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**TKM INSTITUTE
OF MANAGEMENT**



The Legacy of TKM College Trust

The TKM College Trust was founded by Janab A.Thangal Kunju Musaliar, a successful industrialist, philanthropist and businessman. Born in a middle class family on 12th January 1897 at his ancestral home in Kollam. Janab Thangal Kunju Musaliar built up a vast business empire which dominated the cashew export trade in the 1940s and 50s. As a man of extra ordinary vision, he foresaw the tremendous importance of education and this led to the establishment of the TKM College Trust in the year 1956. T.K.M. College of Engineering, the first private Engineering College in Kerala, was set up by the Trust in 1958 followed by the T.K.M. College of Arts and Science in the year 1965. Janab Musaliar passed away on 19th February 1966 after an illustrious career that paved the way for advancement of professional education in Kerala.

True to the vision of its founder, the TKM College Trust has, over the years, added several other educational institutions to its fold - The TKM Institute of Management in 1995, The T.K.M. School of Communication & Information Technology in 1996, the T.K.M. Centenary Public School in 1997, the T.K.M. High School and T.K.M. Higher Secondary School in 2000, the T.K.M. Institute of Technology in 2002 and the T.K.M. School of Architecture in 2014.

Today, the dream of the late Janab A. Thangal Kunju Musaliar of uplifting society through education has to a large extent been fulfilled. His life exemplifies greatness in its true sense. Several of his initiatives, innovations and achievements are standing monuments in the changing national and global scenario. No wonder that the Government of India has thought it fit to issue a commemorative stamp in recognition of the services of this great man in 2001.

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From the Desk of Chief Editor

NATIONAL EDUCATION POLICY AND HIGHER EDUCATION INSTITUTIONS - SURVEYING THE IMPACT AND THE INCIDENCE

¹Jb. T.K. Shahal Hassan Musaliar

¹Hon.President, TKM College Trust

The National Education Policy (NEP) 2020 is a subject of significance to the education sector as a whole. Influenced by the content of this Policy, all educational entities including higher educational institutions (HEIs) have to redraw strategies. The Policy is a comprehensive framework for change in the education sector. Educational institutions need to equip themselves to meet the challenges of the changed scenario. It is imperative that every institution must draw up a perspective plan for future growth.

There is a need to look in to several issues arising out of the contents and implementation of the policy. The deliberations among HEIs also need consultative expert opinions from key personnel and stakeholders. HEIs should be guided by the output of reflective thinking and move along to strategic paths.

The recommendations of the National Education Policy (NEP) 2020 point to a new education model for revamping the higher education system of the country. It suggests moving over to a modern curriculum to ensure that the pedagogy

reflects the aspirations of quality. The Policy aims at achieving full potential of students, developing an equitable and just society, and promoting national development through skilled human resources. It underlines that quality education is the key to India's future progress.

For the benefit of India's youth, HEIs must capture this opportunity of change provided. India's HEIs ought to reflect the rapid changes in the global knowledge landscape. Big data, machine learning, and artificial intelligence etc. must be a routine part of the new curriculum.

While the NEP will help India in its bold journey towards providing equitable access to quality education, there are a number of challenges. Iniquitous education, adverse teacher and student ratios, poor pass percentages, lagged adoption of futuristic technology, gender disparities in education, non-inclusive nature and prevalence of socially disadvantaged segments etc., call for deft handling along new paths to education.

NATIONAL EDUCATION POLICY: CHALLENGES AND FUTURE PROSPECTS

¹Jb. T.K.Jalaluddin Musaliar

¹Hon.Treasurer, TKM College Trust

The National Education Policy, 2020 is a landmark in the history of education in India. The policy is comprehensive and far reaching. It will play a major role in the nation's future growth. The policy emphasizes a learner centered and flexible system and seeks to transform India into a vibrant knowledge society.

The NEP makes sweeping reforms in school and higher education including teaching. Some of the features of the NEP 2020 which indicate big changes are:

- i. A single regulator for higher education institutions,
- ii. Multiple entry and exit options in degree courses,
- iii. Discontinuation of the M Phil programmes
- iv. Lower import to board exams ;and
- v. Common entrance exams for universities.

My understanding is that with the NEP, the higher education system will now be more information-centric, technical knowledge centric and innovation-centric. I have no doubt that current topics like Artificial Intelligence, Design Thinking, Data Analytics, Machine Learning, etc will get greater prominence. To my mind, some of the issues that need attention while implementing NEP are;

- a. The mention that the affiliation of Colleges will be phased out in 15 years – how exactly will the new structures come up?
- b. The establishment of multi-disciplinary institutions for higher education replacing the single-disciplinary ones – what steps must be taken for a smooth transition?
- c. Private institutions may need greater public support at least in the initial stages so as to build education hubs of reputation. We have to discuss on how we can build nationally and internationally important educational institutions.
- d. The need to build adequate digital infrastructure to take blended learning forward – how can we ensure that we are adopting all modern techniques to build for the future.

If the above queries are properly addressed I am sure that National Education Policy will open an avenue to give a face-lift to the higher education sector in the state and could transform Kerala into a destination as a global education hub.

Note: Presidential Address, Research conference on National Education Policy and Higher Education Institutions: Surveying the impact and incidence, organized by TKM Institute of Management, on 2nd December 2021

NATIONAL EDUCATION POLICY 2020: A STRATEGIC LEAP TO THE DEMAND OF OUTCOME BASED LEARNING

¹ Prof. V.P.Mahadevan Pillai

¹Vice Chancellor, University of Kerala

I. INTRODUCTION

Education in India is in a state of transition in the context of introduction and implementation of NEP 2020. Government of India has adopted the New Education Policy 2020 as an initiative to make education more holistic, integrated, flexible and transformative. It is significant to note that this policy is replacing the Education Policy of 1984 that was drafted 35 years ago. We are looking at education in the context of technology up gradation, renewed emphasis on innovative skills and the drive to deliver 'outcome-based' learning as demanded and as required by the society in general and the nation in particular.

The broad objective of the policy is to bring about a drastic change in the education by 2040 and make education learner centric and more joyful. Learning in mother tongue, learning in tune with development ahead are the highlights of school education.

I would like to focus on NEP 2020 in higher education sector. Enhancing the gross enrolment ratio to 50 percent, promoting inter disciplinary education and ensuring flexibility in learning are the key highlights of the policy in higher education. Creating a congenial learning ecosystem and promoting best use of technology are the other unique features; some of the policy references and its implications also need special mention.

II. ACADEMIC FLEXIBILITY

The idea of having flexibility in undergraduate program is well understood with three exit options as well as the option to break out for work or to move out to other institutions, other universities for continuity. Undergraduate program students are awarded certificate after they complete year one; a diploma after they complete year 2 and a final certificate after they complete the third year with assessment. There is also an option for multidisciplinary behavioral degree with four options. Students are given liberty for liberal learning and given re-joining options.

There are several issues here in a nation like India where higher education is so complex and diversified. We have over 1,000 universities which belong to different categories like central universities, state universities, deemed to be universities, private universities, spec. aliased Universities and so on. Same is the case with the typology of colleges. Uniform curriculum or syllabus or even program structure do not exist, credit transfer would require better regulations and policy guidelines on how credits are awarded and for what content transacted and assessed, the flexibility should not create dilution in standards.

The concept of Academic Bank of Credit is again a good idea in terms of storage of academic credit gained. Along with the digitalizing of degrees awarded, it

will help keep proper documentation and inventory of academic credit for common use without having fake degrees in circulation. Academic Bank Credit uses the 'digilocker' under National Academic Depository but how the credits can be considered for the final awards of degree and which university will be awarding the entity under conditions of exit and transfer, needs clarity and supportive intervention at the regulatory level.

III. CRITICAL MASS ON CAMPUS

Having a Critical Mass of students and faculty in campus is essential for best learning ecosystem and best use of resources in the form of laboratory library and digital resources. Clustering of higher education and creating necessary infrastructure for the Critical Mass is a challenge to be addressed. Multi-disciplinary education and Research University at par with IIT and IIM to be setup as models of best multidisciplinary education of global standards is an excellent idea. To promote research with a huge corpus for research funding through formation of a National Research Foundation is another great idea.

Currently universities are burdened with resource constraints and consequential impact on academic standards- there is constrained less focus on state of the art. Research specialization is essential. Research University would help in creating greater emphasis on the research facilities and thereby supporting creation of intellectual property with the transitional research on focus. The control and regulation of Higher Education institution comes under a single Higher Education Commission- this would make one revisit the idea of

re-centralization and might impact academic autonomy as well.

IV. EMBRACING TECHNOLOGY UNDER A DIGITAL DIVIDE

The use of technology in teaching and learning and emphasis more for online books and online learning is definitely good for accessibility and inclusive growth. However, the digital divide in the country should be challenged to ensure planned access and ensure balanced regional growth. The idea of skill embedded learning and continuous learning need to be appreciated in terms of addressing employability and mobility of learner's life-long learning and competency building initiatives. These are a part of leading pedagogy. Phasing out a system of affiliated colleges in 15 years and replacing the same with a system of colleges with the graded autonomy is a policy change which needs to be examined under the conditions in which higher education Institutions are now operational. All efforts have to be put in place to ensure accountability with the autonomy and benchmark the standards for implementation of quality practices.

On the challenge that the NEP addresses, some of the deficiencies affecting the optimal learning conditions include the following: (a) a number of students lack the key prerequisites required for their chosen program of study; (b) many are unable to complete their program study within the prescribed duration (c) still grave is the fact that on completion of their courses students do not achieve the decided program gaining outcomes there by failing to demonstrate the expected graduate attributes.

As an educator, I am aware that Curricula are sometimes not appropriate to the current day and future socio-economic needs particularly in industry, employer, and government. As a result, students are not equipped with modern day life skills for 21st century skills.

A great concern is that while a large number of graduates lack employability skills, the syllabi and structure of the program or courses of study remain rigid and the narrow and lack a holistic approach to knowledge and skill acquisition's. In contemporary times, these have to be multidisciplinary, interdisciplinary, cross-disciplinary. For example, students studying Science and Technology do not receive opportunity to take up courses relating to music, art, literature humanities, social science etc. and vice versa. Colleges which are the breath of higher education system are connected with universities through an affiliating system where universities design syllabi conduct examinations and award degrees. While teaching is done by colleges, the lack of autonomy in designing curriculum by the faculty in the affiliating system is a great constraint as it is top down approach.

The pedagogical practices in most higher education institutes continue to remain centred predominantly around learning through rote methods and lecture methods. Opportunities for participating and collaborative learning methods that promote critical thinking and analysis discussion and application emphasize on the external assessment of students with the inadequate formative assessment is yet another problem. There is a mismatch between the degrees and the competencies assessed leading to a crisis of legitimacy of the examination and qualification system. Many higher education institutes lack in quality and in

innate strength of faculty. There are too many faculty members who are now on temporary appointments with low salary and job insecurity. Faculty vacancies against permanent roles remain extremely high - faculty vacancies in the central universities are reported to be over 30 percent and other universities the number is generally even worse. Contractual appointments have become the norm. This is true for both public and private higher education institutions. Also, heavy teaching loads with extremely high student ratio in each class sometime even higher than 50 to 1, leave a little time for adequate preparation of classes for students' interaction, let alone time for research or other University activities and services. As a result, the standards of teaching and research at a significant proportion of Indian universities are far below international standards. Limited opportunities for professional development the opportunity for induction training for initial professional preparation of newly recruited assistant professors and continuous professional development of incumbent faculties remains limited. Consequently, the faculty do not have adequate opportunity to improve their performance in the area of teaching research and scholarship or to learn about new fields and frontiers or to apply new pedagogies.

Industrial application delivery models and use of technology to enhance learning would achieve excellence in research and scholarships. Students' support systems are currently limited in higher education while some form of adequate support may be available, they are neither institutionalized nor uniform across higher education institutes, the grievances handling and controlling services that provide an emotional

support to learners to face much stress are generally found to be missing. Effective learning requires a comprehensive approach that involves appropriated curriculum engaging pedagogy, continuous formative assessment and adequate student support. The curriculum must be interesting and relevant and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High quality pedagogy is necessary to successfully impart the curricular material to students. Pedagogical practices determine the learning experiences that are provided to students. They do directly influence learning outcomes. The main teaching methods must be scientifically designed to continuously improve learning and test applications of knowledge.

The various initiatives mentioned above will also help in having largest number of international students studying in India and provide greater mobility to students in India who may wish to visit and study with transfer credit for carrying out research at Institutions abroad and vice versa.

Courses and programs in subjects such as Indology, Indian languages, Ayush systems of medicine, yoga, arts, music,

history, culture, and modern India, as also internationally relevant curriculum in the sciences and social science would offer meaningful opportunities. Global quality standards should attract a greater number of international students and achieve the goal of international initiation in enhancing access to higher education through an innovative curriculum.

Technology skill management and with the flexibility in learning and autonomy are presented in a planned fashion under new education policy 2020. Implementing the same obviously requires corrections in the existing system. We must ensure practice considering the ground realities of the nation and its diversity in terms of current systems, current practices and supportive services.

We need to approach NEP in a planned manner and make sure that standards are well set, such that we reach successfully, the goal of planned deadline of 2040.

Note: Inaugural Address, Research conference on National Education Policy and Higher Education Institutions: Surveying the impact and incidence, organized by TKM Institute of Management, on 2nd December 2021

NATIONAL EDUCATION POLICY 2020: IMPLICATIONS FOR EQUITABLE AND INCLUSIVE EDUCATION

¹ Prof. A.H. Kalro

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It is too early to survey impacts and the incidence of the National Education Policy (NEP 2020). We have to await implementation, but at the outset, I want to say that when I first read the details of NEP2020, I was very excited because it was after a very long time that the Policy has been revised, as the Honorable Vice Chancellor mentioned. This document charts the policy direction that the country should follow, not just for education in general, but higher education in particular.

As I speak today, there may be some parts of the NEP on which I may appear critical; that of course is the job of any academician. Also the theme that I have been asked to speak on indeed forces me to delve deeper into what we may have also liked to see in NEP 2020. I will stay away from reading the major recommendations that have been made in NEP 2020 because they have been so well summarized and articulated by the Honorable Vice Chancellor of Kerala University. He has also spoken about the other challenges that need to be addressed. And with whatever time is available to me, let me talk about problems that we expect to face in the context of the theme, equitable and inclusive education. But first, I would like to refer to what education has been like in India over the centuries and what we have benefited from the educational institutions that we had, in terms of

providing leadership to the world. India has been and continues to be a vast and deep ocean of knowledge, wisdom, spirituality, and cultural diversity. It gave the world the first universities established. One of them, the Valabhi University, was in present day Gujarat. Takshashila and Nalanda are a reminder of our investment in and contribution to education. Scholars from around the world visited them, studied there for prolonged periods and wrote about their experiences. India's contribution to science, mathematics, economics, astronomy, public policy, governance, strategy, and even medical sciences are legendary. It continues to produce the best scholars and professionals who drive innovation and research in various professions world over. There are over 12 individuals of Indian origin, who have had their foundation education in India, who today head the leading technology companies in the world. Also, we know that the entire medical infra-structure in UK, the NHS, is managed mostly by Indians and other Asians. Several firms in Silicon Valley, USA have been promoted by Indians. I need not add about the eminent positions people of Indian origin have in the higher education system in the US, and the contributions that they have made to generation of new knowledge, research, and innovation. Now the present day capability of the country in science, particularly information technology,

space sciences, nuclear energy, renewable energy resources, advanced medical treatment, are all noteworthy. I also believe that all this has been possible because of the strong foundation provided by our diversity, spiritual and cultural heritage. It is said that the British sought to subjugate India by attacking the core of its education system, what we studied, who had access to it, by regulating the supply and the system itself. Indeed it was Lord Macauley who said “if you want to subjugate India, take control of its education system”. And he went about systematically doing that. We know that in spite of the rich contributions of India to education, years of British rule did not witness much progress. In post-independence era also, there have been many concerns. The fact remains that a vibrant and admirable education system went for a toss, and this has been going on for long in post-independence India. There are concerns also about commercialization and profiteering, particularly in higher education. The National Education Policy 2020 was long overdue.

I do not want to through the detailed recommendations of NEP 2020 as such. Instead I would like to talk about some of the issues that we will have to grapple with as we go forward. And by the way, even when we talk about issues, we have to look at them in two contexts, one for the country as a whole, and the other in terms of challenges that individual institutions like TIM will have to address if they are to compete successfully in the new landscape and make a name for themselves in terms of the education that they deliver. The latter was basically the crux of the issue that Dr Jayaram Nayar presented to us. But there are larger issues pertaining to the country as well,

and I hope that this Seminar that we are participating in will actually address both sets of issues, those of individual institutions and secondly of the States and the Country. States have equal right and responsibility as the Centre in framing policy in education and implementing these policies because education is in the concurrent list of the Constitution of India. Also of course, as I said, individual institutions, like our own institute the TIM, where I am a member of the Governing Body, have to address implementation issues.

When I say the larger issues and the complex issues that we are grappling with, I will be brief because of the time limitation. I have only picked up the very few important ones that I wish to highlight. Some of these were also mentioned by the honorable vice chancellor so there may be some repetition. First and foremost, very large numbers in classrooms; second highly compartmentalized and fragmented education system; third early specialization with no idea at all of what is happening in related fields. Fourth, programs now are not at all outcome or learning based, and there is very little emphasis on cognitive skills and learning outcomes. Fifth, evaluation systems emphasize rote learning as well as memory recall and are not a test of ability to perform tasks which are intended to be performed as a result of having acquired skills and knowledge. Sixth, the sacrosanct cohort system. On the one hand we say learning is life long, on the other hand we say that if we are not part of the cohort, we are out of the learning system. Seventh, employability of our graduates. By the way, this is also true for management graduates, and this is particularly important for us at TIM. It is said that not more than 22-23% of

students graduating from management schools are employable. Companies which recruit them have to invest substantially in them to make them productive. Eight, the outdated and irrelevant curriculum also mentioned by the honorable vice chancellor. Nine, our institutions are over regulated and controlled by the State and affiliating Universities. Ten, very large affiliating universities resulting in poor standards. There there is no time available to anybody to look at what needs to be restructured because of the developments, progress and changes that are happening in the outside world. There is more and more, if I may use the term, policing, instead of innovation. Institutions have no freedom to innovate, modify curricula, and introduce relevant market oriented programs. Eleven, there is little or no emphasis on research and there is very limited research funding. Twelve, the performance appraisal systems are either absent or are very poor and there are no incentives for those who perform well at the faculty level. Thirteen, there are no or very poor institutional governance mechanisms at college level. At university level they are mostly politicized bodies formed to appease different constituencies. Fourteen, poor resource generation. The state expects promoters to run institutions as charitable initiatives and I don't know how long we want this charity to continue. We all forget the significant role that these institutions play in the development, growth and wellbeing of the nation and Society. Instead, we burden them with all kinds of regulation on admissions, fees, academic processes, and continue to pander to local groups or certain political groups, thereby making the institutions non-viable in the process.

Many of these issues are sought to be addressed and redressed in the recommendations of NEP 2020 which are not only a breath of fresh air but are also path breaking and challenging radical reforms, I want to reiterate my stand that I fully support the recommendations made in NEP 2020. They were long overdue. They are both a challenge as well as an opportunity to reform and galvanize higher education in the country. We must move fast to marshal resources and implement the major recommendations.

Unfortunately most states in India still have no clarity on what is to be implemented and how. Few weeks back in the state of Gujarat, there was a news item that the education department has mandated implementation of NEP 2020 by the next academic year. Several committees were formed and tasked to see how this has to be implemented by the universities and colleges. We have already gone through multiple committees and several rounds of seminars which have only resulted in more delays and lethargy in administration. I only pray that we shall really start implementing from the beginning of academic year 2022.

NEP 2020 does not answer all the challenges and issues that we presently face. Of particular concern are implications for equitable and inclusive education, the theme that you have correctly identified as one which goes beyond the self-interest of individual institutions.

Over 20 percentage of colleges in the country have an enrollment less than 100, less than 4 percent have enrollment above 3000, and you know that is the magic number that has been cited in NEP 2020 which we want to achieve to

function as autonomous universities and institutions. Thousands of colleges have no faculties, majority of colleges offer single stream education, there are very few higher education institutions that teach in local languages, and most important, many have limited access, particularly those in socioeconomically disadvantaged areas. NEP 2020 has also identified and highlighted the ineffective functioning of regulatory mechanisms that hinder innovation, the prevailing poor physical and technological infrastructure and the very high cost of providing these in many parts of the country.

We have been starkly reminded about all these problems as we grapple with online education in the context of the Covid pandemic that still does not go away. The vast majority of our colleges are not accredited by anybody. There is a very big divide between the urban and non-urban areas, between the rich and the poor, the developed and not so developed areas; in fact there are two India's we have in the country, one within the other. Paradoxical as it may seem, that is the situation in the country in general and it is true of education as well. Unfortunately, while it is essential that these gaps are bridged at the earliest, these issues are not receiving the attention they deserve.

Education is in the concurrent list of our Constitution as I mentioned earlier. States have both the right as well as the responsibility to initiate policies and reforms, implement them post haste and not take years to ponder over them and then see them diluted. Let me just site a few concerns in the context of what I just mentioned about the situation we have in the country.

I believe many institutes and colleges will be closed down because of the NEP 2020 recommendations on size, multidisciplinary, vocational studies, faculty requirements and need to augment technological resources. The option of clusters is likely to be impractical for colleges in semi urban and rural areas, so the objectives that we want to pursue for improved quality education may not actually come about. This will create huge problems of access, equity and high cost of education. As there will be no affiliation system and small colleges cannot exist, they will all have to form clusters to be able to provide a multidisciplinary, interdisciplinary education. The degrees granted by these colleges may have very little value because of the removal of the brand of the affiliating institution. They will face tremendous challenges in linking with employers and other beneficiaries of education the system itself, The cost of delivery is also bound to increase substantially. These are very serious challenges by the way, but unfortunately very little attention is being paid to them. I would even dare to say that no attention is being paid to them.

I am not an expert on Kerala, I left Kerala in 2004 when my term as Director of IIM Kozhikode ended. I do visit occasionally, thanks to TIM and other institutions in the State. I love Kerala, after all it is God's own country. I am not familiar with recent developments in the State in the education sector, except to say there are some bright stars on the horizon and I am happy to tell you today that one of the bright stars is the Indian Institute of Management Kozhikode which is now ranked 4th in the country in management education, has multiple international

accreditations, and indeed it is poised to even climb the ladder further. Higher education institutions can thrive with good governance, autonomy, are properly led and when facilitating policies are in place. Success does not depend only on financial resources and subsidies from government. They generate their own resources, so I believe that we need to supplement the far reaching recommendations of NEP 2020 with appropriate structures in the organization of higher education and appropriate policies at the state level to reap the benefits from the reforms proposed.

Finally, I would like to propose a major structural issue that needs to be debated and acted upon. Just as we have primary, secondary and tertiary levels of healthcare system in many countries, we need to develop similar architectures for education in our country. The NEP provides for exit after 2 years with an appropriate certification, but the way it is worded is as if it is part of a larger program and that the larger program has been left incomplete if somebody is exiting. If we want somebody to play a productive role in society then this 2 year programme must be a complete programme in itself producing graduates

with specific skills and are employable, with a provision subsequently to pursue a further higher education, a longer education, a degree level education, a post graduate education in the remaining 2 years and beyond, at the university level if they so desire. We must think about (i) Community Colleges, (ii) Colleges which offer multi-disciplinary degree programs, both under graduate and post graduate, and (iii) Universities which offer research based degrees. Individual requirements and compulsions, market requirements, and societal needs can all be then addressed in a seamless manner.

I thank TIM for providing me this opportunity to participate in this important seminar and I will look forward to the recommendations which will emerge to guide us all in the reform of higher education in the country in general and the state of Kerala in particular.

Note: Technical Session 1, Research conference on National Education Policy and Higher Education Institutions: Surveying the impact and incidence, organized by TKM Institute of Management, on 2nd December 2021

RESTRUCTURING HIGHER EDUCATION INSTITUTIONS POST TO NATIONAL EDUCATION POLICY 2020

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¹Regional Officer & Assistant Director, AICTE

As we all are aware that there is a major revamp in the framework of education after 34 years and that's why it is the need of today. To become aware about all those things what are restructuring, what are the possibilities? What are the components there in the National Education Policy? And that is why I first congratulate the convener of this program and the management and also the participants who show their interest in attending these types of changes and what are the possibilities to be required to be done in following the NEP2020 for the development of our country.

First as I would like to state in the beginning that some few things that is the close coordination between the industry and education system is required to revolutionize the industrial sector as we know that the argument near Barrett is to be supported by the highly qualified outputs from our educational institute as earlier time it was there particular institution there is generally there is very little focus on the outcome based education and now your days there is the transformation in educational system we are observing there is the outcome based education is the traditional education is converted into the outcome based education and it is a need of hour and there is much more close coordination in between the industry who are the stakeholder of that educational institution output that is the

student and hence such a close coordination in between the industry as well as the academic institution must be necessary. For all, right mix up investment in physical and human capital can be used in an era or sustain growth promotion of industry institution interaction or developing new products services and returns are important.

Second thing is that, as we know the government in pandemic has ran post the need to rethink on physical technological and social infrastructure including education, health, innovation and digitization, which are not only welfare enhancing but also growth inducing blended learning is here to stay as we know that on before the start of this pandemic there is only the classroom teaching and the laboratory experimentation is going on majority of the changes which is offered in the classroom teaching and which becomes the world in the virtual mode and hence there is a need to develop such a blended learning process giving in view of the future unexpected changes will happen so that is most important.

Next one, we should address the need to have more of job creator rather than jobseeker. As we know that entrepreneurship development is most important and the government is also taking number of steps for entrepreneurship development and hence its near top is locational institution

calculate such value among the student to become a job creator instead of the job seeker.

Next one is to follow up the implementation of NEC that is the development of high-quality institutions which is an academic excellence and promote innovation. We shall look for path breaking research and development programmes and equitable dissemination of knowledge. Given this changing scenario here the third major revamp of the framework we had in India since independence is cleared by the cabinet in the form of new education policy.

I am still introducing several changes in the Indian education system from the school to the college level the major revamp in higher educational institute in India to be a global knowledge superpower. Multidisciplinary education and research universities multiple edges are entry in higher education academics completely to facilitate transfer of credits the National Research foundation for funding research a single umbrella body for the entire education. How did you get some Commission of India excluding medical and legal education National Council regulation general education council? Our education grant consul dictation consul national education technology forum audios of technology in education national educational qualification framework et cetera. The national education policy aims to facilitate participatory and holistic approach which takes into consideration, feel experiences empirical research stakeholder feedback as well as lesson learned from best practice.

Best practices are a progressive step toward a more scientific approach to education. The present structure will help to counter the ability of the child

stages of development as well as social and physical awareness if implemented in its true vision. The new structure can bring India at war with the leading countries of the world. So, I move forward to the restructuring of higher education institutes NEP2020 that the topic which is assigned to me here, the first of the nep in higher education is to end the fragmentation of higher education by transforming higher education institutions into larger multidisciplinary institutes university colleges and higher education institute clusters each of them to have 3000 or more students. This is the highest recommendation of this policy this will help educators and around promoters to hold large full on fire front communities of scholars and yes as well as every student to gain knowledge and expertise in various disciplines I university under nep will mean a multidisciplinary institution of higher learning that offers undergraduate programmes with high quality teaching research and community engagement. this university will allow a spectrum of institution that range from research intensive teaching intensive universities I turn off want a granting college will report to a large multidisciplinary institution that grant undergraduate degrees and it's primarily focuses on undergraduate teaching through it will be not be restricted to that any chance start for a period of time all existing higher education institutes and a new higher education institutes will evolve into research intensive universities picking teaching universities and autonomous degree granting colleges this will require mapping existing higher education institutes in a rationalized manner to achieve the new institutional architecture for higher education this particular move helps that

you can to run promoters to identify their strengths and to haul into Research Institute that teaching university and the autonomous degree granting colleges which are large multidisciplinary institution as well as help student exposure to better resources and quality of education. Our stage wise mechanism for granting raided autonomy topologist through transparent system upgraded accreditation will be established origination institutes will have the autonomy and freedom to move gradually from one category to another category, and based on their plans action on effectiveness this three broad types of institutions are not in any natural way origin. Close generally categorization but are a longer continuum the dictation system will develop and use appropriately different and relevant norms further that's three categories of higher education institutes .This particular home provide educator and promoter are autonomy to ship from one category to another based on their planned action add effectiveness as well as help to promote the student high quality of teaching learning process at all across all the disciplines change the process of structural change will take time all higher education institutes will mostly first plan to become multidisciplinary and gradually increase student strength to the desired level the higher education institutes with large land areas will be supported to substantially increasing student intake .Multi-disciplinary capacity and residential facilities this particular hill move educator and promoters to provide multidisciplinary courses as well as provide student of vibrant campus with opportunity to gain knowledge and expertise in various disciplines. single stream higher education institutions will

be phased out over the time And all will move toward becoming vibrant multidisciplinary institutions are part of vibrant multidisciplinary higher education institute clusters artistic groups offering either professional or general education the policy and message that there shall by 2030 be at least one last multidisciplinary higher education institute in or near every district broad will be in both public and private higher education institutions with a strong emphasis on developing a large number of outstanding public institutions a system of affiliated colleges will be gradually phased out over a period of 15 years through a system upgraded autonomy and to be carried out in a challenge mode the present complex nomenclature of higher education institutions in the country such as time to be university affiliating university affiliating Technical University unitary university shall be replaced simply by university on fulfilling the criteria as per the norms course.

Higher education's institutions will focus on research and innovation by setting up startup incubation centers technology development centers, centers in frontier areas of research, greater industry academic linkages and interdisciplinary research including humanities and social sciences research. NEP disciplinary education how did you get on institutes shall include credit best courses and project in the areas of community engagement and service environmental education and value based education an academic bank upgraded which will digitally store the academic raided an from the various recognized higher education institutes so that the degrees from And institute can be avoided taking into upper accounts of credit and by the students how did you

get any stickers shall also move away from high stakes examination towards more continuous and comprehensive evolution nep India will be promoted as a global study destination providing premium education and affordable coin an implement that international students office at each higher education institute hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad research thinking and teaching collaborations and faculty student exchanges with high quality foreign institutes will be facilitated high performing Indian university will be encouraged to set up campuses in other countries similarly selected universities for example those from the among the top 100 universities in the world will be facilitated to operate in India they enable focuses on trying to ensure large number of international students studying in India and greater mobility of students in India to visit study add transfer credit to or carry out research at institutions abroad to conclude before concluding I want to say few things about the All India council for technically location in this regard so I first thankful to the competent authority of All India council for technically that competent authority has introduced many other things in line with the NEP2020 that first one as we know that the authority has introduced the concept of battle Academy two providing the train to the technical hacker team members specifically focuses on the national perspective plan on the basis there is the some emerging area has introduced an to facilitate the faculty members of the city upper institutes compatible with that emerging area such training must be required and for that there are training centers through that the training in emerging area is

provided to the faculty member and ultimately it serves the purpose of that emerging area and ultimately it has in the that implement is enough in EP next thing is as we know they add model training technical teacher training is also introduced on the basis of that as we know the newly entering faculty member in the technical institution who having the less than five years' experience they must be complete that add bullet training to get it permanent and those faculty member who are having the experience more than that there is the another model is developed so as to that provide the time base that knowledge to the faculty member who is serving in the technical education as you are aware that the intensive policy for the student is introduced by the authority so that intercepted the student is most important as we know that there is the industry and academia interaction is there for the entrepreneurship development and that is the one of the more important that region of the in 2020 so far in line with being an appointment is such intensive must be provided to the student by the industry and that is also the one of the important thing that is mandatorily introduced by the then new student which entering into technical institutions intensive programme for the student is mandatory so to get familiar with the that after 10 + 2 that student is

Coming into the technical institution first time and that's why he or she must get familiar with the technical institution about all the proposed that curricula will be there about the possible things they out get familiar with that so that induction programme is also introduced in line with that drinking answer the original languages this time other new technical institution who offering the course in the regional languages yes city

has also permitted that original languages in the technical institution so that is also the one of the move which is taken by the air city in line with any between then ask that particular email landing pages in which day yes it is permitted the institution then there is an air of that books reference books technical books must be there in that regional languages so keeping in view of that the need of the books availability in the original languages better translation of the technical book into that original languages that move is also taken by and that is translating the number of books of

that English language in to the original languages is also the taken by the city then academic Bank of credit as well as examination reform man then anymore move which is taken by the competent authority of city and I request all the participant faculty member to go through what are the policy.

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THE NEXT NORMAL FOR THE BUSINESS SCHOOLS

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ABSTRACT

There is a double disruptor which now triggers structural changes in Indian business schools. The (i) pandemic has affected the higher education sector in an unparalleled manner and (ii) the National Education Policy is bound to reframe the context totally. The submission of this paper is that while the incidence of both events is significantly felt across the education sector, the impact on higher education in general and the business schools in particular are bound to be changing the business model. The dependence of Indian industry on artificial intelligence, augmented reality, virtual reality, big data analytics, internet of things, robotics, cyber security, cloud computing etc. are seeking new products out of Indian business schools. As learners need to be familiar with these products. The submission here is that MBA will have to give way to MBTA (Master of Business & Technology Administration) The New MBTA must look to new contents, new skills, and a total, digital transformation with a concomitant rethink in the delivery of education. To survive in the new 'avatar, business schools must co-create with employers in this transition to I 4.

Keywords---MBA, Business School, New Education Policy, Blended learning, online Learning

I. INTRODUCTION

Management Education is crucial to India's economic development. The pandemic pushed the economy in to de-growth period, but since 2021, there has been return to growth. However, the virus has triggered re-strategizing of the business school the as the post pandemic economy seems markedly different in societal, technological, and economic developments. Contextualization and harmonization with global standards are critical to management related education as India. Post pandemic, as India returns to the growth trajectory, there will be a demand for well qualified managerial professionals. The severity of the virus has accelerated the shift to technology and data analytics by the industry. Business schools have hitherto been suppliers of personnel in operations management, finance, marketing and human resources. In the big change

business schools require focusing on data sciences, digitalizations even as they communicate, coordinates and collaborates and eventually co-create with industry. In the new order of things, innovation resultant research becomes the key.

The influence of technology on industry and education has increased manifold and the silos in which management and technical education function will have to give way. Management education must be receptive to multidisciplinary programmes and have a renewed focus on technology. Cutting-edge areas of relevance to industry include Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning etc have a bearing on managerial inputs. As industry prepares for 4.0, supply of qualified personnel becomes crucial. To add to the strains of business schools, the National Education Policy (NEP) 2020

plays an accelerator-catalyst role with strategic repercussions.

National Education Policy 2020 suggests a complete overhaul and re-energising of the higher education system to overcome extant challenges. It seeks to deliver high-quality higher education, with equity and inclusion. The key changes to the current system envisioned are large, multidisciplinary universities and colleges; moving towards faculty and institutional autonomy; revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences; establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges; a single regulator for higher education; increased access, equity, and inclusion through a range of measures; online education, and Open Distance Learning (ODL). The implications of the National Education Policy (NEP) on business schools require that things are seen in different perspectives. The turbulence experienced from the attack of the pandemic may be accentuated by the transition to the NEP. Business schools have to open up to new conceptual uncertainty and arrive at new business models before they settle at new equilibrium conditions.

II. LITERATURE REVIEW

NEP (2020) requires all higher education institutions to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly and in an integrated manner by 2030. Technical education including

management are critical to India's overall development and will have a greater demand for well qualified manpower. It will require closer collaboration between industry and higher education institutions to drive innovation and research in these fields. The influence of technology on human endeavors will erode the silos between technical education and other disciplines.

Kaurav (2020) states that NEP 2020 will help business schools integrate technical research outcomes with practice-oriented business research which is relevant through five ways : (a) a more holistic and vibrant multidisciplinary education which will enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across domains. There will be a culture of empowerment and autonomy to innovate. This will help management graduates choose novel and engaging course options in addition to specialization; (b) the National Research Foundation will allocate funds which should help practical and relevant research (c) the proposed General Education Council (GEC) will draft expected learning outcomes after identifying industry specific skills (d) Public-private philanthropic partnership models will be designed as an outcome of NEP; (e) the quality and engagement of faculty will improve.

Schellekens (2020) calls for a digital mindset, a focus on continuous learning, the ability to make data-driven decisions, critical thinking, speed and agility among the business school's products. The author calls on the need to connect people with technology to solve business problems. Edge underlines that development skills are needed to manage digital businesses, Author stresses on

need to focus more on the areas of digital life and the way organizational structures are changing. Leading through times of tragedy and crisis—during a pandemic is challenging. Pursuing the degree in the online format is an indicator of affordable options to the learner. Winn emphasises on the need for diverse perspectives and experiences and the creation of a student culture that explores how to better understand business challenges from different viewpoints. To succeed, business schools, have to diversify their intake class, life and have multicultural experience effect. The new flexible hybrid way of learning will make it more appealing particularly to the female segment. Business schools have to further diversify intakes; life and multicultural experiences have to be assessed alongside traditional admissions requirements, like test scores. Santone sees a shift to effective online learning and cites prevalence of virtual communication during the pandemic time. It may well be that learners choose to complete an entire education online is the norm. This learning format has made possible (and will continue to make possible) more opportunities for employees to continue their education while on the job. Smaller programs like nano-degrees, a skills-based credential offered in different tech fields, and other certifications.

Wilson et al drew on perspectives from a panel of 39 leading experts drawn from the field of management education through two to three hour, open-ended interview conducted with each member of the panel in which each expert was asked to identify the nature of the best, worst, and most likely future scenarios for management education over the next ten years. Three general scenarios are

identified (a) “muddling through” (b) “shakeout” or “stagnation” (for worst-case) and (c) “ideal” scenario (for best-case). The Miles (1985) dictum holds the immediate impact of the convergent economic, technological, and demographic trends is likely to be an accentuation of a long-standing struggle in business education between the demands for concentration on the needs of functional specialization and the demands for focus on the skills needed by the general manager to address broad organizational and business needs.

Spicer, et al. (2021) inferred that the history of British business education provides a plurality of models with possibility of alternative futures. The Colonial School prompts toward decolonizing our curriculum; the Workers’ School, sees business education as an engine of social mobility; Civic School reminds of the “public value” business schools can generate; Management Movement alerts how business schools can disenfranchise workers; Collegiate School reminds business schools can become elites’ recreational grounds. A business school that provides inclusive curricula, representing minorities; one that attracts a wider population from many social backgrounds and is motivated by a civic duty to their local community, as well as by a broader focus on grand challenges. One that encourages critical thinking to ensure the mistakes from the past are not repeated in the future.

Bramer and Clark (2021) state that the pandemic has accelerated and intensified long-run pedagogic trends, constituting a natural experiment in which innovations are tried and evaluated. Research has attempted to understand organizational and institutional responses to the crisis, exploring implications for work,

employment and leadership, evaluating impacts on international businesses in light of supply chain issues. Brammer and Clark emphasize that COVID -19 is leading to major structural change in HE, driven by (a) competitive dynamics of brand strength (b) shifting student demands (c) the development and diffusion of new learning technologies (d) the reduction in international students, and (e) large technology companies coming into the market. They hint at closure, merger, and restructuring of universities as funding impacts emerge. A flexible and resilient model of education enables continuous adaptation to different phases of the “new normal”.

Business schools could now study individual patterns of consumption and attitudes to risk, and how they might be mitigated, and modelling the progression and impacts of policy interventions. This trend will generate notable opportunities but will also necessitate broader adaptation of broad-based HE institutions to an environment where sources of cross subsidy are less available. This will require the careful recalibration of different value propositions and the development of faculty and staff to be able to operate with a new agility as they switch modes depending on the phase of the pandemic. Brammer et al (2020) draw on Alexander’s (2018, 2019) theory of societalization and a detailed analysis of the societalization of the COVID-19 pandemic in the United States. Concern regarding pandemics has moved from the governmental inside to the civic outside, placing strain on society and leading to regulatory response, a significant societal backlash, and uncertain long-term consequences. They have outlined a number of potential

steady states for the post-COVID-19 world, highlighted the utility of the societalization model for understanding the conditions necessary for a social problem to become societalized. Business schools have a number of high impact business and society.

Byrum (2021) points the need for more than cognitive diversity to build an effective team. The workers of the intelligent enterprise would need to draw from a common foundation of training that’s rigorous enough to allow the workers to extract maximum value from AI assistance. This would mean taking individuals who could be from opposite extremes on the educational spectrum – say a liberal arts graduate who studied history instead of math and an electrical engineer – and sending them through a common set of programs like Certified Analytics Professional and Project Management Professional. Thomas and Ambrosini (2020) point that in service dominant logic (SDL), value creation is an emergent process, and co-production, co-creation and value-in-use are central dimensions in this process. SDL tend to focus on co-production and value creation activities. They argue that business schools' strategies need to shift towards developing more direct and intense interaction with their stakeholders.

III. CHANGES THAT AFFECT BUSINESS SCHOOLS TODAY

There is an unwritten ‘psychological contract’ built around the relationship of a business school and the learner to exchange value to render ‘value in use’ when the product works in the industry. Traditionally, business schools enable its products to rise to roles which help people management, operations

management, finance, asset and accounts management, marketing management etc. The pandemic marks an age of discontinuity- of intense change spearheaded by severe isolationism and usage of technology in this regard. Business Schools must respond dynamically to the changes triggered by the societal (macro-level exogenous factor) and technological changes (micro level indigenous factor)

IV. I4 AND NEP INDUSTRY 4.0

According to IBM, “synonymous with smart manufacturing, Industry 4.0 is the realization of the digital transformation of the field, delivering real-time decision making, enhanced productivity, flexibility, and agility.” With the pandemic driving employees to work from home and an overwhelming dependence on technology, methods, and practices of doing business have changed. There is the new format of ‘Industrial Revolution’ 4 in action (I4). Given the change in the circumstances in which business function, it is the submission of this paper that the conceptual role of a manager as one has been used to, precast largely by the MBA degree offered by business schools, must undergo a change.

A new breed of technically more proficient business schools and their products, managers, must take over as the inheritors of the era of technological disruption. The contents of MBA syllabi must undergo serious amendments to meet the demands of I4. In the changed environment, it is imperative that a management degree like MBA must reflect a rate of absorption of technology-related learning swifter than the rate of changes that are taking place. Products of business schools cannot lag

the economy’s growth curve in their knowledge absorption. The submission here is that to be an effective manager of systems, future learning in management will have to move over from a *Master of Business Administration* to a *Master of Business and Technical Administration*. (MBTA). In the transition to the I4 scheme of things, managerial assimilation of environmental and technological changes ought to shift gears from what is a cursory and routine to deeper business-related learning.

In an era of intensified competition, there is a premium on computer-based reflexes and flexibility of organizations to receive technology and analytics. The I4 platforms depended on for by companies have several essentials which need technical comprehension and some degree of oversight by a manager: network connectivity, data storage, cloud and fog computing, data analytics, physical security cyber security, machine automation, an application enabling platform. The production and service frontiers will be reconfigured to be based on a highway of machines and devices. The winning, working combination in I4 is one of big data and cloud computing. High predictive reliability will be the hallmark of I4. Working out predictive models based on the data from the various devices will help customer specific solutions and increase productivity and output. The knowledge divides between the managers and the managed is difficult to bridge. Engineers know about what devices and machines they need to connect, on what really is available for such connectivity, expansion both quantitatively or qualitatively, the outflow of data from and through these machines. The submission here is that management studies must move towards

being a capstone study year for engineering students to ensure the successful transition to I4.

V. SIZE AND SCALE IN NEP

The NEP protests fragmentation. Business Schools now have a regulatory suggestion to grow large over a time frame or be obsolete. Chasing size aggrandizement adds to strengths but there must be a phased, milestone led movement. There is a moral hazard in larger business schools; they could also result in students finding themselves depersonalized. Even as schools grow big, there could be the cost of inefficiencies. Schools may achieve a bigger size only to be protected by regulatory concerns. Too big to fail (TBTF) syndrome sets in. Managerial inefficiencies get regulatory support with prescriptions of as there are lurking fears of a contagion effect. So, a big entity gets undue protection, a moral hazard.

The quantum leap of education thought of in NEP implies a move towards foreign learning receptivity and changes in qualitative terms across institutions. With the natural proclivity towards foreign education, business schools will find their market shares fall. This development at one end and online learning and social media activities at the other end will adversely affect business schools. The student community has attitudes underline the change; most stakeholders of schools live face book lives; they are around internet; students and parents. Business schools need to recognize the social, economic and cosmetic changes around.

During the pandemic, business schools functioned in an online mode and post COVID are transiting through a blended route. Admissions fell below capacity, in

a pro-cyclical phenomenon. Schools are more vulnerable during an economic crisis. This could be owing to factors such as: i) unemployment of resource providers; ii) the stakeholder's overrepresentation in business cycle sensitive sectors; iii) contracts of business schools accentuate insecurity; iii) the dominant numbers of stakeholders are in vulnerable sectors; iv) businesses have a higher risk of insolvency in downturn; and v) the business school face probable discrimination in termination as they are more dispensable.

Impacted by these imponderables, business schools return to new post COVID, pre-NEP markets with an identity crisis. Business challenges in cyclical downturn require cost reduction to retain markets. This slows down academic initiatives. As incomes remain constant or fall (most schools have had to reduce fees; others have had to offer free seats to executive education programmes) and as revenues stagger or fall, costs must be trimmed. Expansion into new markets is slow given the fear psyche in students and parents. Cyclical downturn has brought to the fore a negative impact on assets in the higher education sector, 2020 - 2021 financial year is likely to see a rise in intangible assets among business schools. Such a rise will need re-capitalization which is difficult, given the systemic weaknesses. In the current scenario, the model that seems appropriate for the industry is the Mahalanobis (1953) one sector Model,

$$Y_t = Y_0(1 + \alpha\beta - \rho)^t$$

Where

Y_t is the investment in the year t

α rate of net investment

β addition to the sector product which is generated per unit of investment

ρ is the rate of increase in sectoral costs mostly on account of human resources.

The additional generation of incomes from business schools will be dependent on enhancements in marginal productivity of capital investment or the incremental capital output ratio which is encouraged by technological progress. The capital output relation will be in positive realm on account of innovations in teaching. IT influences delivery; switchover to online reduces costs. In regard to all industries, it is to be noted that several have benefited in the last few years from the labor-arbitrage model. Continuous innovation is essential to release pressure on company budgets. To tide over, companies seek migrant labour force or off-shoring to reduce operating costs or to maintain competitiveness. In the case of business schools an online learning delivery platform pares costs. Countries like India could reach out to markets in Africa, Asia and East Europe. Human costs may become less if technological breakthroughs in delivery platforms are feasible. The recent regulatory reforms of transfer credits for online programmes like SWAYAM / NPTEL should help reduce costs.

VI. CHARACTERISTICS EVIDENT IN INDUSTRY’S MOVEMENT TO 4.0:

NASSCOM has identified artificial intelligence, robotic process automation (RPA), mobile technology, big data analytics, Internet of Things, cyber security, virtual reality, augmented reality, cloud computing, 3D Printing as areas of future growth. Learning patterns and contents will have to change to include rebuilding the conceptual structure of management by adding more inputs of techniques of production indicated by the industry. Every facet of organizational existence in the I4 era will have to be evidence backed and must emphasize reliability. Future business schools must undergo metamorphosis to be data-based researchers. The better business schools are those who can interpret data findings with alacrity and apply it to economic organizations and to commercial application. As vendors of human resources to the I4, business schools must recognize the emerging characteristics which need adaptation of management studies.

Table 1: Emerging characteristics of Industry 4.0
Tectonic shift to technology
Huge cache of data captured by organizations
Large data storage and query systems
Data intensive applications
Data arrival at high velocity
Swift data processing
Big Data analytics platforms
Deciphering patterns of customer proclivities
Shortening production and service cycles
Prompt time saver responses to customer needs
Just in time inventory and order responses which are automatic
Ongoing prediction of revealed and latent consumer preferences and shifts
Re-channeled supply chains to meet new market demands
Curtailing turnaround time in processes

Pervasive computing
Hybrid sensing with physical and crowd-sourced sensors
Diverse networking technologies
Sensor driven utility management
Applications stream
Intelligent use of edge devices
Using clouds for storage and retrieval.

VII. BUSINESS SCHOOL STRUCTURES AS THEY EVOLVE IN RESPONSE TO I4

Business Schools must re-organize their operations into integrated, customer-centric units, improve operational agility and address growth opportunities, through technological solutions. Structural change in business school transforming into the future will be largely technology driven. New structures for a sprightlier organization would have to be firmly entrenched in new techniques. With blended learning here to stay, the IT and analytics wings of business schools call for radical professionalization. The key strategic initiatives will have to come from platform-based new initiatives. New areas such as hardware and software re-engineering services, outsourcing and offshoring to reduce costs, remote based infrastructure management and animation and gaming, starting off with simulation – all are to be actively pursued. These are unavoidable investments.

In response to environmental pressures, managerial techniques will change wholesale. What is hitherto taught in MBA classes is rendered obsolete by the technical hurricane that is threatening disequilibrium before the new equilibrium. Schools must become technology obsessed. The pool of talent will have to shift from current

management inputs to be weighed in favour of technical plus managerial inputs. Largest recruitments at the core must be in InfoTech, data analytics operation management and finance. Softer skills, people management and marketing management ought to at the periphery.

The new techno-managerial additives will increase the user business’ and industry’s value chain. They help use the internet to sensitize and measure and to communicate with machines and among machines; ensure digital engagement for better services and products; and improve inward bound and outward logistics. Business schools must be on ‘tech-guard’ (mostly in the realm of operations management) and their manger products ought to be conversant with: (a) the emergence of usage of networked devices from a business perspective (b) assessing the usage of data mining to data demand to data recall to business value (c) anticipation of threats and mitigation of cyber threats (d) comprehend the restraints to accessibility to devices and identities’ establishment (e) evaluation of risk scenarios avoiding vulnerability (f) privacy issues of personal information collected, stored and/or processed by the I4 device (g) regulatory norms.

VIII. CORE COMPETENCE TECHNICAL CARRIERS

With the advent of I4, the motivational element undergoes a directional alteration. With the I4 skills in industry-wide demand, the qualified staff with technical core competences are sought after. I4 organizations will, in the future, rely on '*core competence technical carriers*' (CCTC) to take them through the complexities of transformational challenges and responses. The normal hierarchical bureaucracy driven business encompassing hierarchy largely traditional legal systems, championed by the managerial breed with human resource department led thinking all will take a back seat. Among CCTCs, there will be huge market for techno-managerial talent. Corporations of today would route their CCTCs on a tech or data related network of specializations rather than a single specialization to keep their interests active and for job enrichment. As they (techno- CCTCs) become assertive, human resource and marketing managers shrinks to analytics more and less of people management. I4 will demand highly specialized analytic skilled and predictive modelling knowledge from the CCTCs. The I4 organization needs supervisory personnel who can understand big data, cloud computing, fog etc. as that would be the culture of the organization.

Techno- Competencies of the manager may be categorised:

a. **Basic competencies** - resources, activities and processes needed at the minimum to meet the operations understanding.

b. **Core competencies** which come from the collective learning of the organization which will, under I4 come from machine to men (M2m) networking and M2m connectivity. Such technical connectivity and sensor systems must include activities (processes and skills) that are rather difficult for any competitor entity to easily duplicate or imitate. Any strengthening to underpin core competitiveness advantage must necessarily come from technology.

c. **Distinctively differentiating** competencies in the I4 era will essentially have to be from technology, and based on simulation capabilities, analytical skills, predictive modelling etc. I4's further advantage will spring forth from operational efficiencies through mechanized asset deployment, asset exploitation, enhanced productivity and diminished costs.

IX. REDESIGNING THE MBA TO THE MBTA:

The future management learning programmes must cover the following subjects relevant to I4: The new business schools have to create, negotiate market and lead solutions. The architecture suggests attention to system design, network design, identity proofing, concept leveraging, software tools, integration with cloud system, cloud/edge computing engineering problems etc.

Table 2: What I4 changes warrant among business schools
A Futuristic Outlook
Be Digitally Nimble
Be Commercial Application Oriented
Develop Technical Competencies in the Organization Itself And Its Products.
Have IT Skills Upgraded
Be Aware of Operational Risks Like A Probable Cyber-Attack
Cope With the Shift To Micro-Electromechanical Systems (MEMS)
Move Up the Value Chain With A Range Of New Products And Services To Offer
Academic Operations Management in Control
Digitalization Of Academic Inventory and Logistics Management.

Table 3: Essential new in curriculum needed
Re-designing the Industry: I4 Architecture
Managing the IT systems and people in an integrated manner
Charting out the prerequisites for I4
Data science Management
Big Data management
Data Mining and marketing
Algorithms building
“Fog”; “cloud” computing
Network intelligence
Higher level statistical model building
Connected devices and sensors’ management
Cellular connections for mobile objects (e.g., cars or even health wristbands)
Server management
Real-time with zero manual intervention or pre-set rules and assumptions
Extracting additional value from technology
Automated anomaly detection
Machine learning and core competency building in machine learning
Blending machine learning and behavioural analysis
Finance to control transmission costs
Marketing Technological advantages
Service over the Internet.
Behavioural analytics
Understanding Customer behaviour through technology
Vendor management
Vendor solution examinations

X. NEO-MANAGERIAL SKILLS

As dependency on the IT function becomes all-encompassing and near total, industry 4 most needs an amalgam of digital skills, numerical skills, and analytical skills. Any I4 Strategy must ensure integration of computer systems, software applications, networks, operating systems etc. Management and

executive information, internal and external communications, business intelligence, account and customer surveillance all will be sensor sourced and dependent. They will be on a host of platforms. Systems turn dynamic in the virtual world through integrated communication networks. Interconnectivity helps information

receipt, processing and interpretation. Features characterise the need for skill shift include globally sourced connectivity, real time analytics, technological arbitrage, value co-creation as required by industry, probable prices with emphasis on lowest

cost procurement, sensor driven internet of things, economic order quantity (EOQ) and just in time inventory, logistic management in real time, geo-location etc. Extant Managerial skills need to transform:

Table 4: The Skill Makeover	
Extant	I4 Needs adaptation of skills
Critical Thinking	Analytical, data driven interpretative thinking.
Communication	Multi-disciplinary communication.
Creativity	Collaborative creativity.
Problem Solving	Anticipatory ('ex-ante') problem sensing.
Collaborative Approach	Harmonization across borders.
Leadership	Social sensitivity.
Work Cultural	Cross cultural and clinical.
Entrepreneurial	Group wise entrepreneurial.
Planning	Simulation biased.
Human Resources Analytics	Interdisciplinary integrative.
Integrative	Real time machine, process and people integrative.
Negotiation	Sensitive to sensor related.

Consequential Specific Knowledge areas to be covered by the Business Schools for the I4 Manager

Table 5: Enhancing Knowledge Outcomes at business schools
Knowledge of I4-specific platforms
Knowledge of I4-specific technologies and protocols
Network management
Sourcing computing devices
Constraints on resources for computer devices
Understanding of software design
Understanding databases
Understanding of serving/consuming web service, Application Programming interfaces, Notions of hardware programmability
Understanding cloud systems
Knowledge on Software Defined Networking (SDN)
Knowledge on Network Function Virtualization (NFV)
Experience on open-source code development

XI. PARTNERING WITH MOOCs

The MOOCs framework permits business schools to differentiate: to think about a model of blended learning and of cost reduction. Business schools could conceptualize an 'Inclusive Knowledge

Network Hub' within their organizations. There are reasons of economics (economies of scale – costs of training come down as investment in technology is used by many; learning economies) and of social dynamics: (equity, inclusiveness, mass base) which warrant

organizations taking advantage of MOOCs. The cost of higher education tutorials or training is high and organizations, particularly, post-cyclical downturn tends to view training as a cost. The courseware and platform costs too are high. SWAYAM and NPTEL online courses are rethink models of cost-efficient delivery and work on strategic coalitions to make these models succeed.

Inclusive MOOCs would be accessible; equitable and affordable. Apart from knowledge in a structured manner, online support and the info inventory of some of the best universities, it is convenient formats that will help stakeholders learn in convenience. Organizations could harp on integrated follow up sessions. Business schools need to talk the idiom of the internal and external customer with ease. The internal customer is technology qualified and the external customer is technology hungry. In I4, the thought and the word are coherently technical. A generic manager is incoherent when it comes to the language of IT. They might use the phrases of IT, even as they do; they find it difficult to comprehend the intricacies.

XII. CONCLUSION

There is a tectonic shift in business studies. To prepare for change, business schools have to introspect as to their current strengths and capabilities on the techno-managerial front. They have increased skill levels up to global standards. As the industry attains new standards, and as the complexity of I4 increases, the demand for managerial

services will undergo changes. The NEP time frame is short and business schools must develop additional skills to support new platforms. Techno-managerial myopia might harm business schools if there is lackadaisical approach in knowledge accretion, lack of scalability or if there is decoupling IT and business sides of business. This calls for increasing application and consequential co creation of service.

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NEP 2020: A PANACEA FOR FALLACIES OF INDIAN HIGHER EDUCATION SYSTEM OR A FUTURISTIC CONUNDRUM?

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ABSTRACT

Education plays a significant and conspicuous role in the life of an individual in his transformation towards becoming humane person. Education dispels the darkness of ignorance to lead him to the light of knowledge. The critical analysis of our past policies would reveal that even after due importance to education since independence, still dodging around at the rudimentary stage of universalization of elementary education is fatal to the whole education system of India. The education policies and their strategies still hover over free and compulsory education despite being a country having third-largest higher educational institutions in the world. Education in India remained merely to a rote learning instead of comprehensive holistic learning and inwardly, the country longs for a policy that encompasses every domain of education; universalization of education without discrimination on the basis of social or economic background; inclusive education for healthy development; respecting every culture and diverse thought patterns; and as a whole a holistic development of an individual and inclusive of national welfare at the global level. When India was in a dire need of all these above-mentioned factors and was contemplating to revise and revamp the existing education structure, the National Education Policy seems to be a light in the darkness to meet all these expectations. This paper critically examines, whether the National Education Policy, 2020 quenches the aspirations of the Indians in the field of Higher education and become a panacea for all the past hitches or will become a futuristic conundrum.

Keywords--- NEP, 2020, Higher Education, Indian Higher Education, Education in India, Higher Education under NEP, 2020

I. INTRODUCTION

Education, a human right, is enjoyed not gaining knowledge of merely reading and writing but having a comprehensive, qualitative and equitable education to acquire a holistic growth. It has the status of a multifaceted social, economic and cultural human right. It is a social right because it promotes the full development of the human personality. It is an economic right because it facilitates economic self-sufficiency through employment. It is a cultural right because of its nature of building a universal culture of human rights (Claude, 2005). In short, education is the

very essential component of every individual to function completely as a human being in the present day society (Monteiro, 2010). Being a fundamental and human right of every individual, irrespective of one's social and economic background, education brings equality among all and provides dignity to all. It eradicates the backwardness of an individual and uplifts the lowly and marginalized to face the world and to live a dignified life. Since education is a fundamental right of all, India both under International law and national (Constitutional) law, is obliged to make provisions for quality and equitable education to all, especially the marginalized and backward categories,

to compete with others in the society, both socially and economically.

Today, higher education, taking an upward trajectory in the education system, plays a vital role in the development of an individual in particular and the nation as a whole. It provides status to an individual in the society and improves the national wealth and efficiency at the global level. The developed nations, knowing this fact well, have developed their infrastructure to attract students from worldwide and gained huge national income. India is also traversing to become one of the world power, introduced new education policy with a task of rejuvenating the basic and elementary education and to revamp the higher education to become 'Vishva Guru' at the global level. This paper critically examines, whether the National Education Policy, 2020 quenches the aspirations of the Indians in the field of Higher education and become a panacea for all the past hitches or becomes a futuristic conundrum.

II. STATUS OF HIGHER EDUCATION IN INDIA

Higher education, by its very nature, differs both in discipline and charisma of the aspirants. Elementary education is universal to all but higher education concurs with the interest and aspirations of the person in establishing one's future charisma in life. Indian higher education system despite being one of the largest sectors in the world in terms of the number of educational institutions and third largest higher education system in the world in terms of enrolment after China and the USA is not far from challenges (Joshi, 2021 & Palanivel, 2014). Mainly it is challenged with low Gross Enrolment ratio (GER) in

comparison with other countries; poor quality research works and curriculum system; high faculty-student ratio due to shortage of faculty members; lack of adequate infrastructure facilities; hardly any collaboration between industry and education sector which resulted in low level of employability of learned people; etc (Sharma, 2009).

Undoubtedly, the higher education sector has grown remarkably at the onset of privatization and economic liberalization since 1990s but many issues and concerns, namely, finance and management, equity, relevance, ethics, quality, values etc. which haunted the Indian education system over the years of its growth. The five-year plans have enriched higher education and especially from the Tenth Five Year Plan (2002-2007) onwards where higher education has taken huge increase in number of enrollment and further, India, after choosing to become one of the member countries to the General Agreement on Trade in Services (GATS)/World Trade Organization (WTO), faced with enormous pressure from the outside to compete itself with the other countries in the higher education sector. In the era of globalization and liberalization, the service sector including education has taken primordial importance at the global level. It has no longer remained within the scope of domestic boundaries rather it hovered at the global level in a competitive weightage. So, it can be viewed, "the education sector, from compulsory to higher education and training, given its role in the reproduction of labour-power and in structuring national identity, has been the target of restructuring. Further, education has also been viewed as a potentially lucrative service, from compulsory schooling to higher

education, which can be sold in the global marketplace.... Education, in other words, was fast becoming viewed as an area that might yield substantial profits in the global economy” (Robertson,2002).

The WTO, however, is built on the principles of transparency, discipline, and regulatory regime with rules and regulations but, in reality, it does not function in an open and free space rather connected to both domestic and international power asymmetries (Sidhu, 2007). However the idea of education service under GATS looks skilful but, practically, it serves the purpose of the developed countries instead of developing and underdeveloped countries. In the exercise of obtaining education under ‘consumption abroad’ mode which prevails as a common mode of education, a student had to come across several regulations from both the resident country and country that he intended to travel, namely, obtaining a visa, seeking permission from the resident country, convert currencies, financial viability to study abroad etc (Ziguras,2005). In recent years under “Cross-Border delivery” system, where both consumer and supplier remains in their own resident countries and service exchanged through electronic media, faced with discrepancies in internet usage or other similar intricacies GATS, works on the principles of ‘Market Access’, will allow other member countries to have access of market for their service in their country. The ‘Most Favored Nation’ obligates member countries to consider them to be the most favoured nations. It means member countries are to be treated on par with. It works on the policy of ‘Favour one, favour all’. The ‘National Treatment’ principle provides that all foreign

providers are to be treated on par with domestic providers. The whole issue brings a transformation in the domestic regulations of the education sector from domestic friendly to global trade-friendly regime.

As per the survey conducted by United Nations Conference on Trade and Development (UNCTAD), India stands next to China for the Foreign Direct Investment (FDI) and also the present law allows 100 per cent FDI in education. Portfolio investment, foreign loans and FDI are three main classified forms of foreign investment (Singh, 2016). The education sector in India had a steep growth with the approval of FDI in 2000 and provided ample opportunities to the foreign investors to invest in India. Even though at the initial three years there was some inhibition, it increased until 2008-09 and then started to fall again but the Government has proposed 100 per cent FDI investment in higher education (Suhag,2013). The advanced and developed countries with all required facilities in the higher education sector, earn huge income to their national income but with complete potency to offer world class education, India failed to attract foreign students due to lack of such facilities (Bhushan,2004).

With this background and challenges before the Indian higher education sector including insufficiency and incompetence of existing National Policy on Education to alleviate the standard of higher education and to form competent personalities at the global level, the impetus was given to higher education through the New Education Policy, 2020.

III. TRANSITION OF HIGHER EDUCATION UNDER NATIONAL EDUCATION POLICY, 2020

Part II of the National Education Policy, 2020 aims to examine the drawbacks in the existing higher education and to accomplish a holistic and comprehensive higher education to achieve the vision of developing, good, thoughtful, and well-rounded critical-thinking individuals and to prepare India, a knowledge hub at the global level. The policy asserts that it has been formulated with an intention to complete the unfinished task of National Policy on Education 1986/92 and to integrate the essential components of the RTE Act, 2009. Some transition points of higher education under the new policy are-

a. Shift from Fragmented Higher Education to Holistic Multidisciplinary Education: The new policy, to get rid of the fragmented higher education, envisioned to create three forms of Higher Educational Institutions (HEIs). First of their kind is, large multidisciplinary universities offering undergraduate and graduate programmes with high-quality teaching, research and community engagement. They are also known to be 'Teaching-Incentive Universities'. Next to them are, an Autonomous degree-granting Colleges (AC) which concentrate on granting undergraduate degrees, and the third category of HEIs are, Constituent Colleges that become part of the university. Gradually through the accreditation system, every college could turn into either an Autonomous-degree granting College or a Constituent college of a university and ultimately they may

aspire to reach the status of Universities too. The policy intends to constitute HEIs having 3000 or more students within their campus. Single-streamed HEIs shall be gradually phased out over time with the concerted national efforts either to become Autonomous degree-granting Colleges or Constituent Colleges. Public spirited private institutions empowered to provide high-quality education will be encouraged.

Open Distance Learning and online programmes with the highest quality and standards equivalent to those imparted at the campuses can be conducted by institutions being accredited to do so. A holistic multidisciplinary education combining different fields of excellence shall be incorporated within the higher educational institutions like those of ancient universities, namely, Takshashila and Nalanda. A comprehensive assessment system shall be accommodated to assess the undergraduate students to initiate them to the all-round development to possess capacities required to be competent to live in the 21st century (Fourth industrial revolution). Students shall have the option to learn humanities and arts with science and technology; options for multiple entries and exit points with flexible curricular structures; credit-based system for undergraduate degree programmes in various disciplines with a system of an Academic Bank of Credit (ABC); value-based and civic subjects to be introduced on credit-based system to attain holistic multidisciplinary education; Global Citizenship

Education (GCED) to face the global challenges; internship in local industry or in professional fields to accommodate them with practical learning; etc.

The undergraduate degree programme shall be 3 or 4 years, with multiple entries and exit options within that period providing a certificate on the completion of 1 year in a discipline (technical or vocational), diploma after 2 years of study, bachelor degree on the completion of 3-year programme. A 4-year degree may include 'research' if the student completes a rigorous research project specified under the Higher Education institutions. 2 years master programme for those who completed 3 years degree programme and 1 year master's programme for those who completed their 4 years bachelor's programme with Research. Ph.D. programme shall be required either a master's degree or 4-year bachelor's degree with research. M.Phil programme shall be eliminated from the education system. Multidisciplinary Education and Research Universities (MERUs) will be set up as model public universities to attain the highest global standards in quality education.

b. *Equitable, Inclusive and Qualitative Education:* Both the Government and the Higher Education Institutions have to take additional steps to provide equity and inclusion in higher education, namely, establishing high quality higher education institutions, financial support to economically backward students, outreach programmes, technological tools for better outcomes, pedagogy, curriculum, fee

structure, infrastructure, and all other necessary steps to include the genuine aspirants within the framework of higher education without any external inhibitions of socio-economic backwardness.

To achieve global standards of quality, higher education shall be directed to rejuvenated in the aspects of pedagogy, curriculum, assessment methodology by providing a free hand to institutions and faculty to decide about them within the framework of higher education; classroom transactions with the help of clubs and similar other activities; academic and counselling support to students especially with the weak socio-economic background; and ODL and online education with the concerted efforts to expand its scope concurring with its standards, etc.

Greater mobility to Indian students to visit abroad and international students to study in India shall be promoted. Each higher education institution shall have an office for international students within the campus and exchange programmes shall be conducted with them. Selected high performing Indian universities shall be given chance to open their centres in foreign countries and top foreign universities at the global level will be given chance to operate in India to promote India to the status of 'Vishwa Guru'. It shall be done meticulously and diligently through enacting a legislative framework. Economically weaker students shall be supported by creating a National Scholarship Portal. Private HEIs will be encouraged to provide scholarships and free ships to their students.

c. *Forming Capable Faculty and Teacher Education:*

Motivation to the faculty members shall be done by addressing their issues. Infrastructure facilities, liberal but committed teaching duties, freedom to design their curriculum and pedagogy, motivation through providing incentives, transparent methods in recruiting faculty members and other parameters to increase the efficiency of teaching faculty, avenues to excel with creative thinking, etc. will be given due importance.

The teaching profession is a prestigious profession and in order to bring back the past glory of the teaching profession, stringent regulatory measures against sub-standard and dysfunctional teacher training institutions shall be taken. A 4 year integrated B.Ed. will be offered and by 2030, it will be a minimum qualification for all the school teachers. Teacher training institute shall have 2 years B. Ed studies for those who have finished their bachelor's degree of 3 years and 1 year B. Ed, for those who finished a 4-year undergraduate degree. Ph.D. scholars need to take credit-based courses on teaching related to their subjects and must obtain actual teaching experience. Online training of teachers will be encouraged. A National Mission for Mentoring with the help of retired and senior teachers will be initiated.

d. *Vocational Education:* India records a poor percentage of the workforce to receive basic formal vocational education in the age group of 19 to 24, compared to other countries at the global level, due to perception of inferiority of vocational education as against the mainstream education in

India. To set right the faults, the policy aims to introduce formal quality vocational training during middle and secondary school and integrate it into higher education. It gives dignity of vocational training and will bring vocational education to the mainstream of learning. It plans to introduce at least 50% of learners through the school and higher education system to have exposure to vocational education by the end of 2025. Efforts to establish skill labs, accessibility of 'Lok Vidya' facilities, and integration of vocational training in higher education shall be given importance. It will be overseen by the National Committee for the Integration of Vocational Education (NCIVE) under Ministry of Human Resource Development (MHRD).

e. *Quality Academic Research with the Support of National Research Foundation:*

India to become a knowledge society and to regain its past glory in the higher education field, encouragement to research capabilities are very much required. India invests 0.69% of GDP on research and innovative outputs as against 2.8% of the USA, 4.3% of Israel and 4.2% of South Korea. High-quality interdisciplinary research across various fields to face the challenges of socio-cultural, social science, environmental and other similar ones. Multidisciplinary university settings are required to make India a knowledge hub at the global level. The policy, to create a comprehensive approach to transform the quality and quantity of research in India, intended to establish a National Research Foundation (NRF) enabling to

provide a reliable base to merit-based and equitable peer-reviewed research funding. This funding will support to all disciplines and successful research will be recognized and wherever relevant, implemented through Government agencies and industry and private philanthropic organizations.

f. 'Light But Tight' Regulatory Framework and Governance of HEIs: Complete overhaul of the regulatory system is planned under the new policy to rejuvenate the higher education. The whole regulatory system shall be monitored by the Higher Education Commission of India (HECI) and under this, four regulatory bodies will work for the effective implementation of policy measures in higher education and its smooth running. Firstly, the National Higher Education Regulatory Council (NHERC), for financial probity, good governance and the full online and offline public self-disclosure of every minute aspect of higher education; secondly, the National Accreditation Council (NAC), a meta-accrediting body to evaluate the standard of education in basic norms, public disclosure, good governance, and outcomes; thirdly, Higher Education Grants Council (HEGC), to fund and finance higher education on transparent criteria including Institutional Development Plans (IDPs) prepared by the institutions and progress made by them after implementing IDPs; and fourthly, General Education Council (GEC), to frame expected outcomes for higher education programmes. It will prepare a National Higher Education Qualification Framework

(NHEQF) and synchronizes with the National Skills Qualifications Framework (NSQF) to integrate vocational education into higher education. Besides these above mentioned regulatory bodies, Professional Standard-Setting Bodies (PSSBs) will play a key role as members of the General Education Council (GEC) for the outcome of higher education programmes. These regulatory bodies will work as checks and balances to combat the evils of the higher education system. In the event of curbing commercialization of education, all higher education institutions will be considered as 'not for profit' entities and the surplus amount gained will be reinvested in the education and not for any other purposes. Transparent public disclosure relating to financial matters shall be maintained. Public and private higher educational institutions shall be viewed on par within the regulatory regime. Common national guidelines will be drawn for all legislative Acts which form private higher education institutions. The transparent mechanism shall be employed to fix the fee structure with an upper limit depending on their accreditation.

With a graded accreditation system, over a period of 15 years, all higher education institutions will become independent self-governing institutions with excellent outcomes. A Board of Governors shall be established consisting of highly qualified and dedicated intellectuals to every HEIs and this Board will work without outside interference in appointing the head of the institution and taking all decisions regarding the

governance of that institution. Overarching legislation will supersede all contravening provisions of other legislation with regard to the functioning of the Board of Governors. They will be responsible for every functioning of the institution and as well as outside authorities. All the heads of the institutions will be highly qualified and have administrative and leadership capabilities including capable to manage any exigencies. They will be selected by the Board of Governors with the help of the Eminent Expert Committee (EEC) constituted by them.

Hence, all the Higher Education Institutions empowered with adequate funding, legislative support, and drawing autonomy in a phased manner with financial probity and total accountability would considerably achieve the highest standard of excellence within the prescribed time under the policy.

IV. A PANACEA FOR THE FALLACIES OF HIGHER EDUCATION IN INDIA

Multidisciplinary HEIs will be a significant road map for the future education system. India, in the wake of the fourth industrial revolution, would be a tough competitor to the developed countries in the field of higher education. Since India leads as one of the largest higher education institutions under its patronage, rectification and up-gradation of the higher education system would, no doubt, become a world power at the global level. Open and Distance Learning would ease the trouble of remote and other aspirants who are not able to attend the physical classes but

who aspired to become knowledgeable persons. Multiple entries and exit points at the degree level would make education more flexible and students who aspired to learn and gain knowledge in multiple subjects will be given ample opportunities.

A large number of students acquiring knowledge in various disciplines within a campus, exchange programmes in collaboration with the national and international intellectuals may widen the knowledge and viewpoints and may benefit the students to cherish and nourish local culture, language and tradition to have a globalized thinking pattern. A comprehensive assessment at each level would create not rote learners but critical thinkers at the global level. Multiple entries and exit points, Academic Bank of Credit (ABC) system, an internship during academic studies, etc. makes academic studies multidisciplinary and prepare students to face future eventualities and exigencies, both socially and economically.

The policy contemplates the amalgamation of vocational training with the mainstream higher education system unlike the erstwhile policies. This integration of vocational training with mainstream higher education would increase the Gross Enrolment Ratio (GER) and students may get employment as soon as they complete their education and further India may achieve the purpose of knowledge economy at the global level. The importance given to the research both at the undergraduate and graduate level would assist students to proceed in the line of more and more research initiatives and come out with flying colours.

A 'light but tight' regulatory system in curbing commercialization of education and improvisation of learning systems, and support to the socio-economic backward category of students with scholarship and free ships in both public and private HEIs will be a great boost to the remote and marginalized aspirants. A 4 years of teacher training to prepare integrated and capable teaching faculty would be a great step towards up-gradation of existing higher education system. Every HEIs having a Governing Board with qualified personalities, transparent and fair methods in appointments to the HEIs, and opaqueness in financial and other transactions of HEIs will undoubtedly improve the system of higher education.

The policy, as a whole, desires to prepare well-qualified personnel to create self-sustained resources for the country. It has been observed and assessed, "The NEP aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices. It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child-stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India at par with the leading countries of the world."

V. A FUTURISTIC CONUNDRUM

The policy purports to be over-enthusiastic to go back to the past glory of the ancient Indian education system forgetting that the situation of the past and present or future is an entirely

different one. In the ancient times, institutions like Takshashila and Nalanda, education was considered to be a non-profitable and social good without commercialization but in the present as well as in the days to come, with the introduction of GATS and FDI, education is/will be a commercial activity which draws huge wealth to the nations. This over-enthusiasm may go under the bushel of darkness in event of failure of the policy to curb commercialization with its stringent rules and regulations. To have stringent laws and regulations, a strong political will and executive action is required but hardly can it be expected as most of the private educational institutions are under the mentorship of various political parties or under their patronage (Sheikh, 2017).

Growing each college to a multidisciplinary within a prescribed time would attract two issues. The first one would be it is an open invitation for absolute privatization of higher education through a National Policy and secondly, destroying the unaffordable but philanthropic or altruistic charitable educational institutions established for the genuine cause of education of the poor and disadvantageous people. It will also affect seriously the right of minorities guaranteed under Article 30(1) of the Constitution. In the event of privatization of education, it may have adverse ramifications leading to unhealthy competition among the private education entities where students will be at the mercy of large private entities. Greater avenues for commercialization of education will be given access to and education opportunities may become a utopian world to many especially for the remote, marginalized and socio-economically backward students.

Distance or online education may, in fact, suffer due to various reasons and one among them may be the difficulty of the internet or other similar problems as many remote areas may have network problems and it may become another disadvantage for the remote aspirants to reach their goals. Multiple entries and exit points at the graduation or under graduation may lead students nowhere to achieve good results and may become another futuristic problem of fragmented knowledge against which the present policy was enacted and may defeat the very purpose and idea of multidisciplinary education under the new policy. Integration of vocational training with mainstream higher education may keep the continuation of caste-based professions in the future to widen the gap between the higher and lower caste people still further or to retain it permanently.

When it comes to multidisciplinary education, it would be good at one hand but it will not be a conclusive parameter to attend to it. When someone intellectually becomes a jack of all things, without having any expert knowledge in a single subject, would be futile to achieve greater goals. It's like a doctor studying to prepare knives and operational instruments including the operation methods. It does not only confuse a person of his own knowledge but also becomes a hotchpotch in the longer run. Today as we are in the expert world in every minute issue, education must prepare experts in every field taking a particular stream of excellence.

Upholding Indian culture, heritage and traditions are highly appreciated but education reachable to very few due to privatization may lead to an evil of the education system. Overarching legislation and light but tight regulations

may favour strong and wealthy institutes of purely private types and they may become hurdles for the really philanthropic and altruistic educational institutions as an extension of redtivism.

VI. CONCLUDING REMARKS

The policy envisages implementing every measures completely by 2040 and in the process of doing so it espouses the measures to implement it step by step. By 2030, all higher education institutions shall aim to become multidisciplinary and then by 2040 reach the desired level of student strength to gain the ultimatum of the policy. By 2030, there shall be at least one multidisciplinary higher education institution in or near every district. Further, by 2035 Gross enrolment ratio will have to reach 50% from 26.3% (2018) in higher education including vocational education. The policy, at present, is barely a skeleton of the whole plan. While implementing, the policy would face several hurdles like any other policy. The former policies in themselves had rich ideas and substances but due to several factors like proper motives of the executors of the policy, lack of political will for the implementation, low budget allocation to the education sector by the State, etc. waned the policy implementation. The new policy too, if not implemented with dedication, would become vague and in fruituous. Since education falls under the Concurrent List, the collaboration of Central and State Governments are very much required to implement the policy in an effective way. In this adventure, the Central Government has framed a general policy at the national level and each State government have to accommodate it with suitable

modifications to suit the situation of their region keeping in mind the demands of the time and place. Since the policy is in its initial stage of implementation and also each State has their discretion to adopt required things to their region, it cannot be concluded out rightly as in fructuous or prosperous at this stage.

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INTRODUCING CAFETERIA MODEL THROUGH NEP 2020: A STEP FORWARD FOR HEI'S IN INDIA

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ABSTRACT

It's not the first time neither unheard of. Higher Educational Institutions (HEIs) in India have been introduced to the Choice Based Credit System (CBCS) and it has been incorporated across courses for the benefit of the students in line with the guidelines of the University Grants Commission (UGC). The Choice Based Credit System introduced by the UGC was a step forward towards the larger goal of integration of inter-disciplinary approach. However, it turned out to be more of a disappointment at the stage of implementation. The half-hearted and short sighted implementation of fixing credits for papers while ensuring strict adherence to the pre-set curriculum gave limited or no scope of inter-disciplinary activity. The categorization of papers were across the courses in core courses, elective courses and ability enhancement subjects but were course specific in nature. The mobility with credits for the students was limited and thus the results were far from as expected. Then came into the picture the National Education Policy (2020) for India. Aping the western countries and their success stories of Cafeteria Model pedagogy, the NEP 2020 propagated and encouraged HEIs to introduce and update their current existing and future courses as per this model. The Cafeteria model brings to the table experiential, constructive and action learning approaches with extensive exercises for the brain. It introduces the students to the process of out of the box thinking and it's more about learning than being stuck in the construct of rigid desk and bench approach. For example, the approach will be to introduce a classroom under the sun to understand reflection and more involved activities. What would you do if the cafeteria you visited gave you only one option - take it or leave it. No individual who enjoys the dining experience would enjoy such a dictum. The choice less eatery would bring in more displeasure than the experience of joy expected. But this choice less experience is what Indian higher educational institutions have been catering too in learning and development field. Learning programmes in HEIs in India are extensive but the students are given no choice. The Cafeteria model was proposed to be more inclusive and student centric with fluidity to opt for subjects across courses and enjoy the process of learning — ideally what should happen in case of a college or a university. This pedagogy gives the option of the learner to choose from the variety of learner-centered activities just like from a menu card and the regular buffet of courses shall also be available for those who don't prefer variation from their regular order. The National Education Policy 2020 interestingly advocates for the Cafeteria Model Flexible pedagogy for educational institutions to adopt and subsequently follow. This paper will examine the perspective of the policy and the changes it suggests while understanding and highlighting the roadblocks it would face in implementation given the infrastructural hurdles and orientation of the HEIs.

Keywords--- Blended model, Choice Based Credit System, Knowledge Economy, Inter-disciplinary

I. BACKGROUND

National Education Policy as launched in the year 2020 is considered to be progressive and ahead of times. Just the consideration of the policy by the HEIs

has opened a Pandora box of opportunities and avenues which can be incorporated and instilled through adaptation. The Policy allows recognition of certain thrust areas for research. These are, however, suggestive and not limited to rural and village

development, economically challenged/ or from backward areas, minorities, SC/STs and Dalits, gender sensitization, human right issues, inter-religious dialogue, secularism, peace, justice, climate action and can be any theme consistent with the benefit of the society in line with the Sustainable Development Goals (SDGs).

According to the policy, HEIs in India should improvise and adapt teaching learning pedagogy from the perspective of students and their holistic growth. Any pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, and flexible- syllabus revamping and polices to do the same at regular intervals and by the consultation of external experts. Curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme.

The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fair and outcomes more comparable. HEIs shall also move away from high-stakes examinations and focus towards more continuous and comprehensive evaluation. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for interdisciplinary thinking (Aithal & Aithal, 2021). Effective learning requires a comprehensive approach (Kumar et al.,

2019) that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes (Naskar & Chatterjee, 2021). Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives have to be taken to ensure that the learning environment is engaging and supportive, and enable all students to succeed.

The Policy emphasized on student centric behavior and expected the HEIs to instill the same in its teachers and faculties. As per the policy, teachers should undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other. Cafeteria pedagogy is a step forward from the CBCS mechanism but it is also ambitious in the set-up of HEIs in India and the implementation of the same in essence and fervor shall prove to be a herculean task.

II. ALL ABOUT THE CAFETERIA PEDAGOGY

Cafeteria is a place which is expected to provide students and members of the organization with balanced meal as well

as options for those who want to tickle their tastes and choices. The cafeteria pedagogy is also similar and expected to meet both taste and nutritional requirements of the students in terms of the subject choices and the curriculum designing to make them prepared with skill sets required for their future endeavors. It promotes and advocates engaging the students throughout in the process of teaching as well as learning with the option of selecting the method in which they wish to learn. Students are not limited to books, subjects or notes. They are encouraged to explore their choices and across specializations and can create a bouquet of the subjects that can help them hone skills specific to their career path (Asrar, 2013). Experiential learning involves the students holistically but it also requires multiple ways to keep them involved and focused on their lives and careers. The key to this approach is the element of flexibility in the set curriculum and this method has been quite influential and effective for the management students. The method practiced in cafeteria learning pedagogy if introduced in the higher educational institutions will give a homogenous platform for the students to experience and enhance their skills than being contained to the limited number or scope of pedagogies. Traditional form of learning usually limits the scope of students and there is a lack of importance to individuality and uniqueness. The younger generations are eager minds seeking uniqueness and the cafeteria pedagogy engages the students in the same process without restricting their scope to books, notes or subjects.

In the developed countries, community colleges employ a cafeteria-style self-service model of education. The model is designed with the goal of offering

wide variety of courses at low cost to multiple students. The national policy in the United States promoting the cafeteria method focused on the access to colleges and the increase in college enrollments. One of the drawbacks of the mechanism is that the students face bewildering array of options to consider and at times the choices are high stake. It becomes a task to navigate through the courses - what to pursue, what kind of academic support is needed, certificate, diploma, bachelors or integrated courses would be career friendly. It works for self-motivated students with clear goals and network of family or peer support but is a disaster for those with no orientation or support system. A poor decision taken could even lead to college drop outs and the future of the student will be affected. It impacts curriculum, instruction and student supports. Not all courses are built on one another and faculties often teach in isolation. Academic support and career services are optional for students and often detached from courses and programs to study housed across campuses.

III. NATIONAL EDUCATION POLICY IN INDIA

The National Education Policy 2020 advocated flexibility in curriculum. It promoted the fact that the curriculum and pedagogy should be designed by the institutions not only to motivate the faculties as well as students to ensure a stimulating and engaging learning experience. The initial suggestion was to revise the Choice Based Credit System (CBCS) to instill innovation and flexibility. The Higher Educational Institutions (HEIs) can accordingly upgrade the assessment of the student achievement based on the learning goals

for each programme and the system can be made fairer and outcomes comparable. This can lead to a systematic shift from the high-stakes examination towards more continuous and comprehensive evaluation. The HEIs introduced the CBCS to promote students to engage in inter-disciplinary, intra-disciplinary and skill based courses (Asrar, 2013). The system was recognized internationally amongst students. It offered opportunities and avenues to learn core subjects while exploring additional avenues of learning beyond the subject and indulging in holistic developments. The focus shifted from teacher-centric education to student centric. In this system the students can take as many credits as they can cope with and prefer to study inter-disciplinary, intra-disciplinary and skill oriented courses based on their needs, interests and aptitude. CBCS makes education broad based and at par with global standards. The UGC set the guidelines and instructed the HEIs to introduce the CBCS. The HEIs as a matter of compliance upgraded to the CBCS system only to the extent that they categorized papers in courses across curriculum in the different courses specified such as Core courses, Elective courses, Ability Enhancement Course but the mobility in between courses remained limited in nature (Naskar & Chatterjee, 2021). Unique combinations can be combined and credits earned at one institution can be transferred to another.

The ease of mobility of students at different times and at different institutions to complete one course in the cafeteria model of learning was considered as the next step forward for the CBCS to be successfully implemented across the institutions.

Prescribed courses may comprise of core, elective/minor or skill based courses. Evaluation is through grading system and is considered better than the conventional systems of evaluation. This will also promote the students from India to pursue courses across India and in countries abroad (Kumar et al., 2021). The uniformity in the grading system will enable potential employers to assess the performance of the candidates and the University Grants Commission formulated guidelines accordingly.

IV. WAY FORWARD

Cafeteria model is promising reform initiative but the results may be flat or modestly positive which tend to fade over time. Most faculties ignore the reforms as a phase and do not adapt to the provisions easily as it would lead to a fundamental organizational redesign. In this model the requirements and the expected learning outcomes for each program would be unambiguously defined and it would need detailed orientation of the students to align the courses as per the requirements of the students' transfer destination institutions or with industry standards.

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A STUDY ON MOTHER'S LEVEL OF EDUCATION AND EMPLOYABILITY OF UNDERGRADUATE STUDENTS IN AND AROUND BANGALORE: IMPLICATIONS FOR NATIONAL EDUCATION POLICY

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ABSTRACT

By 2020, India was set to become the world's youngest country with 64 per cent of its population in the working age group. This was projected to likelihood of an unprecedented increase in the working-age population. It is with this in mind that our late people's President Dr. A P J Abdul Kalam known for his fondness of students spoke of 'Vision 2020'. Hence there was impetus given to employability of youth in the agenda of the National Education policy 2020. Education has long been a subject of social inquiry, from the times of Emily Durkhiem (1956), Pierre Bourdieu (1986) Coleman (1966)'s Landmark Report, and 'Equality of Educational Opportunity'. This report drew attention to the relationship between socioeconomic status, education, and academic outcomes of students. Inherent behavioral attributes were perceived to be important for employability among undergraduate students in a study done by Bharati Rao (2021). Hence as an academic outcome, employability or employment preparedness among undergraduate students was researched in this study. To operationalize the concept of employability, the Harvey Model (2001) was used for this study.

Keywords---Mother's Education, Employability, NEP, Under Graduate Students

I. INTRODUCTION

According to Harvey (2001), internal drivers impacting employability are in two tiers. The first tier of internal drivers are the employability attributes, work experience, self-promotional skills, willingness to develop- all of which can be influenced by extra-curricular activities. The second tiers of internal drivers are employability development opportunities that a student engages in as he gets to do undergraduate. Employability development opportunities with varied pedagogy in turn influence the first tier of internal employability drivers, namely- the

employability attributes, work experience, self-promotional skills, and willingness to develop.

Three core processes impact on employability, first the pedagogic process that encourages development, second, self-reflection by the student and, third, articulation of experiences and abilities. In addition, external drivers such as the employers and the market could impact employability.

There are several definitions implicit in the literature for employability based on job type, timing, recruitment, further learning, employability skills as well as an individual's personal attributes. In all

cases the core notion relates to the capacity of students to obtain a job. Where a definition of individual employability of an Undergraduate alludes to Undergraduate attributes it implies that individuals have, and can demonstrate, them to obtain jobs. Where a definition of employability refers to attributes it also implies that employers

have an idea of the attributes that are necessary for the effective functioning of their organization now and in the future and that they have mechanisms for establishing that Undergraduates exhibit appropriate attributes (Harvey). Our research is primarily based on this premise of Harvey (2001), which has not been studied in detail till date.

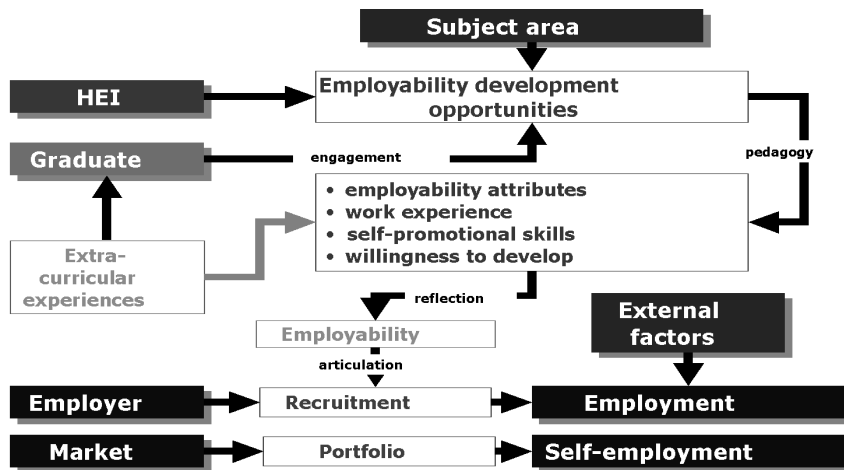


Figure 1: Harvey Model of Employability

Some studies on employability in India are- the Pan India survey of 60000/- Undergraduates, and the National Employability Report in the year 2010- conducted by Aspiring Minds, an Employability Research firm in India, 47% Undergraduates in India is unemployable. According to the NSSO survey in 2004-2005, 38% of the youth population is unemployed. The proportion of working-age population in India is likely to increase from around 58 per cent in 2001 to more than 64 per cent by 2021, with many young persons in the 20-35 age groups, according to the pre-Budget Economic Survey 2013-14 of India.

Keeping in mind the seriousness of the issue, erstwhile Prime Minister Manmohan Singh initiated the setting up of the National Employability Enhancement Mission to take steps to provide employability skills and internship as value added proposition to students of all fields (as per North Gazette New Delhi, India dated New Delhi dated April 15,2013). As per the North gazette, New Delhi dated May 9, Wednesday,2013, Indian Government decided to set up the National Skill Development Agency (NSDA) an autonomous body to enhance the employability of unemployed youth of the country and meet industry standards. The Govt. has set up a special fund, an

'Incubation Funding' to be utilized for incubating ideas towards this goal. The present Government is also preparing for this employability requirement in a big way, by setting up and encouraging of agencies like NSDC, NSDA, NSQF, and so on. However, many students in India continue to be not prepared for employment. Is there something more that impacts the employment preparedness of a student? Could other factors have a role? If so, what could be the factors? Could mothers in India be influencing employment preparedness of their children, and if so in what way? With the present government and the Supreme Court's landmark judgments in the recent past on gender related issues with a marked tilt of balance towards women, a study on 'Women as mothers and their contribution to education and employability of their children' assumes special significance in India of today. Mother is considered most important in very many societies.

'All that I am, or hope to be, I owe to my angel mother,' said **Abraham Lincoln**.

'When we talk of woman in India, our idea is of a mother. The value of woman consists in their being mothers of human race. In an Indian home, the mother rules,' said **Swami Vivekananda**.

'Give me an educated mother, I shall promise you the birth of a civilized, educated nation,' said **Napoleon Bonaparte**.

Mother's education affects children's outcomes through three-part framework: mother's human capital, cultural capital, and social capital, according to Jessica F. Harding et al (2015).

a. **Human capital:** This means an individual's knowledge, skills, abilities which they develop primarily through education and

'capitalize' on the workforce. In the realm of parenting, a college degree (or the knowledge and skills it stands for) seems to make people interact with their children differently. For instance, some scholars estimate that children of parents on welfare (not supported by education) hear 30 million fewer words by the age of four than children of professional parents. The gap is not only about quantity, but also about quality. Better educated parents use a wider vocabulary, and dole out affirmations (positive statements, saying 'You can') more generously than less educated parents according to a study by Sutherland (2015). Learning lot of words early on in life is tied to better academic outcomes down the road, so parent's early conversations with kids have long lasting implications. College educated mothers can more appropriately tailor cognitive, stimulating activities to their children's developmental level.

b. **Cultural capital:** Cultural capital revolves around 'preferences and behaviors' that although not inherently better than others, are relevant for educational success because they are sanctioned in particular society's educational settings. For instance, visiting places, taking music lessons and so on. Participation in such activities has been associated with teacher reported academic outcomes for children and adolescents in several studies that have adjusted for other factors. Cultural capital also helps to navigate the educational system successfully: more educated mothers are more comfortable with educational systems, say schools and

colleges. So, they are more likely to advocate for their children (say, requesting that their child be assigned a certain well-regarded teacher). They are more likely to teach their children how to advocate successfully for themselves (for instance, telling their ward how to request the opportunity to re-take a failed test).

- c. **Social capital:** Social capital encompasses, 'interactions that take place between mothers and people in their social networks or between people in mother's social networks and children'. It is about mother's relationships to and connections with other people. (whereas cultural capital has to do with mother's abilities to use behaviors that aid institutional relationships). College educated mothers are more likely to be part of social networks containing, 'knowledge, skills, resources', that are relevant to children's academic success, according to Jessica Harding (2015). For instance, their relatives, colleagues and friends are likely to also have college degrees, meaning mothers can easily pick up tips about the best schools/colleges/educational institutions or gain advice about college application process. Plus, their education will be surrounded by educated role models in their circles, graduating will be an expectation, not aspiration.

According to Nurunnahar Islam Munni (2008), an educated mother can maintain and teach her children properly and give proper guidance. She is conscious of her children's health and nutrition. Hence a girl's education is not necessary only for herself or for her family, but it is also necessary for the whole nation.

II. REVIEW OF LITERATURE

Researchers such as Grolnick and Slowaiczek (1994); conceptualize education as a form of home involvement. They conceptualized a model of parental involvement across three categories to explore the processes through which parents provide resources: behavioral, intellectual/cognitive, and personal. Intellectual/ cognitive activities are those that engage the student and keep them connected to learning when outside the school. Personal involvement explores psychological aspects of positive communication around education, such as parent, knowing of child's education or having knowledge of what goes on in school.

Parental involvement in research is explored as a multidimensional concept by Kohl et al. (2000), which means there are different ways parents become involved in their child's education. For instance, parents can help their children with schoolwork at home, attend parent teacher meetings, take their children to outings or to the library and all of these would be considered different types of involvement. However, the extent to which parents become involved in their child's education is more than a matter of desire.

Coyle-Shepherd (2013) found that mothers reported more individual involvement in the classroom, as well as more communication with the teacher. Lareau et al. (2008), found that mothers had a more active role in planning activities for children, such as sports, performing arts, and mothers feel more of the stress associated with the activities. Mothers are also more likely

to pass cultural knowledge to their children according to Dumais (2002).

Eccles (2005) asserted that parents with more education are more likely to enroll their children in extra-curricular programmes like music lessons, educational camps or clubs, and math and computer programmes. One of the reasons mother educations is used is that mothers are more likely to be involved with certain aspects of the child's education. The more the resources mothers have available, the more they can transfer that capital to the child.

Parents can use their experiences from and their knowledge of educational institutions to benefit their children and offer more opportunities for success in schools according to Lareau (1987) Heath (1984) noted two sources of education, one of which is educational institution, the other of which is, the cultural transmission which enables us to learn ways of believing, behaving towards, and valuing people around us. This is an education in which we learn identity, attachments, assumptions, and implicit and explicit rules. This secondary source of education is dependent on personal sources of influence such as family and friends.

The theoretical framework of Pierre Bourdieu's (1956)'Forms of Capital and Habitus' is used here. According to Pierre Bourdieu (1956), mothers have held the traditional role of caregivers for years. When mothers are highly educated, but maintain the role of caregiver, they can directly confer their resources to their children. When mothers have higher level of education, it puts them in a better position to not only make decisions about their child's education, but also the resources to do so. According to Pierre Bourdie's,

Cultural Capital Theory, mother's level of education is representative of a set of resources beyond the economic. Mother's education also significantly correlated with group activities.

Finally, maternal education has been shown to be a powerful measure of human capital and maybe indicative of a family's disposition regarding the importance in a way that paternal education is not, since historically it was more normative for men to have higher levels of education, according to Parcel et al(2001). So, a family that values female education may be more likely to value education in general. When a family invests in female education, they are behaving in a way that supports a middle-class ideology that values education and acknowledges the need for education to maintain their status. Mother's education is therefore a good measure to capture effects of parent education on involvement.

Studies by Abosede et. al. (2016) showed that mother's personality is a buildup of demographic factors among which employment, marital status, and educational level are prominent in shaping children's abilities and aspirations. Results showed that parents should provide positive home environments for their children while school operators should respond favorably and focus attention on the children's needs. Students' academic achievement is not only affected by school related factors such as learning environment, school infrastructure, teacher's dedication to duty, but some other factors outside of school-such as-family, mother, individual learner, social incentives, society, and socioeconomic conditions as factors affecting student success. Studies show that parental involvement has a positive effect on

academic outcomes (Lareau, 1987). Azra Praveen et al found significant effect of mother's education on the academic achievement and some personality factors. A. Chevalier et al (2010), addresses intergenerational transmission of education wherein it is stronger through maternal education than paternal. There is evidence of intergenerational transmission of education choice from mothers to daughters.

Review of literature indicates research gap showing there are no studies on mother's education and employability in India, no studies on mother's education and national education policy.

III. OBJECTIVES AND HYPOTHESES

Objective of this research is to study employment preparedness among students with mothers at various educational levels. The key hypotheses developed for this study are;

- a. 'Educational level of mother and employability' indicates there is no significant difference in employment preparedness among students having mothers at various levels of education. Hence Null Hypothesis in 'Educational level of mother and employability' stands proved.
- b. 'Educational level of mother and employability' indicates there is significant difference in employment preparedness among students having mothers at various levels of education. Hence Alternate Hypothesis in 'Educational level of mother and employability' stands proved.

IV. SCOPE AND NATURE OF THE STUDY

For this study 'Student' means Undergraduate student. Undergraduate students mean final year of 3-year degree course (both genders)-post 12 years of schooling, or students who have completed 10th class with 2 years PU, age 18 years and above. For this study, 'Attribute' means 'Behavioral attribute'. 'Employability' means 'Employment preparedness' of students. Geographical scope was Bangalore and rural/semi urban areas in the radius of 150 kms, in and around Bangalore. This study, conducted in 2015-2016 was exploratory in nature.

V. METHODOLOGY

Convenience sampling was followed throughout the study, in all stages of Data collection. Although all colleges were English medium colleges, the level of proficiency was different. Hence personal questioning and explanation was done; about whether the student understood the meaning of the items, and changes in words based on word meanings was done. Simplification of the English language in the questionnaire was also done. Consent for research was taken orally, by announcing/informing before each questionnaire administration, or interview that the responses would be used for research purpose only, and confidentiality would be maintained. Data Collection was done from 1091 students from 17 Undergraduate colleges in and around Bangalore-Urban, Semi-urban, and Rural areas around Bangalore within a radius 150 kms. Students were instructed to imagine they were in a job situation, and mark on a 5-point scale from 'Do not agree-Agree Slightly-Agree Somewhat-Agree -Agree a lot' with the statement in the item. All

streams of Undergraduates, both genders were randomly covered. Familiarity of the respondents with 'Basic English' was ascertained before taking responses. Students were asked to categorize their mother's education into any one of the following five groups.

- a. Mother Not literate
- b. Mother 10th class pass
- c. Mother completed PUC/12th
- d. Mother Undergraduate
- e. Mother Post-Graduate

Table 1: Profile of students based on mother's education for Hypothesis testing

No: of students- Mother Not literate (a)	No: of students- Mother 10th Class pass (b)	No: of students- Mother completed PUC/12 th (c)	No: of students- Mother Under -graduate (d)	No: of students- Mother Post- graduate (e)	Total number Of students
144	411	233	233	70	1091

Questionnaire used was the Behavioral Attributes for Employability Scale (BAE scale). The scores of each undergraduate student on each of the 32 behavioral attributes as per the Behavioral attributes

for employability Scale (BAE Scale) was found out. The 32 inherent behavioral attributes on which testing was done on employment preparedness as per the BAE Scale are:

Table 2: Behavioral Attributes perceived to influence Employability

Behavioral Attribute No:	Behavioral Attribute Name	Behavioral Attribute No:	Behavioral Attribute Name
1	Need to work	17	Team player
2	Market awareness	18	Emotional stability
3	Preparation for the job	19	Mental toughness
4	Permission from family	20	Perseverance
5	Desire to learn on the job	21	Presence of mind
6	Readiness to accept challenges	22	Empathy
7	Initiative on the job	23	Ability to organize
8	Acceptance of supervision	24	Planning
9	Focus	25	Decision making Ability
10	Integrity	26	Positivity
11	Discipline	27	Responsibility
12	Physical and Moral courage	28	Desire to work hard
13	Adaptability	29	Confidence
14	Change management	30	Patience
15	Ability to influence others	31	Confidentiality
16	Interpersonal Interaction	32	Drive for results

Combined Mean + Standard Deviation on the 32 behavioral attribute scores of students on each of the five categories of mothers were arrived at. Analysis of variance (ANOVA) was done to test the hypothesis by finding out level of significance of differences between

means on all 32 attributes, between the five groups.

With ANOVA if null hypothesis for the test is proved it proves that the means of the different groups are equal, ie, there is no difference between the groups. If there is a statistically significant result,

then it means that the two populations are unequal (or different).

ANOVA is done to know if there is significant difference in means of the dependent variable based on the independent variable. This test produces a p-value to determine whether the relationship is significant or not, the level of significance being 0.05. ANOVA tests the relationship between a numeric variable by testing the differences between two or more means. For this study, differences in mean

values of the 32 attributes perceived to influence employment preparedness were studied, based on categorization of level of education of the mother of the student. When you understand how each independent variable's mean is different from the others, you can begin to understand which of them has a connection to your dependent variable. This is done by the study of between group differences, and within group differences for each of the 32 behavioral attributes of employability.

VI. FINDINGS

- a. Significant differences were found in following attributes of students for their influence on employability based on categorization of their 'Mother's education'. Hence H1-alternative hypothesis stands proved for the following attributes.
- b. In 'Preparation for job' attribute (Attribute -3) Mean value of students whose 'Mother completed 10th>Mother completed PUC-12th>Mother is Undergraduate>Mother not literate>Mother Post-graduate.
- c. In 'Permission from family' attribute (Attribute-4) Mean value of students whose 'Mother is Undergraduate>Mother completed PUC/12th>Mother not literate>Mother completed 10th> Mother Post-graduate.
- d. In 'Acceptance of Supervision' attribute (Attribute-8) Mean value of students whose mother is Undergraduate>Mother completed 10th>Mother completed PUC/12th>Mother not literate>Mother Post-graduate.
- e. In 'Focus' attribute (Attribute-9) Mean value of students whose 'Mother is Undergraduate>Mother completed PUC/12th>Mother illiterate>Mother Post-graduate.
- f. In 'Discipline' attribute (Attribute-11) Mean value of students whose 'Mother is Undergraduate>Mother 10th pass>Mother PUC/12th pass>Mother illiterate>Mother Post-graduate.
- g. In 'Adaptability' attribute (Attribute-13) Mean value of 'Mother is Undergraduate>Mother passed 10th>Mother passed 12th/PUC>Mother illiterate>Mother Post-graduate.
- h. In 'Presence of mind' attribute (Attribute-21) Mean value of 'Mother is Undergraduate>Mother 10th pass>Mother illiterate>Mother PUC/12th>Mother Post-graduate.
- i. In 'Empathy' attribute (Attribute-22) Mean value of 'Mother is Undergraduate>Mother illiterate>Mother 10th pass>Mother PUC pass/12th pass>Mother Post-graduate.
- j. In 'Ability to organize' attribute (Attribute-23) Mean value of 'Mother is Undergraduate>Mother 10th pass>Mother illiterate>Mother PUC/12th>Mother Post-graduate.

- k. In 'Positivity' attribute (Attribute-26) Mean value of 'Mother is Undergraduate>.Mother not literate>Mother passed 10th>Mother passed 12th/PUC>Mother Post-graduate.
- l. In 'Confidence' attribute (Attribute-29) Mean value of 'Mother is Undergraduate>Mother illiterate>Mother passed 10th>Mother passed PUC/12th>Mother Post-graduate.
- m. In 'Drive for results' attribute (Attribute-32) Mean value of 'Mother is Undergraduate>Mother 10th pass>Mother 12th pass/PUC>Mother not literate>Mother Post-graduate

Table 3: Mean and Standard Deviation for 32 behavioral attributes for the five categories of students based on their mother's level of education

Student groups based on their Mother's Education		Mother not literate	Mother Completed 10th	Mother Completed 12th/PUC	Mother Graduate	Mother Post-graduate	Total
q1* Need to work	Mean	3.6739	3.7431	3.7439	3.8067	3.5471	3.7338
	Std. Dev	.80621	.69371	.72324	.72750	.72636	.72631
q2* Market Awareness	Mean	3.7216	3.8470	3.7817	3.8770	3.7649	3.8180
	Std. Dev	.73463	.66058	.72202	.74899	.72320	.70769
q3* Preparation for job	Mean	3.5099	3.6580	3.5798	3.5682	3.4359	3.5876
	Std. Dev	.66889	.63697	.60467	.67736	.68205	.64926
q4* Permission from family	Mean	3.6563	3.6417	3.6660	3.7312	3.4382	3.6531
	Std. Dev	.69163	.72745	.68076	.67552	.68807	.70183
q5* Desire to learn on the job	Mean	3.8476	3.8675	3.8909	3.9230	3.6244	3.8641
	Std. Dev	.85366	.93110	.94986	.91233	.90269	.92027
q6* Readiness to Accept challenges	Mean	3.5915	3.6757	3.6818	3.6545	3.4712	3.6467
	Std. Dev	.74405	.83038	.77630	.81820	.79669	.80427
q7* Initiative on the job	Mean	3.6778	3.7742	3.7818	3.6985	3.6090	3.7351
	Std. Dev	.71309	.66545	.71082	.73880	.64916	.69690
q8* Acceptance of supervision	Mean	3.6056	3.7101	3.6327	3.7124	3.4795	3.6648
	Std. Dev	.68621	.63767	.69939	.67305	.64734	.66731
q9* Focus	Mean	3.9736	4.0272	4.0379	4.1127	3.8269	4.0263
	Std. Dev	.63908	.66952	.69298	.65647	.81215	.68119
q10* Integrity	Mean	3.7500	3.7760	3.7455	3.7639	3.6699	3.7562
	Std. Dev	.78098	.83094	.79272	.84369	.83013	.81862
q11* Discipline	Mean	3.8556	3.9457	3.8591	3.9678	3.6474	3.8997
	Std. Dev	.68825	.67586	.69245	.66674	.78380	.69093
q12* Physical & Moral Courage	Mean	3.7944	3.8531	3.8573	3.8858	3.7333	3.8447
	Std. Dev	.53578	.58709	.62387	.55009	.70299	.59005

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q13* Adaptability	Mean	3.6268	3.7111	3.6436	3.7906	3.5410	3.6913
	Std. Dev	.65243	.64250	.66036	.60778	.64796	.64324
q14* Change Management	Mean	3.2852	3.3696	3.3443	3.2436	3.1955	3.3139
	Std. Dev	.70371	.73680	.62931	.75212	.56213	.70527
q15* Ability to influence others	Mean	3.4732	3.5569	3.5000	3.5571	3.5436	3.5335
	Std. Dev	.53128	.62609	.63491	.58535	.49716	.59897
q16* Interpersonal Interaction	Mean	3.6139	3.6035	3.6567	3.6495	3.4895	3.6173
	Std. Dev	.48269	.47121	.48111	.51076	.46851	.48420
q17* Team player	Mean	3.9669	3.9616	3.9452	3.9425	3.7519	3.9399
	Std. Dev	.84486	.84231	.85820	.88042	.81007	.85203
q18* Emotional Stability	Mean	3.7588	3.7603	3.7420	3.7103	3.6474	3.7376
	Std. Dev	.83550	.85709	.80537	.87794	.90851	.85146
q19* Mental Toughness	Mean	3.2764	3.2989	3.2852	3.3616	3.1154	3.2935
	Std. Dev	.64323	.69165	.65223	.63347	.66412	.66466
q20* Perseverance	Mean	4.0457	4.0599	4.0432	4.1144	3.9017	4.0550
	Std. Dev	.73011	.71640	.74952	.69981	.79796	.72797
q21* Presence of mind	Mean	3.6712	3.7146	3.6525	3.8042	3.5895	3.7066
	Std. Dev	.62202	.61079	.63161	.59149	.61486	.61474
q22* Empathy	Mean	3.7042	3.6912	3.6761	3.8386	3.5917	3.7143
	Std. Dev	.68447	.69638	.64648	.61955	.70118	.67178
q23* Ability to organize	Mean	3.7835	3.8432	3.7523	3.9163	3.6378	3.8179
	Std. Dev	.72764	.71729	.82795	.70096	.76090	.74454
q24* Planning	Mean	3.7218	3.7379	3.6250	3.7114	3.5385	3.6930
	Std. Dev	.70024	.73306	.81911	.74576	.75816	.75266
q25* Decision making Ability	Mean	3.4817	3.5763	3.5136	3.4824	3.5154	3.5268
	Std. Dev	.78031	.81649	.77400	.83732	.65546	.79705
q26* Positivity	Mean	4.0330	3.9915	3.9806	4.1156	3.8096	4.0083
	Std. Dev	.62048	.61615	.66206	.58861	.65986	.62713
q27* Responsibility	Mean	3.9648	3.9819	3.9435	4.0569	3.8462	3.9782
	Std. Dev	.67935	.68292	.68944	.67653	.73329	.68694
q28* Desire to work hard	Mean	3.4056	3.4541	3.3409	3.4318	3.2859	3.4080
	Std. Dev	.64882	.68845	.72146	.67481	.73568	.69169
q29* Confidence	Mean	4.2465	4.2101	4.1621	4.3165	4.0353	4.2154
	Std. Dev	.68739	.68421	.74393	.64817	.86670	.70656
q30* Patience	Mean	3.6197	3.5778	3.5427	3.6644	3.4179	3.5833
	Std. Dev	.72535	.71503	.70029	.72882	.63096	.71220

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q31* Confidentiality	Mean	3.6673	3.7860	3.7716	3.8291	3.6314	3.7657
	Std. Dev	.76011	.70131	.72452	.69679	.78926	.72069
q32* Drive for results	Mean	3.9595	4.0749	3.9932	4.1052	3.7949	4.0297
	Std. Dev	.66019	.65982	.76261	.65669	.83427	.69841

Table 4: ANOVA Table on Mothers level of education of students							
ANOVA for Hypothesis testing based on Mother's level of education of students			Sum of Squares	df	Mean Square	F	Sig.
q1 * Need to work	Between Groups	Combined	4.528	4	1.132	2.155	.072
	Within Groups	568.367	1082	.525			
	Total	572.895	1086				
q2 * Market awareness	Between Groups	Combined	2.990	4	.748	1.495	.201
	Within Groups	540.905	1082	.500			
	Total	543.895	1086				
q3 * Preparation for job	Between Groups	Combined	4.804	4	1.201	2.869	.022
	Within Groups	452.992	1082	.419			
	Total	457.796	1086				
q4 * Permission from family	Between Groups	Combined	5.116	4	1.279	2.612	.034
	Within Groups	529.812	1082	.490			
	Total	534.928	1086				
q5 * Desire to learn on the job	Between Groups	Combined	5.494	4	1.374	1.626	.165
	Within Groups	914.239	1082	.845			
	Total	919.733	1086				
q6 * Readiness to accept	Between Groups	Combined	3.470	4	.867	1.343	.252

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challenges	Within Groups	699.001	1082	.646			
	Total	702.471	1086				
q7 * Initiative on the job	Between Groups	Combined	3.131	4	.783	1.615	.168
	Within Groups	524.314	1082	.485			
	Total	527.445	1086				
q8 * Acceptance of Supervision	Between Groups	Combined	4.782	4	1.196	2.702	.029
	Within Groups	478.818	1082	.443			
	Total	483.601	1086				
q9 * Focus	Between Groups	Combined	5.263	4	1.316	2.855	.023
	Within Groups	498.657	1082	.461			
	Total	503.920	1086				
q10 * Integrity	Between Groups	Combined	.788	4	.197	.293	.883
	Within Groups	726.983	1082	.672			
	Total	727.771	1086				
q11 * Discipline	Between Groups	Combined	7.557	4	1.889	4.001	.003
	Within Groups	510.888	1082	.472			
	Total	518.445	1086				
q12 * Physical and Moral Courage	Between Groups	Combined	1.786	4	.446	1.284	.275
	Within Groups	376.321	1082	.348			
	Total	378.107	1086				
q13 * Adaptability	Between Groups	Combined	5.311	4	1.328	3.235	.012

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	Within Groups	444.036	1082	.410			
	Total	449.347	1086				
q14 * Change management	Between Groups	Combined	3.849	4	.962	1.941	.101
	Within Groups	536.332	1082	.496			
	Total	540.181	1086				
q15 * Ability to influence others	Between Groups	Combined	1.126	4	.282	.784	.535
	Within Groups	388.494	1082	.359			
	Total	389.620	1086				
q16 * Interpersonal Interaction	Between Groups	Combined	1.939	4	.485	2.076	.082
	Within Groups	252.669	1082	.234			
	Total	254.607	1086				
q17 * Team player	Between Groups	Combined	3.063	4	.766	1.055	.378
	Within Groups	785.316	1082	.726			
	Total	788.379	1086				
q18 * Emotional stability	Between Groups	Combined	1.089	4	.272	.375	.827
	Within Groups	786.244	1082	.727			
	Total	787.332	1086				
q19 * Mental toughness	Between Groups	Combined	3.623	4	.906	2.059	.084
	Within Groups	476.135	1082	.440			
	Total	479.759	1086				
q20 * Perseverance	Between Groups	Combined	2.709	4	.677	1.279	.276

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	Within Groups	572.802	1082	.529			
	Total	575.512	1086				
q21 * Presence of mind	Between Groups	Combined	4.140	4	1.035	2.756	.027
	Within Groups	406.271	1082	.375			
	Total	410.411	1086				
q22 * Empathy	Between Groups	Combined	5.331	4	1.333	2.974	.019
	Within Groups	484.774	1082	.448			
	Total	490.105	1086				
q23 * Ability to organize	Between Groups	Combined	6.167	4	1.542	2.800	.025
	Within Groups	595.843	1082	.551			
	Total	602.009	1086				
q24 * Planning	Between Groups	Combined	3.912	4	.978	1.731	.141
	Within Groups	611.301	1082	.565			
	Total	615.214	1086				
q25 * Decision making ability	Between Groups	Combined	1.812	4	.453	.712	.584
	Within Groups	688.119	1082	.636			
	Total	689.931	1086				
q26 * Positivity	Between Groups	Combined	6.133	4	1.533	3.941	.004
	Within Groups	420.976	1082	.389			
	Total	427.109	1086				
q27 * Responsibility	Between Groups	Combined	3.097	4	.774	1.645	.161

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	Within Groups	509.371	1082	.471			
	Total	512.468	1086				
q28 * Desire to work hard	Between Groups	Combined	3.166	4	.791	1.658	.157
	Within Groups	516.415	1082	.477			
	Total	519.580	1086				
q29 * Confidence	Between Groups	Combined	5.687	4	1.422	2.867	.022
	Within Groups	536.476	1082	.496			
	Total	542.162	1086				
q30 * Patience	Between Groups	Combined	4.227	4	1.057	2.092	.080
	Within Groups	546.628	1082	.505			
	Total	550.855	1086				
q31 * Confidentiality	Between Groups	Combined	3.897	4	.974	1.882	.111
	Within Groups	560.160	1082	.518			
	Total	564.057	1086				
q32 * Drive for results	Between Groups	Combined	7.466	4	1.866	3.867	.004
	Within Groups	522.265	1082	.483			
	Total	529.731	1086				

Table 5: Alpha Values, Influence of Mother's education on Employability		
Attribute Number	Attribute Name	Alpha value
3	Preparation for job	0.022
4	Permission from family	0.034
8	Acceptance of supervision	0.029
9	Focus	0.023
11	Discipline	0.003
13	Adaptability	0.012

21	Presence of mind	0.027
22	Empathy	0.019
23	Ability to organize	0.025
26	Positivity	0.004
29	Confidence	0.022
32	Drive for results	0.004

VII. DISCUSSION

The government is taking many steps for seamless passage of its young from an educational setting into jobs by 2020. It has set up agencies such as National Skills Development Corporation (NSDC), National Skill Development Agency (NSDA), Directorate General of Training (DGT), National Skill Qualification framework (NSQF) for benchmarking of skills; and at state level State Skill Development Mission (SSDM) has been set up.

Any effort in this direction- both at individual level and by the government is the need of the hour and is appreciable. While skilling, training, benchmarking, effort to create and identify jobs are all being done- the most important aspect is the human element. This study focuses on the human aspect-behavioral attributes perceived to influence employment preparedness; and the hypothesis whether employment preparedness in undergraduate students is dependent on the level of mother's education.

VIII. IMPLICATIONS FOR NATIONAL EDUCATION POLICY

This study has implications for public policy in India, given that 2020 is year wherein India was projected to have maximum number of young under 30 across the world seeking employment. Recommendations are for educational institutions to integrate mothers into their education process; for government

to formulate guidelines and policies for education of all women as they are the mothers to be, to make everyone aware of the findings of this study; for counseling professionals to assist mothers in their effort towards holistic growth of students; for students to discuss with mothers about their work aspirations, goals, dreams, plans-both academic and non-academic; for teachers to discuss progress of students with their mothers; for researchers to study various aspects of findings of this study at greater depth; for alumni to honor mothers of their classmates on special days; for mentors to interact and find out more about their mentees so they can help them better.

Significant differences were found in – 'preparation for job, permission from family, acceptance of supervision, focus, discipline, adaptability, presence of mind, empathy, ability to organize, positivity, confidence and drive for results'- attributes. Secondly, there was no uniformity in the level of significance of the differences of different attributes. Thirdly, for each of the attributes wherein significant difference was found, the categorization of mother's level of education was different.

IX. LIMITATIONS AND SCOPE OF FUTURE RESEARCH

The key limitations are the background of students not considered for analysis. Moreover the subject is far more complex and encompassing than dealt

with here. This work open avenues for future researches on the topics such as;

- a. How these differences could affect employment preparedness among students.
- b. The interrelationship between mother's education and such other factors such as father's education, place of stay, gender, income level, birth status among children in the family, whether family nuclear/joint, presence or death of parent, divorce among family to further employment preparedness of students.
- c. Relationship between employment preparedness and other factors such as parental involvement, academic achievement, self-efficacy (of mothers as well as students), self-esteem, so that initiatives could be taken to facilitate greater employability of the young in India.

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