Celebrating
90
Years of
University News

From the Desk of the Editor….

Of late, we have witnessed many disruptive technologies such as artificial intelligence, robotics, Internet of things (IoT), e-commerce, e-journalism, GPS systems, ride-sharing apps, aggregator apps, food delivery apps and so on and so forth. While equipping ourselves and getting prepared to deal with these technology disruptions, the sudden surge of a biological disruption called COVID-19 has left us awestruck. The disruption that Corona Virus(CV) has set in is incomparable. It has signaled a new revolution or renaissance altogether. In order to mitigate the spread of the infection, people are being asked by the Governments to practice 'social distancing' and get themselves locked down at homes.

Consequent to social distancing and isolation, we got to see a whole new world where market places, restaurants, malls, movie theaters, offices, factories, places of worship, parks, airlines, railways, road transport and almost everything except emergency services have temporarily closed. The electronic media, especially television channels, are always on alert mode with sensational Breaking News on Corona, Corona and only Corona. One wakes up and sleeps with Corona on the penumbra of the mind. An unremitting pace of our personal life is buried in information bombardment with advice on various dimensions of the crisis through innumerable forwards on WhatsApp. Personal meetings and social gatherings are bequeathed to jargons like webinars, online meetings and work-from-home, the new possibilities which are being exploited to the core.

History has taught us how disruptions are frightening at the beginning and how they transform into something better at the end. We have also seen that many a time, disruptors have become the shapers of history. It is therefore, our responsibility to shape the world taking clues from the positive and negative aspects of disruption and using new technologies that have subsequently took hold of our lives. Our educational institutions have to transform themselves into virtual Institutions offering admission, teaching, conducting practicum, assessment, and declaring results through online. We can even have virtual sports through ICT. In fact, sports can be primed with virtual technology like We-games. There are possibilities galore. Lest they are explored with prudence and caution.

The revolution that COVID-19 had brought may set many new norms and several new trends in the world. Many things may have new looks. The architecture of classrooms in universities, colleges and schools may change in view of physical distancing. Online teaching may become the permanent new line of education. The employment scenario may change drastically with more dependency on digital apps and digital jobs. On a lighter note, the era after corona may be called AC instead AD. Employment agencies may dare not say send your CV. On a more serious note, the countries across the world may collectively coordinate resources and work jointly for the survival of the human race. More importantly, we may not mess with the nature. Hopefully, we don't over consume the natural resources or attempt to go to Mars and beyond to fulfill our greed. Hopefully, we realize the philosophy of being human and spend more time figuring out why are we here.

The disruptive pandemic is not only causing innumerable casualties and grief, but is driving economies on a downward spiral. Just like all other industries, COVID-19 has had a great effect on publishing industry as well. Many publications ceased their appearance due to seizure in production and the supply chain. University News, which has carved a niche for itself for regularity of appearance also got caught in the eye of the storm. As you all know, University News, which is in its 90th year now, has maintained its clockwise regularity without missing even a single Issue for the last 20 years. It acclaimed laurels from many scholars, academics and higher education practitioners across the world for the richness of its contents. It is an institution in

itself encompassing all the material required for academic profession namely, scholarly articles, doctoral theses accepted by Indian universities, convocation addresses, admission notifications, advertisements, book reviews, student column, communication and various other features which makes it a sought after journal of higher education. Most importantly, it is a weekly journal reaching out to a wide range of subscribers in India as well as other countries. Obviously, we take a lot of pride in bringing out this journal and discontinuing it will be major jolt in the history of AIU. Simultaneously, we are also facing the challenge of production and dissemination as all the printing units and postal departments are under compelled lockdown. We therefore, have decided to continue bringing out the University News regularly with academic content and upload it on the website so that the Issues are not missed out. Later, we may reach out to the regular subscribers when the situation resumes normalcy.

Unfortunately, we are not able to come out this week with the scheduled Special Issue of the University News on the theme 'Reimagining Indian Universities'. We were suddenly required to get locked down when we were at the verge of finalizing the Special Issue. Incidentally, the theme 'Reimagining Indian Universities' is very apt in this changed scenario after COVID-19 and perhaps, it is the need of the hour. Anyway, the Issue is postponed for the time being till we sail through the difficult time of this pandemic. It will definitely be an informative and useful reading whenever it will be released after the lockdown period. In the meantime, we shall be regular with the weekly Issues.

Dear Readers, the Outbreak of COVID-19 has engulfed the entire world. The epidemic has emerged as one of the most dangerous pandemics ever faced by the human race. With great concern, University News team along with AIU fraternity appeals to its Readers to stay aware, be alert and cooperate with the Government in adhering to the health advisories issued from time to time to stay safe. By being careful and cautious we can beat the virus. We wish wellbeing to the Readers and appeal to show solidarity in this hour of adversity.

Let us all resolve to beat Corona.

#Let'sBeatCoronaTogether

Sistla Rama Devi Pani

In This Issue

Analysing the University Environment to Customise the Excellence Model: A Concept Note

Munir Ahmed R* and Sacchidanand S**

As per the recent recorded history, university system across the globe has dovetailed into three predictable functionalities – teaching, research, and extension, with a varied proportion of these components depending on the mandate of the university. Institutions of higher learning, including the universities, have developed a self-image and a public brand on the basis of this triad.

These inherited notions of universities need a relook and rethink in the light of emerging social dynamics and their expectations from the university system. It is an empirical fact that some universities which stood out as paragons of excellence have faded from those lofty pedestals, and some others that occupied exalted positions, only to be displaced by a different entity at a later date. These waves and cycles of change do make us ponder why the sheen of distinction blurred with the passage of time.

Delayering the seeming mystery brings forth a chilling reality that those institutions that could not withstand the test of time were in fact, not institutions of excellence, but ephemeral bursts of reflected glory that either a charismatic leader embodied, or they were a convulsive recoil, which a flash of crisis precipitated. Once the charismatic leader left the scene or the critical exigency retreated, the façade of so-called brilliance dimmed.

Even a cursory appraisal of the times of excellence reveals some strands of commonality that all those organisations – whichever the field may be – practiced during their glory. A careful dissection of those practices gives a wealth of information on what could be the probable practices and processes that an organisation can consciously adapt, build into its organisational system, and make a habit of it to stay excellent.

In making the analysis and expanding the analysis into standard procedures, we would like to dwell upon two concepts –Sinek's suggestion to sequence 'why – how – what', and Senge's concept of a 'learning organisation'. We would be focusing on the domain of healthcare education, as we believe that there is a huge potential to bring changes in this area, and also because this dimension of higher

*Director, RGUHS Academic & Administrative Training Institute (RAATI). Rajiv Gandhi University of Health Sciences, 4th T Block, Jayanagar, Bengaluru, Karnataka 560041
**Vice Chancellor, Rajiv Gandhi University of Health Sciences, 4th T Block, Jayanagar, Bengaluru, Karnataka 560041 E-mail: vc@rguhs.ac.in

education is comparatively less studied and reported in the Indian context.

The Why, How and What of Quality Improvement in Healthcare Education

Why

- To build capacity and confidence of the students of health sciences for the understanding, practicing and promotion of healthcare as their scope of practice in a range of social and clinical contexts.

How

- By designing the curriculum that is learner-centric, community-oriented and competence-driven.

- By delivering the curriculum in professionally authentic situations and engaging the learners as partners and owners of learning.

- By assessing the student performance for its relevance in terms of professional activities, and ensuring that the basic competency levels in the 'entrusted professional activities' are focused upon during the formative and continuous assessments.

- By enabling the institutions of health sciences to develop capacity and consistency to deliver the educational programs effectively and efficiently.

- By training the teachers in health sciences' institutions in the art and science of educational methodology so as to assess the learners and their needs before teaching; adopting the appropriate teaching-learning methods and media; monitoring learner progress and providing timely and sufficient feedback; and adopting the most suitable strategies to assess the learners, and evaluate the programs.

What

- Train the teachers in educational methodology to be able to set teaching-learning objectives, practice the teaching-learning methods and media, conduct student assessment.

- Redesign curriculum delivery to make the course learner-centric, community-oriented, competency-driven and with continuous assessment.

- Set quality standards for institutional assessment and accreditation.

The sequence –'why – how – what' –provides an operational scaffold to deliver the desired quality of education. However, before arriving at this evident model of delivery, there is a need to build the foundational capacity of the university system. The capacity and capability that shall transcend the tenure of current leadership and imbibe for perpetuity the inherent vision and value to be socially responsive, cognitively scholastic, democratic and egalitarian, and have unflinching professional integrity. To ensure this, the model of 'learning organisation' is a sound idea and needs to be passionately pursued.

Learning Organisation

Peter Senge developed this model while working at the Massachusetts Institute of Technology (MIT) with the active collaboration by academics and industry captains. This is supposed to provide a sustainable source of competitive edge for any organisation's ability to learn faster than its competitors. As outlined in his book, The Fifth Discipline, Senge proposes five core disciplines – personal mastery, mental models, shared vision, team learning, and systems thinking.

It would be beyond the scope of this exploratory paper to dig deep into the extensive merits and expansive applications of these critical components. We would however like to tap on the surface of this rich reservoir and propose how an understanding of these components can stabilise the university's sustainability on the excellence quotient for a longer time, and drive it further into tenable longevity. This proposal intends to create a syncretic symbiosis between the university as an organisational entity, and its human resources.

Personal mastery is where the units of human resources develop individual capacities that match the organisational vision, and the organisational policies promote individual aspirations for growth. There shall be a balance of development nurtured by mutual trust and support. The critical element of personal mastery is that the organisation does not place unrealisable demands on its human resources, nor does it even unwittingly become complicit in their professional or personal burnout.

In the university context, this could be in the form of creating opportunities for capacity-building of the teachers in areas of their speciality, in the process of teaching-, learning and student assessment, and also the soft skills for professional growth. Collectively, these efforts can build an

all-round personality of the teachers, who can be elevated as academic leaders. The Rajiv Gandhi University of Health Sciences, Karnataka, has already created a functional structure for this in the form of supporting the faculty participation in speciality specific Continuing Professional Development Programs (CPDPs) conducted by the University, and also for providing financial assistance to attend such professional programs whether in India or abroad, which has been in vogue for a long time. We have also established an exclusive training institute, RAATI, which is tasked with enabling the teachers of all affiliated colleges in the process of teaching-learning, student assessment practices, etc. Beyond these, we are planning to customise the trainings/ capacity-building as per individual aspirations and potentials, as far as possible.

Mental models can be double-edged assumptions that impact the organisational culture. Getting the human resources to adapt an open and objective approach to introspect and moderate their beliefs on the basis of hard and irrefutable evidences is the bottom line for success. Becoming conscious and aware of our assumptions vis-à-vis is the authentic measure of the beginning of self-reflection, accept the weaknesses, and resolve to honestly work on them to improve. The centrality of succeeding with mental models is more of getting to know our prejudices and overcoming fears or taboos associated with them. In the academic contexts, mental modelling is about being open to accept the evidences that might be paradoxical to our long-held beliefs in teaching-learning methods, assessment strategies, and more importantly accepting that education should be learner-centric.

It is recognised that the grafting alien ideas on the local practices do not always work. Locally relevant approaches would be far more workable because of their cultural and environmental compliance. Therefore, we are planning for a large scale evidence generation by reflecting on the empirical experiences and relating them to the established theories as the first step. Further, using the Grounded Theory Model, we would be in a position to develop the locally relevant evidence-based models that can be more acceptable and in a better position to induce behavioural changes.

Building shared vision is the factor that can be a game-changer for longevity of success; it dumps the 'hero leader' theory, or adapts to the situation as long as it is compulsive. The leadership articulates the organisational vision through democratic dialogue, brainstorming, and developing a mutually agreed convergence of vision. This encourages ownership among the stakeholders so as to involve them in the journey for excellence.

As a result of our efforts to support personal mastery, there would be a wealth of information to personalise the aspirations and potentials of our human resources. This information will form the basis for personalised engagement of the teachers and other stakeholders to hone our vision, and the endeavours to celebrate it as our collaborative achievement.

Team learning is the process that builds cohesion on the road. As Senge remarks, the collective IQ of a team – where the Individual IQ is around 120 – should be above that individual mark. If it falls below the individual average, it is a warning sign that the team is not on the same page and is not working towards the same direction. Imagine a sports team where each player is working at cross purposes;what would be the outcome of its game. It is the urge of individual excellence to the detriment of an organisation's benefit that would pull the organisation into the abyss of misfortune; the catastrophe that we have touched upon at the beginning of this paper.

We are ensuring that our efforts shall amplify their impact by an inclusive team-based model. It is our desire to shift from a hierarchical patronisation model to that of a merit-based rewarding system, which encashes the energy and creativity of our human resources. Therefore, forming teams that work together through mutual trust and support will get primacy in all university activities for academic development. This alone can ensure that the collective IQ will soar above the averaged individual IQs.

Systems' thinking is a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work overtime and within the context of larger systems. It promotes the acceptance that the sum of parts is definitely lesser than the whole. It also supports non-linear thinking to survive in a complex, disruptive environment, and the dynamic changes that are more often unpredictable.

Adapting systems' thinking is being proactive;

and being proactive is to be pre-emptive. With this in the background, we would be introducing a quality recognition systemwhere stakeholders identify the pain-points and distractors early on, and flag them to prove that the adage 'stitch-in-time-saves-nine' is thesignature anthem. We are also planning to recognise and reward those who are our conscious keepers – whether they are teachers, students or anyone connected with the university.

Conclusion

For our desire and efforts to build a vibrant and responsive university that transcends the conservative optics of university system, the concepts of 'why-how-what' sequence, and 'learning organisation' are the scaffolds and guardrails. The future of universities will be determined by how they can shift from 'instrumental' learning to 'communicative' learning paradigm of Mezirow. Only those who adapt these concepts can survive the onslaught of disruption and innovation to become the drivers of social change.

This is all the more compelling for the universities that are mandated with health sciences' education because the health of a nation will determine the human development index. Health in fact is not just the physical, mental, or even social in dimension, but it also is about the moral dimension of human personality. It is therefore only the moral compass of humanity that can develop integrity and sensitise the human race for committing to ethical practices. Ethically enabled healthcare force is what can change the destiny of our future. Therefore, the universities have an enormous social obligation to think beyond the conventional and conservative mindsets, and liberate themselves to achieve immense possibilities. We sincerely believe that adapting the concepts highlighted in this paper could be a way forward.

References

1. Mezirow J (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, 74, 5–12.

2. Senge P (2006). *The Fifth Discipline: the art and practice of the learning organisation*. London: Random House.

3. Sinek S (2011). *Start with Why: how great leaders inspire everyone to take action*. New York: Penguin. ❑

Developing Employability through Skill-based Higher Education in India

Bharti Dogra*

Employability is the expected outcome of any higher education whether general or technical. In order to have maximum employability, there should be an alignment between employers' expectations and preparation of higher education graduates. Acquisition of knowledge and skills both soft and technical is required for better employability. What are the most desirable skills expected by employers? Today there is a more holistic view of 'graduate attributes' including 'softer' transferable skills and person-centered qualities, to be developed in conjunction with subject-specific knowledge, skills, and competencies. Government of India has taken many skill-based initiatives in higher education which are bringing a change in the entire landscape of employability. This paper discusses the meaning of employability, its importance, employable, developing employable skills and skill-based initiatives taken in the field of higher education in India.

Meaning of Employability

Depending on the context, 'Employability' word can have different meanings. 'Employability' in the context of higher education has following meanings:

Employability skills as including personal image, interpersonal skills, and good habits and attitudes (Lankard, 1990).

Employability is the capability to move self-sufficiently within the labour market to realize potential through sustainable employment (Hillage & Pollard, 1998).

Employability is the ability of the graduate to get a satisfying job (Harvey, 2001).

Employability of a graduate is the propensity of the graduate to exhibit attributes that employers anticipate will be necessary for the future effective functioning of their organization (Harvey and Locke, 2002).

* *Associate Professor, School of Education (SOE), Indira Gandhi National Open University (IGNOU), Maidangarhi, New Delhi-110068 bhartidogra1@yahoo.co.in 9810691945 (M)*

The relevance of knowledge, skills and competences acquired through training to what the labour market/profession requires AEC (2004) (Association europeenne des conservatoires).

A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Yorke, 2004).

Therefore, employability does not refer to getting an employment but still it is linked to employment. Acquisition of graduate attributes, skills and knowledge facilitate employment. Higher education is expected to develop employability among the students. But education and employability are two separate things, but it is believed always that if we possess a higher degree, we are likely to get a good job. Government of any country looks forward to employable graduates passing out of any institution of higher education so as to have more number of employed graduates. This is possible if graduates are equipped with required soft and technical skills to contribute to the economic development of the country.

Importance of Employability

When graduates pass out from any higher educational institution then their expectation is to get an employment as early as possible whereas higher education institutions have different expectations from graduates in terms of soft skills as well as technical skills. How is it possible for graduates to fulfil their expectations? At the time of the interview, a product of university system is expected to have adequate subject knowledge as well as soft skills. But, the recent surveys (2016) conducted by ASSOCHAM on employability have depicted a very discouraging scenario. As per this study as many as 97 percent of graduating students in several programmes like B. Tech, MBA and MCA want core function job,

whereas merely 3 percent have suitable skills to be employed, and only 7 percent may handle the core function job. This statistics indicates that 93 percent Indian graduates, who possess professional degrees at higher level but lack in employability skills. This monumental gap may be improved with the help of promotion of skill-based education at higher level. There is a huge gap between academic knowledge and experience required at real working life.

Employers as well as employees in both developed as well as developing countries are focusing on the employability skills. If we look at the definitions of employability, a paradigm shift from demand-led skills to a more holistic view of 'graduate attributes' including 'softer' transferable skills and person-centered qualities, to be developed in conjunction with subject-specific knowledge, skills, and competencies, is evident. In the context of a dynamic labour market and fast changing technology, constant 'reskilling' and 'upskilling' are also required. An education system has to restructure itself keeping in mind these new demands of shaping holistic individuals so as to increase their chances for sustainable employment.

Employability Skills

There are different ways in which employability skills are listed and categorized but most of them focus on topics such as personal image, attitudes, habits and behaviours; techniques of communication, problem solving, and decision making; and management and organizational processes. A grouping of such skills was summarized by Gainer (1988) as follows:

- *Individual Competence*: communication skills, comprehension, computation, and culture

- *Personal Reliability Skills*: personal management, ethics, and vocational maturity

- *Economic Adaptability Skills*: problem solving, learning, employability, and career development.

- *Group and Organizational Effectiveness Skills*: interpersonal skills, organizational skills, and skills in negotiation, creativity, and leadership.

Lankard (1987) identifies seven categories of employability skills and offers competency-based

training modules for each. These categories and related modules are as follows:

1. Present a Positive Image: follow good grooming practices, practice good health habits, dress appropriately for the job, exhibit self-confidence.

2. Exhibit Positive Work Attitudes: use basic social skills, be creative and willing to learn, take pride in your work.

3. Practice Good Work Habits: maintain regular attendance, be thorough and diligent, follow safety practices.

4. Practice Ethical Behavior: exercise integrity and good judgment, respect property, follow company rules.

5. Communicate Effectively: demonstrate speech, writing, and nonverbal communication skills; demonstrate good listening habits.

6. Accept Responsibility: use initiative, use problem-solving techniques, manage personal responsibilities.

7. Cooperate with others: work as a member of a team, work under supervision.

The Research and Policy Committee of the Committee on Economic Development summarized their 1984 survey of employer concerns in three points (Buck and Barrick, 1987):

1. For entry-level positions, employers are looking for young people who demonstrate a sense of responsibility, self-discipline, pride, teamwork, and enthusiasm.

2. Employers strongly value employees' ability to learn and to solve problems.

3. Employers think that schools are doing a poor job of developing these much-needed attitudes, abilities, and skills.

Developing Employability Skills

Whether a learner enrolls in an academic course or a professional or a fully vocational course, employability skill training needs to be integrated in his/her course and such training must be given in the classrooms. The following strategies are suggested for

incorporating employability skill development concepts in the classroom (Bishop and Lankard, 1987):

1. Demand good deportment in the classroom. Initiate strict guidelines for tardiness, class cutting, and discipline.

2. Express work values through classroom instruction. Promote and require timeliness, effort, responsibility, and other values.

3. Encourage self-esteem in students. Expect the best from students.

4. Promote and display a positive attitude in the classroom. Attitude is an important part of a person's employability rating and can be improved with practice and effort.

5. Use instructional materials that illustrate the importance of employability. Izzo and Lankard (1987) provide examples of how having (or lacking) employability skills affects a person's ability to find, get, and keep a job. Additional strategies teachers can use to monitor students' employability skill development were identified by Buck and Barrick (1987) as follows:

   1. Identify the problem so that the person can recognize habits that are annoying;

   2. Define the terms that describe various habits;

   3. Devise a way to measure traits, attitudes, or habits

   4. Give frequent feedback;

   5. Concentrate on improving a limited number of habits at a time;

   6. Employ a meaningful reward system;

   7. Tell employers about improvements in work habits and attitudes;

   8. Provide the student with a method of monitoring on-the-job behavior;

   9. Make other class members a part of the monitoring, evaluation, and reward system;

   10. By addressing employability skill development as a fifth basic skill and teaching it;

   11. concurrently with communication, mathematics, science, and vocational courses;

   12. the content can be analyzed and practiced daily so that students automatically follow;

13. practices and demonstrate behaviors that will enhance their job performance and retention.

Skill-based Initiatives taken in Higher Education in India

The 12th Five Year Plan Document of the Planning Commission laid a special emphasis on expansion of skill-based programmes in higher education. It recommends setting up of Community Colleges (CC) to serve multiple needs including (i) career oriented education and skills to students interested in directly entering the workforce; (ii) training and education programmes for local employers; (iii) high-touch remedial education for secondary school graduates not ready to enroll in traditional colleges, giving them a path to transfer to three or four year institutions; and (iv) general interest courses to the community for personal development and interest. The 12th Five Year Plan Document also states that Community Colleges will be located to facilitate easy access to underprivileged students and such colleges could either be established as affiliated colleges of universities or as entirely autonomous institutions. Govt. of India, in pursuance of the decision of Cabinet Committee on Skill Development in its meeting held on 19th December, 2013 issued a notification for National Skills Qualifications Framework (NSQF). Under the National Skills Development Corporation, many Sector Skill Councils representing respective industries have/ are being established. One of the mandates of Sector Skill Councils is to develop Qualification Packs (QPs) / National Occupational Standards (NOSs) for various job roles in their respective sectors. It is important to embed the competencies required for specific job roles in the higher education system for creating employable graduates. The National Skills Qualifications Framework (NSQF) organizes qualifications according to a series of knowledge, skills and aptitude. The NSQF is defined from level 1 to 10 and these are deciphered as follows:

- Level 1 is for unskilled worker,

- levels 2 and 3 are for semi-skilled worker,

- level 4 is for skilled worker,

- level 5 is for supervisor,

- level 6 is for supervisor's supervisor,

- level 7 is for first level management,

- level 8 and 9 correspond to middle level management and so on.

Institutional Mechanisms for Skill Development through Higher Education

The skilling of youth at higher education level need three tier approaches: the first one is *to incorporate skill component in the regular higher education courses*, second is *to offer full-time skill based Degree/ Diploma courses with major skill credits*, and third is *to offer short-term skill based courses, orientation and finishing schools*.

Following are institutional mechanisms implemented for the successful incorporation of skill development based vocational education and training in university and collegiate education system:

1. Multiple entry and exit options.

2. Skill basket for choice based credits in general education,

3. Credit banking system.

4. De-linked course duration.

5. Outcome based assessment.

6. Input and output based credit criteria for general education and skills respectively.

7. Institutional collaboration for credit transfer.

8. NOSs based delivery of skills for national recognition.

9. Finishing schools.

National Occupational Standards (NOS) define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also are able to do. These standards can form the benchmarks for various education and training programmes to match with the job requirements. Just as each job role may require the performance of a number of tasks, the combination of NOSs corresponding to these tasks form the Qualification Pack (QP) for that job role. The NOSs and QPs for each job role corresponding to each level of the NSQF are being formulated by the respective Sector Skill Councils (SSCs) set up by NSDC with industry leadership. The curriculum, which is based on NOSs and QPs, would thus automatically comply with NSQF.

Initiatives Taken by University Grants Commission

In order to fulfill the emerging need of higher education graduates to possess adequate knowledge and skills for employment, higher education curriculum must therefore, integrate the requirements of various industries, in a very interesting, flexible and innovative manner in order to develop the holistic and well-groomed graduate. The University Grants Commission (UGC) has launched the scheme on *skills development based higher education* as part of college/ university education, leading to Certificate, Diploma, Advanced Diploma, Degree and further advanced studies and research level(https://www.ugc.ac.in/ pdfnews/5091249_Community-College-Revised-Guidelines-FINAL.pdf). The Major initiatives of UGC in the field of skill development in higher education in the country are discussed here.

Scheme of Community Colleges

This scheme offers low cost high quality education locally, that includes both traditional skill development as well as traditional coursework, thereby providing opportunities to the learners to move directly to employment sector or to move to Higher Education sector. It offers a flexible and open education system which also caters to community based life-long learning needs. It has a synergistic relationship between Community, Community Colleges (CC) and the Job market. The CCs offers knowledge-skill mixed programmes of different durations depending on the need of local industry leading to a certification at various levels of NSQF starting from Certificate to Advanced Diploma Level. The Eligibility for admission to which is 10+2 or equivalent and *Scholarship*: 1000/- P.M. per student. Presently, there are 248 institutions spread over 28 States / UTs catering the need of 83 trades of different industrial sectors in the country.

B.Voc. Degree Programme

The University Grants Commission (UGC) has launched scheme on skills development based higher education as part of university / collegiate education, leading to Bachelor of Vocation (B.Voc.) Degree with multiple exits such as Diploma/Advanced Diploma under the NSQF. The B.Voc. programme is focused

on universities and colleges providing undergraduate studies which would also incorporate specific job roles and their National Occupational Standards along with broad based general education. This would enable the graduates completing B.Voc. to make a meaningful participation in accelerating India's economy by gaining appropriate employment, becoming entrepreneurs and creating appropriate knowledge. UGC has launched a scheme on skills development based higher education as part of college/university education, leading to Bachelor of Vocation (B.Voc.) degree with multiple exits such as Diploma/Advanced Diploma under the NSQF. *Eligibility* for this is 10+2 or equivalent. There are 187 institutions spread over 27 States / UTs catering the need of 85 trades of different industrial sectors in the country.

Knowledge Upgradation Centers for Skilled Human Action and Learning

The University Grants Commission, in its meeting held on 22nd September, 2014 approved the guidelines for establishment of Knowledge Upgradation Centres for Skilled Human Action and Learning (KUSHAL) in universities and colleges during 12th Five Year Plan. These centers will offer programmes from Certificate to Research level (NSQF Levels 4 – 10). 100 such Centres are proposed to be established during 12th Plan in universities/ colleges recognised under section 2(f) and 12 (B) and receiving General Development Assistance from UGC. These Centres will also coordinate between the Higher Education System and Industry to work as Centres of Excellence for Skill Development in specialized areas. They will also network with other KUSHALS and Universities and colleges imparting Vocational Education under the scheme of Community Colleges and B.Voc. degree programme. There are 65 institutions spread over 23 States / UTs offering courses from level 4-10 in 65 trades.

Credit Framework for Skill Development Based Vocational Courses

UGC guidelines for Community Colleges / B.Voc Degree programmes and of KUSHALs provide for credit-based modular programmes, wherein banking of credits is permitted to enable multiple exit and entry. Specific credit based assessment and award system has been incorporated giving sixty percent weightage to the skill component and forty percent weightage to general education component. A comprehensive credit framework for skill development based vocational courses has been formulated in consultation with NSDC.

MoU with National Skill Development Corporation (NSDC)

UGC has signed a MoU with National Skill Development Corporation (NSDC) for skill development based vocational courses under the ambit of UGC. The Under this MOU, the NSDC will ensure timely completion of post training assessment & certification of skill component through NSDC approved Sector Skill Councils, extend expertise and experience in the field of skill training, assessment and industrial requirements. NSDC will also provide valuable help in facilitating employment of learners and On-the-Job-Training (OJT) to the learners trained by Community Colleges under the ambit of UGC. NSDC will provide access to Community Colleges and to UGC to SDMS (Skill Development Management System) to manage the electronic coordination among all the stakeholders – SSC, Institutions, UGC and NSDC.

Development of 'Model Curriculum' of the Various Trades for Courses Approved under NSQF by UGC

The UGC-NSDC Coordination Committee constituted under the above MoU is in process of developing the curriculum of skill component of the courses approved by UGC based on identified job roles in alignment to Qualification Packs and National Occupational Standards developed by Sector Skill Councils. The model curriculum of general education subjects will also be developed by the UGC and made available on UGC website to provide guidance for curriculum development to the institutions offering courses under the scheme of Community Colleges / B.Voc Degree programmes.

Scheme for Higher Education Youth in Apprenticeship and Skills (SHREYAS)

SHREYAS was launched by the then Minister for Human Resources Development, Shri Prakash Javedekar to provide industry apprenticeship opportunities to the general graduates exiting in April 2019 through the National Apprenticeship Promotional

Scheme (NAPS). The basic purpose of this scheme is to enhance the employability of Indian youth by providing 'on the job work exposure' and earning of stipend.

SHREYAS is a programme conceived for students in degree courses, primarily non-technical, with a view to introduce employable skills into their learning, promote apprenticeship as integral to education and also amalgamate employment facilitating efforts of the Government into the education system so that clear pathways towards employment opportunities are available to students during and after their graduation. SHREYAS portal will enable :

- educational institutions and industry to log in and provide their respective demand and supply of apprenticeship.

- matching of students with apprenticeship avenues will take place as per pre-specified eligibility criteria.

- State Governments to play a major role in securing apprenticeship opportunities, apart from the Sector Skill Councils, so that general degree students passing out in April 2019, gain the option of industry & service sector apprenticeship. Further, the SSCs have identified more than 100 NSQF aligned Job roles/courses in the sectors of IT, Retail, Logistics, Tourism, Healthcare, BFSI, Electronics, Media, Life Sciences and Management, which the exiting graduates can take up under Apprenticeship program. These courses will be available to them from Academic year April-May, 2019. More than 40 higher educational institutions have already been tied up for taking up embedded apprenticeship courses.

Final Thoughts….

Employability and employment are not synonymous but still acquisition of appropriate knowledge and skills facilitate employment. Higher education is expected to develop employability among the students. Employers as well as employees in both developed as well as developing countries are focusing on the employability skills. Today, we find a paradigm shift in employable skills required from demand-led skills to a more holistic view of 'graduate attributes' including 'softer' transferable skills and person-centered qualities, to be developed in conjunction with subject-specific knowledge, skills, and competencies. Again there is a need for constant 're-skilling' and 'up-skilling'. An education system must realign itself keeping in mind these new demands. Government of India has taken many skill-based initiatives but still a lot need to be done for this cause.

References

1. Association europeenne des conservatoires [Academies de musique et musikhochschulen] (AEC), 2004, Glossary of terms used in relation to the Bologna Declaration http://www.aecinfo.org/glossary%20and%20faq%20english.pdf.

2. Buck, Linda L., and Barrick, R. Kirby (1987). They're Trained, But Are They Employable? *Vocational Education Journal* 62, no. 5, 29-31. (ERIC No. EJ 355 193).

3. Gainer, Lei. (1988). ASTD Update: Basic Skills. Alexandria, VA: American Society for Training and Development. (ERIC No. ED 291 882).

4. Harvey, L. (2001). Defining and Measuring Employability. *Quality in Higher Education*. *7(2)*, 97-109.

5. Harvey, L., Locke, W. and Morey, A. (2002). *Enhancing Employability, Recognising* Diversity. London, Universities: UK.

6. Hillage, J. and Pollard, E. (1998), Employability: developing a frame work for policy analysis, Research Brief No. 85, Department for Education and Employment, London, available at:www.dfes.gov.uk/research/data/uploadfiles/RB85.doc.

7. Izzo, M. V., and Lankard, B. A. (1987). The Employer's Choice: What Works on the Job? Columbus: The National Center for Research in Vocational Education, The Ohio State University. (ERIC No. ED 288 970).

8. Lankard, B. (1987). The Employer's Choice: In the Job Search. Columbus: The National Center for Research in Vocational Education, The Ohio State University.

9. Lankard, B. A. (1990). Employability--the fifth basic skill. ERIC Digest No. 104. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education.

10. UGC. UGC Guidelines for Community Colleges. Retrieved on Jan. 20, 2020 from file:///F:/Employability/5091249_Community-College-Revised-Guidelines-FINAL.pdf

11. Yorke, M. (2004), Employability in Higher Education: What It Is - What it Is Not, The Higher Education Academy/ESECT   ❑

The Triple E Focus of Higher Education: Education, Employability and Entrepreneurship

Anjali Patwardhan Kulkarni*

If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime educate people.

Chinese Proverb

A University

The Oxford English Dictionary states that the word 'University' is derived from the Latin term *'universitasmagistrorum et scholarium'* that roughly means 'community of teachers and scholars'. It is an institution of higher (or tertiary) education and research, which awards academic degrees in various academic disciplines. It is an institution-offering graduate, postgraduate and research programmes on its own campus or through the various affiliated institutions. The main purpose of a university is to encourage reason, spirit of inquiry and develop philosophical openness. In the present democratic society, higher education is also considered as a means of achieving social upward mobility. Presumably, higher education benefits everyone through research and by creating job opportunities as well as the required human resources for the jobs and enterprises thus created.

However, if one reviews the vision, mission statements of different national and international universities and higher education institutions one hardly comes across a direct mention of employability or entrepreneurship as one of the major objectives of the institution. One important reason why students seek higher education is obviously to earn their livelihood, but this is very rarely acknowledged in the mission statements.

Vision, Mission, Objectives of some Renowned Institutions

The mission statement of the University of Delhi states that it aims to foster all-round development of students through multi-faceted education and sustained engagement with local, national and global communities, and nurture lifelong inspired learners

_____

* Principal, Gokhale Education Society's, N.B. Mehta (V) Science College, Acharya Bhise Vidyanagar Bordi, Palghar Maharashtra. Email: anjali.ptwrdhn@gmail.com

from across the globe in line with our cultural ideal of *'Vasudhaiva Kutumbakam'*."

IIT Bombay as per its Vision, Mission and Goals dated 29 December, 2017 maintains that the core values adopted by the institute as enduring principles are Integrity, Excellence, Accountability, Transparency, and Empathy. It aims at the following goals:

1. Enhance engagement with society and industry
2. Broaden educational areas
3. Improve internal support systems
4. Enhance student experience
5. Broaden funding base
6. Attract international students and faculty
7. Advance frontiers of knowledge
8. Enhance diversity
9. Enhance alumni engagement
10. Develop a cleaner and greener campus

COEP, Pune mentions in its vision statement that it aspires to be a Value-based Globally Recognised Institution ensuring academic excellence and fostering Research, Innovation and Entrepreneurial Attitude. KL Deemed to be University, Hyderabad established in 1980-81 separately mentions very clearly that employability is one of its key objectives under which it aims to:

- **provide** skills through curriculum and training that are essential in fostering entrepreneurial thoughts, employability prospects and at the same time provide necessary support for incubating the innovations and assisting them;

- provide necessary business infrastructure that allows attracting and sustaining the industry to commence their business establishments within the university campus and aid in lifelong sustenance of employment;

- develop industrial cluster that helps the students to start their industry after incubating the products at the incubating centers, which will create jobs;

- develop national depositories for meeting the goals of National Skill Development Council; and

- train people to profile neighborhood and communities for the needs and commercial opportunities that will support financially sustainable new businesses.

University of Mumbai in its mission statement refers to entrepreneurship development by stating: To undertake research in frontier and emerging areas to advance knowledge and through innovation turn it into intellectual property and entrepreneurship to accelerate growth.

The Mission of Savitribai Phule Pune University is to be a global, socially conscious Center of Excellence in the conservation, creation, advancement and dissemination of knowledge, equipped to take up challenges of the enormous change-taking place all around and committed to empower its faculty and students to contribute meaningfully to economic, technological and social development and progress.

The Oxford International Education Group maintains, "Through our Core Values, Mission Statement and Vision Statement, we aim to deliver life-enhancing experiences to help students worldwide to develop personally and professionally and that enrich their future opportunities."

The Cambridge University, UK aims at contributing to society through the pursuit of education, learning and research at the highest international levels of excellence.

The University of California, US states, "The University's fundamental missions are teaching, research and public service. We teach — educating students at all levels, from undergraduate to the most advanced graduate level. ... Through our academic programs, UC helps create an educated workforce that keeps the California economy competitive."

These are a few examples of how the objectives of employment and entrepreneurship are either missing or are implicitly mentioned in the vision, mission statements of a majority of universities.

Education: Diverse Philosophies

The basic dichotomy is hidden in our traditional transcendental philosophy of considering education as an achievement beyond the mundane, realistic satisfying of living needs. We have yet to internalize fully, the post globalisation paradigm shift *from 'Vidyadhan sarwdhanpradhanam' to 'Vidyaiv pradhana dhanam'*. It embodies the clash of the Oriental and Western point of view regarding *dnyan* for itself or as education as a service or a commodity from *Vidya Dhanam to Dnyaniv Sadhanam.*

In the world of post globalisation, education is viewed from a market-oriented approach. Hence, education has become a commodity just as a student has become both the consumer and product. Education and market economy are now interlinked. However uncomfortable it might feel, we have to adapt to this transition from an abstract, spiritual concept of knowledge to a concrete, materialistic one.

The challenges faced by the Indian educational system in this era of transition are enormous, owing to the size and demographic diversity of the country. The 'compulsory primary education for all' initiative received a tremendous impetus in the past two decades and pledged that 'not even one child is left out or behind'.

The Story of *Khichadi*

Here is an instance of how people in the remote *adivasi* belt of the Palghar district view institutionalised education. "Over hundred-year-old campus stands facing the Arabian Sea. On the campus, they have five sweet water wells that are a treasure from antiquity. They satisfy the daily requirement of water from the wells. Their springs have to be guarded from seawater seepage, otherwise the well water is in danger of becoming saline and unusable. In order to safeguard these wells, they decided to cover them. A local self-styled engineer drew up an indigenous plan in which he decided to install a pillar in the middle with an umbrella-like wire gauze structure attached to it to cover the surface of the well. He had appointed two *adivasi* boys to assist him in the task. Even though the two boys had never been to school, they were well-versed in their job. They followed the master's instructions and the first well was covered.

When they took up the second well, one of the assistant *adivasi* youth was unwell and had to be replaced by another boy. The work started but the boy who had entered the well was unhappy with the new help because he could not follow his instructions. After having tried in vain for sometime, the boy inside the well came out, all exasperated and swore that the new

boy knew nothing; had forgotten all his indigenous skills; and further added that it was because he had eaten *'khichadi',* meaning the midday meal offered at school. Midday meals is symbolic for attending school and it meant that the education given in the school had turned him into a nincompoop and useless. Initially amused a little at the young man's outburst, when serious afterthought was done the realization was quite disheartening. – Is this the way in which the local community views institutionalized education?

Even after seventy years of independence and implementation of the Right to Education for All, they are suspicious about formal education. They hold education responsible for loss of traditional culture and native skills, which in some way has doubly marginalised them. They can neither comfortably adapt to the ways of the current world nor can they reconnect with their traditional ways of life. Such issues of primary concern, which exist at the grassroots level of society, must be addressed while adopting the new socio-economic and educational policies. The general feeling among the locals is that the child who goes to school cuts herself or himself away from the traditional/ practical means of livelihood and the necessary skills, without being able to replace them with a new enabling skill set learnt in the formal educational institutions. Special attention must be paid that the curricula should be providing inputs and training for enhancing employability and entrepreneurship skills. High levels of graduate unemployment is a clear indication that the graduates and postgraduates produced in the higher education institutions are either not suitable for the existing jobs or are in a surplus and there is a gross imbalance of technology, talent and human resource. Hence, it is primarily important to revise our syllabi and clearly state that developing employable human resource equipped with entrepreneurial skills is one of the major policy objectives. Developing employability must become a key graduate outcome.

Employability Skills

It is of prime importance to reestablish the balance between demand and supply in the employment market by equipping our youth with the required employability skills and entrepreneurial competency. Their learning must match with the requirements of the labour market. Employability is defined as the ability to be employed. This ability depends upon a number of factors such as personal attributes, competences, marketability, economic context, etc. A skill is an talent which improves when practiced. Employability skills

are defined as 'transferrable skills, core skills or job readiness skills needed by individuals to make them employable. "*A group of essential abilities that involve the development of a knowledge base, expertise level and mindset that is increasingly necessary for success in the modern workplace. Employability Skills are typically considered essential qualifications for many job positions and hence have become necessary for an individual's employment success at just about any level within a business environment.*" - STEMNET

A look at the existing scenario of the job market and skills' deficit will help us underline the need to include employability skills in our syllabi. Three million graduates are added every year to the Indian workforce andonly 20 percent are considered employable (NASSCOM Report,IE,20 Jan.2014).A study of 150,000 engineering students, who graduated in 2015 from 659 colleges, showed that 80 percent students were unemployable. (Aspiring Minds National Employability Report-ToI, Jan,25,2016).

"The employability of Indian engineers continues to be painfully low with more than 80 percent engineers unemployable, for any job in the knowledge economy," reveals Aspiring Minds' National Employability Report(2016). The executive summary states in the fifth edition of NER, Aspiring Minds, which came out in 2019, reveals that the employability of Indian engineers has not changed on aggregate level since 2010. The scenario is termed as 'stubborn unemployability'. The report looks quantitatively into the reasons for low employability and makes detailed recommendations for change.

The report suggests that this situation of unemployment calls for systemic long-term changes in higher education in India. The report compared the skills of Indian engineers with those in other countries and found that only 3 percent Indian engineers are acquiring new age skills in areas like AI, mobile technologies, machine learning, cloud and web, and data engineering. US has about four times higher proportion of engineers with programming skills: only 3.84 percent of engineers are employable in software related jobs; only 40 percent of engineering graduates end up doing an internship; and only 36 percent take up projects beyond their coursework.

The Chairperson of the Rajiv Gandhi Centre, Mr. Chandrakant Puri said*, "This is a complex problem and there are multiple factors for this poor performance of students. In our traditional education system, most students are taught about information retention rather than creative thinking. This is also due to low*

teacher–student engagement levels that one finds in most colleges," (Mumbai Mirror, 2015).

Employability skills are grouped under four major categories viz:

1) Information retrieval and handling
2) Communication and presentation
3) Planning and problem solving
4) Social development and interaction

The attributes, which are required for enhancing employability, are four-fold.

1) **Knowledge:** Higher Education institutions impart much of this.

2) **Appearance:** The person seeking a job must have professional and appealing personality. Part of this could be one's appearance and part of it could be how one presents oneself convincingly.

3) **Skills:** Students should possess the hard as well as soft skills required for the job. Various sources enumerate different essential skills necessary for employability.

4) **Application:** Students must be able to apply their academic expertise to real life work situations.

The India Skills Report 2018 had made the following observations regarding the skills expected by the employer and its percentage of occurrence in the respondents:

Employer's Preference	Respondents' Percentage
Domain expertise (domain understanding)	38 percent
Positive attitude	21 percent
Adaptability	13 percent
English Language	10 percent
Numerical & logical ability and (IQ)	8 percent
Learning agility	6 percent
Interpersonal skill	3 percent
Ability to work well with others	2 percent

However, the good news from India Skills Report 2018 is that the employability score has increased in 2018 by about 5 percent i.e. 45.60 percent in 2018 from the 2017 Report of 40.44 percent.

The not so good part is that gender-wise employability has reduced. In 2017, it was male: 40, female: 41; in 2018 it was male 47, female: 40. The gender ratio of hiring was 71:29. You find more number of girls students pursuing Higher Education Programs, appearing in merit lists and yet the employability score is poor.

The Higher Education Institutions and the system at large need to think very seriously on this issue if we are to make the most of the demographic advantage of India having the youngest population in 2020, which is so often hyped. The recently introduced NAAC methodology also emphasises upon the student progression, placement and efforts made by institutions to achieve qualitative progress. Our quality will depend upon the way in which our academic frequencies match with the industry and the job givers. The most important outcome of higher education must certainly be employability.

Skills for the Near Future

The skills important today may not be relevant in the coming years because of the fast pace of changes in technology. Old jobs are going to become obsolete while new ones will demand a different set of skills in students. We will have to think about job opportunities in newly envisioned fields, as we consider the needs of the future. India Skills Report 2018 mentions that:

"When we approached survey respondents, and asked them what key skill sets they plan to hire in future they came up with these key areas:

- Data Analytics
- Research & Development
- Artificial intelligence
- Concept design (Hardware & Software)
- Robotics
- Others (Cognitive technologies, VR, Augmented Intelligence)"

(India Skills Report 2018 p.38)

We need to make a detailed study and a comprehensive assessment of what is the future of jobs and jobs of the future. A study revealed that '30 to 40 percent of the industry needs to be re-skilled as existing jobs will go to automation. Re-skilling is also required as some existing jobs will not be required in the future. The new *mantra* is to re-skill or perish.

According to NASSCOM Chairman Raman Roy, there is a shortage of skills globally in multiple technologies. With artificial intelligence, cloud

computing, automation, virtual reality, Big Data analytics, 3D printing, etc. expected to take over the world, there is an urgent need to re-skill and upskill India's techies. It is with the intention to upskill 4 million IT employees that NASSCOM launched the Future Skills Platform earlier in February 2018.Last year, NASSCOM had formed a group to identify future technologies and this group identified eight such technologies. NASSCOM in collaboration with the Boston Consulting Group further identified 55 job roles that cater to these technologies. The skill requirement for different jobs is different. It is estimated that Artificial Intelligence will create 2.3 million jobs by 2020.

Our students should know about National Apprenticeship Promotion Scheme 1961 or Apprentice Act 1992, which gives them an opportunity to develop employability skills while receiving hands on training.

Initiatives for Re-skilling and Upskilling

It is essential to take up initiatives for skilling students. If employability has to be a major program outcome for all Higher Education programs, it must be included and highlighted in the objectives of the institution. An oblique reference, a passing mention of the objective of employability will not help to focus upon the unemployment crisis. It is essential that higher education institutions pay attention to the following:

1) The knowledge and understanding the student receives in the course of learning.

2) Key skills such as Communication, Information Technology, Teamwork, Initiative, Lifelong learning, Analytical Motivation and Balance. We can enlist at least 65 attributes akin to the 64 arts suggested in the Indian Education system.

3) Developing cognitive skills such as understanding of methodologies, systems and the ability for critical thinking.

4) Making efforts to embed employability skills into each level of graduate curriculum.

5) Linkages between educational institutions and employers.

6) Our syllabuses will have to be revamped; our textbooks will have to be rewritten in order to stand up to the challenge of the near future.

7) A skills curriculum needs to be designed in which the required skills are emphasized. These will have to be progressively given to students and a mechanism for progression from primary to higher education must be set up.

8) A mechanism to ensure that every student is exposed to the skill area must be developed.

9) A formal mechanism for assessment of the skills will have to be designed.

10) Problem-based, project-based learning to be implemented.

11) The students must also adopt attitudinal changes in learning how to learn.

12) Students must learn how to access, adopt, adapt, assess new learning, be able to comprehend, collaborate, co-ordinate, and compete with global competitors.

While employment opportunities are abundant, our youth do not have the requisite skills to secure them. Another alternative is to develop entrepreneurship skills in students. Entrepreneurship enables people to make self-progress, contribute to social development and enter the job market as employer or self-employed.

We all agree that Indian Higher Education system requires to be improved. Only if this happens will the children/students of the marginalised society feel at home with the education system. However, we must be careful and refrain from blindly copying systems because they were successful elsewhere. We must develop an indigenous system best suited for our situation.

Barrack Obama rightly said, "With the changing economy no one has lifetime employment. But community colleges provide lifetime employability."

This is the challenge of developing lifetime employability in students that every education institution must be prepared for. Let no student say, "I was born intelligent but education ruined me!"

References:

1) **India Skill Report 2017, 2018, 2019**: Wheeboxwww.wheebox.com

2) **Student's Hand Book**Skill Genie by Higher Education Department, Govt. of A.P.

❑

The *Swadeshi* Concept and its Relevance in Contemporary Times

Aparna Srivastava*

At the outset, I would like to make it clear that this research paper focuses on the concept of *'Swadeshi'* promulgated by Mahatma Gandhi mainly in the economic context, and not the *Swadeshi* Movement initiated by him and other political and social leaders of that era, though both are closely related and former was the basis for the latter.

Though Gandhi did not coin the term *'Swadeshi'* per say, he contributed a lot to it by infusing new meanings to it. His understanding and approach to *Swadeshi* is dynamic, scientific, and convincing. Gandhi explains: "*Swadeshi* is that spirit in us which restricts us to the use and service of our immediate surroundings to the exclusion of the more remote. In the domain of politics, I should make use of the indigenous institutions and serve them by curing them of their proved defects. In that of economics, I should use only things that are produced by my immediate neighbours and serve those industries by making them efficient and complete where they might be found wanting. Furthermore, Gandhi is quite clear that his insistence on priority for the immediate neighbour will not mean injury to or unconcern for the interest of those who are not in the neighbourhood.[1]

For Gandhi, India lived in its villages and the rural economy of these villages was based on *khadi*, handloom, handicraft and sericulture. Rural industries were based on family labour and required less capital. Goods were sold in the local markets. In this way, production and market were both taken care of. This is why he advocated the establishment of cottage industries and recommended the use of rural products. According to him, the village economy would satisfy two important objectives. First, it would provide maximum employment and income to inhabitants, and second, it would generate equality, freedom and justice.

His advocacy of the *charkha* was a way to promote gainful employment for an able-bodied individual. The *charkha* symbolised this view about how each person could earn their own livelihood and become self-reliant. The spinning wheel or '*charkha*' soon became a symbol of Indian nationalism. It unified a diverse nation in various ways. He was a prominent advocate of dignity of labour and wanted to break down the boundaries between manual and mental work, which was rooted in the caste system.[2]

The British believed in centralised, industrialised, and mechanised modes of production. Gandhi turned this principle on its head and envisioned a decentralised, homegrown, hand-crafted mode of production. In his words, "Not mass production, but production by the masses." He believed and insisted that by adopting the principle of production by the masses, village communities would be able to restore dignity to the work done by human hands. There is an intrinsic value in anything we do with our hands, and in handing over work to machines we lose not only the material benefits but also the spiritual benefits, for work by hand brings with it a meditative mind and self-fulfilment.

Gandhi wrote, "It's a tragedy of the first magnitude that millions of people have ceased to use their hands as hands. Nature has bestowed upon us this great gift. which is our hands. If the craze for machinery methods continues, it is highly likely that a time will come when we shall be so incapacitated and weak that we shall begin to curse ourselves for having forgotten the use of the living machines given to us by God. Millions cannot keep fit by games and athletics and why should they exchange the useful productive hardy occupations for the useless, unproductive and expensive sports and games." Mass production is only concerned with the product, whereas production by the masses is concerned with the product, the producers, and the process.

The driving force behind mass production is a cult of the individual. What motive can there be for the expansion of the economy on a global scale, other than the desire for personal and corporate profit?

In contrast, a locally based economy enhances community spirit, community relationships, and community well-being. Such an economy encourages

* *Head, School of Liberal Arts,* Noida International University House Np 1961, Sector 37, Noida Email : aparna.srivastava@ niu.edu.in/aparna.sri.09@gmail.com

mutual aid. Members of the village take care of themselves, their families, their neighbours, their animals, lands, forestry, and all the natural resources for the benefit of present and future generations.[3]

It is evident therefore that, for Gandhi, the term *Swadeshi* was both a principle of evolution or construction - a creative principle - as well as an instrument of struggle for the economic regeneration of the masses. Besides, being *Swadeshi* is equally valid in all spheres of human activity and in which man is capable of evolution. The stream of culture demands that we should not uproot ourselves from our heritage, which has taken its shape and texture from the thoughts and efforts of those who are, and who were proximate to us. To be ignorant of this heritage or to repudiate it is inconsistent with the spirit of *Swadeshi* as it is the base on which one builds. Therefore, one should contribute to its improvement or enrichment. This needs a lot of introspection and one must be able to detect and remove deficiencies and whatever is untenable. Rather, one should absorb whatever one finds. and not allow one's roots to wither away or be eroded.

To explain the concept further, Gandhi viewed life as a whole and not in its isolated compartments. According to Indian scriptures there are four aspects of an individual's life: *Artha* (money), *Karma* (desire), *Dharma* (righteousness), and *Moksha* (liberation). These aspects are interrelated and therefore all of them should be harmoniously developed. Money is required to satisfy certain basic requirements of life and the satisfaction of basic requirements is the pre-condition for all progress. But it is not the end. Man's aim is not to satisfy to multiply worldly desires and engage his whole life in acquiring wealth to satisfy these desires. The goal of life is to control desire and transform it (through righteousness) into liberation. Thus, economics, which deals with only one aspect, i.e., money, should be studied along with psychology, religion, and mysticism, dealing with *Karma*, *Dharma* and *Moksha* respectively. True happiness lies in the all-round development of human personality and in living a full life. It is on these principles that he wanted to build the ideal socialist society.[4]

Conclusion

India still remains an agrarian country and the need to encourage the use of Indian goods and resources, and to modernise indigenous technology. The positive content of *Swadeshi* should be used as the cornerstone for the reconstruction of our economy. Gandhi had developed *Swadeshi* movement during struggle for freedom as a weapon to cut the roots of colonial economic interests. He advised us to utilisze our own local resources and manpower to the maximum. Now the time has come to rebuild the same spirit of *Swadeshi* and self-reliance to address the side effects of neoimperialistic economic vested interests of multi-nationals and advanced nations. India needs rapid economic development – that is a fundamental truth. However, this transition has to be based on the spirit of *Swadeshi*, self-reliance and self-confidence.

For this purpose there is an immediate need to revisit the meaning of *Swadeshi*, which implies lesser dependence on foreign goods and maximum use of our own resources, keeping in view the basic needs of our immediate surroundings without neglecting the universal human element and promoting the human rights of the citizens.[5]

Notes and References

1　https://pdfs.semanticscholar.org/f053/b2b7295d89feaa23db7d567fb0cd443f3058.pdf   retrieved on 10/8/19

2　https://www.businesstoday.in/current/economy-politics/mahatma-gandhi-economic-beliefs-that-are-still-relevant/story/283518.html retrieved on 15/8/19

3　http://www.squat.net/caravan/ICC-en/Krrs-en/ghandi-econ-en.htm retrieved on 20/8/19

4　http://www.ijmds.in/journalfile/2%20Gandhian%20Economic%20Thought-1674275.pdf retrieved on 23/8/19

5　https://pdfs.semanticscholar.org/f053/b2b7295d89feaa23db7d567fb0cd443f3058.pdf   retrieved on 25/8/19 Books

Gandhi, M K(2019). *The Story of My Experiments with Truth – Gandhi an Autobiography* 2019, English, Paperback,

Kocchar Sangeeta(2008). *My Life, My Words: Remembering Mahatma Gandhi* 2008Natraj Publishers; UK ed. edition

Pandeye, Prabhat Kumar(1992). *Gandhi and Humanity*, Atlantic 1992   ❑

National Symposium on Unearthing Pt. Deendayal Upadhyay's Economic and Political Ideologies

A One-day National Symposium on 'Unearthing Pt. Deendayal Upadhyay's Economic and Political Ideologies' was organized by the Pandit Deendayal Upadhyay Chair of Alagappa University, Karaikudi to commemorate the death anniversary of Pt. Deendayal Upadhyay on February 11, 2020. More than 500 students from various Departments of Alagappa University and its affiliated colleges participated in the symposium.

In his Presidential Address, Prof. N Rajendran, Vice Chancellor said, "Research studies reveal that among twenty six great ancient civilizations of the world, only the Indian and Chinese civilizations are the surviving ones in the contemporary period. Among these two, Indian civilization is considered to be the best and the strongest one. The ancient India was considered the knowledge capital as the then existing universities like Nalanda, Takshashila, Kanchipuram, *etc.* with their erudite teachers attracted students from all corners of the world. Our traditional educational and political ideologies and wisdom have helped many nations in formulating their basic economic and political principles", he added. "Owing to the colonial impact, our supreme traditional educational, economic and political values lost their strength and importance; and the European ideas and ideologies replaced them retarding the progress. Today we are in the process of rejuvenating the glory of our traditional, educational, economic and political values in order to make our country a superpower in the world. Keeping this view, the central and state governments have brought several India-centric developmental models and are earnestly implementing them", he stated.

Pandit Deendayal Upadhyay proposed many India-centric development models through his 'Integral Humanism'. He visualized a decentralized polity and self-reliant economy with the village being at the core. He propagated the idea that the growth of the individual should be the focal point in a nation's development. As an unparallel Social Philosopher, his ideologies are highly suitable and socially relevant for the contemporary situation of our country. He exhorted the youth to follow the principles and ideologies enunciated in the Integral Humanism of Pandit Ji, for building a progressive society.

Dr. Anirban Ganguly, Director, Dr. Syama Prasad Mookerjee Research Foundation, New Delhi, in his inaugural address said, "The ancient Indian tradition and cultural ethos have laid a strong foundation for our economic and political stability. Inscriptions found in Uttaramerur and other places show that, for thousands of years, we have followed an organized structure of economic and political models suitable to our nation. But the alien rule and western ideologies imposed in different spheres of administration in India erased the time-tested Indian ideologies. Several countries, which followed European models, have failed to sustain their economic and political progress. Now the time has come for us to follow and practice the India-centric economic development models as propagated by Pandit Deendayal Upadhyay for sustainable development of our nation. Our younger generation should be diligent enough to learn the ideologies of Panditji for the future glory of India; indeed it is the need of the hour", he added.

Dr S Iyampillai, Former Professor, Department of Economics, Bharathidasan University, Thiruchirapalli delivered a talk on 'The Relevance of Deendayal Upadhyay's Views on Economic Policy Making'. He said that economic democracy was the most significant concept of Upadhyay. By economic democracy, Upadhyay meant giving means of livelihood to every person and that too as per the choice of the person. Economic system must help in the development of every human being, he believed.

Mr. H Raja, Former Member of the Legislative Assembly of Karaikudi, Auditor R Sundaram, National Convener, Swadeshi Jargan Manch, New Delhi and Dr. Ashwini Mahajan, Associate Professor of Economics, PGDAV College, New Delhi offered felicitation. Prof. B Dharmalingam, Chair Professor, Pandit Deendayal Upadhyay Chair welcomed the gathering and Dr. C Balakrishnan, Assistant Professor, Alagappa Institute of Skill Development proposed a Vote of Thanks.

A Pandit Deendayal Upadhyay Study Circle comprising 36 Professors and Pandit Deendayal

Upadhyay Youth Cadets comprising fifty students of Alagappa University were initiated at the function to perpetuate the values and principles of Panditji. Dr. Anirban Ganguly, Director, Dr. Syama Prasad Mookerjee Research Foundation, New Delhi, delivered a talk on 'Philosophy of Integral Humanism and Development'. Dr. P Sakthivel, Professor, Department of Political Science and Public Administration, Annamalai University, spoke on 'Revisiting Political Ideology of Pt. Deendayal Upadhyay' and Dr. Ashwani Mahajan, Professor, Department of Economics, PGDAV College, Co-convener, Swadeshi Jagran Manch, New Delhi, delivered a special lecture on 'Integral Humanism: A Solution to the Present Economic Problems'.

National Seminar on Quality Parameters

A One-day National Seminar on 'Quality Parameters in School Internship Programme was organized at D M College of Education, Moga, Punjab, recently. The seminar was sponsored by college Development Council Punjab University Chandigarh. About 100 participants were there in the programme including the teaching and non-teaching staff members. The inaugural function was graced by Mr. Krishan Gopal, Vice President, D M College Management Committee as a Chief Guest. On the occasion, Dr. M L Jaidka, Officiating Principal of the college welcomed the Chief Guest and other dignitaries.

Dr. Gurmit Singh in his Keynote Address mentioned about the major role of central bodies, ICT and role of schools for maintaining quality in school internship programme. Educating all children will depend not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly. Prof Jaspal Singh described that teacher education is the back bone of society. The management of quality of teacher education is a great challenge for the policy planners in the changing scenario, Dr. Sandeep Kataria described that teacher education reaches out to the student teachers by providing the relevant knowledge attitude and skills to function effectively in their teaching profession. It serves to equip the student-teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession.

The technical session was chaired by Dr. Surjit Singh Daudhar, Former Principal, DIET, Moga. Dr.

Rachpal Singh, as the first speaker of the session highlighted the present position of schools and allotment of periods to the teacher trainees during school teaching practice. Dr Ajay Rana, highlighted how to make teaching practice more effective. Dr. Parmodh Bala spoke on the use of teaching skills. Dr. Surjit Singh Daudhar summed up the speeches and presented the report of the seminar and Dr. Rajni Uppal, Assistant Professor proposed a vote of thanks.

National Seminar on Insurance Sector

A One-day National Seminar on 'Insurance Sector: Reforms and Developments' was organized by Akshara Institute of Management Studies, Shivamogga, Karnataka, recently. The Industry Specialists, Academicians, Researchers and Students participated in the event. Dr. Veerabhadrappa, Vice Chancellor, Kuvempu University inaugurated the Seminar and spoke about the importance of insurance in developing economies like India and its economic relevance. Contrasting the current situation with international scenario, he emphasised on how society has an important and definite role in providing economic security to the most needed in the society. His concern was ever surging prices and the attitude of insurance companies. He stressed on the need pricing insurance produces on line of affordability and products matching customer requirements.

Prof CMA Narasimha Murthy, International Management Consultant, Insurance Specialist and Insurance Teacher, in his Keynote Address stated that even after 70 and odd years of India's independence, Indian Insurance industry is still lagging far behind. He quoted from ancient literature as to how Indian ethos always enunciated common welfare, but how in modern times the society has abdicated its responsibility. Citing dereliction of attention to fundamentals as the main reason for the current situation, he emphasised revisiting of fundamentals and the role of the society in providing economic security to the deprived segments. His point was that the government funds are for the downtrodden and society as an entity should build its own cover of economic security, through own funded insurance schemes. A point was made as to how western developed economies have progressed using Insurance as a tool. In this direction, all successive governments have brought out social security measures through social Insurance schemes like *Pradhan Mantri Jeevan Jyoti Bima Yojana*, *Pradhan Mantri Suraksha Bima Yojana*

and *Pradhan Mantri Jan Arogya Yojana – Ayushman Bharat*, etc. A thought was made as to how despite all the efforts the rural and poor peaople have been left behind. He stressed on the fact that a vibrant Insurance Industry in India can facilitate realisation of the new dream of five trillion economy, as it can generate investments through domestic savings, generation of immense employment and self-employment opportunities, increase in the living standards, and mitigate social misery of sickness. He also urged students and youth to explore the new vistas made open in Insurance sector by building competencies and up skilling and development of Skills. He reiterated the need for innovative insurance education. He identified many areas which deserve comprehensive research by the researchers and academicians.

Prof C S Thyagarajan RV, Company Secretary and Visiting Professor, Mount Carmel PG Departments of Commerce and Management, released the book brought on the occasion. He appreciated the effort of the Institute in bringing out an edited volume comprising selected papers accepted for presentation and stated how the current generation of students and researchers are better equipped to adapt to the ever-changing social environment. He encouraged the students to pursue specialised industry related education along with the University curriculum. Sri. Ashok Naik, MLA, Shivamogga (Rural) presided over the inaugural function. Prof. Madegowda, Dean, Academic introduced the guests and delivered his welcome address. Prof. Girisha, Director of the Institute proposed the vote of thanks.

After the inaugural function, Technical Session commenced and it was chaired by Dr Ramesh, Professor, Management and Finance Officer, Kuvempu University and the Keynote Address was delivered by Prof Jaswanth Singh G, Insurance (Insure Tech) and Pensions Domain Consultant and Faculty. Prof. Manjunath H R faculty member of AIMS was the rapporteur. In his keynote address on 'Insurance-The Road Ahead', Prof. Jaswanth Singh explained the importance of insurance and classification of insurance markets in India. He started with a few historical facts and data on insurance industry and went on to explain insurance costs, insurance underwriting, various insurance distribution channels, role of technology in insurance, innovations in Insure-Tech and developments across the globe in Insurance industry. He further mentioned about the latest

regulations promulgated by the regulator, which will be effective in the year, 2020, latest budget updates on insurance such as Insurance cover for deposits increased from Rs. 1 lakh to Rs. 5 lakhs, disinvestment and listing of Life Insurance Corporation of India, NIRVIK (Niryat Rin Vikas Yojana) scheme to provide high insurance cover for exporters, etc. Continuing his thoughts, he also explained a few insurance terminologies, focused on a few important regulations on policyholders servicing prescribed by IRDAI. He further elaborated on major highlights of Insurance Laws (Amendment) Bill, 2015 such as insurance penetration, government initiatives and relevance to Indian markets. He further emphasized on probable future prospects and career progression in Insurance sector. He further drew attention that India will witness a growth in insurance with the help of technology. He concluded with the role of New Age Micro Insurance Companies in Financial and Insurance Inclusion which has been suggested as a recommendation, emphasizing the true potential in the Indian insurance market of having a Micro Insurance Company and updated that culminating on similar thoughts, a committee is setup in IRDAI to explore the possibilities of a specialized micro insurance company in India

A few well-articulated, informative and technical research papers on themes covering opportunities and challenges for academic and technical researchers, setting up a Micro Insurance company as financial as well as insurance inclusion, the Pioneer of Insurance - Actuarial Science, deposit insurance scheme, Indian insurance industry trends, Insurance as an Investment avenue and awareness, role of government in the socio-economic security, perception of policyholders towards insurance plans, relationship between reforms and business growth, digitization and growth in insurance sector, *Ayushman Bharat*, Postal Life Insurance, performance evaluation of Insurers, consumer behavior towards insurance plans, Insurance education and role of education, health care and quality of services were presented on the occasion.

Sri Manjunath, Management Consultant delivered the valedictory address summing up the proceedings of the seminar, and highlighting importance of availing lucrative career in Insurance and the need to equip with necessary skills through academic and technical programmes and certifications. Prof. Madegowda presided over the valedictory function and summed up the proceedings.

Conclave on Quality at FrOQ

A two-day Conclave on 'Quality' was organized at Acropolis Group of Institutions, Indore, Madhya Pradesh, recently. The group named 'Friends of Quality' had conceptualised the idea of conducting a Conclave to define the commonly acceptable 'Philosophy of Quality'. The event was sponsored by the Acropolis Group of Institutes, Indore. Dr. Ramesh Kasetwar Founder of 'Friends of Quality' (FrOQ) welcomed the gathering. Mr. Sojatia, Acropolis Group of Institutions shared his insistence on quality. He delivered inaugural address and highlighted the role of quality in his career as well as setting up Acropolis Institutions. The programme continued with the presentations by eminent professionals functional in the domains of academics as well as industries; who volunteered to contribute to the society through quality initiatives.

Dr. Ramesh Kasetwar, in his presentation defined that quality has to be felt and experienced only by the end user. Dr. Anil Rao spoke about his industrial experiences related to quality. Prof. Harish Nagar talked about expectations of quality in research in India. Dr Pratosh Bansal Professor, Department of Information Technology, Institute of Engineering and Technology, Devi Ahilya Vishwavidyalaya, Indore talked about 'Best Practices in Higher Education-Bench Marking and Standards'. Dr. G Karuppusami, Dean, Research and Innovations, Sri Eshwar College of Engineering, Coimbatore outlined the essence of 'New Education Policy of Government of India and its Quality implications on existing institutions'. Dr. Madhukar Sheshadri, Former Advisor, NAAC shared his experience on 'Quality'. He specifically mentioned that every policy has a shelf life. Ms Gokhale Bhara explained about the expectations of quality from / by industry. Dr Ender Pal Singh, Professor, Apeejay School of Management, Dwarka, New Delhi spoke on 'Brain Rules for Everyone'.

Mr. Ajay Bhagwat, Expert in Outcome Based Education Philosophy outlined about 'Competency Profile Mapping with Courses'. Prof. Geeta Santhosh, Head, Faculty of Computer Applications, AITR explained her experiences and experimentation with quality in her own life. Dr. Prabhat Kumar Singh**,** Professor and Head, Department of Civil Engineering, IIT (BHU) Varanasi narrated on the topic 'Human Development: Quality Perspectives in Ancient and Modern Thoughts". He said, "Persons, processes and products are currently the focus of quality improvements and development." Col. Deogirikar Pramod, in his speech categorically said, "Collapsing any Nation does not require use of atomic bombs or the use of long range missiles. But it requires lowering the quality of education and allowing cheating in the examinations by the students". Er. Rajesh Nangare presented his views on 'Various Aspects of Publications; Choosing Content for Publication, Selecting Proper Title and so on'. At the end, Col Sinha KNP, Er Vijay Warikoo and Er. Mujtaba Lokhandwala presented the reflections of the day.

There were deliberations from experts of quality. Dr Ramesh Kasetwar outlined twelve principles to improve quality in Higher Education Institutions (HEIs). He said that HEIs have to ensure employability of the graduating students. Mr. T K Anand Prabhu, Founder of Institute of Ideation, Indore deliberated on the topic 'Quality of Thinking for Idea Generation'. He outlined various idea generation techniques. Dr. S Karunanidhi, an outstanding Scientist and DRDO Director, Hyderabad explained the linkage between ancient education system and the present education system. His speech was highly innovative and he spoke about the modern day research and quality terms and he explained how ancient epics also addressed the term. After analysing

all the deliberations, it was felt that in spite of the sincere efforts 'Common Minimum Acceptable Explanation (CMAE)' for 'Quality' could not be finalised. It was decided to continue the efforts through various methods. Prof Ramesh Kasetwar also presented various resolutions to be passed during the conclave. ∎