Needs Of Technical Education Reforms And Skill Development With Special Reference To The India

Hemant Pathak
Indira Gandhi Govt. Engineering College, Sagar, M.P., India
Email- hemantp1981@yahoo.co.in

Abstract
Education serves as capital for a society. The educational journey of India during the last six decades after independence has been quite exciting. India is expected to become the global powerhouse of human resource by 2025. In the emerging era of knowledge-driven society, declining workforce and aging population in developed countries, India with its large young population has the opportunity to position itself as a quality source of skilled manpower for the world.

The immense scientific, technological and socio-economic development has led to a paradigm shift in the basic objectives of imparting education. While factors such as increasing competition, economic slowdown, poverty, illiteracy, population imbalances and political instability are adding pressures on the policy makers as well as common citizens, the importance of education and especially 'relevant education' is gaining significance as a viable solution to combat these issues in our society.

The system is also failed to fulfill market needs, resulting in a curriculum that is of low relevance to employment needs. Commercialization and privatization of education has proceeded, corporatization has been banned, stifling investments in formal university education.

Major education reforms are long overdue. Only then can India become a pioneer educational hub, as it once was.

Keywords: Education, universities ranking indexes.

1- INTRODUCTION

Higher/Technical Education has attained a key position in the knowledge society under globalised economy was introduced into India by the British, in 1857, with the establishment of universities for European education in Bombay, Calcutta, and Madras to introduce the Indian to European culture to colonize the country culturally and to produce a cadre of Indians to serve the British administration in India.

Every system must periodically undergo major changes. If that does not happen, the system must necessarily experience a major revolution. Higher education in India has successfully resisted all attempts for reform that was contemplated in two National Policies (1968 and 1986); recommended by the Higher Education Commission 1948 headed by Dr. S. Radhakrishnan.

In current scenario our higher education policy faced immense challenges by Individuals, Institutions, Systems and Societies due to ample of problems, in the context of various other factors that are simultaneously operating on the higher education system.

The present structure of higher education is not only outdated but is also inherently weak and unequal to the task.

2- PRESENT SCENARIO OF HIGHER EDUCATION IN INDIA

Now in India have more than 350 universities, institutions of higher learning and deemed universities, out of which 125 deemed to be universities, 32 institutions of national importance, 19 central universities, 235 state universities, 8 institutions established under state legislation act and about several thousand colleges.

Education System has increased number of students and teaching Faculty employed making India's system of higher education the second largest in the world this improvement, keeping

the structure as it is, will certainly not yield the desired results.

Higher education has profoundly changed in the past two decades, and those involved in the academic enterprise have yet to grapple with the implications of these changes. Academic institutions and systems have faced pressures of increasing numbers of students and demographic changes, demands for accountability, reconsideration of the social and economic role of higher education

3- KEEPING PACE WITH GLOBAL EDUCATION SYSTEMS

Now a day, higher education reshaped from national education to global education, from one time education for a few to lifelong education for all, from 'teacher- centric education to learner centric education, due to huge migrations of student from one country to others.

While higher education is thus challenged from the grassroots and by the indigenous culture, it is also relentlessly pressed to keep pace with global advances, in the development of both manpower and research.

4. GLOBAL CHALLENGES

Indian higher education has a world leader from long tradition. Takshshila and Nalanda dates back two thousand years ago. However, the modern Indian system face similar contemporary challenges, resulting from the advancement of science and technology, economic growth, social changes, and the internationalization and globalization of the world economy. This transition has led to a series of profound socioeconomic changes and has had a strong impact on society. Our socio-economic sector took the lead in the reforms, dramatic changes have taken place in the human resources sector. Need of overspecialized and departmentalized higher educated technocrats and labour forces based on the rationale of a planned education system suitable for future developing market context.

Thus need of rigid central planning system of governance and administration and to establish a new educational institutional framework and operating mechanism. This is a tremendous task, encompassing a series of reforms, which includes breaking the departmental boundaries between different government agencies that

segmented the higher education system, to grant universities more autonomy and enable them to respond to the needs of socioeconomic development as signaled by the labor market, rather than as dictated by government planning.

5- LINK BETWEEN EDUCATION AND WORK FORCES

How to improve the link between education and the workforce represents serious challenges for higher education system that is changing, although it is still functioning to some extent. More autonomy required for faculties to direct control and management to one of regulating universities within a infrastructure and financing higher education with priorities, providing policy guidance and coordination, and monitoring and evaluating higher education institutions.

6- TO EMPHASIZE ON TECHNOLOGICAL AND SOCIO-ECONOMY DEVELOPMENT

The strong impact of advances in information technology on the school-to-work transition, lifelong education, distance education etc., To equalize access, the bottom line of the government's policy is to provide opportunities for higher education to all those who aspire to it. To serve this commitment, facilities have been massively expanded. Fees have been kept low. The vernacular languages have been introduced as the media of instruction. Several universities offer fee waivers to incapable students.

7- THE PRESSURE OF NUMBERS AND THE DECLINE IN QUALITY

Now number of students increased with massive populations but facilities fall short of demand. In Madhya Pradesh various professional programs generate huge number of graduates with unemploybility; lack of competition. The unrest this generates is so intense that in some states the government has had to administer admissions. To meet the demand, facilities are constantly stretched beyond capacity. As a result, quality suffers. For instance, when classes were small, teachers were able to encourage questions and stimulate interaction, in spite of teaching by the lecture method, extensively used in the country. But now, as they lecture to large numbers, this is no longer possible.The Government must, in all seriousness, draw up a

plan and programme of action, allot the necessary funds under the mission "Reconstruction of Higher Education," and implement it in three successive five-year plans.

8- CONCLUSION AND RECOMMENDATIONS

The traditional education into particularly in the faculties of the arts, commerce, and science has become largely irrelevant to the knowledge and skills needs of society. It reveals that higher education needs to be in close touch with the world of work and to interact with it meaningfully. Strong need of Public/Private Partnership in Higher Education, Governance of higher Education, advancement of knowledge and technology Access and Equity in higher Education, Export of Higher Education, Update globalized planning for Higher Education is required with full awareness of societal realities and needs.

Requirement of increased in student fees to some extent, in consultation with student bodies and parents' organizations. Charging capitation fees and obtaining donations. Launching lucrative and specific courses for foreign students. Encouraging accountability at various levels of decision making. Promoting income tax inducement for obtaining donations. Reorientation of educational programmes. Linking education with employment. Industry linked human resource development programmes. Reorientation of the management system of Colleges and Universities. Better allocation/utilization of the resources already available desired for better systems. To match these requirements, the centres of higher learning should be prepared by regularly changing/ updating their curriculum to the market/society requirements to boost the employability of higher education seekers.

9- REFERENCES

[1] V.C. Kulandaiswamy, Reconstruction of higher education in India, The Hindu newspaper, article published on 20 may 2005.

[2] Philip G.Altbach, Higher Education in the 21st Century: Global challenge and National response, Research Report, Institute of International Education and Council on International Exchange of Scholars, April 1999

[3] Higher education in India issues, concerns and new directions, recommendations of UGC golden jubilee seminars- 2003 held at eleven universities in India.

[4] Robert Cowen, "Last Past the Post: Comparative Education, Modernity, and perhaps Post-Modernity, Comparative Education Review 32, no. 2 (1996): 151-70.

[5] John Smyth, "Globalization and Higher Education: What's Happening to Academic Work?" in Ninth World Congress on Comparative Education: Tradition, Modernity, and Post modernity (Sydney) Proceedings, 1996) and John Smyth, ed., Academic Work: The Changing Labour Process in Higher Education (Buckingham: Society for Research into Higher Education and Open University Press, 1995

[6] Guy Neave, The Dark Side Globalisation: Threat, Opportunity or Both, Report presented to the IAU Administrative Board Meeting at its Mexico City meeting in November 2001).