The skills lacking or insufficient in majority must be dealt with on a collective level via workshops and institute-industry collaboration.

The present education system has thousands on campus, but it also needs to incorporate thousands more via virtual model of education that has on the job learning, use of virtual reality stimulation in some cases and gamification of material to enhance learning among students be it youngsters or adults. The course structure needs to be made more flexible to enhance and expand the horizon of learning and promote Self Organized Learning Environment (S.O.L.E) as an approach. There should be greater guidance for those lacking behind and these excelling. The concept of blended classrooms should be actively incorporated in the secondary and tertiary level of education. Deregulation and removal of restriction by educational authorities is required so that universities can quickly update and modify the curriculum to better suit the present needs.

It is the need of the hour to use data analytics to find what skills and competencies are required in the current market, what the current system is giving out to our future workforce and to fill the gap by promptly updating the skills and knowledge imparted. For this the government must put in place an organised system that ensures employment market information in terms of the supply-demand position so as to guide the training policies, its providers, prospective labour force and the
employers. It is imperative to also incorporate in the system the courses and techniques that are less prevalent now but would be used in the future. For this we need to build systems with more accessible data with greater degree of utility. This will act as a platform between public, government, academicians and businesses which help to understand what are skills required in the present and in the future, aid in policy formation with respect to workforce on government and (education) institutional level. This will pave a way for faster up gradation of education system. Multi-sector collaboration should be carried out not just for during-the-programme projects but also for entering workforce up skilling and re-skilling for those who are now life-long employee-cum-learner. Development of sandwich/bite-size course must be developed for those in workforce who intend to up-skill themselves in order to stay relevant in the job market. Not just our system should be upgraded but the up gradation of teaching faculty is also required. Initiate programs where the industry, faculty, learners and alumni meet for betterment of students. Innovative and flexible models that enhance learning and financial assistance to top-notch learners must be adopted. It is essential that along with hard skills, cognitive thinking and life skills should be emphasized and explicitly promoted. To enhance the employability of courses frequent employability audits must be undertaken. This exercise should become a norm and published on the institute’s website.

10. Conclusions
The rapid pace of change and the amount of disruption brought as an effect of 4th industrial revolution is forcing the education system to change to keep up with the needs of the industry and other stakeholder’s aspirations. It has now even more crucial to effectively manage short-term transition, to bring about talent revolution via the HEI-government and business partnership that changes our approach to education, learning, skills and employment, thereby, enhancing employability and entrepreneurship. To fulfil the upcoming responsibility to cater to the workforce needs, both domestic and international, the government and HEIs should actively redesign the education models and practices of today, only then the nation can prosper and grow.

References


Evolution of Massive Open Online Courses (MOOC): Changing Paradigm of Higher Education

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Abstract
The transformation of the education system is occurring at an extremely rapid pace, which is mainly due to the proliferation of the revolution in technology and especially digital technology. Massive Online Open Courseware (MOOC) has emerged as one of the most prospective tools for the latest education technology. MOOC is an online course that offers world-wide access to unlimited students both, conventional and non-conventional which include Working Executives using website or mobile on a broad range of topics. There have been a large number of MOOCs that have been in operation during the year 2015 that have trained countless students in a vast array of themes. There are approximately 7.1 million higher education students who are learning through these Massive Open Online Courses. It has been observed that Indians are among the most aggressive users of MOOCs. Of the 2.9 million registered users of Coursera in March, 2014 more than 250,000 were from India, second only to those from the United States. There are a large number of both commercial and non-profit MOOC providers in India who have also launched their MOOC platforms through AICTE named SWAYAM. With the massive demand of MOOCs, this paper attempts to identify and comprehend the various aspects and challenges in the implementation of MOOCs and to explore how MOOCs can become an important pedagogy in changing scenario of higher education in India.

Keywords: Higher education; MOOC; Massive open online education; online learning.
60 / Revamping India’s Higher Education System

1. Introduction

The teaching and learning method is continuously changing process ranging from a direct interaction between teacher and the taught in the formal setup of schools, college and universities extending to distance education and presently online learning. It was during the period of thirty years between the years 1890 to 1920 that the concept of distance education came up in the form of correspondence courses which helped the learner to overcome the limitation of spatial, reach, time, bridging the gap of knowledge and the pace of self-learning schedule. The education system is transforming with a higher pace due to the technological revolution beginning with the radio, television and presently digital platform. In the present times, both traditional and non-conventional students are using the latest tools of online learning platform ranging from video games, simulation, online courses, online videos and Massive Online Open Courses (MOOCs). These platforms are used in equal measure by both the faculty members and the students for facilitating and receiving knowledge.

Massive Open Online Course (MOOC) is an online course that offers world-wide access to unlimited students both, traditional and non-traditional including working executives using website or mobile on a wide spectrum of subjects. In the earlier stages, online education was confined to recorded lectures on various media, reading material and some problem and tests series. The first MOOC was introduced in the year 2006 and has become one of the most popular modes of learning in the year 2012 (Pappano, 2014). MOOC is an online learning platform that provides inter-active user forums, community interaction for students, professors, assignment, quizzes, test and final exams for certification. MOOCs are currently using closed licenses for their course material while maintaining free access for students.

It was recently that the Babson Survey Research Group and Pearson released the results of a survey conducted on online learning. The report was based on responses received from over 2,800 academic leaders and it was observed that over 7.1 million higher education students are learning through online courses. One of the most surprising facts was that Indians were among the most aggressive users of MOOCs. From the 2.9 million registered users of Coursera in March, 2014 more than 250,000 were from India, being second only to those from the United States (Shah, 2016). Keeping in light of the enormous demand of MOOC, it has become imperative to understand the varied aspects and challenges in the
implementation of MOOCs and how MOOCs could become an important pedagogy in altering the standards of higher education.

2. Types of MOOC

Downes (2013) proposed two distinct types of MOOCs:

- **xMOOCs** - Fundamentally recorded lectures and self-test problems on a specific topic or syllabus. It is distributed through the IT platform to the partner institutions. The major drawback of xMOOCs was that it was a one-way communication (where instructors provided the knowledge) and a very limited student interaction existed related to query handling on complex issues.

- **cMOOCs** – This is an instructional design approach attempting to connect learners to each other to answer questions or collaborate on joint projects. cMOOCs are based on principles from the connectivist’s pedagogy. The teaching materials are based on the aggregation and

<table>
<thead>
<tr>
<th>Provider</th>
<th>Type</th>
<th>Headquarters</th>
<th>Founded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford Online</td>
<td>Non profit</td>
<td>USA</td>
<td>2006</td>
</tr>
<tr>
<td>Khan Academy</td>
<td>Non profit</td>
<td>USA</td>
<td>2012</td>
</tr>
<tr>
<td>Peer to peer</td>
<td>Non Profit</td>
<td>USA</td>
<td>2009</td>
</tr>
<tr>
<td>FutureLearn</td>
<td>Non profit</td>
<td>UK</td>
<td>2012</td>
</tr>
<tr>
<td>edX</td>
<td>Non-profit</td>
<td>USA</td>
<td>2012</td>
</tr>
<tr>
<td>NPTEL</td>
<td>Non-Profit</td>
<td>India</td>
<td>2015</td>
</tr>
<tr>
<td>SWAYAM</td>
<td>Non-Profit</td>
<td>India</td>
<td>2016</td>
</tr>
<tr>
<td>OpenClassrooms</td>
<td>Commercial</td>
<td>France</td>
<td>2007</td>
</tr>
<tr>
<td>OpenLearning</td>
<td>Commercial</td>
<td>Australia</td>
<td>2012</td>
</tr>
<tr>
<td>ALISON</td>
<td>Commercial</td>
<td>USA</td>
<td>2007</td>
</tr>
<tr>
<td>Udemy</td>
<td>Commercial</td>
<td>USA</td>
<td>2010</td>
</tr>
<tr>
<td>Coursera</td>
<td>Commercial</td>
<td>USA</td>
<td>2012</td>
</tr>
<tr>
<td>WizIQ</td>
<td>Commercial</td>
<td>India/USA</td>
<td>2007</td>
</tr>
<tr>
<td>Udacity</td>
<td>Commercial</td>
<td>USA</td>
<td>2012</td>
</tr>
</tbody>
</table>

*Source: Compiled by the author through various sources*
feed forward keeping in view the present and future targeted learners. It also provides an excellent platform where learners can connect to each other and collaborate on joint projects and support each other with the knowledge building.

3. **Evolution and category of MOOCs provider**

The providers of MOOC can be easily categorized as commercial and non-profit organizations. Universities, however, offer a wider range of MOOCs through various service providers. Some of the notable MOOC providers are listed as under:

![Figure 1: Key Milestones in MOOCs evolution](image)

4. **Advantages of a MOOC**

- **Time Zone** – MOOC has transcended beyond time zones and physical boundaries of counties.
- **Setup** – An individual can setup or organize a MOOC in any setting that has connectivity through the web or Wi-Fi.
- **Language Independent** – There are no language barriers and a person
can organize it in any language taking into account their target audience (George, 2012).

- **Sharing** – Contextualized content can be shared by all.

- **Tool Independent** – Any type of online tools could be used that would be relevant to the target region or that are already being used by the participants could be used for MOOC.

- **Quick to Start** – It can be organized as quickly as you can pass the information to the participants, which makes it a powerful format for priority learning such as aid relief.

- **Convenience** – The learning takes place in a more informal setting, at a place of an individual’s convenience and often around one’s own schedule.

- **Bridging the Gap of Discipline** – MOOC can connect across disciplines and corporate/institutional organizations around the globe.

- **Available to all** – A person does not require a degree to follow the course rather there should be the willingness to learn. Anybody can improve their lifelong learning skills. The learners simply have to access about their own learning and knowledge absorption capacity before participating in a MOOC especially for the one which is time bound else for self-paced learning through MOOC, students can learn at their own pace and time availability (Downes, 2013).

- **Cost Efficient** – Since a large number of students can be reached by the same teacher and course material hence, it is more cost-effective for the learners.

- **Add Value to Student’s Profile** – There are several foreign universities that are now considering MOOC as more valuable for specialization in respective specializations in pursuing courses.

- **Enhance Employability** – Students with graduation or post-graduation degree with MOOC certificates in their respective specialization are likely to increase the opportunity of employability.

- **Personal Learning Environment** – A person learning through MOOC can add to his own personal learning environment and/or network by participating in a MOOC.

### 5. Challenges in Implementation of a MOOC

- **Literacy Rate** – In India, a major chunk of population is illiterate (the
female literacy levels according to the Literacy Rate 2011 census was 65.46% where the male literacy rate was over 80% and the overall literacy level is 74.04%). It is imperative that the literacy rate in increased substantially to ensure the growth of MOOC.

- **Digital Literacy** – It is significant that the users must be digitally literate in order to use the digital content. In India, with over 6,50,000 villages and 2,50,000 panchayats represented by nearly 3 million panchayat members, approximately 40% of the population is living below the poverty line and the illiteracy rate is more than 25-30% while the digital literacy is almost non-existent amongst more than 90% of the population in the country. In order to make India digitally literate, it is important that nearly 3.5 million people are digitally literate.

- **Language and translation barriers** – In general, a large number of MOOCs are available only in English language. In India, one of the major challenges that pose a serious problem in the successful implementation of the MOOCs is the language and translation barriers (Shigeta, Koizumi, Hiroyuki, Tsuji, Inaba, & Hiraoka, 2017).

- **Awareness** – There is an immensely low level of awareness about MOOC. It is extremely important that faculty members and students should be aware about the MOOC or OER (Online Education Resources). A survey of faculty members of higher education in India revealed that almost 41.7% of them have heard of OERs and 25% have created and used OERs. Out of 40 graduate and 40 post graduate students in Tier-1 cities, 53% graduate students and 73% postgraduates are aware of MOOCs. While in Tier-2 cities, 38% graduate students and 55% post graduate students are aware of MOOCs (Nagasampige, Devi, & Nagasampige, 2014).

- **Cost** – The ever increasing technical cost and the relative cost of industry experts, professional and expert professors are making MOOCs more exorbitantly expensive and the cost is being shared by both the universities and the students.

- **High Dropout Rate** – One of the major grievances against MOOCs is the extremely high dropout rate which is often 90 percent. De Coutere (2014) mentioned that “typically half of the enrolled people never show up, levels of participation vary; a more or less stable community forms after two weeks, and 5 to 10 percent of people will follow the whole MOOC until the end date”. The high dropout and low-course completion is indicated in Table 2 with as a reference.
• **Evaluation** – MOOCs are composed of large numbers of students and the probability of profoundly variable ways of teaching and appreciating, (what and how) students are learning is possible for the first time. According to Koller (2012), “a 2% error rate in a class of 100 students in barely detectable; in a MOOC with several thousand students, it’s a signal that something has gone very wrong. We can fix that misunderstanding”.

### Table 2: Enrollment and course completion rate

<table>
<thead>
<tr>
<th>No.</th>
<th>University</th>
<th>Course</th>
<th>Year</th>
<th>Duration (weeks)</th>
<th>Platform</th>
<th>Total Enrollment</th>
<th>Course completed Number</th>
<th>Course completed %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stanford</td>
<td>Introduction to Machine Learning</td>
<td>2011</td>
<td>10</td>
<td>Coursera</td>
<td>104000</td>
<td>13000</td>
<td>12.5</td>
</tr>
<tr>
<td>2</td>
<td>Harvard</td>
<td>Introduction to Computer Science</td>
<td>2012</td>
<td>24</td>
<td>EdX</td>
<td>150349</td>
<td>1388</td>
<td>0.9</td>
</tr>
<tr>
<td>3</td>
<td>DUKE University</td>
<td>A Beginner’s Guide to Irrational Behaviour</td>
<td>2013</td>
<td>8</td>
<td>Coursera</td>
<td>142839</td>
<td>3892</td>
<td>2.7</td>
</tr>
<tr>
<td>4</td>
<td>MIT</td>
<td>Introduction to computer Science and Programming</td>
<td>2013</td>
<td>15</td>
<td>EdX</td>
<td>72920</td>
<td>3305</td>
<td>4.5</td>
</tr>
<tr>
<td>5</td>
<td>Harvard</td>
<td>Human Health and Global Environmental Change</td>
<td>2013</td>
<td>12</td>
<td>EdX</td>
<td>53340</td>
<td>2745</td>
<td>5.1</td>
</tr>
</tbody>
</table>

*Source: Compiled by the author through various sources*

Completion rate is typically defined as the number who earned a certificate of completion or passed the course. Completion rates can approach 40% (and occasionally exceed it); the current average completion rate for MOOCs is approximately 15%.

### 6. Future opportunities for MOOC

1. **Massive to self-paced format** – Initially, all MOOCs were offered once or twice a year thence a larger number of students could learn together. Yet, presently it is offered in a self-paced format and the frequency of starting the course has increased bi-weekly or monthly basis (Downes, 2013).
2. **College credit, credentials**– There are several Universities who are now granting and many more are in the process to grant credit to learners, who hold MOOC certificates affiliated by their colleges. Some universities even offer credits up to 50% for students holding MOOC certificates. Even a large number of universities are even accepting credits for the courses of different MOOC providers (Table 3).

3. **Emergence of regional MOOC** – In order to overcome the language and translation problems of a particular geographical area, now regional MOOCs providers are coming up in such a huge manner and are providing a learning platform to generally Non-English speaking learners. In this regard, AICTE has launched its official MOOC platform named SWAYAM in the year 2016.

4. **Increased institutional consciousness** – In the present times, institutions and universities are on the increase contemplating on implementing digital education in defining the future of higher education. The faculty members, students and the policy & decision makers are also coming together to explore means and methods to implement digital education through MOOCs (Kop, 2011).

5. **Collaborative learning** – Development of MOOCs assists in collaborative learning to the faculties. People from different domains, experts and institutions, such as, instructional designers, software developers, researchers and faculties need to work in collaboration which provides a unique platform to exchange their opinions and learning through sharing that helps them to hone their skill set to work with different people.

6. **Institutional capacity building** – There are a large number of institutions who are looking forward to have exponential growth in terms of institutional capacity building. MOOCs are considered to be extremely important in building capacity as it helps in conceptualizing and driving changes. In the current digital era, it is very essential to shape- rather than be shaped. There are several institutions that are becoming members of consortiums to create, learn and to reflect in a community of peers (Bell, 2011).

7. **Employment generation**– Developing MOOCs requires a large number of experts from variety of fields. People from different domains experts and institutions, such as, instructional designers, software developers, researches, faculties, corporate trainers, videographers,
animators and editors have to work in collaboration to create or develop the MOOC for the benefit of learners. Students receive immense employment opportunities in their area of expertise.

**Table 3: College credit, credential by the MOOCs providers**

<table>
<thead>
<tr>
<th></th>
<th>Credentials</th>
<th>College Credit</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursera</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>EdX</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FutureLearn</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Udacity</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Kadenze</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Source: Compiled by the author through various sources*

- Coursera expanded its specializations to 160 and also masters with University of Illinois.
- EdX expanded its Micro Masters credential to fourteen different universities.
- Future Learn announced six postgraduate degrees from Deakin University.
- Udacity Masters in Computer Science in Georgia Tech.

### 7. Conclusions

As we move completely into the knowledge age, it is important that our policy makers, faculties, and other stakeholders must have clear mission and vision and dedication to fulfill all the needs of learners of the society. Universities, companies, and lot many startups are coming with new tools, services, methodology and experience to revolution in the present higher education system. Institutions, college and universities have to play a crucial role in re-integrating new elements that would blend the high ideals of education with practical learning needs of individuals.

The initial impact of MOOCs failed to make a dent on higher education and it seems that this transition and transformation is difficulty, but it is quite possible with the support of policy makers, universities, faculties, students and other stakeholders that next wave would definitely able to leave its impression in the changing the paradigm of higher education.
It is the age of knowledge where adaptive learning and competency based education would provide the edge to the universities, colleges and institution. Institutions that are able to integrate technology and latest tools in full spectrum of learning would lead in the race of higher education.

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Prevalence of MOOCs in India: 
A Critical Review

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Abstract
Higher education plays a prominent role in the economic development of a nation whether it is developing or developed. And a developing nation like India possesses universally acclaimed brain power and talented youth enrolling for higher and university education each year. But higher education sector of India is plagued with certain issues like low Gross Enrolment Ratio (GER), resource crunch, faulty exam system, higher costs, and low quality among others. In the face of such challenges and in the context of a technologically revolutionary world of today, digital education seems to be a solution and a savior which might help in reducing the aforementioned barriers. Here comes the significance of MOOCs (Massive Open Online Courses) which are gaining immense popularity in India and altering the paradigm of education. The present paper provides an overview of MOOCs - the concept, their types, their role in higher education system of India, India’s own MOOCs platform-SWAYAM, and challenges in implementation of MOOCs in India. The limitations of MOOCs and their scope and future have also been discussed. The paper concludes on the note that the MOOCs have a great potential in the times to come provided government of India takes adequate steps for their promotion. For the purposes of this paper, various secondary sources like magazines, journals, research papers, newspaper article, etc. have been referred.

Keywords: Higher education; India; MOOCs; massive open online courses; SWAYAM.
1. Introduction

Higher education, as we all know, plays an important role in the economic development of a country and India is no exception. But the present higher education system in India needs a complete overhaul at all levels of education (Gupte, 2016). Many Indian and international surveys have corroborated this fact by pointing out that Gross Enrolment Ratio in higher education sector in India is very low and 80-90% of the colleges are rated below the average on the quality parameters. Moreover, not even a single Indian university features in the list of top ten universities of the world (Chalil, 2016). This is a matter of serious concern and needs attention. Despite numerous initiatives been taken in improving the condition of higher education in India, we are still far from achieving the standards of education. So the question is what can be done in this regard? At this stage the entire academic community would agree that appropriate endorsement of technology may help in transforming the higher education system in India by wiping out the issues which the sector is facing today and by meeting the growing aspirations and educational needs of talented youth of the country. It is in this context that a big opportunity in the form of MOOCs (Massive Open Online Courses) has knocked the door of formative education. MOOCs are a revolutionary step in improving the quality of pedagogy and the most viable option in the face of constricted budgets of the government (Faizul, 2015). It is expected that introduction of MOOCs may annihilate the major shortcomings and pitfalls in the existing education system and achieve the aims of young minds. The present paper talks about the concept of MOOCs, their relevance in the Indian context, challenges in their implementation in India and such other important issues in the following sections.

2. Concept of MOOCs

Background of MOOCs- The term MOOCs was coined in the year 2008 by Dave Cormier and Bryan Alexander when they were analyzing a course called “Connectivism and Connected Knowledge” offered at a University in Canada in 2008 (Chalil, 2016; Hiremath, 2017). This course was created by George Siemens and Stephen Downes. This course is considered as the first MOOC ever made. Soon, with the interest from both private as well as non-profit institutions, MOOCs evolved and relied more on Video Lectures, Discussion Forums and Learning Management System. There has been an emergence of many platforms like Coursera, Udacity, edX, etc., with most of them originating outside of India. MOOCs are still
evolving with learnings acquired from MOOCs already conducted (Malik, 2015).

**Definition** – MOOCs stand for Massive Open Online Courses and refers to the web based online classes designed for unlimited participation from people all around the world through use of internet devices. Usually, students enrolling for these courses have to watch audio-video lectures and use interactive user forums with the students and faculties to clarify the concepts and enhance learning (Chalil, 2016).

The term “Massive” herein refers to the number of participants enrolled in the ongoing academic programs and doesn’t mean the number of teachers or assistant providers engaged in the course. MOOCs have the capacity to accommodate hundreds to thousands to lakhs of participants in contrast to the traditional courses which generally have students ranging from around fifties to hundred. Despite the huge number of participants enrolled in the course, MOOCs are able to accommodate them and complete the program offered.

“Openness” has a variety of meanings in the context of MOOCs. Firstly, MOOCs are open to everyone in the sense that any person in the world can enroll for them regardless of their educational qualification. To quote an example, people who have passed sixth standard or eleventh standard or some other higher educational degree are all eligible to join the same course. Secondly, openness here can also refer to the freedom in accessing the MOOCs. While the traditional courses offer admission usually twice a year, admission to MOOCs can be taken at any time of the year. Thirdly, these courses can be accessed through every kind of internet platform, be it blogs, websites or any other multimedia repositories. So participants have the flexibility and can choose the learning platform which suits them. Finally, openness can also refer to the public availability of the course contents which can be reused at the convenience of the participants.

The word “Online” in the acronym means that such courses do not require the physical presence of the student community and they can enroll in the course sitting in any corner of the world and attend the classes. Learning contents of MOOCs are generally delivered to the participants via the internet in the form of course modules. Provisions for live chatting, downloadable reading scripts & audio-video files, link to other useful websites for queries, etc. are inbuilt in the learning modules.

Lastly, “course” comprises of a sequence of learning activities to be completed within the stipulated time period in order to achieve the learning
goals as mentioned in the course. MOOCs are similar to the traditional courses in two ways:

First, a particular MOOC lecture continues for a fixed time period. This time interval is generally short, spanning from two to four weeks and sometimes extending to few months. Participants are required to complete the learning activities as mentioned in the program, through the internet, during this duration.

Second, just like the traditional face to face programs which require students to engage in various teaching learning activities and then finally are subjected to evaluation tests for the award of academic degree, in MOOCs also participants are subjected to various evaluative procedures in the form of quizzes and assignments which are to be completed online.

The features of MOOCs are listed below in figure 1.

![Figure 1: Features of MOOCs](image)

**Structure of MOOCs** – According to Malik (2015), a typical MOOC uses a Four Quadrant Approach involving Video Lectures, Quizzes, Demonstrations and Supplementary Reference Material. They are developed beforehand by Course Instructors who lead the academic team.
Then, the course lessons are released on a weekly basis along with live forums. These live forums may be used for concept and doubt discussions and enhancing learner’s network. These forums are constantly reviewed as well as moderated by the academic team. Finally, the course ends with a final examination which is in the form of assignments.

**Types of MOOCs** – There are primarily two types of MOOCs: cMOOCs and xMOOCs. cMOOCs have a very different philosophy from xMOOCs. cMOOCs are based on the idea of connectivism, so they place heavy emphasis on networking and also emphasize strong content contributions from the participants themselves whereas this is not the case in xMOOCs. However, xMOOCs are more common as compared to cMOOCs and are mostly associated with the three largest platforms of edX, Udacity, and Coursera (Faizul et al., 2015).

### 3. MOOCs in India

**Why MOOCs are needed in India?**

Although India has been making rapid progress on the economic front but it faces broad challenges on the higher education front. There are few concerns that highlight the dark image of Indian higher education sector as stated by Gupte (2016) and Chalil (2016) in their paper. First and foremost, *Gross Enrolment Ratio (GER)* in higher education (which is total enrolment in higher education expressed as a percentage of the eligible population of 18-23 years in a given school year) is low as compared to the countries like China and Brazil since there are a large number of dropouts at the elementary level itself (Gupte, 2016).

Also, since the population of India is around 125 crores, the present education system fails miserably in providing *access* to higher education especially in scanty villages spread across the nation. Infact, the *cost* of education per student is also very high (Chalil, 2016).

Moreover, the *quality* of education imparted in most educational institutions is a debatable issue. Leaving a few world class institutions like Indian Institutes of Management (IIMs) and Indian Institutes of Technology (IITs), the quality of our institutions is below par and quality of courses offered is appalling (Chalil, 2016). Even the syllabi of many universities exhibit academic backwardness. Due to lack of investment on vocational training, the mismatch between higher education curriculums and employer demands has created a large skills gap: many corporates feel that there is a huge void between what students are taught (outdated materials and a lack of
hands-on practice) and what is expected from them on the job (Huang, 2017).

Apart from this, there is inadequacy of infrastructure in majority of our institutions as most of them lack adequate library facilities, have overcrowded classrooms and possess ill-equipped laboratories. Besides, there has been massification of higher education with remarkable growth of universities, colleges and students. This has created a severe resource crunch and also resulted in deterioration of the quality of education available to the Indian students. There also exists a faculty crunch. Availability of qualified, dedicated and competent faculty is a huge problem. Also, due to lack of incentives good teachers quit the profession and shift to the corporate sector. Last but not the least, holding annual examinations at the end of every academic year gives weightage to rote memorizing rather than honing creative skills (Gupte, 2016). Importance should be given to capability and right attitude rather than earning a degree just for the sake of it.

MOOCs are expected to overcome the above stated challenges of affordability, quality, access, inclusion and employability present in higher education system of India. Apart from overcoming the above stated challenges, MOOCs may also help to scale higher education across the nation – anyone with an internet connection can access free university classes from Harvard, MIT, Stanford, IIT (Indian Institutes of Technology), IIM (Indian Institute of Management) and ISB (Indian School of Business). With MOOCs, the access to higher education in India will no longer be bound by limits on student enrollment, arduous entrance exams or the availability of time and money (Huang, 2017).

4. Present scenario of MOOCs in India

Online education and its potential are not new to India. When compared with other developing nations in terms of enrolment in MOOCs, India holds a very good position. Also, among the BRICS nations, it has the highest number of MOOCs enrollees (Chatterjee et al., 2014). In spite of being a developing nation, the participation by Indians in MOOCs have been overwhelming with second highest enrollment numbers across major MOOC platforms such as Coursera, edX and Udacity trailing closely behind US (Malik, 2015). In recent years, there have been a tremendous hike in enrollment by Indian students in different MOOCs and we can expect it to grow exponentially in the time to come (Huang, 2017; Ralhan, 2016). But the issue is that majority of the current MOOCs
### Table 1: Summary of MOOCs initiatives taken in India

<table>
<thead>
<tr>
<th>Institute/Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian Institute of Technology, Bombay</td>
<td>Offering thirteen online courses namely Thermodynamics, Algorithms, Programming Basics and other courses via edX &amp; NPTEL.</td>
</tr>
<tr>
<td>Consortium for Educational Communication</td>
<td>Has the goal of developing e-content for 87 undergraduate subjects in total out of which e-content development in 29 subjects is completed.</td>
</tr>
<tr>
<td>Indian Institute of Management, Bangalore</td>
<td>Has started a MOOC platform called IIMBx in collaboration with edX offering online courses in Marketing, Finance, Human Relations, Strategy and others.</td>
</tr>
<tr>
<td>Indian Institute of Technology, Kanpur</td>
<td>Developed its own MOOCs platform called MOOKIT offering online courses in areas like Biological Science, Computer Science, Civil Engineering, Mathematics and others.</td>
</tr>
<tr>
<td>Indian Institute of Management, Calcutta</td>
<td>Offers 19 courses in various areas like Computer Science, Business Management, Mathematics and Health &amp; Management.</td>
</tr>
<tr>
<td>Infosys</td>
<td>Launched an initiative called “Infosys-Udacity Fast Track Programme” in collaboration with Udacity wherein students are required to complete online nanodegree certification program before joining the company. Also tied up with edX and Coursera.</td>
</tr>
<tr>
<td>NIIT</td>
<td>Using MOOCs to train people in technical skills in partnership with edX.</td>
</tr>
<tr>
<td>Indian School of Business</td>
<td>Has offered two programmes as of now in collaboration with Coursera with first programme on “Happiness” and second programme on “Financial Markets and Investment Strategy”.</td>
</tr>
<tr>
<td>Amity University</td>
<td>Partnered with FutureLearn and expressed interest to host its own courses on the platform.</td>
</tr>
</tbody>
</table>

*Source: Business Wire India, 2016; Sridhar, 2016; Subrahmanyam et al. 2017.*
are provided by Western Universities. This in turn leads to problem for students from developing countries due to lack of cultural translation. This means that all the case studies and examples are from Western countries which the students from other developing nations like India find hard to relate. Also, there are many subject topics which have not been explored yet, such as Indian History, Classical Indian Music, Yoga, etc. (Malik, 2015). So, this highlighted the need for India to have its own MOOCs platform.

A few more initiatives are listed below.

BITS Pilani collaborated with Harvard owned edX and MIT (Massachusetts Institute of Technology) to provide MOOCs courses to the on-campus and off-campus students (Mukherjee, 2014). Also, Coursera made an alliance with Lady Shri Ram College (New Delhi) and Learning Links. Besides, a Bangalore based company, Jaaga, started a one-year course on computer programming, which utilizes online MOOCs from Udacity, Stanford, Harvard and MIT in order to manage classes offline (Faizul et al., 2015). Since India has huge prospective market for education, various US and Europe-based MOOCs providers are entering into official partnerships with Indian universities to make MOOCs available in India (Chatterjee et al., 2014). Premier institutes like The Indian Institutes of Technology (IITs) and The Indian Institute of Science, Bangalore (IISc Bangalore) have joined hands to deliver MOOCs. These MOOCs are delivered as a part of a project named “National Program on Technology Enhanced Learning” (NPTEL) which is funded by the Ministry of Human Resource Development (MHRD) (India Today, 2014). Various other platforms like WizIQ, e-PG Pathshala, Apna Course, myBskool.com also are in existence in India (Joshi, 2015). More recently, a new portal named ‘SWAYAM’ to deliver MOOCs has also been introduced in India and is discussed next.

**SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds)**

In 2014, MHRD (Ministry of Human Resource Development) made announcement regarding launch of India’s own nation-wide MOOCs platform, SWAYAM. Finally, a beta version of SWAYAM platform was launched in late 2016.

As per the website of Ministry of Human Resource Development, SWAYAM is an indigenously developed IT platform hosting all the courses taught in the classrooms from ninth standard up to post-graduation. Anyone can access these courses from anywhere and at any time. Having been
prepared by the best teachers in the country, all the courses are interactive. Also, these courses are available free of cost to the residents of India although one has to pay for the certificate. Apart from these, SWAYAM offers various other advantages like it is custom made according to the Indian scenario and is complimentary to formal education in India, provides accessibility to the top most teachers of the country which was earlier limited to institutes like IITs & IIMs. Moreover, the courses offered through SWAYAM will add to the Skill India program while allowing high quality education to reach to the masses at minimum efforts and cost by the government. It will also help in improving and maintaining the standard of education in India (Hiremath, 2017).

However, SWAYAM platform has been found to be below the global standards in numerous ways. Various shortcomings as pointed out by Muthirayan et al. (2017) are listed as follows:

Firstly, the ASPIRATIONS of the government for SWAYAM are low and its approach lacks a sense of urgency. Malaysia launched a national policy on credit recognition and transfer in two years of introduction of its MOOCs initiative. Similarly, Israel started offering MOOCs in Arabic, Hebrew and English within one year of introduction of its own MOOCs platform. To the contrary, majority of the courses on SWAYAM are dull and boring, reflecting lack of emphasis on excellence. It is pretty much clear that there is lack of efforts to make MOOCs available in major regional languages like Hindi or to implement comprehensive credit recognition and transfer policy.

Secondly, the responsibilities and funding for SWAYAM are dispersed across multiple institutions and agencies such as NPTEL, AICTE, IGNOU, UGC and IITs. Since the LEADERSHIP from existing regulatory agencies does not stimulate innovation and excellence, as is evident from current crisis in higher education, a single leader or a group responsible for its strategy and execution is utterly required.

Thirdly, in Budget 2017, Rs. 75 crores was earmarked for MOOCs, no change from Budget 2016. This represents a meagre 0.09% of the education budget and 0.23% of the higher education budget. Also, there is little or no FUNDING to ensure that the best faculty members are recruited to teach each subject and experiments are conducted to improve learning outcomes.

Fourthly, while on one hand, the initiatives like FutureLearn of UK and XuetangX of China are coming up with innovations in the field of
PEDAGOGY such as personalizing learning experience for each student, rethinking discussion forums to encourage social learning, making the learning material interactive and so on, on the other hand, simple replacement of classroom lectures with online video lectures in SWAYAM is hugely non-technical.

Fifth, countries like China, Malaysia and France are heavily investing to keep their MOOCs aligned with the changing needs of their societies and industries. But in India, SWAYAM is primarily academic in nature with no association with industry in order to make an IMPACT.

5. Challenges in implementation of MOOCs in India

There are different factors which hinder the proper implementation of MOOCs throughout the country. Some of the chief factors are:

*Digital literacy* is non-existent in majority of the Indian population. Also, a considerable digital divide exists between the masses with this divide intensifying between the rural and urban students. Since a considerable amount of the learning mass seeking higher studies and also a remarkable amount of the ones imparting education is not friendly with the recent technology, it is a major hurdle hindering them to access MOOCs seamlessly (Chatterjee, 2014).

Moreover, to execute MOOCs effectively, a fast internet connection is required. Recent reports state that India ranks the lowest among the Asia-Pacific countries with an average internet speed of 1.7 MBPS, where the global average lies at 3.9 MBPS. Also, with fast internet services being costly, people are bound to compromise with speed (Chatterjee, 2014). Although the IT infrastructure has improved a lot in the urban areas, the basic infrastructure needed to implement MOOCs is still absent in the rural areas and this *limited availability of requisite infrastructure* has restricted the extensive spread of MOOCs (Joshi, 2015; Venkatesh, 2014).

Also, an overall perception prevails that formal education and regular courses are much superior to distance education methods in terms of academic status even though this sector became immensely popular & started its journey in India around 30 years back (Joshi, 2015). *Lack of proper promotion and certification* for MOOCs has also led to MOOCs not being considered at par with traditional education system.

Although MOOCs focus on an audience of huge global domain, but in reality most of the MOOCs conducting entities are *concentrated* in the leading institutions like the IITs in India and campus-based universities
like Massachusetts Institute of Technology and Oxford University. Specialized and dedicated organizations for conducting MOOCs also do not count to significant number. Therefore, key controlling entities of MOOCs lie within a renowned domain only (Chatterjee, 2014).

Besides the above stated problems, language and cultural diversity also acts as a major hindrance for the extensive implementation of MOOCs. English as a common medium of speaking excludes a considerable amount of audience who do not possess the knowledge of English or adequate fluency in it. Also, introduction of these MOOC courses in regional languages is a herculean task as courses will be prone to loss of quality and uniformity (Chatterjee, 2014; Venkatesh, 2014).

6. Government efforts to unleash potential of MOOCs

“Every crisis is an opportunity”, says an old proverb. Accordingly, the Government of India needs to take the following steps to tap the potential of MOOCs in India.

Establishing a national academy on MOOCs - Initially a national entity is needed that would control the overall functioning of MOOCs in India. It is proposed that this academy be an autonomous body headed by the Central Government. It would design the actual roadmap for implementing MOOCs taking different feasibility issues into concern. It would also develop a “National MOOCs Grid” to intertwine all the MOOCs within one network and helping all the stakeholders to connect through a common platform. Also, this academy would design the regulations for the functioning of MOOCs so that MOOCs start functioning as entity parallel to the formal education system (Muthirayan et al., 2017).

Recruit a recognized leader for the national academy - The leader is expected to have significant credibility so as to make an immediate impact. The leader should have expertise in higher education and technology. Also, in order to show seriousness of government in addressing this challenge, the leader can be a cabinet-level appointment (Muthirayan et al., 2017).

Provide authority, accountability, and funding – It is posited that the leader be given requisite authority, accountability and funding in order to make plans a reality. It should also be made necessary for all related government departments and institutions to report to this team for all the matters related to MOOCs (Muthirayan et al., 2017).

MOOCs’ Evaluation and Certification - Online evaluation involved in MOOCs need strict measures to eliminate chances of cheating. Online
evaluating software needs to be devised to make the evaluation process fast and partially automated. Assessment and certification can also be made available online although provisions should also be made to generate on-demand hard copy of certificates to the learners on the payment of requisite charges. Certification would also need to comply with benchmark (Chatterjee, 2014).

**Single Portal for MOOCs – A comprehensive online education platform** - All the existing MOOCs and the other educational technologies can be brought under a single umbrella developing a single portal with each and every course accessible from this portal. A unique ID could be used as a key to access this portal. This portal would serve as a common platform where any person related to education can take part with simple registration. This single platform would become the chief academic online platform containing links to downloadable contents and important information of different academic institutions (Chatterjee, 2014).

Apart from the suggestions cited above, some more recommendations follow from the challenges in the implementation of MOOCs.

**Promote massive digital literacy drive and eradication of digital divide** – To make MOOCs widely popular, basic familiarity of the audience with the digital environment is a pre-requisite. Providing digital literacy at the schools and colleges would be the first step towards this direction. Also, since teachers are the chief part of conducting MOOCs, they should be tech-friendly too.

**Develop the requisite infrastructure** - For MOOCs to be accessible ubiquitously, some MOOCs hubs with adequate facilities (digital classrooms and online examination centers) are recommended to be installed for public access. Remote areas can be connected by facilities like video conferencing.

**Upgradation of the academic status of MOOCs** - Special initiative is needed to improve the academic status and excellence of MOOCs. This would include evaluation stringency similar to traditional courses and certification standards made at par with the traditional education.

**Introducing MOOCs in some regional languages** – English is used as the medium of instruction in MOOCs but a large portion of Indian population lacks proper knowledge of English. So, it is very important to design digital content for MOOCs in regional Indian languages. This will make it more acceptable for the learners who are unfamiliar in English, would reach out to a remote local audience which did not turn up for higher studies due to
language barrier and would also preserve the regional culture (Chatterjee, 2014).

7. Future and scope of MOOCs: a way forward for higher education

According to an online website Opensource and also as noted earlier, India is the second largest market for MOOCs after US in terms of enrolment in these courses. In the future, India could surpass U.S. as well. Moreover, MOOCs represent a huge opportunity for India as it can provide quality education to millions of Indians provided they have internet connectivity. Initially students were not sure about the benefits of joining a MOOC due to lack of job guarantee. However, an article published in the Wall Street Journal states that MOOCs are beginning to get valued by big employers such as Google and AT&T who are hiring people having certifications of Massive Open Online Courses (Sharma, 2014). Although MOOCs can’t currently take the place of formal credentials in most of the fields but they have started to become an alternative credential with real weight in job market. Seeing such great response and industry acceptance, the future of MOOCs seems bright. However, whether they are the future of higher education or not, only time will tell.

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Developing Infinite Competencies: Employability vs. Employment in context of India

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Abstract
There has been quantum growth in the number of management institution in India. Every management institute commits to nurture and transform with their industry relevant course curriculum and excellent pedagogy. Every year management institutions come up with new statistics of campus placements, no of recruiters, awards and rankings. Management Course when we talk about Master of Business Administration (MBA)/ Post Graduate Diploma n Management (PGDM) is one of the most sorted professional courses across the globe. Master of Business Administration (MBA) course is today understood as the shortest route to success. The national entrance exams like Common Admission Test (CAT), Management Aptitude Test (MAT), Xavier Aptitude Test (XAT) have gained much popularity as they have helped students to secure their admission seat in the premier institutions. Hence, students perceive management institutions will transform them into a perfect professional with a competitive salary and desired job profile. People who are unable to make into Indian Institute of Management, other Tier A, B & C institutions are giving them opportunity to take up Master of Business Administration (MBA)/ Post Graduate Diploma n Management (PGDM) programs to continue their higher education. And, dreams continued. The objectives of my paper are following. Firstly, what are the methods employed by Business Schools to develop employable workforce? Secondly, reasons behind the contrast between current employment statuses and employability which management institutions aim to offer. Thirdly, what are the challenges faced by Management institutions to deliver quality education? Finally, the deadly GAP and developing employable workforce continues to cost Business Schools.

Keywords: Accreditation; B-schools; higher education; India; management education; MBA placements; MBA ranking; quality education.
1. Introduction: From cat to rat

Graduates see themselves at the top positions from the beginning of their journey of Master of Business Administration (MBA). Quite overwhelmed and excited, about their career, they are geared up to experience the new phase of their life. Master of Business Administration (MBA) course is often considered as the last professional degree to get into corporate. These students undergo rigorous trainings and a new rat race begins (before it was for Common Admission Test or IIMs), now it is a dream company, profile and package.

Institutions develop unique teaching pedagogies to give students an amalgamation of classroom teaching and industry learning. Management institutions excellently plan course structures for students with a blend of industry, teaching, training, research and consultancy experiences. Industry Academia Interface is understood as a strategic tool to transform the students. Therefore, guest lectures, corporate checkmates, alumni interactions, live projects and international conferences are key elements of management institution’s academic calendar.

Institutes are therefore developing extensive modern teaching facilities to transform their students. Institutes are aiming to prepare their students to face industry challenges and meet corporate expectations. Institutions today are frequently interacting with industry to know their employer’s expectations through feedback of placed students. Institutions are further upgrading their academic deliverables by incorporating feedback received from the recruiters. But it is a paradox. Despite the above efforts, the recruiters are struggling very hard to find an appropriate candidature and therefore, have lukewarm response towards recruitment of MBA’s for top positions from last four or five years. It seems that jobs have perished for MBAs or the products of management institutions lack competencies?

2. Management education in India – paradigm shift

“You can teach all sorts of things that improve the practice of management with people who are managers. What you cannot do is teach management to somebody who is not a manager, the way you cannot teach surgery to somebody who’s not a surgeon.” – Henry Mintzberg

Once a time, food, shelter and clothing formed the basic needs of human beings. However, with the industrialization, another important factor was added up to the list of the basic needs – education. Education empowers, enlightens and therefore holistically develops human beings. With the
globalization, a revolution came in the education sector and various specializations were introduced to impart key skills to develop professional human resource for industry and business. With the newer trends in the field of education, today students have plethora of career options matching their interests. These newer trends like fashion designing, food technology, news reporting/anchoring, radio jockeying/management and management and entrepreneurship have transformed the conventional education system of India. Management which is not relatively a new field today is also a product of globalized and industrialized economies. Current era is a new industry therefore management which was unknown in the nineteenth century, has now become a dynamic force for change in industrialized and developed economy. With the Globalization 2.0, technological advancements and IOT, change is another factor that is added to the list of basic needs. And change is something which is constant and is here to stay; generations come and go.

So, it is important to view management education with the same perspective. Management Education is ever-changing and ever-evolving. With the growth of industries, corporate houses and multinational companies, there is a higher demand of management professionals. India is one such country, where management education has grown exponentially and institutes offering management courses are termed as Business Schools/ B Schools. Every year a new list of top business schools in India is featured by various ranking organizations on the basis of industry interaction, faculty profile, pedagogy, infrastructure, learning experience, placement performance, selection process, global exposure, brand value/future orientation and the list goes on. Nevertheless, Business Schools are also facing challenges to cope up with the changing industry demands, increased peer pressure and over-expectations of MBA aspirants. To meet the above demands, huge cost is being invested to impart quality education and develop industry fit professionals.

3. Quality education in B-schools – an overview

Quality is difficult to implement and capture in a meaningful sense. Given the forces that place intense, sometimes conflicting pressures on the providers of Master of Business Administration (MBA) programs, it becomes of incumbent upon on us to reflect what quality means in today’s world (Mahajan, Nangia, & Sharma, 2012).

With the exponential growth of management institutions in India, various regulatory and statutory bodies came into existence to ensure the standards
of quality in management education. The management institutions have been keen to get the necessary accreditations and approvals from the following bodies All India Council of Technical Education (AICTE), National Board of Accreditation (NBA), Association of Indian Universities (AIU) and National Assessment and Accreditation Council (NAAC). These bodies take into consideration following parameters – Academic Environment (library facilities, journals available, computer facilities etc.), Intellectual Capital – (number of Full Time/Part Time faculties, no of Ph.D. faculties, books, journals, articles published, seminars and conferences attended), Physical Infrastructure (classrooms, laboratories, campus, cafeteria, hostels, etc), Industry Interface (Management Development Programs, guest lectures, industry professionals visiting campus, workshops, seminars and consultancy projects), Placements (percentage of students placed through campus placements, industry sectoral break-up, average salary), Faculty, Student, Alumni and Recruiter perception and satisfaction, Innovation – (courses modified and new courses launched.

Management schools have understood that there is a need to develop holistic perspective for delivering quality. Therefore, they have completely transformed their teaching methodology. Innovative teaching methodology is the need of an hour because it suits to management and quickly transfers information and also enhances transfer of learning. The cases from the industry, business games, role plays, on the job trainings, alumni interactions and corporate mentorship programs help integrate theoretical knowledge with the practical aspects of organizational settings and techniques of management. Moreover, infrastructure plays a pivotal role in conducive learning environment. From smart boards to online access to libraries, from infotech labs to digital labs everything has taken the management education to the next level (Kumar & Dash, 2011). Academicians are the pioneers of every educational institution and are considered to have surpassed difficult situations. They have the ability to innovate on unique teaching methods and make learning a fun activity. Teachers are powerhouse of intellect and talent. Management institutes are today focusing on hiring faculties from excellent academic background with an industry exposure. Industry experience of faculties plays a very important role as their industry exposure helps bridge gap between industry and academia.

Therefore to qualify the quality parameters, management institutions are spending extensively to position themselves and emerge out as pool of
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resources for the industry. Institutes are also focusing on international placements to make their alumni present in all parts of the world. Alumni are brand ambassadors of management institutions. When they speak about their success stories, it uplifts and substantiates the promise of quality education, which Business Schools make.

4. A paradox – employment vs. employability

There has been phenomenal growth in the number of management institutions in India since independence. At the time of founding of the All India Management Association in August 1988, there were just about 100 B-Schools in India. India has the world’s largest youth population, with a population share of 27 per cent. Thereafter, there was a massive surge in the number of B-schools in the country which almost doubled after every five years; following a kind of a geometrical progression (Bowonder & Rao, 2004). The AICTE’s Approval Process Handbook 2017-2018 data highlights the remarkable growth of management education in India.

Table 1: Growth in Management Education in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Diploma/Post Diploma</th>
<th>Engineering and Technology</th>
<th>Management</th>
<th>MCA</th>
<th>Pharmacy</th>
<th>Architecture</th>
<th>Hotel Mgmt. and Catering</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>417923</td>
<td>653290</td>
<td>121867</td>
<td>70513</td>
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Source: AICTE Handbook on Approval Process 2017-18

The management education system has developed very fast quantitatively and qualitative parameter still remains a question. In the economic and social development, role of competent and qualified managers is quite
evident. The industry requires skilled professionals to meet the rapidly changing demands of business environment. But the industry seems to be deficit of right management professionals. Let us look at AICTE’s approved MBA – course vs. Intake/Enrollment/Passed/Placement for academic year: 2016-2017:

The numbers are alarming as around 44.6% seats are left vacant and further out of 184892 enrollments only 69706 students are placed or employable i.e. only 37% of the enrolled aspirants are found employable.

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. (ASSOCHAM, 2016). The lakhs of students passing out of business schools, barring a handful from top business schools, are largely unemployable. ASSOCHAM in its recent report indicates that only 7% of the pass-outs are actually employable in India excepting post-graduates from IIMs.

Due to low education quality, Business Schools are struggling to survive and many Business Schools have already shut down in top cities such as Delhi-NCR, Bangalore, Mumbai, Kolkata, Lucknow, etc.
5. The deadly gap

Management institutions are today spending lakhs of rupees to improve their deliverables and similarly the parents are investing their efforts, time and cost to give their children a successful career. But there are various problems plaguing management education in India.

Why India suffers a severe lack of quality managers and administrators. Seeing the current scenario, everyone is in a dilemma that who is responsible for the current mess? Is it the Business Schools or faculties or students or all? This is truly debatable. Perhaps there has been a mismatch of aspirations due to lack of industry-fit course curriculum, quality faculty, policy structure and return on investment.

Management institutions are definitely coming up with innovative teaching methods but then also the current students are not able to comprehend to recent trends. Is it the lack of commitment of students or they just see Business Schools as more of placement agencies. This is also posing a threat to B School’s positioning strategy. Adding to it, unfortunately, management institutions are not able to hire best talent. 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 (ASSOCHAM, 2016). Understanding management education system as an eco-system, all the components of the system (living: academicians, members of board, support staff and students,) & (non-living: infrastructure, regulatory bodies, academic deliverables) must be in synchronization and conjunction for desired outcomes i.e. skilled and employable workforce. Therefore, all the components are not interacting well and hence insufficient availability of specialized experts, qualified faculty and lack of Industry based specializations has paralyzed the entire management education system. Hence, it is becoming difficult for Business Schools to translate the post-graduate figures into placements. This in turn is resulting in decline in the enrollments in the Business Schools. This can be witnessed that there has been a significant increase of student’s enrollment in management for the year 2014-15 in comparison to 2011-12 i.e. from 4233487 to 3571083. (Ministry of Human Resource Development -Annual Report, 2015-16).

But what continues to be a challenge is quality of employment. Skilled and employable workforce is a key to rising GDP levels of any country. Despite an increase in general education levels, the youth unemployment situation continues to be a major challenge. In 2011-12, the youth unemployment rate reached a maximum of 18.8 per cent for urban women aged 20-24 and 12.8 per cent for young urban men aged 15-19. (Indian
Labour Market Update, July 2016) These figures are alarming as they question the current structure of higher education in India and will retard economic growth. The rapid mushrooming of Business Schools has not been able to contribute to quality to management education in India.

6. Conclusions

This paper deals with one of the biggest challenges of management education - imparting quality education and developing employable workforce. Developing employable workforce is similar to panning for gold, where the gold is extracted from lot of junk. The major problem is that Master of Business Administration (MBA) degree is taken as an assumption that once students will come out of a two year full time program, they are ready to manage. This assumption has brought distortions in Master of Business Administration (MBA) program. Rather business schools must make students understand that MBA programs are effective at giving them understanding of various business functions. Moreover, management teaching pedagogy must be largely oriented towards business analytics to make students analytical abilities profound.

Therefore, need of the hour is to reinvent the management education system in India. A new action plan needs to be developed to transform deliverables both at micro and macro level. The action plan would have to include both the institutional development at the micro level and the development of support systems at macro level such as faculty development, flexibility in program structure, research support and encouragement for innovation and development of appropriate teaching technology (Dayal, 2002). At the micro level, there is need of highly equipped academic structure and innovative teaching pedagogy. At the macro level government and the regulatory bodies need to strategize their policies to eliminate poor maintenance of norms and standards in management education. The Government, All India Council of Technical Education (AICTE), National Board of Accreditation (NBA), Association of Indian Universities (AIU) and National Assessment and Accreditation Council (NAAC) procedures are required to be more stringent to upgrade quality of education. Therefore, it is mandatory to make adequate investment in good-quality education skills as it can help empower students and raise productivity. So to augment the country’s existing academic structure of India, government has launched Global Initiative of Academic Networks (GIAN) an excellent platform to garner interaction of Indian students and faculty with the best academic and industry experts from all over the world. To ensure determining standards of quality education, UGC has taken significant regulatory
decisions. To uplift the quality standards, UGC will grant status of ‘University with Potential for Excellence’ and “College with Potential for Excellence”. Presently 172 colleges are enjoying the Colleges with Potential for Excellence (CPE) status and 14 colleges are enjoying Colleges of Excellence (CE) status. During 2014-15, a total grant of 51.93 crores was released to the colleges with potential for excellence. (Ministry of Human Resource Department - Annual Report, 2015-16). All India Council of Technical Education (AICTE) in association with National Board of Accreditation (NBA) has also started the first ever National Ranking Framework (NIRF) in Engineering, Management Pharmacy & Architecture disciplines to ensure qualitative growth. The above steps are expected to enhance the quality parameters and therefore will substantiate the sustainability of higher education if implemented well. Certainly a clear vision and an appropriate strategy will make our students industry-fit.

References


Motivational and Engagement Factors for Students in Classrooms in Higher Education Sector

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Abstract

Student engagement has become one of the important areas to be discussed in higher education sector in recent years. In particular, previous research has shown direct links between student engagement in learning and such outcomes as dropout substance use mental health and academic outcomes. Students who are engaged in learning were found to be more successful in academics and less likely to drop out from their studies. They were found to be highly motivated to invest in learning, attend classes, and participate in study activities. Therefore, in light of the positive consequences of student engagement, the current study aims at contributing to the growing body of research by exploring the motivational and engagement factors that influence the students to attend classes and participate in study activities actively.

Keywords: Motivational factors; engagement factors; academic achievements.
1. Introduction

Over the past 25 years, significant research and writings have addressed the way classroom learning environment influences students learning, but more recent studies have focused on how classroom environments affect student’s views about the nature and purposes of learning. What makes some students put a lot of efforts and invest working long hours for academic accomplishments? Why other students do seems uninterested in studies in classrooms, do not show much enthusiasm in performing well, and do not seems to be bothered if they fail in some subjects? The answer to such questions is rooted in the theories of motivation. Motivation has been recognized as one of the most important elements of student’s success or failure in academics (Hidi & Harackiewicz, 2000). Motivation is defined as an individual’s wish and will to perform in a directed way which in turn initiates a series of actions to engage in specific activities (Pintrich & Schunk, 1996). Motivation in academics refers to the reasons students want to attend, engage in and put efforts in learning and accomplishing in academics (Beck, 2004). In terms of performance, academic motivation results in increased student’s engagement in activities related to learning (Conell & Wellborn, 1991). Studies have shown many factors that motivate students to perform well in academics including perceptions of classroom climate, perceived ability, perceived instrumentality of instruction and achievement goals as predictors of engagement and efforts in academics (Hardré, Crowson, Debacker, & White, 2007).

Ames (1992) explained the way learning environments influence student’s dispensation of information and understandings about their performance. They examined the importance of learning environment in classrooms in goal setting and consequently affect the way students think about themselves, their tasks and others.

The purpose of this research article is to highlight the motivational and engagement factors for students in classrooms in higher education sector and also describe the relationship between motivation, engagement and academic achievements for students.

2. Literature review

Student’s engagement has become one of the most preferred outcomes of institutions in recent years for the reason that it has strong connection to student’s wellbeing. Specifically previous researches have established strong decisive connection between student engagement in learning and
behaviour and such outcomes as dropouts (Finn & Rock, 1997), substance use, mental health and academic outcomes. Students highly engaged in learning in classrooms are found to be more successful academically as well as has less tendency to dropout. They were found to be intrinsically motivated to invest their time in learning, attending classes, responding actively and participate in study activities.

Student’s motivation and engagement in academics results from their perceptions of their classroom and many times from their interactions with teachers, peers and others in academics (Pintrich & Schunk, 1996). Many other factors also influence and affect student’s motivation and engagement to learn including interest in the subject matter, understanding the subject, perception of the usefulness of studying, the desire to accomplish, perception of one’s aptitude & capability and perseverance to achieve.

Most studies have examined the relationship between many components of motivation and engagement in student’s academic achievements. Though, recent researches have confronted the views that academic motivation is one dimensional and as an alternative they have attempted to understand the relationship between motivation, engagement and academic outcomes from multidimensional aspects (Dowson & Mcinerney, 2001). Researches have proved that motivation does not act individually but may be interrelated, consequently contributing to a significant effect on the motivation and engagement for students to accomplish academically.

Different researches and psychological perspectives explain motivation in different ways. Which perspective is true or truer? It is rational to accept that no one particular type of motivation affects a person at any one time. Numerous components of motivation will be working to influence an individual to become energetic, more engaged and towards the achievement of goals. The social cognitive model of motivation perceives motivation as a dynamic and multifaceted phenomenon (Pintrich, 2000). They do not categorize students as motivated or non- motivated. They believe that students can be motivated and influenced in numerous ways and by various factors (Linnenbrink & Pintrich, 2002).

However, motivational force alone is not effectively resilient to ensure students perform well in their academics. Between motivation and achievement, students must get intensely engaged, focussed and concentrated on their learning task in order to perform better in assessments and appraisals. This suggests the view that engagement, or being in a state of flow, can be accomplished when the six motivational forces work together efficiently. Flow theory recommends that students can enter a
flow state when they are fully engrossed in their learning activity during which they lose their sense of time and have feelings of great satisfaction (Britner & Pajares, 2006). Flow was found to be higher in high-achieving students than in low achieving students. Thus it is not unbelievable to propose that students must be in a state of flow to achieve greater heights. Researches on achievement motivation has long highlighted the cognitive bases of performance, but the modern literature has advanced an achievement goal framework that assimilates cognitive and effective elements of goal-directed performance.

Christenson and colleagues (2012) reflected social and emotional atmosphere in the classroom to be among preconditions to student’s engagement with activities and tasks. In fact in numerous other studies, it was reported that emotional engagement, emotional support or positive emotions increased participation in accomplishments and behavioural engagement. It was stated that the students are first supposed to develop behavioural and emotional engagement preceding cognitive engagement. Further studies conducted in this respect demonstrated that there were mutual relationships between emotional and behaviour engagements. Fredricks and colleagues (2004) explained that the emotional, behavioural and cognitive dimensions were not studied simultaneously in many researches and examining these dimensions simultaneously was important. In this context in other related researches, it is observed that mostly behavioural and emotional engagements were studied. One of the most important reasons for this could be the fact that it is quite difficult to measure the cognitive engagement.

3. Conceptual framework

**Behavioral engagement**

Behavioural engagement is defined as an engagement based on individual’s engrossment into the academic, social and extracurricular activities of the institute (Fredricks, Blumenfield, & Paris, 2004). In regards to multidimensional conceptualisation of engagement, it is one of the crucial elements of engagement, which is used to regulate whether students are actively involved in both their academics as well as other activities offered by the institute apart from the routine curriculum. Behavioural engagement refers to specific student’s behaviour in context to taking initiative, learning, concentrating, putting in more efforts, being persistent in the face of failure, following the rules willingly and positively interacting with professors and other colleagues (Hattie & Anderman, 2013). Study indicates that
student’s behavioural engagement is likely to lead to greater academic achievement (Hattie & Anderman, 2013).

**Cognitive engagement**

As explained by Fredricks et al. (2004), cognitive engagement is an element of engagement, which is based on student’s investment in the institute and the involvement in various processes of learning. A cognitively engrossed student is a student who is strategically willing to exert extra efforts for comprehension of complex ideas or mastery of difficult skills (Christenson et al, 2012). The studies on cognitive engagement is often related with how much students invest in thoughtful learning and whether they are willing to work extra to get better academic outcomes.

**Emotional engagement**

Emotional engagement as described by Fredricks et al. (2004) as an element of engagement based on how students identify themselves with their institute. Identification with the institute here assumes sense of belongingness, valuing the institute or feeling of being important to their institute as well as appreciation of achievements in institute relate outcomes (Christenson et al., 2012). With regard to this explanation, emotional engagement emphases on the degree of positive or negative responses of students while interacting with professors, classmates and peers, academics and institute in general.

**Student engagement**

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are interested, or inspired, and that learning tends to suffer when students are bored, dispassionate.

**Intrinsic motivation**

Intrinsic motivation is an important element when considering student’s engagement in classrooms. It is described as the characteristic of an individual being motivated to perform on an activity for the complete fun and joy that accompanies such activity without any external factors or motives. For example, a student who gets involved in an activity for his or her own joy without being pressurised from outside force or sources to participate in the task could be considered to have an intrinsic
motivation. For the students who possess this quality, there seems to be a chance that such students will achieve autonomy and competence, as well as full fill long term goals. Students with more intrinsic motivation have a greater chance of excelling in their studies and achieving goals.

**Extrinsic motivation**

On the contrary, extrinsic motivation refers to the motivation one has to participate in an activity not for the self-enjoyment but only to accomplish some external goals (Ryan & Deci, 2000; Noels et al., 1999; Noels et al., 2003; Dornyei, 1998). For example, an individual who participates in an activity to receive praise, appreciation, money or any reward as well as evading penalties from an external source is characterised as possessing extrinsic motivation.

**4. Importance of motivational and engagement factors for students**

People always consider that students are supposed to reach in institutes for higher education with good reading and writing skills. More frequently, students are able to get through classes without much skilful in reading and writing. The consequence is that the students with the weakest skills often get the smallest amount of training.

The attitude of many professors is that in case if the students are lacking in required reading and writing skills in their high school, then it is simply too late. Moreover, many middle and high school teachers do not know how to deliver explicit writing and reading instructions.

Most of the students recognize that poor literacy skills place them at a disadvantage personally, professionally as well as economically. All the students want to be the enhanced readers and writers, but in contrary to their weak literacy skills, other barriers interfere, such as minimal and unsuitable help and unreceptive surroundings for acknowledging the level of susceptibility they feel. Motivation and engagement do not constitute and leads an additional element of efforts to enhance literacy. These interconnected elements are prime vehicle for cultivating literacy. Motivation and engagement should be seen as a very significant element in any learning process. The motivated students have the inner forte to learn, to ascertain and capitalize on capabilities, to progress academic performance and to adapt to the demands of the institute.
5. The connection between motivation, engagement and achievement

Student accomplishment was also described in specific theories and models with respect to student engagement. Finn and Rock (1997), in the participation-Identification Model, engrossed on emotional and behavioural dimensions and tried to describe student’s drop-out. The model was based on the idea that efficacious students consider themselves with their institutes and that the unsuccessful ones cannot do so. In the model, it was appealed that participation in academics and various class activities enhances student’s performance outcomes and their achievements and that student’s performance outcomes has influence on their feelings of identifying themselves with the institute.

Kratochwill and Shernoff (2003) emphasize that converging deeply on teaching with the Flow theory leads to a higher level of learning experience. Flow activities involving mentally challenging responsibilities tend to be sustaining and pleasing as well. The Flow Theory was described with the connection between the challenges and the skills of an individual and with the stability in this relationship. The extent of the instructional activities in which flow occurs could be said to bring about student success. As it can be assumed from this theory and the models developed, that the student’s involvement in classroom and its activities is considered important for academic accomplishments.

Finally, Campus-Class-Technology (CCT) Model was developed. According to this model, for effective student outcomes, the relationships between technology, student engagement and student’s achievements were theoretically explained. In this regard, the importance given by the students to college life and college education was among the crucial factors which helped the students have the sense of belongingness to the university or the institute’s campus, which allowed them to invest time in the campus and ultimately resulted in increase in class engagement. Another factor influential on class engagement was technology. Effective integration of technology in classrooms is important for increasing student’s class engagement. An increase in student’s class engagement not only enhances their academic accomplishments but also leads to the positive results.

In order for students to have an effective learning environment, they should have a high level of campus engagement and specifically class engagement. Student’s engagement is considered not only as an pointer of the level of education in the society and their education system but also as one of the indicators of the quality of education given in an institution (Kuh, 2001a).
Hence student’s engagement is most crucial and beneficial for their academic accomplishments, competencies, achievements, welfare, socialisation, life satisfaction as well as for effective learning (Cheema & Kitsantas, 2014). It is quite impossible to say that an education system with little or no student engagement will bear positive outcomes. In this regard it is seen that there is a positive correlation between student engagement and learning outcomes or academic achievements (Connell & Wellborn, 1991). In other words, student engagement is considered necessary for learning, performance and achievement.

Though some researches have shown positive relationships between student engagement and academic achievements, there are limited studies directly exploring the relationships between the dimensions of student engagement and academic achievement specifically in higher education.

The challenge for teachers is to determine how to motivate high school students to read and write so that they engage in literacy tasks and are willing to accept instruction and take advantage of opportunities to practice and accept feedback that will, in turn, improve their learning and achievement.

Because motivation leads to engagement, motivation is where teachers need to begin. As humans, we are inspired to engage when we are engrossed. So motivation to engross is the first step to improve literacy habits and skills. Motivating students is important. But it is engagement that is critical, because the level of engagement over time is the vehicle through which classroom instruction influences student’s learning outcomes.

Sustained engagement, therefore, depends on good learning instructions. Good instructions progresses literacy habits and skills to communicate clearly in writing, and to think critically about the content. Gaining these improved skills leads to augmented confidence. Greater confidence motivates students to engage with and successfully complete increasingly complex content-area reading and writing tasks, and this positive experience leads to enhanced student learning and achievement.

6. Strategies to engage students

Giving a reason to read

Giving a reason for reading is also important. When students have a purpose for reading and can make personal connections to what they are reading, they can continue through challenging text. Helping students to make
connections is important because personal purpose of reading is the major factor behind the student engagement. Helping students in making connections between their own goals and their choices of texts is also important for how students develop the ability to use text to learn.

**Stronger emphasis on intrinsic motivation than extrinsic**

Motivation is the dynamic force that elucidates why people act and behave as they do. Even though the image of a carrot hanging from the end of a stick in front of a person’s nose is mostly used as a sign of motivation, you cannot actually motivate another person. Real motivation must come from within – it must be intrinsic. Prizes or rewards (extrinsic) may induce someone into achieving a certain action but amenableness is not motivation. If you want your students to be successful, intrinsic motivation must be permeated into every aspect of group-centred prevention. An intrinsic motivational surrounding can actually change an individual’s perceived perceptions of self and direct them into changing their actions.

**Creating safe and responsive classrooms**

Sometimes engagement feels like a high risk for many students. Those with low self-esteem, the motivation to read and write depends on their judgments regarding whether teachers will give up on them or believe that they are worth the investment of time and encouragement. Teachers must make clear to students that they care about their learning as well as their well-being as individuals. It is okay to make mistakes in the classrooms.

**Having students interact with text and with each other about text**

In classrooms that support motivation, students mostly work in small groups to analyze texts and to edit each other’s assignments. Teachers might encourage students to compare and contrast how a scene could be described using first language or home dialects. Different ways of solving problems in math and science and writing are appreciated.

**Using technology**

The use of technology is often highly motivating to students. The ability to study through computer, to add effects to presentations, and to mark text using word processing features motivates many students, especially when this capability is combined with an authentic purpose to read and write. Some students are much more likely to grab the information if it is presented through a computer program.
Evaluation and recognition

Alrashidi, Phan and Ng (2016) considered much classroom learning as greatly outcome oriented. Students are engrossed in the quality of their work, and the high perceptibility of these outcomes orients students away from the task of learning. This outcome orientation soon shifts to a performance orientation when it is being evaluated on its correctness, absence of errors and normative success are emphasised. The ways in which the students are evaluated is one of the most important classroom factors that affect the level of student’s motivation and engagement. Evaluation practices include standards, criteria, and methods as well as frequency and the parameters of evaluation. The matter is not merely a question of whether students are evaluated or not but more importantly it concerns their perceptions of the meaning of the evaluative parameters.

Developing meta cognitive skills

Meta cognitive skills allow students to realize when they do not understand something or when something does not make sense. Students with good meta cognitive skills can use a variety of “fix-up” strategies when reading or listening, like rereading, questioning the text, relating the content to personal background. These strategies help weak readers to improve reading comprehension. Being able to use meta cognitive strategies independently as needed to strengthen learning is the definition of an “independent learner.”

Developing vocabulary

Students need a variety of strategies that they can use to learn and remember the many technical terms, key concepts, and academic vocabulary that they encounter in the study of various disciplines. Teachers in each should implement purposeful vocabulary instruction to

- increase reading comprehension,
- develop knowledge of new concepts,
- help students communicate more effectively, and
- Develop understanding of words and concepts with which students are only nominally familiar.

Generating questions

Finally, students need to learn how to generate good questions. Questioning is effective for improving comprehension, focusing attention, helps in
developing active thinking, helps review content, and relates what is being learned to what is already known. Having students generate their own questions about a text has also been shown to be an effective strategy for improving reading comprehensions.

7. Conclusions

This paper discussed the literature search found by the various researches in their endeavour to specify the basic characteristics of the relationship between motivation, engagement and student’s achievements. Supports from the past researches have been proved that motivation and engagement proves to play a very significant role in student’s learning outcomes and academic accomplishments. Experts, professors and parents have been engrossed in ascertaining the important factors influencing and affecting student’s achievement in academic. Most of the people accept that motivation plays a very important and significant role in determining the student’s achievements or failures. Every student has different level of motivation as well as personal, professional and social factors that affect their motivation. It is imperious for researchers, educators and parents alike to recognise and understand better the interface of the various aspects contributing to student’s motivation in order to ensure the academic success of students in higher education sector. Engagement with wisdom is vital, because it is engagement that leads to continued communication and preparation. Coaching, instructions and feedback becomes essential to ensure that students cultivate good practices and increase their proficiency. Increased proficiency ultimately leads to motivation to further engagement and developing a competence that again supports and leads to enhanced student’s achievement.

References


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Realities of Virtual Learning Environment in Higher Education System

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Abstract

Advances in Information and Communication Technologies and Internet have led to the evolution of Virtual Learning Environment (VLE) in education system. The peculiar property of VLEs is that it transcends the boundaries of space, geographies, time and culture. The intent of the current study is to highlight the importance of virtual learning environments in the existing educational systems. Although there are online courses available in the current scenario yet, the present study emphasize on the introduction of virtual learning in the current teacher led educational programmes due to its myriad benefits. Therefore, the paper extends to the growing importance of VLE’s in Higher Education Systems. The paper also documents a case on development of Virtual Learning Environment (VLE) along with face to face learning environment for students to enhance their performance.

Keywords: Online learning; offline learning; virtual learning; education.
1. Introduction

The world is under the roof of virtual learning. In the last ten years, education system is in the grip of a real e-revolution. Most universities and schools have a Virtual Learning as a part of their teaching and e-learning programs. Virtual Learning is a web based software system designed to facilitate learning and teaching on screen as per the comfort of an individual. For instance, one can use mobile phones, PCs Tablets and other such devices at ease. One can attend meetings, read documents and access Internet. An accounting student could conduct an audit of the balance sheet, a finance student could reduce debt of a firm by selling noncore assets, an industrial relations student could negotiate a trade union settlement, HR student can conduct live recruitment, a marketing student could implement strategies to fetch a sales deal, or an operations student could implement a quality circles at a plant (Mahajan, 2016).

Stonebreaker and Hazeltine (2004) describe virtual learning as the delivery of learning through electronic mediation that reduces the gap between the instructor and the learner who are separated in either time or place. A VLE is known to be as an online system that allows teachers to share educational materials with their students via the web. Examples include Moodle, WebCT and Blackboard. In the words of Liber (1998) a VLE in educational technology is a Web based platform for the digital aspects of courses of study. VLE typically a) allows participants to be organized into groups b) presents resources, activities and interactions c) provides for the different stages of assessment d) reports on participation. Mulrine (2007) refers VLE as a computer-based system that deliver learning materials and instruction via the Internet a concept also known as Online Education. VLEs combine web-based methods such as chat rooms, blogs, video files, PowerPoint presentations, and e-mails to enhance teaching and learning. According to Media Synchronity Theory (MST), two types of communication encompass virtual interactions (Friday, 2008). Real time or synchronous technology supports same time interactions and allow members to work on the same task with same information (Baker, 2002; Dennis & Valacich, 1999). On the other hand, flexible time or asynchronous technology allows different time interactions such as e-mail and web bulletin boards (Bradley, 2008).

According to Wilson (1996), VLEs are computer-based environments that are considered to be relatively open systems, allowing interactions and

1 https://www.jisc.ac.uk/guides/technology-and-tools-for-online-learning/virtual-learning-environments
encounters with other participants. Piccoli, Ahmed & Ives (2001) claimed that this definition widens the conventional understanding of the learning environment as it adds three more dimensions such as: interaction, technology and control. In this learning environment, students can learn and discover more effectively and easily than in a physical classroom settings.

VLEs can reduce the problems of cost, time frame, risk involved and locations, as virtual learning transcends the boundaries of time, culture, space and geographies. VLEs have the capacity to support multiple learning styles (Mogus, Djurdjevic & Suvak, 2012). They also have the capacity to employ multiple technologies simultaneously (Mueller & Strohmeier, 2011). These capacities make very suitable learning environments for corporate learning as well (Kasworm, 2011). VLEs are also very flexible. For instance, formal, informal, social, and independent learning can be done in VLEs (Arinto, 2013). VLEs offer learners the capacity to collaborate with each other and with instructors by using various technologies such as discussions boards, whiteboards, instant messaging, chat and blogs. Learners can also access countless content without leaving the VLEs (Oproiu & Chicioreanu, 2012). VLEs are excellent delivery vehicles for blended learning (Limnious & Smith, 2010). VLEs also provide benefits to instructors and help them analyze learner’s performance, learner’s activities, learner’s attendance rates, and learner’s retention rates that provide useful insights to decision makers (Podgorelec & Kuhar, 2011).

The intent of the current study is to promote and foster the Virtual Learning Environment in Education System along with the traditional classroom settings.

2. Literature review

Since 2000, there has been a rise in the literature on VLE which emphasizes on the positive outcomes of online environment. For instance, empirical evidence suggests that the use of VLE has a positive impact on student achievement, motivation and their independent learning (Deci & Ryan, 2000; Seifort & O’Keefe, 2001). During 1990’s there have been few researches which supports the case for VLE’s. In the year 1990, Harasim reported on a study in New Jersey of 132 high school students undertaken online courses outcomes comparing a VLE to traditional classroom. They reported that their motivation was increased because other students read their posted comments and felt more involved in taking an active part in the course through collaborative tools. In the year 1996, Scaradamalia &
Bereiter\(^2\) reported in a study of West Virginia, USA that students who used software collaborative tools online performed significantly better on standardized tests in reading, language and vocabulary than the students who did not use the software. They concluded that VLEs maximized student reflection and encouraged progressive thought, and independent thinking.

Wernet, Olliges & Delicath (2000) also found that VLE increased students’ enthusiasm, confidence and capacity. Diochon & Cameron (2001) claimed that students created their own knowledge through collaborative experiences with peers in other locations which provided an opportunity to develop graduate employability skills and competencies. According to Jason (2001) students viewed the use of the virtual classroom as an ease of accessibility. Jason reported that it is much easier with the information posted on the web because it is available 24 hours a day as distance learning courses can be done anywhere and at any time. Students can view the information without having to contact the instructor. In the year 2004, Downing & Chim in their study of City University of Hong Kong revealed that classroom based introverts behaved more like extraverts when involved in online discussion forums. Further research by Rogers (2004) supported the findings of Downing & Chim (2004) and found that educational technology enhanced the quality of learning and cognitive achievement. In the year 2011, Blackboard reported that the UK’s Open University has been utilizing computer for learning since the 1970s but it was in 2000 that the commercial computer based VLE ‘Blackbord’ was patented. By 2010 Blackboard software was used by over 3700 educational institutions in more than 60 countries\(^3\).

On the other hand, there are certain researches that report the negative impact of VLE’s. For instance, Crook (2000) expressed the view that web-based instruction does not allow for the social and emotional interactions that takes place in traditional classrooms. In 2001, Piccoli, Ahmad & Ives compared, using a longitudinal experimental design, classes taught using VLE’s with traditional teacher-led classes. They found no significant differences in learning performances between the environments. However, the participants in the VLE group reported being less satisfied with the learning process. Robertson & Klotz (2002) agreed and asserted that students in an online learning environment lack the opportunity and benefits of structured dialogue and the sense of community created in a traditional on-site classroom environment.

\(^2\) [https://files.eric.ed.gov/fulltext/ED288913.pdf](https://files.eric.ed.gov/fulltext/ED288913.pdf)

3. Research design

The nature of research is descriptive in nature. It aimed at elucidating the concept of Virtual Learning Environment in the educational contexts. The entire study is based on the secondary researches for theory development and discussion. The secondary data have been collected from various journals and articles published. The objective of the study is to highlight the realities of VLEs in the current education scenario and to document a case on development of Virtual Learning Environment (VLE) along with face to face learning environment for students to enhance their performance. The current study also utilized a case research method. Creswell (2013) noted that the case studies are a qualitative strategy in which the researcher explores in depth a program, event, activity, process or one, or more individuals and gets with the holistic view. The cases are bound by time or activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time such as observations, interviews, documents such as, journals, minutes of the meetings, audio-video materials such as photographs, video graphs, art objects etc. Therefore, present study also concentrates on a case study method to have a realistic view on development of VLE in IITM.

4. Case on Institute of Information Technology and Management

Development initiatives of VLE in IITM

The Institute aims to be a part Centre of Excellence promoting value based education in the emerging areas of advance professional studies in Information Technology & Management. To make this vision a reality, the Institute always try to tap the strength of advanced learning methodologies in the best possible way. Therefore, the Institute is in the verge of adopting the power of virtual learning environments for students to transcend the boundaries of classroom learning.

About IITM

IITM was set up in the year 1999 and is affiliated to Guru Gobind Singh Indraprastha University, Delhi. It is NAAC and NBA accredited and approved by All India Council for Technical Education (AICTE), Ministry of HRD AND Government of India. The Institute is running Master of Computer Application (MCA), Masters of Business Administration

http://iitmjanakpuri.com/vision.php
(MBA), Bachelors of Computer Application (BCA), Bachelors of Business Administration (BBA) and Bachelor of Commerce (B.Com(Hons)) Programmes.

**Vision**

Excellence through Perseverance

**Mission**

The institute endeavours to contribute towards meeting the growing demand for competent and trained Information Technology professionals, Software Engineers and World Class Managers determined to achieve excellence.

**Quality Policy**

IITM is committed to promote value based quality education with “Nurturing Excellence” as it’s motto. The Institute, in pursuit of Excellence, keeps upgrading its pedagogy, infrastructural facilities, library services, computer labs, students’ care taking mechanism and other innovative components maintaining with candour its integrity of purpose. In order to ensure all embracing personality development of the students, IITM has adopted the process of continuous, comprehensive evaluation to monitor their performance & growth. IITM takes education as a nation building mission up keeping responsiveness, transparency and accountability in all its endeavours.

**The Real Challenge**

The challenge with the top management was to adopt the new teaching learning methodologies every year to nurture excellence. For years, IITM had spent time and resources on improving the capabilities of students through rigorous face to face teaching and learning pedagogies. IITM observed some lacunae in their prior teaching learning methods as students typically retained less of the in-person classroom lectures. IITM had no evidence to quantify the value of their investment made in classroom led lectures. The IITM insiders continued to debate the extent to which the Institute now ought to focus on alternate mode of teaching-learning mode. The management was perplexed whether to invest more in Face to face mode of teaching and learning or to go for the virtual mode. The management realized that the virtual learning among students is the norm

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### Table 1: Merits and demerits of face-to-face and virtual mode of training and learning

<table>
<thead>
<tr>
<th>Mode of Training</th>
<th>Merits</th>
<th>Demerits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FTF mode</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Trusted mode</td>
<td>- Short period</td>
</tr>
<tr>
<td></td>
<td>- Facilitates transfer of tacit knowledge through experience</td>
<td>- Narrow learning</td>
</tr>
<tr>
<td></td>
<td>- Capture verbal and non-verbal cues and social presence</td>
<td>- Interruptions (such as: clearing doubts)</td>
</tr>
<tr>
<td></td>
<td>- Spontaneously promotes participation and feedback</td>
<td>- Shorter attention span</td>
</tr>
<tr>
<td></td>
<td>- Information richness</td>
<td>- Unsuitable for large and dispersed audiences</td>
</tr>
<tr>
<td></td>
<td>- Experience is heard, seen, and felt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Faculties ignites the passion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Responses, connections and reactions are prevalent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Increases camaraderie and social skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Confidentiality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Informal and direct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Individual attention to participant needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Establishes a dialogue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Learning from other participants</td>
<td></td>
</tr>
<tr>
<td><strong>Virtual mode</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Budget friendly</td>
<td>- Technical issues</td>
</tr>
<tr>
<td></td>
<td>- Saves time</td>
<td>- Barriers to learning (restricted to watching and typing)</td>
</tr>
<tr>
<td></td>
<td>- Global in nature</td>
<td>- Miscommunication and misinterpretation</td>
</tr>
<tr>
<td></td>
<td>- Mobile method</td>
<td>- Emotions can be over and under appreciated</td>
</tr>
<tr>
<td></td>
<td>- More accessibility radius</td>
<td>- Absence of non-verbal cues and social presence</td>
</tr>
<tr>
<td></td>
<td>- Real and flexible time training</td>
<td>- Free riding of participants</td>
</tr>
<tr>
<td></td>
<td>- Collation of culturally diverse people</td>
<td>- Lack of initiatives and hesitation</td>
</tr>
<tr>
<td></td>
<td>- Caters to all generations</td>
<td>- Lack of socialization</td>
</tr>
<tr>
<td></td>
<td>- Addresses different learning styles (audio, visual, and text)</td>
<td>- Requires computer competency</td>
</tr>
<tr>
<td></td>
<td>- Learning at leisure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Live instructor and virtual classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Little or no risk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Improves retention and recall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Minimization of spatial and cultural barriers</td>
<td></td>
</tr>
</tbody>
</table>

Source: Compiled by the author through various sources
in many Higher Education Institutes. Technology has evolved and recent developments in Information and Communication technologies have enabled a new medium for communication known as Computer-Mediated-Communication (CMC) or virtual communication. CMC is a practical alternative to FTF Communication. Therefore, the management created a list of merits and demerits of offline and online training and learning mode. Table 1 demonstrates the merits and demerits of face to face and virtual mode of training and learning.

**The proposed solution**

In the previous years, IITM Management practices only a FTF Teaching and learning mode, in which it already had an established presence. Reflecting on the need and the pros and cons of virtual and FTF mode, the management wondered whether hybrid integrative mode or a blended mode of virtual and FTF Training could be attempted so as to reap the benefits of both the modes.

In defense of the proposed solution, the management argued that the virtual teaching and learning environment was chosen to cover students who prefer study in 24x7 cycle and to have a broader learning curve. This environment included the online knowledge portal, Language labs, e-learning modules, e-competitions, e-group assignments, audio video tutorials etc. and while FTF mode was retained so as to reinforce learning.

**5. Conclusions**

As computers and Internet play a key role in the field of education, the present study helps contribute to the growing case of VLE in higher education systems. Given that we are now in the flat world (Friedman, 2005) global environment where virtual technologies are the norm, the need for virtual training can be expected to increase. The research can conclude with a reasonable confidence that a Virtual Learning Environment can be utilized due to its the myriad benefits to the students. Although it cannot replace the traditional education, yet it can have an important impact on the learning process of students. The case tried to document about the efforts of IITM in creating VLE for students. The case also outlined why the Institute chose the power of VLE in addition to FTF classroom led lectures.

**References**


Limnious, M., & Smith, M. (2010). Teacher’s and students’ perspectives on


A Study on Use of Technology by India’s Generation Z and Impact on their Learning Styles and Expectations

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Abstract

Generation Z are currently between five and twenty years of age. They have been called ‘Digital Natives’, the ‘Internet Generation (IGen)’, and ‘Screensters’ since they are the first generation born in an Internet-connected environment and are extremely tech-savvy. Generation Z are very spontaneous as they consider internet a vital source and respond to stimuli present in environment using varies platforms available such as Wikipedia, YouTube videos, blogs, etc., though many are not reliable. They are virtually connected with rest of the world by using social media such as Facebook, Snapchat, Instagram, Vine, Twitter, etc. This paper help us to gain a better understanding of students, the technology they are using, and how they are using it and also to examine the impact on learning style and thinking process of Generation Z, the technology that this generation have embraced, the digital habits of this generation, and role played by today’s educator in shaping these young minds for their professional and personal development.

Keywords: Digital Native; Generation Z; higher education; learning style; professional development; technology.
1. Introduction

**Digital Natives**

In 2001, another term to describe this generation was introduced by Marc Prensky, who named them ‘Digital Natives’ (Prensky, 2010), because he found them to be ‘native speakers’ of the digital language of computers and the Internet. This new generation of students are different in varied ways from previous generations, and they act and respond very differently. In current scenario they are paving paths to change the model of pedagogy in education, from a teacher based approach which focuses on instruction to a student-based model focuses on collaboration. Generation Z differs in values and goals and differ in doing things because they have different learning styles. Thus, Primitive ways of teaching style may no longer be productive. This generation were born between the years 1995-2010. They follow other generations, who have great impact on society in varied ways, such as the Veterans (1925-1944), Baby Boomers (1945-1964), Generation X (1965-1980), and Generation Y (1981-1995). Each of these sets is very distinct when considering values, beliefs and ideals. Economic, cultural conditions, norms, societal value system and special mention to Technological advancements plays a significant role in shaping and meeting the requirements and creating their thought process in an effective manner. To meet the expectation of Generation Z since they are large in number, it is the prime responsibility of policy makers to transform its methodology of teaching and dealing this set of students to meet the learning needs and other requirement of this generation.

2. Literature Review

**Digital Natives and Technology**

“Managing multigenerational workforces is an art in itself. Young workers want to make a quick impact, the middle generation needs to believe in the mission, and older employees don’t like ambivalence. Your move”. Digital Natives were distinct from previous generations, who he described as Digital Immigrants, and they had developed new attitudes, aptitudes, and approaches to learning (Prensky, 2010). Prensky argued that there had been a sharp generational step and that the emergence of Digital Natives led to significant changes: A really big discontinuity has taken place. One might even call it a “singularity” – an event which changes things so fundamentally that there is absolutely no going back. Authors such as Bennett, Maton and Kervin (2008) have argued that because today’s
generation of young people have been immersed in a world infused with networked and digital technologies, they behave differently to previous generations. There is a growing body of academic research that has questioned the validity of the generational interpretation of the digital native concept. Those in support of this digital native / immigrant distinction tend to assign broad characteristics (e.g. a specific learning style, amount and type of technology use and / or set of learning preferences) to an entire generation and suggest all young people are expert with technology (Bennet et al., 2008). People carry out following twelve types of Internet use were identified: fact checking, training, current affairs and Interests, travel, finance, shopping, entertainment, social networking, diary functions, person to person networking, e-government and civic participation. It is claimed that they think differently, they learn differently, they exhibit different social characteristics and have different expectations about life and learning. Some have even gone further claiming that the brains of students today are ‘physically different’ from earlier generations of students because of the students’ early immersion in technology (Prensky, 2010). In terms of family learning there are also some interesting implications. Having children in the household is a significant variable in the media richness of the household. Thus, it could be argued that older generations might acquire the technology because they think it will benefit their children (Tapscott & Williams, 2010; Venkatesh & Vitalari, 1992). The entire generation with the change and suggested that the new generation thought differently and that this generational change had been caused by a process of technological change. In contrast to ‘Digital Natives’, those who were not born in the digital world and had adopted many of the new technologies later in life were called the ‘Digital Immigrants’ (Goodyear, Jones, Asensio, Hodgson, & Steeples, 2005). Unlike Digital Natives, Digital Immigrants had to learn and adapt to using emerging technologies rather than seeing them as natural tools as part of their given world. This generation of young people entered higher education, educators would need to change their teaching approaches in order to meet the needs of the new generation of learners (Goodyear et al., 2005).

3. Discussions and findings

How they are different from other generations

Generation Z is considerably different than prior generations, and these students will bring both challenges and opportunities for the future of higher education. These young people are totally into networked and digital technologies, they act in a different manner and behave differently in
comparison to other generations. Generation Z have a lot in common with millennial, but also they differ in many ways. This is a rational generation, they believe in creating a difference, but are eventually motivated by safeguarding they have a secure life outside of work. This generation think about competition and keen to work hard, but they expect to be remunerated for it. They Are True Digital Natives. Their association to technology may be even more intuitive than that of a millennial in their late 30s. They will multitask as compare to Millennial). These young blood have always lived in an allied world, and they’re used to continuous updates from tons of apps.

**Digital traits of generation Z**

Indian students consider smartphones to be most important gadget; they give preference to WhatsApp over other instant messenger and are loyal browsers of Facebook more than any other social media platform available. Though the smartphone is the most popular gadget, laptops also leading at second in place. Tablets, e-book readers, gaming consoles, smart watch, and virtual reality headsets, follow in that order across the metropolitan cities. This rank of importance differs in context of gender. Though, only on account of the former considering e-book readers to be more important than gaming consoles and the latter doing the reverse in voting. The students’ interest in Facebook, WhatsApp and the social media world nevertheless, the students consider the Internet to be of most use in doing college projects and assignments. Messaging is a close second while shopping comes last on the list.

*Source: TCS Youth Survey December, 2016*
Impact on Learning style and expectations

The main and important influencing factor that Generation Z has an impact on their learning ability is the use of modern technology. A study done by Barnes and Noble College shows that today’s students refuse to be passive learners. They aren’t interested in simply taking lectures, sitting in a class, and making notes that they’ll study and memorize for examinations later on. Rather, they expect to be fully involved and to be a part of the learning process. Also, Generation Z student feels motivated when they are provided the opportunity where they fully involve themselves into educational experience and then only they will enjoy being part of that learning process (Selwyn, 2008). They give preference to collaborative learning environment and are completely comfortable with learning together with other students, using digital tools such as Skype and other online platforms. And being today’s generation, digital learning tools plays an important role which need to be assimilated into their learning methodology. They always consider technology been a fully integrated knowledge. They fully support use of these digital tools to be combined with their academic experiences and personal experience together. Altogether this results in more effective learning and an increased development of the visual and cognitive virtual picture viewing, video games, and videos. The mind of Generation Z (Digital Natives) is different than those of prior generations. This has nothing to do with genetics and everything to do with how we use our brain cells to respond to stimuli present in the environment. Aforesaid, lecture and discussion (Auditory learning) is not much liked by this generation. Interactive games, role playing assignments, Gamifications, projects, challenges, makes this generation more involved and connected to ground realities. Generation Z easily and readily access to information creates an expectation of instant results and constant feedback. They assume answers straightaway and many times do not want to spend much time to ensure the authenticity or reliability of the sources. Still adaptation to technology has also given them with progressive traits. This group of students, technology is not something to be afraid of, but familiar tool to hold. Generation Z are always try hand on new things, experiment, or explore with the help of readily available online source.

4. Conclusions

Despite the fact that a minor proportion of high school students shown and present their requirement for improved technology to in turn improve their learning. It is not that generation Z is failing the education system
but rather that the education system is failing to understand this generation. The important factor is the way information is being processed. Schools and colleges are often failing to understand what students and their expectations to receive knowledge. However, the paper indicates that educator should not merely concentrate on use of technical aids while teaching but should also possess skills to engage, interact, and communicate effectively with students. It is the responsibility of educator to attract students to attend and show some interest in class by creating the classroom a hub of knowledge and skills to keep the attention of Generation Z, who get bored easily. Since India is facing a new generation of students who have unique learning characteristics, if students fail to understand teacher, it is the duty of the teacher to adjust to the needs of these students, the educators must move from its traditional method of classroom instruction and incorporate new teaching technology. Today’s learners are a multi-tasking generation and henceforth demand innovative and interactive styles that engage manifold learning channels. For this generation, learning isn’t restricted to just the classroom teaching instead it is something that can take place at anytime and anywhere.

References


Emergence of E-Learning: The Changing Landscape of Indian Education System

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Abstract

Massive Open Online Courses (MOOCs) have been a relatively recent entrant in the field of online learning, yet with their “massiveness” and “openness” were speculated to have the potential to transform learning and development in developing countries by providing willing learners with ready access to knowledge and Higher Education (HE). On one hand it reaches a global domain of learners, and on the other hand disseminates knowledge in an efficient digital platform, besides intertwining a huge network of students, scientists, professors, scholars, teachers and different stakeholders. India being a promising domicile of education too offers a prospective area to MOOCs for large scale implementation. But several factors and constraints like low digital literacy and lack of massive digital infrastructure hinder this process of extensive implementation of MOOCs. The current article situates the discourse around MOOCs from the unique perspectives of India conducting a high-level discussion of the potential value of MOOCs for their HE systems and critiquing current issues with MOOC development there. In the present paper the authors have made a thorough study on MOOCs methods and its impact on higher education institution.

Keywords: E-Learning; MOOC; higher education system; learning; online education; C-MOOC; X-MOOC.
1. Introduction

Technology has changed the world in tremendous way and it has impacted the way of education in huge way. Asia has the world highest growth rate for e-learning and it is about 17.3%. Specifically talking about India it has huge potential as they are increasing internet penetration which is helping in reduction of cost. The main drive for increasing eLearning in India and the government is increasing because of the factors like growing adoption of technology, the shortage of quality education, convenience and affordability. E learning is defined as study and learning through electronic media or it is the name which is provided to computer enhanced learning. Computers and internet both are used for imparting education. An ATEE (Association for Teacher Education in Europe) report lists six categories under this (Piccioli, 2014; Sharma, 2014):

- Tools for thinking (problem-solving tools)
- Tools to organize information (text processing and document preparation)
- Tools for guided discovery learning (simulation systems, educational games, intelligent tutor systems)
- Tools for teaching and learning
- Tutorial software
- Drill and practice

E-Learning is mostly used in the field like talent management in corporations, the demand for custom E-Learning content and technology is likely to increase. The strong Government initiatives pushing student enrolments in higher education and distance learning will keep market expansion at an ever-increasing rate. Even know colleges are providing their notes and study in the forms of E-learning and all things are being digital which is promoting eLearning as people are becoming more tech savers. E-learning is often classified as synchronous and asynchronous. Synchronous means “at the same time” it means as you are studying u can interact with instructor via the web in real time. Where as in Asynchronous, which means “not at the same time,” it says that participant can complete his training first at his own speed without live interaction with the instructor. As time changes new concept are also evolved similarly now blending learning is evolved which combines tools with traditional classroom training to ensure maximum effectiveness (Sharma, 2014).
India has huge power in terms of youth and to be more strong country. It is required to develop skills and provide courses for youth so that they can grow. So the best way is to start the MOOC’s in elementary school and to initiate this goal government has started the e ICT curriculum 3 years diploma programme was launched as a pilot project in all the Jawahar Navodydya Vidyas and NROER is intend to provide “Open Educational Resources” National Council of Educational Research and Training (NCERT) and Central Board of School Education have been working with development of moocs for school education by MHRD National Institute of Open Schooling (NIOS) has also initiate the “Virtual Open School” (VOS) with the help of Centre for Media Resources for Asia (CEMCA) to provide online access to courses and resources to distant learner (Sharma, 2015).

Technology has revamped the today’s education system. With the globalization of technology education sector has undergone the change in leaps and bounds. It has shifted the way of teaching and learning. Technological innovation in education adds lot of opportunities like global learning environment with borderless boundaries which allow one to access the world-class courses, content at any time from anywhere and lead them to enhance there ability and proficiency (Chauhan, 2017). The symbolic advancement in technology and its usage in online education has given the birth to the idea of Massive online courses. Due to this advancement education system of the world now required to use this kind of technology and teach the students skills which they will be required in 21st century. In traditional learning model teacher was the main mechanism for parting knowledge, However with MOOC teaching method had changed from a classroom to an online classroom. Where learner has flexible access to all the information and can interact with other people (Chauhan, 2017; Nath, Karmakar, & Karmakar, 2014).

In the words of Bill Gates “the benefits of using large-scale online education programs with individualized instruction could ultimately improve student learning outcomes”. MOOCs are the new accession to the field of distance learning. It helps you to acquire knowledge, education from the top universities, faculties of the world even at a time you are not able to walk here. MOOCs are adequate and enough to the lust of expertise. The courses are mostly in video lectures and also include packed reading, chat discussions and computer scored tests. The president of ex. defined MOOCs as “borderless, gender-blind, race-blind, class-blind, and bank-account blind” which challenge the traditional way of education. It is useful for the people who want to grow and excel in a career while doing their
job by acquiring knowledge skill, expertise in the field of their interest and helps them to get promotion and to sustain in competition in the organisation. In short MOOCs acronym can be described as MOOCs being on top innovation in education sector can help the learners to grow in a significant manner by its various courses from top university learner can learn any course according to his time it help them to grow by parting skills which is needed in todays world . it is seen that many students take private tutions specially for maths and many other courses instead of spending so huge amounts on private tutions they can enroll in the courses for free and can lear it concepts . Today’s world is full of competition that just having a degree is not enough to compete, students need specific skills and knowledge which they can learn through MOOCs (Brahimi, & Sarirete, 2015; Chauhan, 2017).

2. Evolution of online learning

The term MOOC was first introduced in 2008. Which was developed during the course “connectism and connective knowledge. This program was formed for 25 students with fee. However, 2300 others involved in this program for free. Students participated by using many social media tools which include RSS feeds, blog posts, virtual worlds and synchronous online meetings. The idea of MOOC was developed through the combination of open education resource. It has the characteristics of both the concepts. The evolution of MOOCs is grounded from the idea of openness in education that means knowledge can be shared easily, openly and the people’s fascination to learn should be satisfied without
any kind of restrictions (economic geographical demographical). The main purpose and idea of MOOCs were to open up education and give free admittance to university education for a large number of the students in the world (Trehan, Sanzgiri, Li, Wang, & Joshi, 2017; Yuan, Powell, & Cetis, 2013). MOOCs have two characteristics open and scalability (massive). The development of MOOCs is rooted within the ideals of openness in education, that knowledge should be shared freely, and the

Table 1: Various MOOC platforms and their revenue models

<table>
<thead>
<tr>
<th>Name of the website</th>
<th>Invented by</th>
<th>Current offerings</th>
<th>Revenue model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EDX <a href="https://www.edx.org/">https://www.edx.org/</a></td>
<td>It is a non profit platform developed by Harvard and MIT in 2012</td>
<td>It has many courses like they have courses in business management, ethics, chemistry, data analytics. 2. Edx has some programmes like Micro master certificate, Professional certificate, xseries certificates.</td>
<td>Its earn its revenue through certification and programmes like Micro master certificate, Professional certificate, xseries certificates.</td>
</tr>
<tr>
<td>2. COURSERA <a href="https://www.coursera.org/">https://www.coursera.org/</a></td>
<td>It is a website started in 2012 and started by Daphne Koller and Andrew Ng</td>
<td>It has categories for courses that are arts and humanities, business, computer science, data science, information technology, Lifescience, math and logic, personal development, physical science and engineering, social science langauges learning 2. It has degrees and professional certificates also.</td>
<td>1. It earns revenue through it courses and degrees which are paid. 2. Hiring of employee 3. Resume scaning 4. Secure asessments 5 Marking of assignmens 6. Enterprises provides funds to run their own courses 7. Sponsorships 8. Tuition fees</td>
</tr>
<tr>
<td>3. UDACITY <a href="https://in.udacity.com/">https://in.udacity.com/</a></td>
<td>It is another mooc provider website started by by Sebastian Thrun, David Stavens and Mike Sokolsky</td>
<td>Courses offered by udacity are nandodegrees programmers and free courses and include sub categories in that.</td>
<td>Certification • Employer pay for hiring of talent students • Students résumés and job match services • Sponsored high-tech skills courses</td>
</tr>
<tr>
<td>4. UDEMY <a href="https://www.udemy.com/">https://www.udemy.com/</a></td>
<td>It was founded in 2010 by Gagan Biyani, Oktay Caglar, Eren Bali</td>
<td>It offer many courses which are categories like development, business, it software, marketing and so on….</td>
<td>Certification</td>
</tr>
</tbody>
</table>
desire to learn should be met without demographic, economic, and geographical constraints.

**CMooc’s and XMooc’s**

CMooc’s are based on a connectivism theory of learning with networks developed informally, cMOOCs emphasise connected, collaborative learning and the courses are built around a group of like-minded ‘individuals’ who are relatively free from institutional constraints. cMOOCs provide a platform to explore new pedagogies beyond traditional classroom settings and, as such, tend to exist on the radical fringe of Higher Education.

XMooc’s (xMOOCs) are an extension of the pedagogical models practised within the institutions themselves, which is arguably dominated by the instructional methods with video presentations, short quizzes and testing. xMOOCs have set up commercial companies to help universities to offer xMOOCs for profit, e.g. Coursera and Udacity (Trehan et al., 2017; Yuan et al., 2013).

**3. Higher education system in India**

Higher education is critical to India’s aspirations of emerging as a major player in the global knowledge economy. The global competitiveness of Indian industry and also its employment generation potential is clearly dependent on availability of required skills and trained personnel. But as several recent studies have revealed the overall state of Indian higher education is dismal and therefore poses a severe constraint on the supply of qualified manpower. Higher education in India suffers from several systemic deficiencies. As a result, it continues to provide graduates that are unemployable despite emerging shortages of skilled manpower in an increasing number of sectors. The standards of academic research are low and declining. Some of the problems of the Indian higher education, such as – the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well know. Many other concerns relating to the dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well, and the unjust public funding policies are not well recognised. Higher education in India has expanded rapidly over the past two decades. This growth has been mainly driven by private sector initiatives. There are genuine concerns about many of them being substandard and exploitative. Due to the government’s ambivalence on the role of private sector in higher education, the growth has been chaotic.
and unplanned. The regulatory system has failed to maintain standards or check exploitation. Instead, it resulted in erecting formidable entry barriers that generate undesirable rents. Voluntary accreditation seems to have no takers from amongst private providers and apparently serves little purpose for any of its stakeholders. Despite, its impressive growth, higher education in India could maintain only a very small base of quality institutions at the top. Standards of the majority of the institutions are poor and declining. There are a large number of small and non-viable institutions (Agarwal, 2006).

4. Reasons for poor quality of higher education system

- Operational issues and especially the poor teaching standards.
- The main handicap that restricts the availability of quality education is the extremely small size of the functioning.
- Rich countries have world-class universities and poor countries have low quality institutions.
- The faulty accreditation procedure being practised in the Indian Context, whereas the accrediting agencies in the US play a key “gatekeeper” role in higher education. On the other hand, there are no such linkages of accreditation to funding. The UGC uses grades of accredited institutions in a limited way as one of the several criteria for competitive grants.
- The context in which higher education is viewed needs to be highlighted, no proper infrastructure or the use of modern technology is often seen, teacher shortages due either due to non-availability of suitably qualified persons and many bright people are reluctant to join the profession.

5. MOOCs in India

India has the great power in terms of population and it is one of the youngest countries in the world due to this there are a lot of opportunities in India. Providing education to such huge population is a difficult task. No infrastructure, faculties, institutes can be created in one day and now people know the importance of education and skills. So the shortage of these things can be overcome by using MOOCs. Many universities have started giving opportunities to students to pursue MOOCs courses and make projects on that particular topic Even the Faculties are using the blending concept it means videos plus a traditional way of learning. So it is evident from this that India education system is going under the revolution. MOOC
has a immense power concealed in India. Recent years have seen the rapid increase in enrollment in MOOCs all over the world and a major percentage of it is by the Indian students. India is among the dominant countries in terms of enrollment in the courses offered by different MOOCs platform like Edx, Udacity and Coursera (Chatterjee, & Nath, 2014).

6. Challenges of MOOCs in India

- **Digital literacy**: One of the major problems in India is divided in terms of technology advancement. In India, some of the areas now also are not getting the basic necessities like electricity so there is a division line between rural and urban areas in rural areas spread of advancement.

<table>
<thead>
<tr>
<th>Name of the website</th>
<th>Invented by</th>
<th>Current offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) NEPTEL <a href="http://www.nptel.ac.in/">http://www.nptel.ac.in/</a></td>
<td>Funded by MHRD&lt;br&gt;It has courses from the institution like IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Madras, IIT Kharagpur, IIT Roorkee.</td>
<td>There are many courses which are divided into discipline like aerospace engineering, agriculture, architecture, atmospheric science, automobile engineering, management, biotechnology, chemistry, and many other. There are courses in the form of video courses and web courses.</td>
</tr>
<tr>
<td>2) MOOKIT <a href="https://www.mookit.co/">https://www.mookit.co/</a></td>
<td>Developed by IIT Kanpur.&lt;br&gt;It has features for low internet connection like listen to audio only, it is also available offline through app</td>
<td>It has been used in 18 courses.</td>
</tr>
<tr>
<td>3) SWAYAM</td>
<td>Swayam is initiated by the govt. it is for school, graduation and post graduation level.</td>
<td>There are the various courses in the field of management, engineering, language, mathematics, humanities, science, arts, and recreation. They also provide credits for some courses.</td>
</tr>
<tr>
<td>4) IITX Bombay</td>
<td>IITBombayX&lt;br&gt;It is a non-profit MOOC platform developed by IIT Bombay using the open-source platform Open edX, in 2014.</td>
<td>In this, courses are categorized as Edu mooc, Life mooc, skill mooc, teach mooc. Its domain of courses are animation, communication, computer science, design education, engineering skill development</td>
</tr>
</tbody>
</table>
is low as compared to the urban areas and that’s the reason for digital literacy they are not aware of the many things which create hindrances for them plus for the provider. Even having internet but no network is also the problem and they are not friendly with the latest technology this is the major constraint hindering them to access MOOCs.

- **Improper infrastructure**: For implementation of mooc one of the basic thing that is required is the internet and laptops or computer that is there with the people living in urban areas and they had good speed on internet but when we talk about the rural areas speed of internet is not fast plus if the people there have connections the problem is signal and connectivity and not all the people in rural area posses laptop computers and internet. Form the reports of AKAMAI it is concluded that India is at lowest among the Asia Pacific countries in terms of the internet. Confined and restricted availability of the necessary resources to use MOOCs has limited the spread of MOOCs in India.

- **Linguistic barrier**: India population is huge and it has 29 states. Each state has there own language and culture. Language and culture have a powerful impact on learning. MOOCs are available mainly in English which is globally accepted language but the problem is many people don’t know basic English this is mostly in the case of rural and backward areas and it is the truth that many populations of India live in rural areas.

- **The difference in perception related to different education mode**: It is mostly found that formal education and regular degrees have more weight than distance education and open university in academic status. exactly same for the MOOCs courses there is a perception in the mind of people that regular courses are superior. Due to lack of certification and promotion for MOOCs have given perception to the people that MOOCs are not considered at par with traditional formal education.

7. Implication of MOOCs at school level

- It will provide assistance to both learner and teacher students can learn beyond their text books and sometimes if they had missed the class they can clear their concept from the videos and the notes from various online courses.

- MOOC’s encourage both teacher and learner in many ways. Through chat, hangout, telephonically and discussion over the web they can ask their doubts and even in boards time when the pressure is more
they can instantly get their result by just chatting and seeing the course video.

- Huge digital resources are available in many formats are available in the courses for better understanding of a concept, which is normally, cannot be easily understood from textbooks

- MOOC’s in school level provide various opportunities to class 10th and 11 students to explore their field as they can see their interest through exploring various courses like Edx provide basic accounting courses and even in the field of science.

- Text book gives theoretical knowledge which is even not reliable to the world sometime but MOOC’s courses are designed to impart practical implications.

- In countries like India where most of the schools are running with few teachers, MOOC’s will be advantageous to provide quality education.

8. Implication of MOOCs in Indian higher education

While analysing the impact of the MOOC on the Indian HE scenario, it will be worthwhile to strategize the penetration in the manner so as to reach out to the aspiring masses and stakeholders of HE which so far failed to be covered by the conventional means and also dither with the distance education system for some other reasons. The development of MOOCs is rooted within the ideals of openness in education, that knowledge should be shared freely and the desire to learn should be met without demographic, economic, and geographical constraints. (MOOCs) have recently received a great deal of attention from the media, entrepreneurial vendors, education professionals and technologically literate sections of the public. The promise of MOOCs is that they will provide free to access, cutting edge courses that could drive down the cost of university-level education and potentially disrupt the existing models of higher education (HE). This has encouraged elite universities to put their courses online by setting up open learning platforms, such as Edx. From open access to open educational resources, and more recently, open online courses, there is growing momentum among HE institutions to participate in this “open” movement. For example, the UK Open Educational Resources programmes launched in 2009, have successfully made a significant amount of new and existing teaching and learning resources freely available worldwide.
9. Conclusions

We deliberated on MOOCs in the Indian context. While staying with the MOOC technology and a minor shift in pedagogy, HE institutions in India can explore MOOCs/ blended MOOCs as a way to complement efforts to improve quality and scale in their respective systems. MOOCs is discussed not only as an effective tool to offer quality education in a diversified and open way, but also as a major rising power to compete with the traditional form of regular education in schools, colleges, and universities. On one hand MOOCs would bring a huge audience under the light of quality education that was not able to get it due to different constraints fixed up by the academic institutions or some other causes. And on the other hand Ubiquitous learning would provide a global platform of exchange between the different stakeholders of education. There is a lot of scope in India for MOOC’s making the education policy more sustainable and financially viable. The reputed universities in India should come forward to start more MOOC courses in coming years to solve 100% literacy in the country and widening the reach of higher education in the Indian Context which otherwise is facing a lot of constraints.

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Foreign Education Institutes in India: Impact on Higher Education System

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Abstract

Education plays a significant role in the development of the country. It not only provides empowerment to the nation’s human resources but also impart values and knowledge. Investment in education is an investment for the economy. In recent decades, it has been observed that the higher education sector is growing in many aspects like teacher-student ratio, enrolment, Institutional capacity etc. However, in this modern era, due to globalization, liberalization and innovations, the role of education institutions has become more challenging. The extent of challenge has increased by the entry of foreign universities in India. Every coin has two sides, so the issue raised here also has advantage as well as disadvantage. Hence, entry of foreign universities in India is not only considered as challenge but as an opportunity for students and Indian Economy. The paper deals with the impact on Higher Education System by the entry of foreign universities in India.

Keywords: Education; foreign universities; India; knowledge; values.
1. Introduction

“Plants are shaped by cultivation and men by education. We are born weak, we need strength; we are born totally unprovided, we need aid; we are born stupid, we need judgment. Everything we do not have at our birth and which we need when are grown is given us by education”.

Jean Jacques Rousseau

India’s one of the biggest strength is its huge pool of young people. These young people (human resources) require quality of education to become an asset. In this knowledge based global and competitive society, the growth of an economy depends on its human resources (Prahalladappa, 2014). It is truly said by Dr. Radhakrishnan “A civilization is not built of bricks, steel and machinery, it is built with men, their quality and character”. Therefore, the development of a nation is not measured through the buildings it has constructed, the roads it has laid down, bridges it has built but the human resources, the nation has developed through a well-defined system of education.

The importance of country’s higher education system could be seen in different domains. It contributes in the promotion of the students’ knowledge and helping them to integrate in job fields (Abdelhadi & Ahmed, 2014). In the report of the National Committee of Inquiry into Higher Education, Gordon highlighted the importance of Higher Education, “Higher education is principal to the social, economic and cultural health of the nation. It will contribute not only through the intellectual development of students and by preparing them for work, but also by adding to the world’s store of knowledge and understanding”.

Higher education in India is experiencing an upward trend. It can be seen by growing literacy rate over the years. As per 2011 census it stands at 73%. Not only by demand side, also from supply side higher education in India has observed a remarkable increase in the number of institutions. According to the report of All India Survey on Higher Education (AISHE), in 2014-15, there are 760 Universities, 38498 Colleges and 12276 Stand Alone Institutions. It is all about generating knowledge, encourage critical thinking and imparting skills relevant to society. It is done through four guiding principles suggested by Prahalladappa (2014) i.e. access, equity, accountability and quality. In this modern era of borderless society, it is really a big challenge to maintain the competitiveness of Indian education system. (Prahalladappa, 2014)
2. Definition of education

The term “Education” has been derived from Latin word ‘Educere’ which means ‘to lead out’. *Education can either be formal or informal. It gives liberty, innovation and excellence.* In words of John Dewey, “education is the development of all those capacities in the individual which enable him to control his environment and fulfill his possibilities” (Srivastava & Bhandari, 2006).

According to university education commission report, “education according to Indian traditions is not merely a meaning of earning a living, nor is it only a nursery of thought or a school of citizenship. It is initiation into the life spirit, a training of human souls in the pursuit of truth and practice of virtue. It is second birth”.

3. Entry of foreign universities

*The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 had lapsed with the dissolution of the 15th Lok Sabha. In 2015, with the launch of NITI Aayog, the bill was seen in the new light.* The Prime Minister of India discussed the issue of Foreign University Bill, its impact and consequences on the Indian Education System with Niti Aayog and asked to do a research and study about the hindrances which were not allowing Foreign University Bill to move forward in India (Singh, 2016).

*Types of foreign universities according to their needs and objectives*

1) **Prestige enhancing universities:** The main aim of this segment of universities is not to earn revenue but to add in to their existing prestige through establishing partnerships with universities in the form of student exchange programmes, faculty exchanges and collaborative research projects. These universities do not invest in building full-fledged campuses in the foreign countries.

2) **Prestige seeking universities:** The two fold aim of these universities is to build their prestige as well as to earn revenue by establishing their own campuses or in partnership. For example the National Management School has partnered with Georgia State University to offer a joint MBA programme.

3) **Revenue/profit maximizing universities:** The main focus of these universities is on getting more and more enrolment in order to maximize their profit/revenue.
4. Review of literature

Singh (2016) discussed about the proposed foreign university bill in detail and analyzed its impact on Indian Education system. It is suggested in the research that the bill should be scrutinized closely so that it can eradicate many issues like: the reservation system, low financial revenue and can upgrade the rank of Indian Education on global charts.

Abdelhadi and Ahmed (2015), in their research, assessed the positive and negative aspects of globalization on education and communication system. In their paper, they explained how globalization enhances the information and education gaps between the rich and the poor. It also leads to economic crisis, trade imbalances and structural adjustments.

Prahalladappa (2014) identified the opportunities and threats that globalization brought to education sector. The opportunities are identified as the volume, quality and spread of knowledge and the challenges are regulatory structure, quality of education, lack of vocational bias, shortage of trained teachers etc. is to deliver world class education with rationalized curriculum and practical exposure.

Qamar and Bhalla (2017) argued the impact of globalization on higher education system and also stated that how this move caused restructuring of the economy by creating new technology based industries for corporates and technocrats. He argued that this strategy won’t succeed and that when it fails, higher education will be the scapegoat.

Sardana and Hothi (2011) studied various aspects which will affect the Indian Education System if the doors to Foreign Universities are being opened. The researcher outlined various positive and negative impacts of foreign universities on Indian Education system. The study concluded some specific guidelines for registration of foreign education service providers.

5. Trends in mobility of students

Indian higher education system is the second largest system of higher education after China. The rapid expansion of this system can be observed through mobility of students. Mobility can be seen by two ways. Outward mobility shows the number of students pursuing higher education outside their home country. On the other hand, inward mobility shows the number of international students coming to the country for pursuing higher education.
Table 1: Number of students pursuing higher education outside their country (in lakhs)

<table>
<thead>
<tr>
<th>Years</th>
<th>World</th>
<th>USA</th>
<th>UK</th>
<th>China</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>30.00</td>
<td>1.54</td>
<td>0.22</td>
<td>1.20</td>
<td>0.67</td>
</tr>
<tr>
<td>2006</td>
<td>30.00</td>
<td>2.42</td>
<td>0.27</td>
<td>1.25</td>
<td>1.58</td>
</tr>
<tr>
<td>2007</td>
<td>26.26</td>
<td>0.24</td>
<td>1.22</td>
<td>1.61</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>26.00</td>
<td>0.22</td>
<td>1.74</td>
<td>2.18</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>27.00</td>
<td>0.23</td>
<td>2.27</td>
<td>2.76</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>27.33</td>
<td>0.23</td>
<td>2.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>41.00</td>
<td>3.39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>45.00</td>
<td>2.74</td>
<td>0.28</td>
<td>3.37</td>
<td>2.22</td>
</tr>
<tr>
<td>2013</td>
<td>47.00</td>
<td>3.04</td>
<td></td>
<td>4.15</td>
<td>2.00</td>
</tr>
<tr>
<td>2014</td>
<td>50.00</td>
<td>3.13</td>
<td>0.42</td>
<td>4.69</td>
<td>1.82</td>
</tr>
</tbody>
</table>

Source: Annual Survey of International students in India (Qamar & Bhalla, 2017).

Table 2: Number of International students in India from different countries

<table>
<thead>
<tr>
<th>Years</th>
<th>Africa</th>
<th>Americas</th>
<th>Asia</th>
<th>Europe</th>
<th>Oceania</th>
<th>Others</th>
<th>Total</th>
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<tbody>
<tr>
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<td>309</td>
<td>4833</td>
<td>127</td>
<td>40</td>
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<tr>
<td>1996</td>
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</tr>
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<td>2536</td>
<td>140</td>
<td>3065</td>
<td>151</td>
<td>35</td>
<td>254</td>
<td>6701</td>
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<tr>
<td>1998</td>
<td>2085</td>
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<td>111</td>
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<td>238</td>
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<tr>
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<td>120</td>
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<td>4458</td>
<td>145</td>
<td>40</td>
<td>862</td>
<td>7756</td>
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<tr>
<td>2003</td>
<td>1755</td>
<td>475</td>
<td>4309</td>
<td>128</td>
<td>48</td>
<td>544</td>
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<tr>
<td>2004</td>
<td>2005</td>
<td>593</td>
<td>9849</td>
<td>178</td>
<td>55</td>
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<tr>
<td>2005</td>
<td>2403</td>
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<td>206</td>
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<td>2006</td>
<td>3316</td>
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<td>13400</td>
<td>238</td>
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<tr>
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<td>18525</td>
<td>490</td>
<td>137</td>
<td>4357</td>
<td>30423</td>
</tr>
</tbody>
</table>

Source: Annual Survey of International students in India (Qamar & Bhalla, 2017).

6. Entry of foreign universities in India-its impact on higher education system

Positive Impact

- **Good opportunities to students:** Entry of foreign universities in India provides good opportunities to local students and academicians as well as International students. They could have variety of options to explore.

- **Good opportunity to get world class institutes:** It takes an ample amount of time and resources to build world class institution in
India. Hence, by allowing foreign universities, students can get the ambience of world class institute in India itself.

- **Stop brain drain:** There are many students as well as lecturers/professors who wish to leave India because of lack of opportunities. Hence, entry of foreign universities provides them good opportunities in their own country. It will stop brain drain.

- **Encourage competition:** Entry of foreign universities in India encourages competition which will be helpful in improving the functioning of Indian education system. Hence, raises the quality of education for keeping the high standards of foreign universities.

- **Knowledge transfer, collaborations and partnerships** with foreign universities are some of the benefits that Indian education system would get if the doors to foreign universities are being opened.

- **Boost to research:** Research is one area where the foreign universities can make a world of difference to Indian students. Entry of foreign universities gives a favorable push towards the area of research, in which our education system is lacking today. This move enhances the scope for Indian universities to inclined more and more toward this direction.

- **Economic development:** Entry of foreign universities increases employment opportunities in India, which in turn raises the income level and standard of living.

**Negative Impact**

- **Consider merely a business:** Foreign universities are targeting India to capture a big share of Indian educational markets only for the sake of doing business. Higher education is becoming a marketing commodity. It will be a big problem for India and sufferers in these changes will be poor and disadvantaged people of India.

- **Concerns of weaker institutions:** It is difficult for Indian Universities to match up the educational standards and quality of education with foreign universities. Hence, allowing foreign universities in India may create problem of survival, especially, for weaker universities and colleges.

- **Lack of international exposure:** By setting up foreign universities
in India students won’t get the foreign environment. The learning that occurs in terms of living abroad and interacting with students from different countries is the major concern for students.

- **Risk to the students:** It may increase the risk and uncertainty for the holder of qualification as the recognition of degrees is found to be absent.
- **No job security:** Due to lack of recognition of foreign degrees in India, the holder may find it difficult to get a good job.
- Dependability on guest lecturers
- **Lack of reliable data:** the reliability of data regarding the courses offered by these foreign institutes is at stake. Due to lack of regulatory bodies, the measures they adopt for quality assurance are also not up to the mark.

7. Conclusions

In order to maintain the competitive edge of higher education, it is necessary for India to develop a long term vision by ensuring quality assurance, productivity improvement and technology development. Entry of foreign universities has a positive influence on the volume, quality and spread of knowledge but at the same time this leads to challenges and threats also. It is recommended that regulatory bodies should be established for their regular monitoring and evaluation.

References


Evaluation of Quality Parameters in Higher Education using Analytic Hierarchy Process (AHP)

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Abstract

The objective of the paper is to extract the important quality factors and afterwards identify the importance of those factors for the higher education institutes from the students’ point of view using Analytic Hierarchy Process (AHP). A Multi-Criteria Decision-Making (MCDM) methodology was used for analysing the importance of the quality factors. More precisely, AHP methodology was used to identify the priority weights of each factor. The relative weights of the quality factors were measured as perceived by the students. The significance of this study is to assess the qualitative factors for the measurement of internal quality parameters of higher education institutes as observed by students.

Keywords: Higher education; quality; analytic hierarchy process; multi – criteria decision making (MCDM).
1. Introduction

In today’s scenario, Indian Institutes are considering higher education as a product and have been competitive after identifying the quality of given facilities, redefining their strategies and measuring the level of the satisfaction of customers (Fox & Kotler, 1985). The long term survival of the institutes is now depended up the quality of services they are providing to the students (Aly & Akpovi, 2001, Kanji et al., 1999).

Many accrediting agencies consider various factors for identifying the quality of the education system of India. These are: academic work, use of quality journals, faculty educational qualification, faculty’s research work and technology used for assessing the quality of educational institutes. However, the quality assessment is based on certain quality standards and also by comparing the work with the facilities provided by other institutes. Due to the intangible factors such as knowledge of faculty, faculty qualification and teaching pedagogy of the education services, it is quite difficult to identify the actual quantitative data. Thus, identification and assessment of quality parameters is not a simple task (Parri, 2006). Hence, the complexity in identifying the priority weights increases when the judgement made by different stakeholders is subjective in nature. Thus, linguistic scale will be utilized to prioritize the criteria weights.

A number of different methods exist in the literature to identify the weights of various criteria. Many of these are based on multi – criteria decision making (MCDM) in order to identify the importance of criteria. These are: analytic hierarchy process (AHP), analytical network process (ANP), Technique for Order of Preference by Similarity to Ideal Solution (TOPSIS), data envelopment analysis (DEA) and many more.

In this study we propose a methodology to identify the importance of various quality parameters within the higher education according to their relative weights from students’ perspective. The paper is organized as follows. Review of literature is discussed in Section 2. Section 3 discusses the methodology. Case study and results are discussed in Section 4 and lastly concludes the study in Section 5.

2. Literature Review

Quality in higher educational institutes has become a necessity for the Indian educational system. The education system of India is considered as the reason for the economic rise of India (Gupta & Gupta, 2012). Thus, identifying the key factors for its growth and analysing it from the students’
perspective is important. Extensive work has been done by many authors on the quality of higher education. Tsinidou et al. (2010) identified the quality determinants of education facilities and analysing their relative importance provided by higher education institutions (HEIs) by taking the case study of Greece. Gupta and Gupta (2012) discussed the current development of higher education by identifying the significant challenges and afterwards analysing the same for the Indian educational sector. They have taken challenges such as: gaps in demand – supply, quality in education, research & development and shortage of faculties. Chen et al. (2015) employed fuzzy AHP to identify the relative weights of factors and sub - factors and afterwards fuzzy comprehensive evaluation method was used for the evaluation of teaching performance. Mahajan et al. (2016) explained and identified challenges for Indian management education. Afterwards, total interpretive structural modelling (TISM) has been used to find the interrelationships among factors. Shah (2016) explained the challenges and opportunities available for the improvement in the present education system so that it must maintain the current standards of education. In this paper, they have created a hypothesis to check the degree of opportunities and challenges faced by Indian education system. Thanassoulis et al. (2017) proposed an integrated approach for the evaluation of teaching in higher education. In this paper, authors have applied AHP methodology for the identification of importance of each criterion and further DEA was used for the comparison of tutors on teaching as observed by students.

Different instruments have been used by many authors to measure quality in higher education. These are TOPSIS (Ding & Zeng, 2015), AHP (Tsinidou et al., 2010), ANP (Begièeviæ et al., 2010), DEA (Johnes, 2006), SERVPERF (Cronin & Taylor, 1992), SERVQUAL (Berry, 1988), and many more. In this paper, we have proposed an approach to identify the importance of key factors in higher education considered by students. For this, AHP has been employed in order to identify the weights of each criterion.

3. Methodology

We propose a two-step methodology for identifying the priority weights of quality parameters in higher education. In the first step, important quality factors have been identified from the literature and discussion from stakeholders. In the second step, AHP (Saaty, 1980) is utilized to classify the importance level of each criterion according to the students’ perception.
The stepwise approach of the proposed methodology is depicted in Fig.1.

**Figure 1: Propose methodology**

In the study, first of all the important factors have been identified from the literature and discussion from stakeholders. Afterwards, questionnaire having quality determinants has been developed in order to identify the relative weights of all factors. The main objective of the study is to measure the importance weights of the quality parameters that influence the students’ satisfaction most. Thus, AHP has been utilized here in order to attain the objective of the study.

AHP (Saaty, 1980) is a MCDM technique introduced by Saaty in 1980. The main aim of the AHP technique is to classify various qualitative / quantitative criteria according to their importance on the basis of pair wise comparisons which is done by decision makers. There are several advantages of AHP method as given below:

- It’s capability of providing a hierarchical representation of a problem that helps in the better understanding of overall process of decision making;
- It can handle both quantitative and qualitative criteria;
- It runs on the basis of relative, pair wise comparisons of all decision elements; instead of defining a percentage score and a weight for each element of decision, AHP provides the provision to the decision maker to focus on the comparison of two alternatives, at a time, thus reducing the possibility of defining ratings only on the basis of personal perceptions of the evaluators or other external influences;
- The applicability of AHP is towards both individual and group-based decision making.

In AHP, the alternatives are paired and the decisions makers are required to make their preferences between the two alternatives for a variety of issues, on a scale of 1-9, assigning the relative values of priority to these
considerations as they go along. Like AHP, pair wise comparisons take place between the elements based on the Saaty’s fundamental scale of absolute numbers (Table 1). Each element is compared to all the others, using the scale, for defining their importance. These judgments are then quantified and calculated as when synthesized, reveal the best alternative.

**Table 1: Saaty’s Fundamental Scale of Absolute Numbers**

<table>
<thead>
<tr>
<th>Intensity of performance</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Equal Importance</td>
</tr>
<tr>
<td>3</td>
<td>Moderate Importance</td>
</tr>
<tr>
<td>5</td>
<td>Strong Importance</td>
</tr>
<tr>
<td>7</td>
<td>Very Strong Importance</td>
</tr>
<tr>
<td>9</td>
<td>Extreme Importance</td>
</tr>
<tr>
<td>2, 4, 6, 8</td>
<td>For compromises between the above</td>
</tr>
<tr>
<td>Reciprocals of the above</td>
<td>In comparing elements i to j, if i is 3 compared to j, then j is 1/3 compared to i</td>
</tr>
<tr>
<td>Rationals</td>
<td>Force consistency, Measure values available</td>
</tr>
</tbody>
</table>

The step by step procedure of the AHP technique for analysis is discussed below.

**Step 1:** The hierarchical breakdown of the problem by defining the most important criteria levels was developed. Even though the application of the AHP method provides for alternatives, alternatives are not examined in the current study because the main aim was the identification of importance of quality factors.

**Step 2:** The criteria were compared in pairs on a scale of 1 to 9 by assigning the degree of relative importance. For example, if a student replies that element A has absolute importance than element B, A has a relative weight of nine times that of B. Hence, a pair wise comparison matrix is created for each criterion. This is done by dividing each element of the matrix by its column total.

**Step 3:** Afterwards, calculation of Eigen value was done to find the relative weight of each criterion with respect to the one directly above in the hierarchy. The priority vector is calculated by the computation of row averages. The consistency ratio is then calculated according to the equation given below:

\[ CR = \frac{CI}{RI} \] (1)
Where CI is the consistency index and RI is the random consistency index. The value of RI is chosen from the Table 2.

**Table 2: Random consistency index**

<table>
<thead>
<tr>
<th>Size of matrix</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Random consistency</td>
<td>0.00</td>
<td>0.00</td>
<td>0.58</td>
<td>0.90</td>
<td>1.12</td>
<td>1.24</td>
<td>1.32</td>
<td>1.41</td>
<td>1.45</td>
<td>1.49</td>
</tr>
</tbody>
</table>

The consistency index (CI) defined above is calculated as given in equation (2) below:

\[
CI = \frac{\lambda_{\text{max}} - n}{n-1}
\]

where \( n \) is the order of matrix and \( \lambda_{\text{max}} \) is the maximum Eigen value.

If the value of the CR is less than 10% then it is concluded that the results are valid and are consistent. Otherwise, revision of pair wise comparisons is required until the consistency is achieved.

Thus, the AHP hierarchy methodology must be able to satisfy the goal of developing a model that will allow students to decide the importance of factors in the quality assessment of the educational institutes. The same procedure is applied for all six criteria in order to evaluate their relative importance and the degree of involvement to the overall goal.

**Step 4:** In this step, the consistency of all the pairs of criteria is examined. If the CR value of the criterion is less than 0.1, then the criterion is considered as consistent otherwise it should not be used in the evaluation process. It is important to say that AHP does not demand perfect consistency. The CR with 10 percent of less than that is considered “acceptable” (Dyer and Forman, 1992).

**Step 5:** The relative weights for every criterion can be computed as normalized geometric means of the rows. The weights for criteria sum to 1 (called local priorities).

**4. Case study and results**

In this study, we selected four different Indian institutes as the application case. First of all, six important quality parameters have been identified from the literature and discussion with stakeholders. These are: Faculty Qualification (FQ), Use of reputed Journals & availability of online case studies (JN), Infrastructure of College (IS), Placements (PM), Teaching Pedagogy (TP) and Industrial Exposure (IE).
This study has been conducted by means of a questionnaire and was distributed among many students of different institutes. Questionnaires were distributed to current batch of undergraduate and graduate students of all departments. In total, 160 questionnaires have been filled from the students of different institutes.

Afterwards, the comparison matrix was developed using 1–9 scale as given in Table 1. The students were requested to assess the comparative importance of the criteria by pair-wise comparison. Table 3 given below is the pair-wise comparison matrix for only one student. Because of the page limit, it is quite difficult to give all the tables. The judgements of the students were analysed using CR and the process continues until the CR reached the value less than 10%. Pair-wise comparison matrix and their consistency ratio for factors are shown in Table 3.

### Table 3: Pair-wise comparison of the factors with respect to goal

<table>
<thead>
<tr>
<th>GOAL</th>
<th>FQ</th>
<th>TP</th>
<th>JN</th>
<th>PM</th>
<th>IS</th>
<th>IE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FQ</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>TP</td>
<td>0.333333</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>JN</td>
<td>0.2</td>
<td>0.142857</td>
<td>1</td>
<td>0.333333</td>
<td>0.25</td>
<td>0.5</td>
</tr>
<tr>
<td>PM</td>
<td>0.333333</td>
<td>0.2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>IS</td>
<td>0.333333</td>
<td>0.25</td>
<td>4</td>
<td>0.5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>IE</td>
<td>0.166667</td>
<td>0.142857</td>
<td>2</td>
<td>0.333333</td>
<td>0.25</td>
<td>1</td>
</tr>
</tbody>
</table>

CI = 0.103488; CR = 0.08346 < 0.10

Similarly, pair-wise comparison matrix of other students has been identified. Further, to obtain the aggregate measure of the pair-wise comparisons of all students, the geometric mean of the individual assessments can be used (Saaty, 1989). The final scores of various criteria are shown in Table 4. Ranking are provided according to the relative importance of criteria.

Hence, the most important factor identified from the students’ perspective is the faculty qualification which is at the top level followed by teaching pedagogy. Next important factor they considered is the placements in good companies which should be offered by the college. Infrastructure is at the fourth place followed by industry exposure. According to students’ point of view, use of reputed journals and availability of online case studies is the least expected factor in higher education.
Table 4: Relative importance of criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Normalized Weights</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>FQ</td>
<td>0.374344</td>
<td>I</td>
</tr>
<tr>
<td>TP</td>
<td>0.316156</td>
<td>II</td>
</tr>
<tr>
<td>JN</td>
<td>0.037495</td>
<td>VI</td>
</tr>
<tr>
<td>PM</td>
<td>0.118801</td>
<td>III</td>
</tr>
<tr>
<td>IS</td>
<td>0.108113</td>
<td>IV</td>
</tr>
<tr>
<td>IE</td>
<td>0.045091</td>
<td>V</td>
</tr>
</tbody>
</table>

5. Conclusions

These days’ higher education across the globe is facing lot of challenges. In this paper, AHP technique has been developed to identify the relative importance of the quality parameters in Indian institutes. For this, six important parameters have been taken from the literature and discussion with the stakeholders. Afterwards, AHP was used to evaluate the performance of the institutes on the basis of selected six quality parameters. The key findings of this paper were that faculty qualification possessed higher weightage which is followed by the teaching pedagogy used. In addition to this, from students’ point of view infrastructure and use of reputed journals & availability of online case studies were the least important factors. Despite of using AHP, some generalizations are possible. Thus, further analysis can be done by incorporating different institutes and selecting the best performing institutes among all.

References


Diversity in Education: A Review

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Abstract

Worldwide phenomenon of migration has led to increase in diverse populations which emphasises the importance to reconsider the education system and move from citizenship education to multicultural education. It point towards the urgent need to help students so that they can come out as citizens of global village. The liberal ideology to continue with citizenship education where the values, cultures and beliefs of the diverse population are ignored will not be sufficient for the survival of the youth in this era of globalization. This paper discusses the challenges that migration posed for the Nations and schools across the world, discriminates between national & global citizenship and also elaborates the concept of diversity in reference to Indian education system.

Keywords: Citizenship education; multicultural education; diversity; equality.
1. Introduction

Globalization affects every section of communities which includes their beliefs, norms, values, and behaviours, as well as business and trade in the Nation. Due to globalization and various other factors, millions of people have citizenship in one nation and live in another. According to the statistics, the number of people living away from their native place has raised from approximately 33 million in 1910 to 175 million in 2000 (Benhabib, 2004). As a result, this trend of worldwide migration has increased diversity in most Nations and it has become important for the Nations to reframe the education system and policies. This emphasises on re-consideration of the ends and means of citizenship education whether it should promote inclusion, stress upon civic equality or recognition (Gutmann, 2004).

2. Migration: A challenge to nations and schools

Migration within and across national boundaries is a worldwide phenomenon. The phenomenon of migration across boundaries is as old as the Nation-state itself (Luchtenberg, 2004). Many worldwide developments challenge the mindset of educating students to function in one Nation.

Before 1970s, the schools in most Nations were functioning with the purpose to develop citizens who internalize their national values, respect and accept glorified version of their national history. However, this objective of citizenship education is not in accordance with the role of citizens in today’s competitive world as they have multiple national commitments and live in multiple Nation-states. Nationalism and globalization coexist in tension worldwide (Benhabib, 2004; Castles & Davidson, 2000).

In the countries like United States, Canada, the United Kingdom, Germany, and France, the ethnic minority students often experience discrimination due to their different cultural background, language and religious beliefs. In order to become a Multicultural Nation, the Nations must pay attention to reframing the ideologies. As the school populations are becoming more and more culturally, racially, ethnically, and linguistically diverse, this poses a question to Nation throughout the world to determine whether they are multicultural and allow immigrants to experience multicultural citizenship or continue to embrace a liberal educational policy through the uniform assimilation of culture (Kymlicka, 1995). A multicultural Nation should respect and accept the diversity of individuals and communities.
Since 1970 which marks the beginning of ethnic revitalisation movement, many researchers and academicians have considered the countries like United States, Canada, and Australia as multicultural democracies (Banks, 2004). The ideology that is prevalent in these countries: minority groups can retain the significant elements of their cultures and also become full citizens of the Nation. However, the actual experiences of ethnic minority groups in these countries are totally different from the ideology of these Nations because most ethnic minority groups have to face discrimination in both the schools and the wider society.

3. Education to national and global citizenship

Now the question arises for the multicultural Nations (Gurin, Dey, Gurin, & Hurtado, 2003):

**Table 1: How to ensure diversity in education**

<table>
<thead>
<tr>
<th>The education system has the full responsibility to ensure the right to education</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is equipped and ready to handle diversity through:</td>
</tr>
<tr>
<td>- Flexible teaching and learning methods adapted to different needs and learning styles</td>
</tr>
<tr>
<td>- Reorienting teacher education</td>
</tr>
<tr>
<td>- Flexible curriculum responsive to diverse needs and not overloaded with academic content</td>
</tr>
<tr>
<td>- Welcoming of diversity</td>
</tr>
<tr>
<td>- Involvement of parents and the community</td>
</tr>
<tr>
<td>- Early identification and remediation of children at risk of failure</td>
</tr>
<tr>
<td>Flexible teaching methods with innovative approaches to teaching aids, and equipment as well as the use of ICTs</td>
</tr>
<tr>
<td>Responsive, child-friendly environments</td>
</tr>
<tr>
<td>Professional environment working deliberately and actively to promote inclusion for all</td>
</tr>
</tbody>
</table>

*Source: Policy Guidelines on Inclusion in Education. UNESCO (2009).*
Table 2: Declarations related to diversity & inclusion in education

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Declarations</th>
<th>Main features relevant to Diversity &amp; Inclusion in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Universal Declaration of Human Rights (1948)</td>
<td>Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.</td>
</tr>
<tr>
<td>2.</td>
<td>World Declaration on Education for All (1990)</td>
<td>Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs.</td>
</tr>
<tr>
<td>3.</td>
<td>The Delhi Declaration (1993)</td>
<td>Eliminate disparities of access to basic education arising from gender, age, and income, family, cultural, ethnic and linguistic differences, and geographic remoteness.</td>
</tr>
<tr>
<td>4.</td>
<td>Declaration and Integrated Framework of Action on Education for Peace, Human Rights and democracy (1995)</td>
<td>Respect for the educational rights of persons belonging to ethnic, religious and linguistic minorities, and also to natives. This should even have implications in curricula, strategies and also in the means by which education is organized.</td>
</tr>
<tr>
<td>5.</td>
<td>The Hamburg Declaration on Adult Learning (1997)</td>
<td>The State as essential vehicle for ensuring the right to education for all, particularly for the most vulnerable groups of society, such as minorities and indigenous people.</td>
</tr>
<tr>
<td>6.</td>
<td>Recife Declaration of the E-9 countries (2000)</td>
<td>Effecting changes in legislation to extend basic education and to include education for all in policy statements. Ensuring access and equity for population located in remote areas</td>
</tr>
<tr>
<td>7.</td>
<td>Beijing Declaration of the E-9 countries (2001)</td>
<td>Reinforce action-oriented programmes to meeting the learning needs of disadvantaged groups such as children with special needs, migrants, minorities and the urban/rural poor.</td>
</tr>
<tr>
<td>8.</td>
<td>Universal Declaration on Cultural Diversity (2005)</td>
<td>Encouraging linguistic diversity – while respecting the maternal language– in all aspects of education; Incorporating, wherever acceptable, ancient pedagogies into the education process with the goal of conserving and ensuring full use of culturally acceptable strategies of communication and transmission of knowledge.</td>
</tr>
<tr>
<td>9.</td>
<td>United Nations Declaration on the Rights of Indigenous Peoples (2007)</td>
<td>Recognizes the right of autochthonic families and communities to retain shared responsibility for the upbringing, training, education and well-being of their kids, in accordance with the rights of the child; natives have the right to create and manage their education systems and establishment providing education in their native languages, in a manner as per their cultural methods of teaching and learning.</td>
</tr>
</tbody>
</table>

1. How to balance unity and diversity.

2. How to construct Nation that reflect and incorporate the diversity of their citizens and as well as have an overarching set of shared values, ideals, and goals to which all of their citizens are committed.

In a democratic society, civic equality and recognition are important values (Gutmann, 2004). On the other hand nationalists around the world are worried that even if citizens are allowed to retain the important elements of identification with their cultural communities they will not acquire sufficiently strong attachments to their Nation. Such concerns reflect a “zero-sum conception of identity”.

Unity without diversity leads to hegemony and oppression; diversity without unity leads to Balkanization and the fracturing of the Nation-state (Banks, 2008). A major problem experienced by Nations across the world is how to recognize difference of people belonging to different background as well as develop national identity that incorporates the experiences and expectations of the diverse groups that make it a culturally diverse Nation.

Schools in Nations around the world are facing the complexities of how to implement policies and practices that satisfy the needs and expectations of students from diverse background but at the same time retain national identity (Banks, 2005). Research conducted by scholars studying immigrant high school students suggests that the immigrant students have complex and contradictory transnational identifications.

El-Haj (2007) and Nguyen (2008) found that the immigrant students did not define their national identities in terms of their places of residence but felt that they belonged to national communities that transcended the boundaries of the United States. The students under study in these researches have tried to distinguish between national identity and citizenship.

It becomes the duty of the school to assist students in understanding how cultural, national, regional, and global identifications are interrelated, complex, and evolving (Banks, 1993). These identifications are interactive in a dynamic way. Each of these elements should be recognized, valued, publicly affirmed, and thoughtfully examined in schools. Also, the students should be encouraged to critically examine their identifications and commitments and to understand the complex ways in which they are interrelated and constructed.

As citizens of the era of globalisation and immigration, students must be
capable to deeply understand the world’s difficult problems, to participate in decision making and take actions to solve them. The participation should be in a way that will enhance democracy and promote equality and social justice in their cultural communities, Nations, and regions in the world.

4. Diversity in education: Indian context

The Constitution of India prohibits discrimination on the grounds of religion, race, caste, sex or place of birth. Through the directive principles of state policy, the Constitution, as a protective measure lays down that the State shall promote with special care the educational and economic interests of the scheduled castes and tribes. This serves as a protective measure in terms of reservations in educational institutions for the socially and economically weaker section, this much like the affirmative action in the United States (Altbach & Knight, 2007).

India is a secular state and the secular state is the one which considers every citizen as equal and does not discriminate between any social or religious group. After India got independence in 1947 and the Nation realised the need for reformation of the existing education system as it was based on the colonial rules laid by the British. Education is the one of sectors in India which is considered as important from all spheres i.e., social, political and economic (Sharma, 2015).

5. Conclusions

Diversity is a term that is gaining currency across the globe. In western Nations it emphasises on the concerns, issues and needs of those groups considered as outside the mainstream of society. While the ideas underlying diversity is not new to India. Critical examination of Indian educational policy since independence revealed that there is a diversity framework is ingrained in the Indian approach to education. This framework is based on three interrelated goals: national integration, equality and development of a common culture. Increasing importance of diversity across the world require a re-consideration of the outcomes and ways of citizenship education if it is to promote inclusion, civic equality, and recognition (Gutmann, 2004). Liberal conceptions of citizenship education that eradicate the cultures and languages of diverse groups will be ineffective in a transformed “flat” world of the 21st century (Friedman, 2005). Citizenship education must be reconsidered and transformed to effectively educate students to come out as global citizens in the 21st century. Multicultural citizenship is essential for today’s global age (Kymlicka,
1995) as it recognizes and legitimizes the rights and needs of citizens to maintain commitments both to their cultural communities and to the national civic culture.

References


Indian Students’ Going Abroad for Higher Education: A Quality Issue

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Abstract
Quality education is one of the main factors that help in the development of any country. This paper mainly focuses on the status of higher education in India with special reference to quality education. The research paper throws light on factors that influence Indian students to go to foreign countries to enroll themselves in higher education. Some suggestions have also been given which can be used to improve the quality of higher education in India.

Keywords: Higher education; foreign education; India; quality; students.
1. Introduction

Higher education means knowledge that develops a student’s ability to ask questions and seek truth. It covers teaching and research both. Higher education helps in upgrading the traditional education by discovering something new in different walks of life.

According to Mishra (2006), there are four predominant concepts of higher education:

1) Higher education as the production of qualified human resources.
2) Higher education as training for a research career.
3) Higher education as the efficient management of teaching provision.
4) Higher education as a matter of extending life chances.

2. Literature Review

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching (Henard & Leprince, 2014).

The term TQM focuses on higher quality level of product and services in organization. The number of changes required in educational institution while adopting the TQM, such as the management has to change in their attitudes and activities, monitoring and organization process of education, evaluating the results, communication, environment particularly in area of interpersonal relation. Quality becomes more vital by applying these approaches are: organization, interpersonal relations, management, material and human resource, etc. In education, the quality management involves achieving the high quality as well as also influencing the above all segments of education (Satsangi, 2016).

There are the majority of people who say that the foreign education is very costly but is has more impact and the value and once you get the degree, you can earn your money back because you will get job very easily therefore people still prefer the higher education in the abroad. In his
specific questions, it was found that 80% people from India say that the person who had completed their study from the abroad have the better knowledge than the people who had studied from India. (Upadhyay, Naik, & Kambli, 2014)

UK remains one of the most preferred destinations for Indian students to pursue higher education. India has shared a long-standing relationship with Britain and this has often encouraged more Indian students to choose the UK for higher studies. Additionally, English-speaking countries have a natural advantage over others and this is an important reason why Indian students choose the UK (Mukherjee & Chanda, 2012)

3. Research methodology

The proposed study is exploratory in nature. It is based on secondary data only. The documents of articles and web-sites have been used in this study. For the purpose of research, only secondary data have been collected.

4. Objectives of the study

1) To find out the status of higher education system in India
2) To understand the quality aspect in higher education
3) To study the reasons for moving to foreign countries

Higher education provides qualified human resources for the country. It includes not only post-secondary education but also training and research guidance in educational institutes such as universities, government colleges, private institutions, etc. Short term training courses as well as all types of correspondences courses are also included in it (Sharma & Sharma, 2015)

5. Higher education system in India

In terms of size and number of educational institutions, India has the third rank in education system followed by China and United States. There are 799 Universities, 39,071 colleges and 11,923 Stand Alone Institutions listed on AISHE web portal (AISHE, 2016). The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Telangana, Tamil Nadu and Madhya Pradesh. Bangalore district tops in terms of number of colleges with 970 colleges followed by Jaipur with 616 colleges. Only 1.7% Colleges run Ph.D. programme and 33% Colleges run Post Graduate Level programmes.
### Table 1: Number of educational institutions by 2014-15

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University</strong></td>
<td></td>
</tr>
<tr>
<td>Central University</td>
<td>43</td>
</tr>
<tr>
<td>State Public University</td>
<td>316</td>
</tr>
<tr>
<td>Deemed University</td>
<td>122</td>
</tr>
<tr>
<td>State Private University</td>
<td>181</td>
</tr>
<tr>
<td>Central Open University</td>
<td>1</td>
</tr>
<tr>
<td>State Open University</td>
<td>13</td>
</tr>
<tr>
<td>Institution of National Importance</td>
<td>75</td>
</tr>
<tr>
<td>State Private Open University</td>
<td>1</td>
</tr>
<tr>
<td>Institutions under State Legislature Act</td>
<td>5</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>760</td>
</tr>
<tr>
<td><strong>College</strong></td>
<td>38,498</td>
</tr>
<tr>
<td>Diploma Level Technical</td>
<td>3845</td>
</tr>
<tr>
<td>PGDM</td>
<td>431</td>
</tr>
<tr>
<td><strong>Stand Alone Institution</strong></td>
<td></td>
</tr>
<tr>
<td>Diploma Level Nursing</td>
<td>3114</td>
</tr>
<tr>
<td><strong>Institution</strong></td>
<td></td>
</tr>
<tr>
<td>Diploma Level Teacher Training</td>
<td>4730</td>
</tr>
<tr>
<td>Institute under Ministries</td>
<td>156</td>
</tr>
<tr>
<td>Total</td>
<td>12,276</td>
</tr>
</tbody>
</table>

Source: AISHE, 2016

6. Analysis and interpretation of data

Highest share of students come from the neighboring countries of which Nepal is 21% of the total, followed by Afghanistan 10%, Bhutan 6%, Nigeria 5%, Sudan 5%, Malaysia 4%. United Arab Emirates, Iran, Yemen and Sri Lanka each country constitutes 3% of the foreign students. (AISHE, 2016). The higher education sector in India can be classified into two categories: Regulated system and un-regulated system. Regulated system includes central, state and private universities; private/professional colleges; and technical and research institutions. Unregulated system includes online education, vocational training, finishing schools, professional development and training and coaching classes.
The table shows that from the year 1951 to 2014, the number of universities have increased from 28 to 677, while number of colleges have increased 578 to 38,000. The total increase in percentage terms is 6282.34%.

Ministry of Human Resource Development (MHRD) is responsible for the overall development of higher education system in India. It has a Department of Higher education which looks after the overall development of the basic infrastructure of higher education sector. Under this department, there are several regulatory bodies and research councils which are responsible for the higher education in India.

**Regulatory Bodies**

University Grant Commission (UGC)
All India Council for Technical Education (AICTE)
Council of Architecture (COA)
Research Councils:
Indian Council of Historical Research (ICHR)
Indian Council of Social Sciences Research (ICSSR)
Indian Council of Philosophical Research (ICPR)
National Council of Rural Institute (NCRI)
Project of History of Indian Science Philosophy and Culture (PHISPC)
(Sharma & Sharma, 2015)
The services of educational institutions are evaluated by regulatory bodies. On the basis of their survey, they grant accreditation to educational institutions. Two of such main bodies are National Assessment and Accreditation Council (NAAC), and the National Board of Accreditation (NBA).

7. Quality aspect in higher education

Quality word has different meaning. It cannot be defined precisely. Four groups of stakeholders must be considered while defining quality. These are a) providers (e.g., funding bodies and the community, taxpayers); users of products (e.g., students); users of outputs (e.g., employers); and employees of the sector (e.g., academics and administrators).

Each group has a different perspective on quality. For example, students associate quality with the institution they attend, the program in which they enroll, and the course they complete. Conversely, employers are concerned with quality in terms of the final product, which can be demonstrated through a qualified employee pool (Mazurkiewicz, Liuta, & Kyrychenko, 2017).

It is clear from the table that quality has different dimensions. According to performance dimension, it is related with basic knowledge. Feature dimension is related with supplementary knowledge. Reliability measures the extent to which learned skills are accurate. Conformance is related with meeting the established standards. Durability indicates the completeness of learning. Last but not the least serviceability dimension is related with institute’s competence to handle students’ complaints.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Definition in higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Primary knowledge/skills required for graduates</td>
</tr>
<tr>
<td>Features</td>
<td>Secondary/Supplementary knowledge and skills</td>
</tr>
<tr>
<td>Reliability</td>
<td>The extent to which knowledge/skills learned are correct, accurate and up to date</td>
</tr>
<tr>
<td>Conformance</td>
<td>The degree to which an institutional programme/course meets established standards, plans and promises</td>
</tr>
<tr>
<td>Durability</td>
<td>The depth of learning</td>
</tr>
<tr>
<td>Serviceability</td>
<td>How well an institution handles customers’ complaints?</td>
</tr>
</tbody>
</table>

Source: Author’s own work
It is clear from the table that quality has different dimensions. According to performance dimension, it is related with basic knowledge. Feature dimension is related with supplementary knowledge. Reliability measures the extent to which learned skills are accurate. Conformance is related with meeting the established standards. Durability indicates the completeness of learning. Last but not the least serviceability dimension is related with institute’s competence to handle students’ complaints.

8. Status of educational institutes in terms of quality in India

In India only a few institutes use modern methods while a large number of institutions use traditional teaching methods. They hardly make use of audio visual aids in teaching. These institutes are not up to date with the global industry demands.

Many institutes are run by the political leaders which have established their own youth cells and persuade students politically. They make unfair use of students’ energy for their political benefit. As a result some of the students are forced to make their career in politics. Students are also facing financial problems. Many students who are from ordinary class are unable to provide the minimum necessities of life for themselves. Some of them work as part time for meeting their requirements. As a result they are not able to concentrate on their studies. Near about seventy five percent of the total students community today, have been facing the financial problems.

Further there is shortage of faculty, obsolete curriculum, lack of research etc. With only 1.7% colleges running Ph.D. programme and only 33% colleges running post graduate programmes, the higher education enrolment is also very low. As a result, India does not have enough high quality researchers. Approximately 50 per cent of the higher education in India is imparted through private institutions, which involve high cost. Private institutions want to maximize profits and minimize cost by compromising on the quality of education. The quality of teaching staff is a major issue in these institutions. Sorry to say but it is a fact that attitude of teachers have also changed. They are committed towards their salary rather than on the development of students. Earlier, they were committed to their students, to their subjects and to their profession. (Chahal, 2015)

Last but not the least, the examination system is also not effective. There is no regular assessment of student’s performance rather it is semester or annual system. The table given below shows the enrollment of students in higher education in India in the year 2014-15.
### Table 4: Enrollment of students in higher education in India

<table>
<thead>
<tr>
<th>Name of country</th>
<th>Number of enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepal</td>
<td>8694</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>3717</td>
</tr>
<tr>
<td>Bhutan</td>
<td>2697</td>
</tr>
<tr>
<td>Sudan</td>
<td>2104</td>
</tr>
<tr>
<td>Nigeria</td>
<td>1952</td>
</tr>
<tr>
<td>Malaysia</td>
<td>1924</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>1610</td>
</tr>
<tr>
<td>Iran, Islamic Republic</td>
<td>1544</td>
</tr>
<tr>
<td>Iraq</td>
<td>1386</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>1284</td>
</tr>
<tr>
<td>United States</td>
<td>979</td>
</tr>
</tbody>
</table>

*Source: AISHE (2016)*

### 9. Reasons for moving to foreign countries

USA is the most popular country for international students, followed by the UK, Germany, France and Australia, with half of all international students pursuing degrees in these five countries. However, the USA and UK’s traditional market share is declining, with Australia and Canada increasing in popularity alongside intraregional mobility (those who choose to study abroad within their home region).

If data of last few years is observed, most of the students from Asian countries (China, India and South Korea) go there for studying. Almost one in six international students is Chinese and Asian students account for 53% of all students studying abroad. Surprisingly, not all of the students travel far: Japan and Korea have high numbers of international students from neighboring countries: 81% of international students in Japan and 75% in Korea come from other East Asian countries. Getting higher education in abroad is useful for future job market as well as for international recognition.

For the past decade, India has ranked first or second among countries sending students to study in the United States. In 2014/15, India sent
132,888 students to the United States, a 29.4 percent increase from the prior year. In the seven academic years preceding 2014/15, India consistently sent approximately 100,000 students to the U.S. The students prefer USA over other countries.

USA is the favorite destination for Indian students. In 2005/2006, 55% of students were enrolled in USA while by the year 2014/17, total 47% students were enrolled. The share of Canada has increased from 5% to 17%. Australia’s share has decreased by 3% while U.K.’s share has decreased by 7%. The share of China, New Zealand and Germany has increased by 2%, 4% and 1% respectively.

The foreign universities use modern methods of teaching like virtual learning—an online system where teachers share educational materials with their students via the web, e.g. Moodle, Web CT and Blackboard, flipped classrooms—where students are given to watch pre-recorded videos at their homes and are required to come with some questions related to video, blended learning—an education system that combines online digital media with traditional classroom methods, etc. Cornell University, Illinois University and Stanford University use modern techniques of teaching. They all use virtual learning, flipped classrooms and blended learning in order to cultivate deeper thinking amongst students. The students get complete knowledge and actively learn theoretical as well as practical aspect of the subject. Before delivering the lectures, the faculty in foreign countries upload their lectures online so that students can go through the lecture well in advance for problem solving and evaluation purpose.

In a case in San Jose State University, students taking the flipped electrical engineering course watched revamped edX lecture videos at home and attended classes twice a week to discuss topics and undertook a range of activities. Their median midterm test scores were around 10 points higher than those of the students who took the traditional course. Similarly, flipped class pharmaceutics students at the University of North Carolina had test scores 5.1% higher than their peers.

The foreign universities conduct online courses. These universities adopt different courses in response to student needs and help in the overall development of students.

10. Higher education opportunities in India

There are a lot of higher education opportunities in India. It is the only country that arrives close to China as a top country of origin for qualified
students, and is the number two sender to several top and emerging education destinations, including the U.S., Canada, and Australia.

Indian enrollments are expanding at a fast clip, even as numbers from other top sending countries such as South Korea, China, and Saudi Arabia have gone down. India’s demographics and economic growth trajectory is so favorable that it will remain a top sender for many years to come. Indian student mobility has historically been tied to work potential, and to perceptions of safety. In case of ease of doing business, India jumped 30 places from the previous year and entered the top 100 club.

New Zealand is at number one position. Singapore and Denmark are at 2nd and 3rd position. Korea, Hong Kong and United States have 4th, 5th and 6th rank respectively. Among BRICS countries, Russia occupies 35th Rank and China occupies 78th rank.

11. Conclusions and suggestions

It can be concluded that there is lack of quality education in India. There is a need for quality education in India. The students do not know why they are studying. In fact they do not know what they want to become in future. The students are not able to relate to the industry. This is due to the lack of quality education.

There is a lot of competition nowadays. Companies that come for placement want to take those students who not only have theoretical knowledge of the subject but also have ability to face practical aspect related to it apart from having required skills for the job.

Hence, the students not only want education, they want quality education because of the increasing competition and demand of the industry. The education provided by the college should be of such a nature that students are able to deal not only with the changes at the national level but also at the international level. The education provided should not only cover the syllabus but also should be suitable for the students to get practical exposure of the situation in order to get a suitable job or to start their own venture.

The education should be student centric. Appropriate methods of teaching should be used. Methods should be so effective that the students are able to think critically. Methods of distance education will have to be employed on a vast scale. There should be regular assessment of student’s performance instead of annual or semester examinations. Although a few universities and institutes have started adopting modern techniques of teaching but still this has not been implemented by most of the educational
institutes. They are advised to seek international cooperation. It is not a difficult task because of the rapid development of transport and communication facilities (Chahal, 2015).

There is a great need to enhance soft skills and critical thinking skills amongst the students. Industry participation should not be limited to placement activities but also for other extra-curricular activities. The student-faculty ratio should be lower. Cross cultural programmes can also be introduced where students should be taken to various places so that they can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world. Academic and administrative audit must be conducted on a frequent basis by external experts in order to ensure quality in all aspects of academic activities.

Unfortunately, Indian government is not giving much importance to the quality of education, hence Indian students are going to abroad for quality education. There is a great need that universities and colleges must come forward with action plan for improving quality in higher educational institutions. In this era of competition, it is advised to take advantage of the globalization process. To achieve this, uniform syllabus should be applicable all over the world.

References


