

THE IMPACT STUDY ON HIGHER EDUCATION AND KNOWLEDGE BASED EMPLOYABILITY AND ENTERPRENUERS IN RURAL AREA IN INDIA.

Anusha .H.A¹, Roopini .S.²

^{1,2}*Teresian College, Mysore*

ABSTRACT

Entrepreneurship, Education seems to have a positive effect on the entrepreneurship refers to an individual's ability to turn ideas into action. Knowledge refers to having a broad understanding and knowledge of entrepreneurship, so improving the entrepreneurship key competence is expected to increase the knowledge based employability of individuals. Through this there will be an increase in standard of living, education system and this would lead to economic development of our country. To achieve these there are certain problems like, lack of information, skills, training in youths. Financial and marketing linkage. While they are facing these problems, government of India has introduced many schemes for higher education. Aiming at potential for excellence and skill development. To generalize the study Is related with the higher education and knowledge based employability and entrepreneurs in rural areas of India.

Keywords: *Education. Employability. Entrepreneurs. Government. UGC. MHRD.*

I. INTRODUCTION

- Entrepreneurship education seems to have a positive effect on the Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to- day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and it provides a foundation for entrepreneurs to establish a social or commercial activity. Entrepreneurship employability in terms of job experience, creativity in the current job and annual income earned of the alumni presently in paid employment. It seems to be easier for entrepreneurship alumni to find employment immediately after their graduation and the chance of being unemployed in the first years after graduation is lower. Following entrepreneurship programmes does not have an impact on the international mindset of graduates and does not result in higher job satisfaction.
- Knowledge refers to having a broad understanding and knowledge of entrepreneurship including the role entrepreneurs and entrepreneurship plays in modern economies and societies. Overall, alumni agree that the higher education they have attended contributed to their understanding of the role of entrepreneurs in society. As expected, alumni who have attended entrepreneurship programmes assess this contribution greater (score of 3.7 on a scale from 1 to 5 versus 3.0 of the control group). Entrepreneurship alumni also assess their knowledge of entrepreneurship higher. This means that they consider themselves more capable

of distinguishing between good and bad entrepreneurs, they know what entrepreneurship is about and they are more aware of the determinants of successful entrepreneurship.

- Improving the entrepreneurship key competence is expected to increase the knowledge based employability of individuals. Employability is the extent to which an individual is in an position to find a first job, to maintain a job and find a new job in paid and/or in self-employment. There is a broad range of aspects to measure employability. In this study we have focused on job experience, job satisfaction, annual income and involvement in business start up of the alumni who are in paid employment.

II. OBJECTIVE OF THE STUDY

- To study the scenario of higher education in knowledge based employability and entrepreneur in rural area.
- Contribute to enhancing the employability through knowledge, skills based trainings.
- Improving the knowledge, skills of unemployed youths.

III. ADVANTAGES

- Economic development.
- Improved standard of living.
- Improve education system.
- Create job and wealth.
- Empowerment of facilities, students and encouragement of their Participation in governance.
- To highlight the new innovative ideas to improve the quality of rural higher education.

IV. METHODOLOGY

The present study limited to the concept of entrepreneurship. Knowledge, employability, and higher education. To gather information about higher education on knowledge based employability and entrepreneurs in rural area the information has been collected from various books, newspapers, journals, and various websites.

V. PROBLEM STATEMENTS

- Lack of information, skills training in youths:

After passing the 10th class, the students were unable to join higher education. Due to financial crisis, they are unable to undertake skill training, in nearby cities inside and outside the state, plenty of job opportunities available. But skilled and efficient man power not available to meet the existing job demands in the market for various trades likely driving, welding, mobile repairing, electricians but skilled manpower supply not available to meet the current demand. Due to poverty, forcibly the poor youth members migrating to cities, converting daily labors, earning low wages.

- Lack of financial and market linkages:

Fisher's often undertake two types of fish a) fresh fish Vending in local markets on daily basis and b) dry fish processing and selling on weekly basis. These enterprises are profitable. However, due to lack of proper storage and techniques in processing both fresh and dry fish, women/men end up selling their products under priced. For

instance, fisher's selling fresh fish cannot store fish even for a day due lack of cold storage, which forces them to sell fish for lower price towards end of the day.

➤ Lack of awareness and poor implementation of government schemes:

Given the poverty scenario, a number of poverty eradication measures have been initiated by the government, mostly central government supported programs. For improving the standard of living of the poor, state intervention in the form of implementing antipoverty programs, elimination of hunger schemes, Employment Assurance Scheme (EAS), Public Distribution System (PDS), Integrated Child Development Scheme (ICDS) and Midday Meal Scheme have been introduced. All the above schemes are aimed at improving the living conditions of the poor by directly involving the appropriate target groups. However, this programme is not directly included related to vocational and skills development and not reaching to the poor people due to lack of awareness.

➤ Lack of capacity building, knowledge, skills and strong community people:

Many SHGs among coastal fishing communities have difficulty in accessing these resources because they lack voice, confidence, basic administrative skills and capacity and capability in negotiating with, and accessing support from rural banks, resource and marketing agencies. Fisher's groups are either defunct or are functioning at very low levels of potential. Quality of bookkeeping is generally reported to be poor. Substantial numbers of poorer households are outside of the SHG fold. Lack of capacity building activities for SHG and Cooperatives in the field of vocational training and microenterprise promotion. The lack of financial resources and access to sources of credit needed for investments in productive assets, to meet operational expenses and to cover consumption needs during periods with little or no income is among the major problems and livelihood constraints identified by members of fishing communities.

VI. GOVERNMENT OF INDIA INTRODUCE SCHEMES FOR HIGHER EDUCATION

6.1 The University Grants Commission (UGC) 12th Plan

An initiative of the University Grants Commission, the Plan is structured to remedy the fundamental lapses in the Indian higher education system. The plan mandates that those autonomous colleges that show promise will be identified as "colleges with potential for excellence" (CPE) and upgraded into universities. To this end, the UGC has allotted over Rs 1,84,740 crore. The guiding idea is to ease the load of universities which are typically overburdened in terms of limited budget and administration of more colleges and students than is adequate. Parallel to the idea is the goal of greater autonomy to existing colleges and universities. It does so in very concrete terms: universities are not to have more than fifty affiliated colleges; further, the total enrollment is not to exceed 50,000 students.

6.2 The National Skill Development Corporation India (NSDC)

The NSDC is remarkable in that it is a "public-private partnership". It aims to promote skill development by fostering vocational institutions. It operates through advocacy and initiatives supported by the Government of India and industry associations. The advocacy bit is carried out by "sector skills councils" which help identify skill development needs, and "sector specific labor market information system" which assist in the planning and delivery of training.

6.3 The Ministry of Human Resource Development (MHRD)

The responsibility of furthering higher education in accordance with the guidelines laid out by the Government lies with the MHRD at the end of the day. The MHRD sponsored initiatives include projects such as the “National Commission for Higher Education and Research” (NCHER) and the “Education Tribunals Bill 2010”. The Ministry has a division dedicated to working on initiatives to improve internationalization of higher education. The International Cooperation Cell (ICC) is responsible for projects related to institutional collaborations, quality assurance, and scholarships and such. Among the noteworthy initiatives in international cooperation are: India-US Higher Education Summit, Singh-Obama Knowledge Initiative, UKIndia Education and Research Initiative, and United States India Educational Foundation; furthermore, there is a whole gamut of collaborative and leadership programs under the aegis of UNESCO.

6.4 The Confederation of Indian Industry (CII) Initiatives in Skill Development

The CII is credited with immense contribution to skills development in keeping with the needs of Indian industries so as to further employability of the working population. The CII also works to promote entrepreneurship and enterprise in the country. It has launched its own “Skills Development Initiative” in line with the National Skills Development Agenda with the goal of skill-training a target of 500 million people by the year 2022.

VII. FINDINGS OF THE STUDY

- The people who are living in rural area they were not getting proper information about current scenario.
- If they get information, they are lack in implementing it.
- Unaware of government schemes.
- Due to poverty, they are not completing their higher education.

IX. SUGGESTIONS

9.1 Improved Education System

Higher education sectors allows use of information and communication technologies with the aim of improving education, improve information, service delivery, encourage student participation in the decision making process, making administration transparent and effective and give universities a new channel of educational deployment. Also, the system can obtain feedback from industry and students to modify course curriculum if deemed appropriate by the authorities. This will allow all the lesser performing colleges to reduce the gap with better performing institutes. It will be help in the betterment of the higher education in the country and increase the number of employable students.

9.2 Innovative Teaching Tools

The new technologies offer vast opportunities for progress in all walks of life. With the introduction of new technological initiatives the structure of higher educational institutions has changed. The changing role of lecturers, the changeable learning environment and the design of eLearning facilities all contribute to a potentially more flexible organizational structure of higher education in rural area. The future delivery of education will be based through eLearning technology providing lecturers with superior teaching tools. The online methods enable more effective education and offer significant advantages over traditional teaching

methods. This has been possible by technological implementation based environments such as bulletin boards, virtual lectures and e Libraries and video conferencing. In e learning environment can support communication with classmates and lecturers.

9.3 Provide E Services

After the implementation e-governance, we improve the delivery of services to students, faculty & stakeholders by providing services like enrollment, examination, result, feedback, requests for documents, requests for certificates, issuing admit cards and id cards, employment etc.. The system provide timely alert to colleges through SMS /Emails and also support synchronous communication between online users through live chat. E-governance in education provides new ways of communicating to the urban as well as rural students, new ways of imparting education and new ways of organizing and delivering information and services.

9.4 Use of Intranet

Intranet-based training provides a low cost and knock-on savings, is that it can be a virtual two-way system, with students connected to mentors and teachers receiving real-time feedback and support. Managers with employees scattered among sites and locations, if particularly they are so far flung that they are in different areas, need a cheap and effective way to communicate them.

X. CONCLUSION

India Occupies 2.4% of the world's land area but supports over 17.5% of the world's population. At the 2001 census 72.2% of the population lived in about 638000 villages and the remaining 27.8% lived in more than 5100 towns and over 380 urban agglomerations.

Although government of India has taken significant steps towards successful implementation of higher education on knowledge based employability and entrepreneurs in rural area. "India lives in village" was a saying, yes it is, but if we build these villages in the proper way. India will stand at the top of world profile. Education is key success factors of economic employable development, by imparting these education not only developed urban areas it should be implemented and brought into light in both urban and rural areas. As the study states there are many pros and cons, but according to our findings these cons/drawbacks can be overcome by the education to rural people.

The people of rural areas should be made educated, qualified dignitaries, so the they are employable. If they are employable they will be with good knowledge regarding the current issues in primary and higher education. So that they can educate others and capable of making decisions and with great self confidence. Rural people should utilize the schemes introduced and developed by the government of India for increasing the entrepreneurs and to lend knowledge based education instead of education to make them much more potential to face competitive world and to sustain.

Along with the technological revolution, mental revolution of society is needed to change the attitude of the society and provide rural areas with democratic and entrepreneurial platform. The right kind of assistance from family, society and government can make these rural areas people educated and employable as a part of mainstream of national economy and they can contribute to the economic progress if India. Education has a definite role in enhancing entrepreneurship by enlarging the pool of entrepreneurs in the society. Therefore the

government of India should take appropriate measures to promote and develop higher education and knowledge based employability and entrepreneurs in rural areas in India.

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