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Consumerism and consumer protection- A study on consumer dispute redressal forum in India

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ABSTRACT

Consumers play a very important role in the development of an economic system, no business activities without the consumers. Protection of the interest of the consumer is also a very essential and integral part of the economic system of the country. Though there is no activity without the consumer, although the consumers are being exploited by the unscrupulous manufacturers, traders and some business peoples and they are losing their pleasure and happiness. In view of this, the consumer redressal forum has been established by the Government of India to protect the interest of the consumer, those who have disputes, grievances, and litigations with regard to trading activity without financial burden. The present paper focuses on consumerism and the performance of Consumer Dispute Redressal Forum (CDRF) and also the challenges before the working of the forum. The performance of the forum is analyzed based on a number of cases filed and disposed of and pending at the National level State level and District level forum. For analyzing the performance ANOVA statistical tool has been applied to find the relation between the cases pending and disposed of.

Keywords: *Consumers, Government, CDRF, Cases, District and national level forums*

1. INTRODUCTION

Every human being has a desire to use or to consume the required goods and services. It is an integral part of the life system, the pleasure, and happiness of the customer is depends on the quality, quantity, availability, and price etc., of the goods and services. Thus, consumers play a very important role in the development of the economic system. They are the foundation of the system, no business activities without the consumers. But the consumers are exploited by the unscrupulous manufacturers, and sellers Protection of the interest of the consumer is also a very essential and integral part of the economic system of the country. The government of India has taken initiative to protect the welfare of consumers against a wide range of product and services; it has passed a series of Acts and mechanism to protect the interest of the consumers.

Among the series of Acts, Consumer Protection Act 1986 is a comprehensive part of legislation for protecting the interest of the consumers. Consumer forums established under the Consumer Protection Act 1986 with the intention to protect the interest of the consumers and provide better and speedy justice for unfair practices. The forum is a platform where both parties come together reconciling their differences regarding their grievances, this Act set up the hierarchy of three redressal agencies, District Forum and State Commission and National Commission. Any person having a grievance against firm or trader can file a complaint in the district forum for value up to rupees 25 lakhs, file complaint in state commission the value of Rs 1 crore and the national commission for the value of above Rs1crore in respect of deficiency in goods and services. The present paper focuses on the Consumerism, Consumer Protection and Functioning of Consumer Dispute Redressal Forum in India and also challenges before CDRF

2. RESEARCH METHODOLOGY

The present study is based on the analysis of quantitative data. The data has been collected by a researcher from the concerned official records, websites, and right to information Act up to 30/09/2017. The collected data has been arranged and tabulated as per the needs and requirements. The study analyzed and interpreted by using the ANOVA statistical tool has been applied to find the relation between the cases pending and disposed of.

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3. OBJECTIVES

- To study the historical aspect of Consumer movement.
- To study and evaluate the National Commission and state wise functioning of consumer redressal agencies in India.

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- To evaluate the District wise working of consumer redressal agencies in Karnataka state.
- To analyze the challenges before the functioning of Forums

Hypothesis:

To achieve the above objective the following Hypothesis is formulated and tested

- H_0: There is a significant association between the cases filed, disposed of and pending.
- H_1: There is no a significant association between the cases filed, disposed of and pending.

4. REVIEW OF LITERATURE

Yashpal Singh (2005) in his study, he analyses the performance of district consumer forums in western Uttar Pradesh An exploratory research. The study reveals that the rate of disposal is lesser than that of the number of registered cases. It also reveals the increasing the pending case because of the new cases. The study also analyzed that significant difference has been surfaced amongst the performances of these dispute redressal bodies.

Dr.Shambhav Garg(2010) paper entitled "An exploration into working and Performance of Consumer Dispute Redressal Agencies in India" the study highlighted the performance of the different levels of agencies in India. The study also compares and analyzed the performance based on a number of cases filed, disposed of and pending in different states. Further, the study also compares and analyzed the performance of these agencies in India.

Gurleen Kaur(2013) in his study he noted that government of India enacted a number of laws for the protection of aggrieved consumers, but consumer protection act 1986 was one of the legislation for the speedy recovery of consumer problems. This paper attempts to elaborate the state of affairs of the cases filed/disposed of, at the 632 district consumer forum in India working in 34 states including Union Territories. This paper reveals that consumer's forums have been disposed of 92.35%. It is further observed that Manipur stood first with 97.59%.disposal of the cases filed. The District Consumer Dispute Redressal Forums in the state of Mizoram 81.33% were having lowest disposal percentage, the study observed that the overall disposal rate of district consumer dispute redressal forum in India is 95.35% is much better as compared to the Union Territory/ state commissions 84.13%, as well as the National Consumer Dispute Redressal Commission is 86.55%

G Deepa, Dr. K Vijayaram(2014-15) has made an attempts to analyze the performance of consumer Dispute Redressal Agencies in Tamil Nadu. In their study, they focus on the origin and existence of a mechanism of consumer redressal Forums in India at a different level. They studied the functioning of redressal agencies working in Tamil Nadu, in the form of settlement of complaints by these agencies on the basis of secondary data from 2003-2014. The performance reveals the district forum was higher than that of the state commissions and the speed of state commissions was low. To draw the inferences they used ANOVA statistical tool for analyzing the data.

Sushma D B, Dr. A Venkataraju, Dr.G.B.Ganesh and Pramod Udupa.B(2015) their study is made an attempt to analyze the working of Consumer Dispute Redressal Agencies in Karnataka. The study analyzes the working of these forums and identifying the internal and external factors influencing adversely their working and to suggest some measures and findings for enhancement of effectiveness in their working. The study identified cases filed since inception is very very small because of lack of awareness among consumers about their rights. Secondly, of the selected 12 district 9 districts in receipt of consumer cases topping the list and 3 districts at the bottom. The study also reveals as far as disposal of cases is concerned 3 districts have demonstrated very high performance with more than 98% disposal.

Ajita Gupta and Seema Kashyap (2016) in their study, It aims to explore the nature of complaints filed with district consumer forum of Agra city and to assess the procedural awareness of filing and perusing complaints in consumer forum. The study was based on both primary and secondary data. Survey method and stratified random sampling technique were employed to collect the data. The researcher was selected 104 complaints (about 33%) of the cases filed. Paper revealed that the majority of cases filed for seeking justice in consumer forum were regarding the complaints of services form government and private sector agencies. They constitute 92.23% whereas, the complaints pertaining to products were only 6.73% and it is clear that, statistical value regarding procedural awareness of lower age group, shown significantly higher, it means that lower age group have more interest towards the remedies available than others

Bhamy V Shenoy (2017) in the research articles "Consumer Rights: India Needs to chart a different Path" has observed that consumer courts set up at the district, state, and national level have not fulfilled the intended vision of the consumer protection Act (COPRA) 1986 The original objective of parliament was to provide speedy justice with minimum adjournments and without lawyers. This objective has not been fulfilled by these courts. India's consumer movements have a long way to develop in order to meet the urgent needs of long-suffering people who are not receiving the services and protection they have been assured. The author has referred to their nearly 2000 consumers organizations all over India to serve 1.2 billion people. Most of these consumer NGO's look for government handouts to exist. By taking money from the government they become subservient to officials. The author has suggested that time has come to reinvest the consumer movement in India.

5. ANALYSIS AND INTERPRETATION

5.1 Historical aspects of Consumer movement

Consumerisms are a social and legal force, which aims at protecting the rights of consumers. It is a movement closely associated with the collective power of consumer designed to ensure fair and ethical practice towards them by manufacturers, retailers, dealers, and others [1]. Consumer constitutes the largest group in the country. Protection of their interest and rights is vital

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to the general welfare of the masses. It is a national commitment for the welfare of the state like India. A National commitment calls for the establishment of well regulated and independent mechanism to see and demonstrate that consumption of goods and services get satisfaction for their money's worth.

Consumer Awareness and consumer movement

Consumer movement comprehends the collective power of the consumer to take a country forward with respect to awareness, education, and development. The philosophy of consumer movement is mainly centered around testing of consumer goods and evaluating services offered and acting both as source and also as a clearinghouse of information and formation and development of new consumer organizations and providing advice, holding of seminars and rendering practical assistance in consumer protection and consumer education activities.

Consumer movement is a social movement which seeks to enhance wellbeing and bargaining power of consumers. Consumer movement has threefold objectives viz:

(i) Product safety: Product safety involves removing hazardous products, deceptive sales practice and consumer exploitation in the market

(ii) Solution to consumer problems: Consumer movement interacts with the government to bring about appropriate new or amended regulation and for ensuring compliances from manufacturers and for imposing penalties for violations. It also addresses the issue of protecting consumers from health and environmental hazards by the government

(iii) Consumer information and awareness: Consumer movement aims at providing consumer information — informing consumers of Laws and products. (Quality, price, handling institutions and after sale services)

Consumer Grievances and Protection Consumer Rights

The consumer in India is faced with the problems of counterfeit products duplications and adulterations in the market. Consumers are exposed to adulterated food, polluted air contaminated water, spurious, unsafe and substandard products especially drugs we purchase and the recurrent shortage of essential commodities. Indian consumers suffer from humiliation and harassment in every market. Consumers in India are heterogeneous in composition following different religions, speaking different languages using sometimes different products and services and adhering to varied traditions. A deep-rooted cultural, economic, social and political force has made the consumer in India a mere receiver of goods and services rather than a chooser of what he would like to have and enjoy.

Measures for protection of Consumer Rights

Protection of consumer interests and rights has assumed paramount importance in view of the ever-increasing population leading to demand a large variety of goods and services. Further, the market in the Indian context is largely seller's market with little or no bargaining power on the part of buyers. Besides the buyers in India are not well organized and are not aware of their rights. Under their circumstances, the traders are prone to indulge in unfair practices while dealing with consumers. Efforts are being made by the Government and the consumer organizations to change the situations in favor of consumers and the ways and means of consumer's complaints and protecting their interests are evolved through consumer Forums and consumer councils under the consumer protection Act 1986. Major objectives of these councils are to protect the basic rights of a consumer which is also the objective of the consumer protection Act.

The six rights of consumers include:

i) The rights to be protected against the marketing of goods and services which are hazardous to life and property

ii) The rights to be informed about the quality, quantity, potency, purity, standard and price of goods or services, so as to protect the consumer against unfair trade practices

iii) The rights to be heard and to be assured that consumer interests will receive due consideration at the appropriate forum

iv) The right to seek redressal against unfair trade practices or restrictive trade practices or unscrupulous exploitation of consumers and

v) The rights to consumer education

5.2 Evaluation of the National Commission and state wise working of consumer redressal agencies in India.

The Consumer Dispute Redressal agencies are proving speedy and effectively disposing of the cases with few legal formalities. The data collected from the concerned agencies the details of the analysis and Interpretation of the data has been presented in the below-mentioned tables.

Table 1 provides the details regarding the cases filed, disposed and pending at all the state commission since the inspection.

Table 1: Details of the cases filed, disposed, and pending at all state commissions, since their inception (As per NCDRC) as on 30-09-2017

S. No	Name of state	No. of cases filed Since Inception	No. of cases Disposed of Since Inception	No. of Cases Pending	% of cases disposed	% of cases pending	As on
	National Commission	**114931**	**98959**	**15972**	**86.10**	**13.90**	**30/09/2017**
1	Andhra Pradesh	32866	32000	866	97.37	02.63	31/08/2017
2	A & N Island	111	106	5	95.50	04.50	30/06/2015
3	Arunachal Pradesh	103	92	11	83.95	16.05	31/10/2015
4	Assam	2807	2451	356	89.32	10.68	30/06/2017
5	Bihar	19[illegible]	18500	2664	86.10	01.39	31/07/2017

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6	Chandigarh	19388	18829	559	97.12	02.88	31/08/2017
7	Chhattisgarh	12581	12075	506	95.98	04.02	31/08/2017
8	Daman & Diu and DHN	25	20	5	80.00	20.00	31/03/2011
9	Delhi	46963	40316	6647	85.85	14.15	31/08/2017
10	Goa	2974	2847	127	95.73	04.27	31/08/2017
11	Gujarat	55706	50722	4984	91.05	08.95	31/08/2017
12	Haryana	49903	47922	1981	96.03	03.97	31/08/2017
13	Himachal Pradesh	9738	9478	260	97.33	02.67	31/07/2017
14	Jammu & Kashmir	9038	7549	1489	83.53	16.47	31/05/2016
15	Jharkhand	6103	5543	560	90.82	09.18	30/06/2017
16	Karnataka	56337	47414	8923	84.16	15.14	31/08/2017
17	Kerala	30258	27783	2475	91.82	08.18	31/07/2017
18	Lakshadweep	18	16	2	88.89	11.11	31/07/2017
19	Madhya Pradesh	53180	43206	9974	81.24	18.76	31/08/2017
20	Maharashtra	76712	61508	15204	80.18	19.82	31/01/2017
21	Manipur	170	164	6	96.47	03.53	31/12/2015
22	Meghalaya	300	285	15	95.00	05.00	31/03/2015
23	Mizoram	230	216	14	93.91	06.09	31/08/2017
24	Nagaland	165	136	29	82.42	17.58	30/09/2015
25	Odisha	25258	18438	6820	73.00	27.00	30/06/2017
26	Pondicherry	1103	1029	74	93.29	06.71	31/08/2017
27	Punjab	37678	36414	1264	96.65	03.35	31/08/2017
28	Rajasthan	65427	59005	6422	90.18	09.82	31/08/2017
29	Sikkim	57	54	3	94.74	05.26	31/03/2015
30	Tamil Nadu	28411	24684	3727	86.88	13.12	31/08/2017
31	Telangana	2600	903	1697	34.73	65.27	30/07/2017
32	Tripura	1776	1750	26	98.54	01.46	31/08/2017
33	Uttar Pradesh	82187	56126	26061	68.29	31.71	30/06/2017
34	Uttarakhand	6102	5082	1020	83.28	16.72	31/07/2017
35	West Bengal	30388	25586	4802	84.20	15.80	31/03/2017
Total		766041	56369	109672	85.68	14.32	
Average		21886.89	18753.40	3133.48			

Source: Website of Department of Consumer Affairs New Delhi.

Table 1 shows that the total number of cases filed 766041 out of which 656369 cases have been disposed of in all the state commission since their inception. The average percentage of cases disposed of is 85.68 percentages. The state commission of Tripura functioning very successful in disposing of the cases It is 98.54percentage followed by Andhra Pradesh and Himachal Pradesh 97.37% and 97.33% respectively. Further, it also reveals that overall average pending rate is 14.32%.

Table 2: ANOVA analysis

		Sum of Squares	df	Mean Square	F	Sig.
Cases disposed	Between Groups	2.067E10	34	6.080E8		
	Within Groups	.000	0			
	Total	2.067E10	34		1.84	2.53
Cases pending	Between Groups	1.125E9	34	3.310E7		
	Within Groups	.000	0			
	Total	1.125E9	34			

Based on the above ANOVA analysis it clears that there is a significant association between the cases filed, disposed of and pending.

5.3 Evaluation of the District wise working of consumer redressal agencies in Karnataka state

Table 3: Analysis of the functioning of District Forums of Karnataka state commission, since their inception As per KSCDRC (As on 31-12-2017)

S. No.	Name of the District Forum	No. of cases filed Since Inception	No. of cases Disposed of Since Inception	No. of Cases Pending	%of cases disposed	%of cases pending
1	Bangalore Urban	28775	28002	773	97.31	02.69
2	Bangalore Rural	746	708	38	94.91	05.09
3	Bangalore Urban I addl.	11491	10695	796	93.07	06.93
4	Bangalore Urban II addl.	10379	10555	824	92.76	07.24

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5	Bangalore Urban III addl.	7866	7039	827	89.49	10.51
6	Bangalore Urban IV addl.	7316	6557	759	89.63	10.37
7	Bellary	4440	4317	123	97.23	20.77
8	Belgaum	13450	12389	1061	92.11	07.89
9	Bidar	3014	2869	145	95.19	04.81
10	Vijapura	3758	3516	242	93.56	06.44
11	Chikkamagalur	5143	5051	92	98.21	01.79
12	Chitradurga	3847	3744	103	97.32	02.68
13	Dakshina Kannada	12721	12287	434	96.59	03.41
14	Dharwad	10185	10036	149	98.54	01.46
15	Kalburgi	3984	3839	145	96.36	03.64
16	Hassan	5600	5450	150	97.32	02.68
17	Kolar	3295	3256	39	98.82	01.18
18	Kodagu	3793	3731	62	98.37	01.63
19	Mandya	4810	4517	293	93.91	06.09
20	Mysore	13652	13166	486	96.44	03.56
21	Raichur	2636	2574	62	97.65	02.35
22	Shimoga	6238	6089	149	97.61	02.39
23	Tumkur	4871	4799	72	98.52	01.49
24	Uttar Kannada	3813	3709	104	97.27	02.73
25	Udupi	1915	1816	99	94.83	05.17
26	Davanagere	2512	2436	76	96.97	03.03
27	Haveri	5891	5857	34	99.42	00.58
28	Chamrajnagar	3784	3670	114	96.99	03.01
29	Gadag	3174	3070	103	96.72	03.28
30	Koppal	1090	1032	58	94.68	05.32
31	Bagalkoti	2173	1997	176	91.90	08.09
32	Yadagiri	66	48	18	72.73	27.27
Total		**197428**	**188822**	**8606**	**95.64**	**4.36**

Source: Computed from the data collected from concerned consumer Forum

Table 3 shows that the average percentage of cases disposed by the district forum of Karnataka state is 95.64% the district forum of Haveri is functioning very successfully in disposing the cases it is 99.42%, followed by the Kolar, Dharad and Uttar Kannada district forum is 98.82%, 98.54%, and 98.52% respectively. Further, the overall average cases pending is only 4.36%.

Table 4: ANOVA analysis

		Sum of Squares	df	Mean Square	F	Sig.
Cases disposes	Between Groups	8.874E8	31	2.863E7	3.17525E-05	2.65
	Within Groups	.000	0			
	Total	8.874E8	31			
Cases pending	Between Groups	2795149.875	31	90166.125		
	Within Groups	.000	0			
	Total	2795149.875	31			

Based on the above ANOVA analysis it clears that there is a significant association between the cases filed, disposed of and pending.

6. CHALLENGES BEFORE THE FUNCTIONING OF FORUMS

The present study makes an effort and identifies some of the challenges before the functioning of the forum:

a. Create awareness among customers about the present issues of unfair trade practices. It will be their great challenges and responsibility to educate customers in the society
b. The consumer forum work process is slow because many posts are lying vacant.
c. Quick decisions are a greater challenge for all councils and agencies in order to protect consumer' s interest.
d. District consumer forum does not have the power to review its own order, once the judgment is given.
e. Grievance redressal is lengthy if opponent party ask for an adjournment.

7. CONCLUSION

In fact, consumer protection is always a substance of huge concern. The present paper confirms from the performance analysis with regard to the disposal rate of cases of various Consumer Disputes Redressal Agencies in India. Also, it is a great concern for the all the level of agencies such as district and state forums to act actively to solve the consumer's problems within a short period of time. It is found that district-level agencies are performing efficiently than the national level agencies. In the light of the above analysis that consumer forums (agencies) required to function effectively in order to decreases the cases pending.

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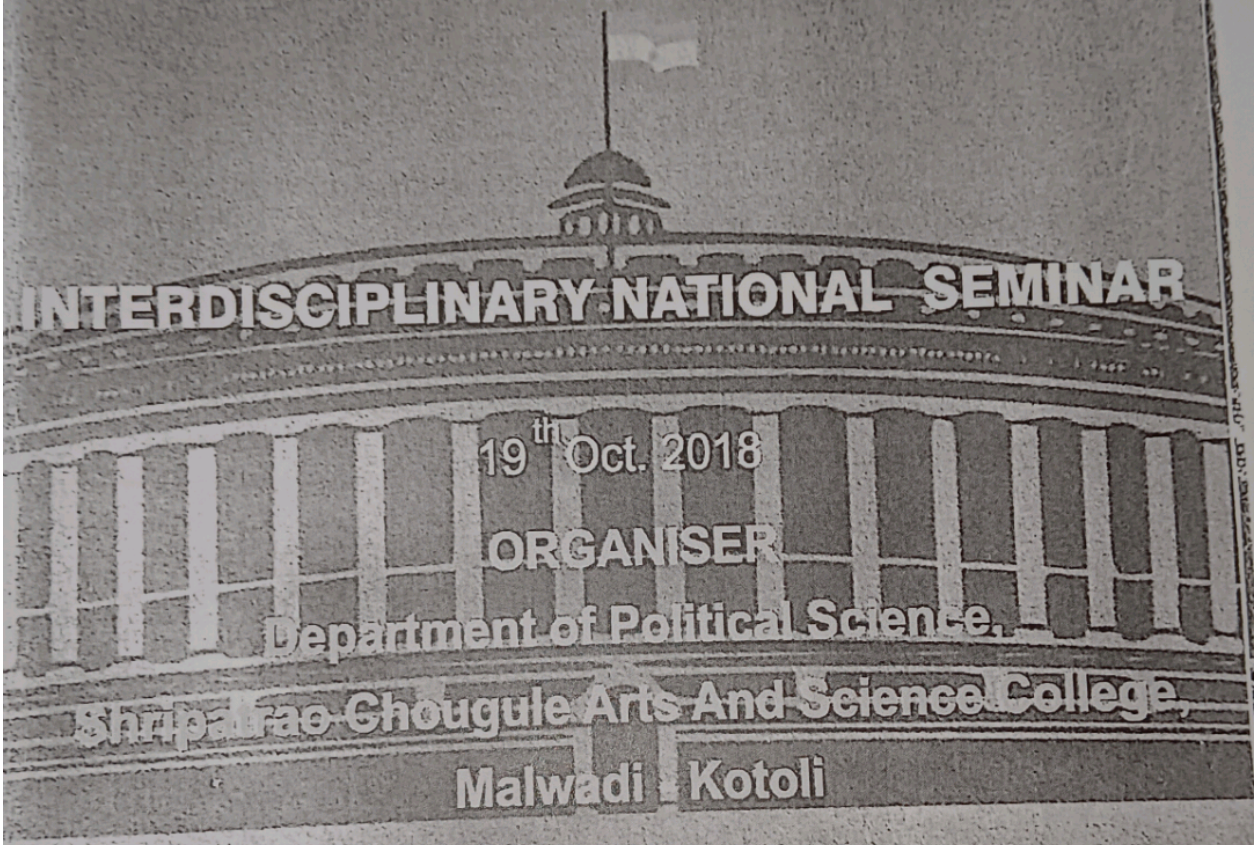
INDIAN DEMOCRACY AND ITS CHALLENGES



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Women Empowerment And Karanataka Politics

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The representation of women in a political system is a good test of its claim to democracy. The claims that women make for representation are claims for their citizenship and at the heart of their engagement with politics. The constitution of India recognizes the political rights of women without any discrimination, distinction or qualification to participate in the decision making process at all levels. However, after many decades and tremendous strides in democracy and development, women's participation and role in public life has not made much headway. The women participation in politics whether national or state level is still very marginal and the same is reflected in Karnataka state polity as well. Generally participation of women in political process implies the degree of equality and freedoms enjoyed by women in shaping and sharing of powers and value that is given by society to the roles which their male counterparts enjoy. Political participation of women does not mean only women's participation in electoral and administrative processes. But also, it includes the whole range of voluntary activities which has a bearing on the political process including voting, supporting political groups, communicating with legislators, disseminating political views and opinions among the electorate and other related activities.

Until the dawn of Industrial revolution, women had a secondary status in society throughout the world. They were not granted to take part in social, political and economic activities and remained confined to the four walls of their family lives. Industrial Revolution spearheaded movements for democracy, equality and social justice, paving the way for women to take part in industrial productivity and economic activities and thus bringing a change in their roles in society. In the later part of the 19th century when the idea of 'equality of the sexes' took shape in Western Europe and North America, the position of women in political arena started taking a new turn. During this period, Suffrage Movement and demand for political rights of women brought a new era for women's participation in public space.

With the voting rights granted to women in most countries of the world, women's struggle for more political space in decision making arena started getting recognition. With the advent of feminism in USA in 1960s the concept of participation of women in political process (not only in voting but also in other political activities) took a new direction.

In 1952, the General Assembly of United nations adopted the Convention on the Political Right of Women which stated that "Women shall be entitled to hold public office established by national law on equal terms with men without any discrimination". In 1979, the Convention on the Elimination of All forms of Discrimination against Women (CEDAW) was adopted by the General Assembly of United Nations. Consisting of a preamble and 30 articles, it defines what constitute discrimination against women and sets up an agenda to end such discrimination. The CEDAW also highlighted the participation of women in politics.

India becoming a republican country having a written constitution, citizens of India, are guaranteed fundamental rights to equality and political participation. Articles 325 and 326 guarantees political equality to all men and women without any discrimination, distinction, or qualification to participate in the decision making process at all levels. Though there are about 33 corer registered women voters, only marginally less than 36 corer male voters. Women participation and role in public life has not made much headway.

Objectives Of The Study: The objectives of the present study are as follows:

1. To examine the present status of women in Karnataka politics,
2. To assess the role of women representatives in state.
3. To study the coverage of women in politics with regard to 73rd & 74th constitutional amendments.

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The remarkable women's reservation bill to provide 33% reservation of seats for women in parliament and state assemblies is pending before the parliament for the past 14 years. However after few decades and tremendous strides in Indian democracy and development, the political status of women the levels and quality of their political participation are far from adequate considering their share in the population structure[1]. Political participation of women, whether national or local levels are still very marginal and the same is reflected in the Karnataka state polity also.

Even the legacy of the Gandhi's hasn't helped the prospect of women in Karnataka. Way back in 1978, former Prime Minister Indira Gandhi chose the state for her political rebirth. After losing the seat in Rai Bareli in 1977, she contested from Chikmangluru and got elected, to return as a Prime Minister two years later. Twenty one years later, in 1999, her daughter-in-law Sonia Gandhi contested from the state (Bellary) and got elected, but the number of women elected to the Parliament from the state is grossly inadequate. However, the case of some women like Basavarajeshwari, Taradevi Siddharth and Margret Alva is a silver lining, as they got an opportunity to serve as union ministers.

In Karnataka from the 1952 elections to till the overall women representation is very marginal. But comparatively women representation in state assembly was better off in 1950s and 1960s, at that period women had better representation in the state legislative assembly and had a good chance of victory in the electoral battle. The highest number of women elected to the assembly so far, from 1957 to 2013, is 18 1962. In 1957, when there were 179 constituencies, 13 women had got elected. The good trend continued in 1967 too, when five women gained entry into the Karnataka assembly. In the decades of 50s and 60s in Karnataka women enjoyed a good success rate in the electoral battle. In 1957, out of 24 contestants, 13 emerged victorious. In 1962, 18 out of 30 and in 1967 five out of 9 have got elected. A nightmarish trend surfaced from 1972 and it has continued till date. For the first time, though 28 women contested none could make win. Since then, it is male domination.[2]

Table No. 1. Karnataka Assembly Elections and Women Representation.

Year	Contested	Won	Percentage
1957	24	13	54.16
1962	30	18	60
1967	09	05	55.55
1972	28	00	00
1978	30	08	26.66
1983	34	01	2.94
1989	78	10	12.82
1994	117	07	5.98
1999	62	06	9.07
2004	101	06	5.94
2008	107	03	2.80
2013	176	06	3.40
2018	219	07	3.12

Source: Election Commission of India, Karnataka State Elections[3].

The reason for low participation of women in Karnataka assembly is, decline in the quality of electoral politics brought aversion in people, special in middle class people, to encourage women to take part in politics women couldn't cope up with the changing scenario of elections. This turned into a battle ground with money and muscle power; and lack of reservation. Political parties continued to doubt women candidates' ability to compete with male opponents.

Discrimination continues even after the election of women as legislators. In the political history of the state, none of the women have enjoyed the position of chief minister or deputy chief

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minister or home minister. K.S. Nagaratnamma was the only women MLA to become the speaker and the opposition leader in the assembly. Motamma was the only women to have become the leader of the opposition in the council

So in India we cannot deny the fact that greater participation of women in the political process would be a pre-condition for their economic and social emancipation. However, even though a significantly large number of women vote in the country, yet only a few of them assume the reins of power. Paradoxically, though women have held the posts of president and Prime Minister as well as Chief Minister of various states in India, the country ranks 20th from the bottom in terms of representation of women in parliament, as per the world economic forum's global gender gap report 2012.

To find a remedy to the low representation of women in politics, India in 1994 established reservations vide the 73rd and 74th constitutional amendments to reserve 33 percent of the seats in local governments for women. The women reservation bill 108th amendment has also been introduced in the national parliament to reserve 33 per cent of the Lok Sabha seats for women, but the bill is yet to be passed.

But the outcome of the reservation bill in local government is the subsequent rise in political participation by women, which up from 4-5 per cent to 25-40 per cent among women, and gave millions women the opportunity to serve as leaders in local government[5]. Karnataka has had several women ministers, namely Margaret Alva, Basavarajeshwari and Taradevi Siddharth in the Union cabinet, and Nafees Fazal, Manorama Madhvaraj, Rani Satish, etc., in the state cabinet. The late KS Nagarathnamma was the only woman...

Status of women in Karnataka:

Women in Karnataka play a crucial role in their social, cultural, economic and religious ways of life. But they are still lagging far behind in the various walks of life like education, employment, health and economic empowerment. Educated women have found a new freedom in the life of big cities. More than 75 per cent of the women who lives in the rural areas are still living with illiteracy, ill health, lack of access to technical skills, science and technology, information and knowledge, proper training, new employment avenues and political power. According to current census the present sex ratio of female was 964 per 1000 males in Karnataka. Crimes against women is raising country wide, more than 2,150 rape cases were registered in Karnataka alone in the past three years.

According to Legislature Committee on Women and Child Welfare statistics 9,201 cases of sexual harassment and 936 dowry death cases were reported in last three years in Karnataka. And 180 women die out of every lakh population because of poor health.

Political Empowerment:

The 73rd and 74th Amendments of the Indian Constitution in 1993 provided for reservation of seats for women in the Panchayats (rural areas) and Municipalities (urban areas) respectively, laying a strong foundation for their participation in decision-making at the local level. The 73rd Constitutional Amendment created opportunities for political participation of women at the grass roots level. In Karnataka even political parties also doesn't take it as serious. In rural area women are leading life according to men's suggestion. Men domination is a general rule in Karnataka. Politics is also not an exception to this. Kannada language newspapers rarely carry this kind of news. During the time of elections, some of the newspapers publish stories on women empowerment and reservation in politics. According to a lady reporter, newspaper carries news on women participation in politics. These are serious type of news, and these news items find place in editorial page. Most of the women never read or look at editorial page. Even educated women also never read it. So it is far from rural women.

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Issues, Challenges And Reforms In Higher Education

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Abstract:

The existing system of higher education now in India was originally implanted by the British government in the mid of 19th century. The main objective was to serve the economic, political and administrative interests of the dynasty over the colony in general but it was to consolidate and maintain their dominance in the countryin particular. The new developments in the field of science, technology, media revaluation and internationalization of education and the ever-expanding competitive environment are revolutionizing the education scene in India. A paradigm shift has been noticed in higher education now-a-days, from 'national standard of education' to 'global standard of education'. It is true that enhancing social access to higher education is still important in the country. But, the major challenge before Indian higher education is to bring and maintain the equity and quality in education.

The present challenge before the country at the beginning of the twenty first century is to become a developed society by the year 2020, which requires that not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover, challenges in higher education are no longer only nation centric.

Introduction:

They have already attained global dimensions; particularly after trade in services has been brought under the purview of the WTO régime. Today the world economy is experiencing an unprecedented change. New developments in science and technology, media revaluation and internationalization of education and the ever-expanding competitive environment are revolutionizing the education scene. A paradigm shift has been noticed in higher education now-a-days, from 'national level of education 'to 'global level', from 'one-time education for a few' to 'lifelong education for all', from 'teacher- centric educations' to 'learner centric education'. These changes make new demands and spell fresh challenges to the existing system of education being practiced in the country. Improving the low level of enrolment 6% in the 18-23 age group ratio, ensuring better equity, access, sound and realistic man-power planning, faster growth of skilled human resource for a self-reliant course of economic development and universalization of basic education are the other major challenges.

It is true that enhancing social access to higher education is still important in the country. But, the major challenge before the Indian higher education system is to bring equity in quality of education across the length and breadth of the country. This is closer to the heart of students in rural, semi urban and urban areas, because they also wish to be able to participate in the new economic revolution. Several social, economic and political reasons seem to act as constraints to access and equity in higher education in India. Poverty leads to high drop- out rates even at primary, middle and secondary school levels. Lower status of women, lack of easy access, lack of implementation of existing programmes, inadequate utilization of resources, absence of political will and inadequacies in coordinated actions across all equity fronts within institutions seem to be the other reason. Financial constrains also often form a significant factor in advancing equity. These and related issues in Equity and Access of Higher Education is burning issues in present society.

It is high time to rethink about the objectives of higher education as it cannot be just a business when it is considered as an effective instrument of social change and a tool of citizen's empowerment. A number of new trends have emerged in the Indian Education. Absence of practical learning has led to "Skill Gap".75% of graduates are coming out to the job market without skill. Interdisciplinary education aims to achieve skill development. The interdisciplinary learning only helps to acquire the ability to deliver goal-based education.

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Therefore, the reforms in the higher education develop soft skills among the students and it will help to produce quality in human capital for developing nations.

Objectives:

In order to study the research problem, we have set the following objectives.

1. To study and understand the present system of education in India.
2. To give focus over recent initiatives of ICT based teaching and education.
3. To analyze the issues and challenges for reformation in higher education.
4. To give focus on student behavior and job market.
5. To identify the impact of higher education reforms on socio economic change.

However, the students going for higher education would become the mature citizens and determine the nature and future of society. Thus, higher education has been crucial scenario that creates the opportunities to give effect to the future society. The present semester and credit system will encourage more frequent revisions to curriculum and more relevance to the labor market, with the policy of RUSA (Rashtriya Uchyottam Shikshna Abhiyaan) which is outlining a process of curriculum stocktaking and revision every three years.

Curriculum Development:

The MHRD states that "curricular revision should be (Ministry of Human Resource Development) with involving all the faculty members." This should happen "substantially every three years for all courses." But in many universities, we find that the old syllabus is taught to the students.

Challenges

1. Complete reforms in higher education for skilled youth are a major challenge to the nation. Entrepreneurship based on innovation has immense growth potential. The Global Innovation Index 2014 ranks India 76th position of 143 countries.
2. The key challenge here is to increase the enrollment in higher education in the country, which is directly linked to economic growth of the country.
3. One of the biggest challenges in higher education is shortage of trained or skilled teachers in this sector. Consequently, it has been difficult to improve the quality of education and gauge the skilling requirement in the sector.
4. Proper counseling and guidance has been considered as the biggest challenges in the skill space today.
5. Improper evaluation and business making in higher education is a very severe threat to the development

Hurdles

1. Broadband connection to improve the standard of Higher Education.
2. Quality teaching in Higher Education through modern technology.
3. Traditional mode of teaching
4. The changing life style of the society without proper security.
5. No Global/International standard in teaching.
6. Accreditation and evaluation system in HES
7. No research-based teaching to promote student reliability.
8. No international competitiveness and comparativeness.

Academic reforms in India are being introduced with a goal of increasing quality standards with initiatives designed to broaden access. Current reform initiatives are focused at the state level, where over 90 percent of the nation's approximately 30 million higher-education students are enrolled.

Learner-centric curriculum reforms include the introduction of credit requirements for non-major elective courses and the creation of syllabi and programs based on learning outcomes relevant to the labor market. The details of 12th Plan reform initiatives in the higher education space are outlined in the Ministry of Human Resource Development's 2013 Rashtriya Uchchattar Shiksha Abhiyan (RUSA) policy document. The RUSA initiatives build on plans first circulated in 2009 under the UGC's Action Plan for

Academic and Administrative Reforms, and have an implementation window through to the end of the 13th planning period (2017-2022).

Need of reforms in higher education

- India's gross enrolment ratio (GER) is only 19.4 per cent, indicating that only a fraction of the population in the age group of 18-23 years is enrolled in higher education institutions.
- There are wide disparities between various social groups. The GERs for SCs, STs and OBCs are far below the average GER and those of other social groups. There is also a wide gender disparity; GER for males is 20.9 per cent while that for females is only 16.5 per cent.
- Most Indian universities are not spaces that are inspiring enough for knowledge creation, nor have they been designed to ensure the pursuit of serious research and scholarship.
- In central universities 40 per cent of faculty positions remain vacant.
- The state universities suffer from a lack of resources among other things.
- Indian universities are generally timid in seeking collaborations which are necessary for the development of new ideas and perspectives.
- There is also lack of interdisciplinary teaching among different faculties and schools. The bureaucratic approach of university managements and regulators has led to the creation of too many hurdles in the pursuit of any meaningful collaboration.

Measures needed

- Effecting transformation involves five things: substantial resources, a progressive regulatory environment in which higher education regulators begin to trust universities, a new governance model for creating opportunities and space for research and scholarship, an enabling environment within universities that will significantly incentivize research and publications, and an attitudinal change among all stakeholders in the higher education sector.
- The new government must ensure that all faculty appointments are filled up within a time-bound framework. This will involve tactful engagement with the institutions and a creative approach to faculty recruitment.
- It is essential to identify a selected set of institutions to represent the best of public and private universities and significantly enhance their capacities with a view to advancing their research agendas. This will not only help in understanding the key challenges that universities face in relation to nurturing research, but will also help us learn from recurring mistakes. Institutional reform inevitably requires risk-taking and innovation.
- Existing policies relating to research collaborations both within and outside India need to be re-examined and made more progressive and inclusive. They should be made progressive vis-à-vis ensuring greater autonomy and freedom to universities to determine who they want to collaborate with and what the terms of collaboration should be.

Other initiatives

- Developing educational products of new models based on flexibility and learner's choice;
- Preparing students for the knowledge society;
- Providing methods and styles of working for life-long learning;
- Arranging facilities for E-learning and distance learning;
- Ensuring total quality management in the higher education system;
- Catering to the changing market demands and churns out adaptable work force,
  Instead of providing these to the students it is better to give them scope for narrow specialization.
- A proper structure for Examination Reforms Units for the Universities should be evolved, supported by UGC to keep the nationwide evaluation processes at universities under continuous scrutiny.
- All the examination processes should be computerized and based on recent advances in ICT

More Attention Needed

- Focus on imparting broad-based and holistic education to produce well-balanced individuals who are morally and socially conscious and have a sound basic education that enables them to charter a path to their chosen careers
- Focus on development of critical thinking skills / application-oriented teaching
- Have relatively low course fees and focus on reaching a large percentage of India's population
- Utilize online methods of teaching and learning to cater to a large population base
- Tie-ups with it is, polytechnics and other vocational training providers to impart skill-based training

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Conclusion

1. State Governments would be encouraged to setup Kaushal Vardhan Kendras (KVKs) at panchayat level for mobilizing and imparting skills pertaining to local employment/livelihood opportunities to school drop-outs, adolescent girls, housewives and rural youths.
2. Government will promote grant of scholarships, rewards and Skill Vouchers (SV) for funding of training costs. All desirous candidates would be able to access credit for all certified NSQF aligned skill development programmes through targeted Skill Vouchers (SVs), which will be linked to their Aadhaar and their Jan Dhan Account or bank account.
3. Government attaches high priority to socio-economic growth of rural areas since India lives in her villages. Adequate focus will be given to youth from deprived households by establishing online education centers in areas which are underserved.
4. Government will allow flexibility in syllabus through innovative models within the overall architecture of the scheme.
5. Higher education centers should provide short term training to specific requirements of the community and local ecosystem.
6. Women related issues will be incorporated in the guidelines of Higher Education enrolment procedures.

Suggestions

1. Seminars, workshops, role play live projects, experimental demonstration and continuous assessment tools are to be recorded in the student certificate.
2. The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on
3. Higher education is a dedicated time within which we strive to acquire these skills on an accelerated basis through training.
4. Apart for these, introducing students to some of the employable skills mentioned above will also help them prepare and adapt to real work situations without much effort.
5. A Total Quality Management for courses offered, monitoring the achievement of the students at all stages of the course, shall be introduced at all higher education institutions.
6. An accreditation system for individuals in various disciplines may be thought of. Indeed, GATE and NET examinations with limited objectives so theses to be removed of such a system. The performance of students in such examinations may be made an important parameter for the accreditation of the institution.
7. Competent faculty is a must for any higher education institution aspiring for quality. It is high time that an **Indian Higher Educational Service**, along the lines of the IAS, is formed. This has the advantage of quality control of the teaching faculty for higher education. A new Human Resource Development Policy shall be evolved to facilitate this.

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ROLE AND RELEVANCE OF HUMAN RIGHTS EDUCATION: AN OVERVIEW

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Abstract:
At present discussions about the concept of liberaiization, privatization and globalization (LPG) is going on worldwide. But we are not thinking about the humanity and being human as the violation of human rights is predominant all over the world. So to eradicate the abuses on human rights the AWARENESS AND EDUCATION ON HUMAN RIGHTS is essential and significant.

Introduction:
Human Rights Education is all learning that develops the knowledge, skills and values of human rights. Human Rights Education is the education that caters to the development of overall human personality. It includes respecting of human rights, fulfillment of basic needs and ensuring fundamental freedom to all human beings. The fundamental purpose of education is to transfigure the human personality in to a pattern of perfection through a synthetic process of the development of the body, the enrichment of mind, the sublimation of emotions and illuminations of the SPIRIT OF NATIONALITY AND NATIONAL INTEGRITY.

Objectives of the Study:

5. This study mainly aims at providing information about role and relevance of Human Rights Education.
6. To understand historical background and objectives of the Human Rights Education.
7. To study and evaluate the significance of Human Rights Education and the plan of action for the United Nations decade for Human Rights Education.

Methodology:
Keeping in view the specific objectives of the study analyzes the role and relevance of Human Rights Education. The study is mainly based on secondary sources of the data collected from various books, magazines, journals and articles.

Human Rights Education:
According to Former UNESCO Director-General Koichiro Matsuura: "Human rights Education is indispensable for every individual to fully enjoy and claim a life of security and dignity. It is indispensable for public officials to give effect to Human Rights commitments by the state. Finally, it is indispensable for the entire society to develop and nurture a Human Rights Culture as a pre-requisite for harmonious and peaceful development." The mandate for Human Rights Education is unequivocal : you have a human Right to know your Rights.**Human Rights Education is...** not a storehouse of knowledge for oneself but a medium for communicating oneself to others; not a curriculum subject for school children or college students to be studied but an opportunity to explore and learn how to live life fully in a human way; not meant to develop one's own life but to equally recognize and respect others' growth in community; not about a set of rules and regulations to control children/ students but about how to cherish the use of human freedom in a responsible manner; does not prepare students for doing studies but for learning to live as human beings through a transformative process – self- social relationships – community – economic, social, cultural, religious and political structures; does not teach to BE someone as an individual bu to **BECOME** someone for others in community.The United Nations decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination and information efforts aimed at the building of universal culture of Human Rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

a. The strengthening of respect for Human Rights and fundamental freedoms.
b. The full development of the human personality and sense of its dignity.
c. The promotion of understanding, respect, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups.

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- Equipping target groups with actions skills for addressing human rights violations and abus
- Compassion for better nature and environment.

Significance of Human Rights Education :

Education fights for the dignity and self respect of human beings It is the social manifestation There is an urgent need for educational institutions, civil society organizations, personal bodies, in of us to actively promote human rights education for the following reasons.

- Human Rights Education declares a commitment to those human rights expressed in the 1948 and all related United Nations Covenants and Declarations.
- Human Rights Education promotes democratic principles
- Human Rights Education secures material pleasure, happiness and fame.
- Human Rights Education promotes national integrity, solidarity and sense of Unity an people.
- Human Rights Education asserts the responsibility to spread, protect and promote the rig people.
- Human Rights Education provides historical and multi-cultural perspectives on the struggle for justice and dignity.
- Human Rights Education helps to develop informed critical thinking essential to a democrac
- Human Rights Education engages the heart as well as mind. It is God incarnate.
- Human Rights Education affirms the interdependence of the human family.
- Human Rights Education challenges students to ask what human rights mean to them pe and encourages them to translate caring in to informed non-violent action.
- Human Rights Education promotes understanding of the complex global forces that cre sustain cultural and structural violence which are responsible for human rights violations- a

Human Rights Education suggests ways in which human rights violations /abuses can be av even abolished. Education on human rights and dissemination of proper information both theore practical, play an important role in promotion and respect of human rights with regards to all in without distinction of any kind such as language, religion, race, sex and this should be integrate educational policies at the national level as well as international level.In proclaiming the United decade for Human Rights Education the United Nations General Assembly (UNGA) defined Huma Education as " a lifelong process by which people at all levels of development and in all strata o learn respect for the dignity of others and methods of ensuring that respect in all societies." Th emphasized that the respect for Human Rights Education rested with all elements of soc government, non-governmental organizations, all other sections of society, as well as individuals.

The Plan of Action for the UN decade for Human Rights Educatior further defined Human Rights "Training, dissemination and information efforts aimed at the building of a universal culture o rights through the imparting of knowledge and skills" and the molding of attitudes which are direct

- The full development of human personality and dignity
- The strengthening of respect of human rights and fundamental freedoms
- The enabling of all persons to participate effectively in a free society.
- The promotion of understanding, tolerance, gender equality and friendship among all indigenous peoples and racial, national, ethnic, religious and linguistic groups.
- The furtherance of the activities of the UN for the maintenance of peace.

It must be acknowledged that effective Human Rights Education can act as a Gandhian because it has the potential to accomplish the following:

- Produce changes in values and attitudes
- Develop attitudes of solidarity across issues, communities and nations
- Produce empowerment for social justice
- Produce changes in behavior
- Develop knowledge and analytical skills
- Encourage participatory education

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- Equipping target groups with actions skills for addressing human rights violations and abus
- Compassion for better nature and environment.

Significance of Human Rights Education :

Education fights for the dignity and self respect of human beings It is the social manifestation There is an urgent need for educational institutions, civil society organizations, personal bodies, in of us to actively promote human rights education for the following reasons.

- Human Rights Education declares a commitment to those human rights expressed in the 1948 and all related United Nations Covenants and Declarations.
- Human Rights Education promotes democratic principles
- Human Rights Education secures material pleasure, happiness and fame.
- Human Rights Education promotes national integrity, solidarity and sense of Unity an people.
- Human Rights Education asserts the responsibility to spread, protect and promote the rig people.
- Human Rights Education provides historical and multi-cultural perspectives on the struggle for justice and dignity.
- Human Rights Education helps to develop informed critical thinking essential to a democrac
- Human Rights Education engages the heart as well as mind. It is God incarnate.
- Human Rights Education affirms the interdependence of the human family.
- Human Rights Education challenges students to ask what human rights mean to them p and encourages them to translate caring in to informed non-violent action.
- Human Rights Education promotes understanding of the complex giobal forces that cre sustain cultural and structural violence which are responsible for human rights violations- a

Human Rights Education suggests ways in which human rights violations /abuses can be av even abolished. Education on human rights and dissemination of proper information both theore practical, play an important role in promotion and respect of human rights with regards to all in without distinction of any kind such as language, religion, race, sex and this should be integrate educational policies at the national level as weil as international level.In proclaiming the United decade for Human Rights Education the United Nations General Assembly (UNGA) defined Huma Education as " a lifelong process by which people at all levels of development and in all strata o learn respect for the dignity of others and methods of ensuring that respect in all societies." Th emphasized that the respect for Human Rights Education rested with all elements of soc government, non-governmental organizations, all other sections of society, as well as individuals.

The Plan of Action for the UN decade for Human Rights Educatior further defined Human Rights a "Training, dissemination and information efforts aimed at the building of a universal culture of rights through the imparting of knowledge and skills" and the molding of attitudes which are directe

- The full development of human personality and dignity
- The strengthening of respect of human rights and fundamental freedoms
- The enabling of all persons to participate effectively in a free society.
- The promotion of understanding, tolerance, gender equality and friendship among all indigenous peoples and racial, national, ethnic, religious and linguistic groups.
- The furtherance of the activities of the UN for the maintenance of peace.

It must be acknowledged that effective Human Rights Education can act as a Gandhian t because it has the potential to accomplish the following:

- Produce changes in values and attitudes
- Develop attitudes of solidarity across issues, communities and nations
- Produce empowerment for social justice
- Produce changes in behavior
- Develop knowledge and analytical skills
- Encourage participatory education

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- Equipping target groups with actions skills for addressing human rights violations and abus
- Compassion for better nature and environment.

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Human Rights Education believes in two principles that Mahatma Gandhi exhorted all of us to believe in active citizenship and informed activism.

Conclusion:

Dharma (values, duties and responsibilities) protects those who protects dharma is the ultimate goal that can be realized only through effective propagation of human rights education. In any society, whatever may be the mechanisms constituted by the state for the implementation of human rights, it is the people's awareness and participation alone could promote and protect the core rights of the individual. The collective effort of the people is cautioning the state for the violations. If all the people are active, educative, morale and ethically and sound in the protection of their rights, the state or society will be hail and hearty.

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Issues, Challenges And Reforms In Higher Education

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Abstract:

The existing system of higher education now in India was originally implanted by the British government in the mid of 19th century. The main objective was to serve the economic, political and administrative interests of the dynasty over the colony in general but it was to consolidate and maintain their dominance in the countryin particular. The new developments in the field of science, technology, media revaluation and internationalization of education and the ever-expanding competitive environment are revolutionizing the education scene in India. A paradigm shift has been noticed in higher education now-a-days, from 'national standard of education' to 'global standard of education'. It is true that enhancing social access to higher education is still important in the country. But, the major challenge before Indian higher education is to bring and maintain the equity and quality in education.

The present challenge before the country at the beginning of the twenty first century is to become a developed society by the year 2020, which requires that not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover, challenges in higher education are no longer only nation centric.

Introduction:

They have already attained global dimensions; particularly after trade in services has been brought under the purview of the WTO régime. Today the world economy is experiencing an unprecedented change. New developments in science and technology, media revaluation and internationalization of education and the ever-expanding competitive environment are revolutionizing the education scene. A paradigm shift has been noticed in higher education now-a-days, from 'national level of education 'to 'global level', from 'one-time education for a few' to 'lifelong education for all', from 'teacher- centric educations' to 'learner centric education'. These changes make new demands and spell fresh challenges to the existing system of education being practiced in the country. Improving the low level of enrolment 6% in the 18-23 age group ratio, ensuring better equity, access, sound and realistic man-power planning, faster growth of skilled human resource for a self-reliant course of economic development and universalization of basic education are the other major challenges.

It is true that enhancing social access to higher education is still important in the country. But, the major challenge before the Indian higher education system is to bring equity in quality of education across the length and breadth of the country. This is closer to the heart of students in rural, semi urban and urban areas, because they also wish to be able to participate in the new economic revolution. Several social, economic and political reasons seem to act as constraints to access and equity in higher education in India. Poverty leads to high drop- out rates even at primary, middle and secondary school levels. Lower status of women, lack of easy access, lack of implementation of existing programmes, inadequate utilization of resources, absence of political will and inadequacies in coordinated actions across all equity fronts within institutions seem to be the other reason. Financial constrains also often form a significant factor in advancing equity. These and related issues in Equity and Access of Higher Education is burning issues in present society.

It is high time to rethink about the objectives of higher education as it cannot be just a business when it is considered as an effective instrument of social change and a tool of citizen's empowerment. A number of new trends have emerged in the Indian Education. Absence of practical learning has led to "Skill Gap".75% of graduates are coming out to the job market without skill. Interdisciplinary education aims to achieve skill development. The interdisciplinary learning only helps to improve the ability to deliver goal-based education.

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Therefore, the reforms in the higher education develop soft skills among the students and it will help to produce quality in human capital for developing nations.

Objectives:

In order to study the research problem, we have set the following objectives.

1. To study and understand the present system of education in India.
2. To give focus over recent initiatives of ICT based teaching and education.
3. To analyze the issues and challenges for reformation in higher education.
4. To give focus on student behavior and job market.
5. To identify the impact of higher education reforms on socio economic change.

However, the students going for higher education would become the mature citizens and determine the nature and future of society. Thus, higher education has been crucial scenario that creates the opportunities to give effect to the future society. The present semester and credit system will encourage more frequent revisions to curriculum and more relevance to the labor market, with the policy of RUSA (Rashtriya Uchyottam Shikshna Abhiyaan) which is outlining a process of curriculum stocktaking and revision every three years.

Curriculum Development:

The MHRD states that "curricular revision should be (Ministry of Human Resource Development) with involving all the faculty members." This should happen "substantially every three years for all courses." But in many universities, we find that the old syllabus is taught to the students.

Challenges

1. Complete reforms in higher education for skilled youth are a major challenge to the nation. Entrepreneurship based on innovation has immense growth potential. The Global Innovation Index 2014 ranks India 76th position of 143 countries.
2. The key challenge here is to increase the enrollment in higher education in the country, which is directly linked to economic growth of the country.
3. One of the biggest challenges in higher education is shortage of trained or skilled teachers in this sector. Consequently, it has been difficult to improve the quality of education and gauge the skilling requirement in the sector.
4. Proper counseling and guidance has been considered as the biggest challenges in the skill space today.
5. Improper evaluation and business making in higher education is a very severe threat to the development

Hurdles

1. Broadband connection to improve the standard of Higher Education.
2. Quality teaching in Higher Education through modern technology.
3. Traditional mode of teaching
4. The changing life style of the society without proper security.
5. No Global/International standard in teaching.
6. Accreditation and evaluation system in HES
7. No research-based teaching to promote student reliability.
8. No international competitiveness and comparativeness.

Academic reforms in India are being introduced with a goal of increasing quality standards with initiatives designed to broaden access. Current reform initiatives are focused at the state level, where over 90 percent of the nation's approximately 30 million higher-education students are enrolled.

Learner-centric curriculum reforms include the introduction of credit requirements for non-major elective courses and the creation of syllabi and programs based on learning outcomes relevant to the labor market. The details of 12th Plan reform initiatives in the higher education space are outlined in the Ministry of Human Resource Development's 2013 Rashtriya Uchchattar Shiksha Abhiyan (RUSA) policy document. The RUSA initiatives build on plans first circulated in 2009 under the UGC's Action Plan for

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Conclusion

1. State Governments would be encouraged to setup Kaushal Vardhan Kendras (KVKs) at panchayat level for mobilizing and imparting skills pertaining to local employment/livelihood opportunities to school drop-outs, adolescent girls, housewives and rural youths.
2. Government will promote grant of scholarships, rewards and Skill Vouchers (SV) for funding of training costs. All desirous candidates would be able to access credit for all certified NSQF aligned skill development programmes through targeted Skill Vouchers (SVs), which will be linked to their Aadhaar and their Jan Dhan Account or bank account.
3. Government attaches high priority to socio-economic growth of rural areas since India lives in her villages. Adequate focus will be given to youth from deprived households by establishing online education centers in areas which are underserved.
4. Government will allow flexibility in syllabus through innovative models within the overall architecture of the scheme.
5. Higher education centers should provide short term training to specific requirements of the community and local ecosystem.
6. Women related issues will be incorporated in the guidelines of Higher Education enrolment procedures.

Suggestions

1. Seminars, workshops, role play live projects, experimental demonstration and continuous assessment tools are to be recorded in the student certificate.
2. The pedagogy has to be practical; learning can be enhanced through field visits, e-learning, industry driven projects, digital or video inputs and so on
3. Higher education is a dedicated time within which we strive to acquire these skills on an accelerated basis through training.
4. Apart for these, introducing students to some of the employable skills mentioned above will also help them prepare and adapt to real work situations without much effort.
5. A Total Quality Management for courses offered, monitoring the achievement of the students at all stages of the course, shall be introduced at all higher education institutions.
6. An accreditation system for individuals in various disciplines may be thought of. Indeed, GATE and NET examinations with limited objectives so theses to be removed of such a system. The performance of students in such examinations may be made an important parameter for the accreditation of the institution.
7. Competent faculty is a must for any higher education institution aspiring for quality. It is high time that an **Indian Higher Educational Service**, along the lines of the IAS, is formed. This has the advantage of quality control of the teaching faculty for higher education. A new Human Resource Development Policy shall be evolved to facilitate this.

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Academic and Administrative Reforms, and have an implementation window through to the end of the 13th planning period (2017-2022).

Need of reforms in higher education

- India's gross enrolment ratio (GER) is only 19.4 per cent, indicating that only a fraction of the population in the age group of 18-23 years is enrolled in higher education institutions.
- There are wide disparities between various social groups. The GERs for SCs, STs and OBCs are far below the average GER and those of other social groups. There is also a wide gender disparity; GER for males is 20.9 per cent while that for females is only 16.5 per cent.
- Most Indian universities are not spaces that are inspiring enough for knowledge creation, nor have they been designed to ensure the pursuit of serious research and scholarship.
- In central universities 40 per cent of faculty positions remain vacant.
- The state universities suffer from a lack of resources among other things.
- Indian universities are generally timid in seeking collaborations which are necessary for the development of new ideas and perspectives.
- There is also lack of interdisciplinary teaching among different faculties and schools. The bureaucratic approach of university managements and regulators has led to the creation of too many hurdles in the pursuit of any meaningful collaboration.

Measures needed

- Effecting transformation involves five things: substantial resources, a progressive regulatory environment in which higher education regulators begin to trust universities, a new governance model for creating opportunities and space for research and scholarship, an enabling environment within universities that will significantly incentivize research and publications, and an attitudinal change among all stakeholders in the higher education sector.
- The new government must ensure that all faculty appointments are filled up within a time-bound framework. This will involve tactful engagement with the institutions and a creative approach to faculty recruitment.
- It is essential to identify a selected set of institutions to represent the best of public and private universities and significantly enhance their capacities with a view to advancing their research agendas. This will not only help in understanding the key challenges that universities face in relation to nurturing research, but will also help us learn from recurring mistakes. Institutional reform inevitably requires risk-taking and innovation.
- Existing policies relating to research collaborations both within and outside India need to be re-examined and made more progressive and inclusive. They should be made progressive vis-à-vis ensuring greater autonomy and freedom to universities to determine who they want to collaborate with and what the terms of collaboration should be.

Other initiatives

- Developing educational products of new models based on flexibility and learner's choice;
- Preparing students for the knowledge society;
- Providing methods and styles of working for life-long learning;
- Arranging facilities for E-learning and distance learning;
- Ensuring total quality management in the higher education system;
- Catering to the changing market demands and churns out adaptable work force,
  Instead of providing these to the students it is better to give them scope for narrow specialization.
- A proper structure for Examination Reforms Units for the Universities should be evolved, supported by UGC to keep the nationwide evaluation processes at universities under continuous scrutiny.
- All the examination processes should be computerized and based on recent advances in ICT

More Attention Needed

- Focus on imparting broad-based and holistic education to produce well-balanced individuals who are morally and socially conscious and have a sound basic education that enables them to charter a path to their chosen careers
- Focus on development of critical thinking skills / application-oriented teaching
- Have relatively low course fees and focus on reaching a large percentage of India's population
- Utilize online methods of teaching and learning to cater to a large population base
- Tie-ups with it is, polytechnics and other vocational training providers to impart skill-based training

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