

“A Study On The Relationship Between Educational Curriculum And Make In India Campaign”

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Abstract

Make in India is an ambitious campaign launched by the Prime Minister of India, Mr. Narendra Modi to give the manufacturing sectors' dilapidated and shabby conditions a drastic U-turn. The mission is to manufacture in India and sell the products worldwide. Education and skill are intrinsically interrelated forces determine the economic fortune of our country, but there is the huge mismatch between existing educational system and the demands of knowledge, skills, and behavior by the business and organizations in new recruits. Even the students felt their education lacked relevance to the job market. We should have no stone unturned to develop the curriculum in order to transform our school and higher education system to prepare our students for life and work place as the existing workforce is unable to cope with the demands of 21st- Century economy. This study is fashioned to create a scalable intervention about the indispensable role of curriculum to produce an industry-led skilled workforce for achieving the objectives of “Make in India” campaign. To address this issue College teachers of North 24-Parganas District (West Bengal) constitute the population. A sample of 200 teachers was selected. A 14- items self-developed questionnaire ($r=0.87263$) was used to measure, teachers' awareness and perception about the curriculum development to realize the objectives of “Make in India” campaign. The obtained data were analyzed and interpreted using descriptive statistics and t-test. The result shows teacher community favors the curriculum development to realize the objectives of “Make in India”.

Keywords: Curriculum, Workforce, Skill, Economy.

Introduction

An effective governance along with democratic conditions could certainly leverage India's manufacturing superiority.

Economic theories and empirical studies have postulated that manufacturing is the main engine of growth in an economy. In order to develop India into a global manufacturing hub Hon'ble Prime Minister of India Mr. Narendra Modi launched the landmark 'Make in India' campaign aimed at steering investment, built the best in class manufacturing infrastructure, skill enhancement in twenty-five sectors of economy, employment generation, foster innovation as well as financial inclusion, thereby making it one of the most transformational initiative to augment India's economic development from the service-driven growth model to labor-intensive manufacturing-driven growth. India's manufacturing sector currently contribute just over 15% to the national GDP, and by 2022 expected to grow 25%, by means of the generation over 100 million new domestic jobs. Effective education for employment is now a core driver of economic globalization. Human capital is the most critical force and valuable component of intellectual

capital (knowledge) responsible for economic growth. The greatest objectives of human capital are to educate employees and maximize the intangible capabilities of knowledge, skills, intellectual abilities and competence and experience to create professionalism, efficiency, and effectiveness in improving business productivity. But the match between what employers, individuals, and the government seek and what respective education and training system provide appears ill-fittings in our country.

India has the 3rd largest scientific and technical manpower globally. Existing challenges (i.e., to realize the objectives of 'Make in India' campaign) in our education-access, equity, and quality will only intensify, unless we transform our education and skill development model. To enhance the potentiality of transferable skills (skills that are central to occupational competence in all sectors and levels and include project management, communication, working in teams and problem solving), a holistic view of skill development even outside the academic field throughout the curricula is the felt need of our country.

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Review of Related Literature

Work specifically under the umbrella of this topic is either scarce or quite a nil in the present situation and till date. Hence some of the nearing concepts are reflected in this para.

Inamdar Shoaib Shafi (Poona Institute of Management Science & Entrepreneurship) & Akbar Sayed Ahmad (Poona College of Arts, Commerce & Science Camp) focused on various issues of students awareness and creativity of Make in India after 2014. They accepted the Make in India theme and confident to stand globally with the strong economy by means of overall development of India. But the majority of college students are not in favor of agriculture development through make in India.

Bhagowaty Gunjan, 2015 (Management Development Institute, Gurgaon), besides other mainly focused on improving the employability of general and engineering graduates. Role of HR and Financial Services in making 'Make in India' campaign a success by Goyal Samridhi, kaur Prabhjot, and Singh Kawalpreet (www.iosrjournals.org), mainly focused on innovation, intensify skill development, preventing brain drain for making India manufacturing hub and a bench mark of development and prosperity.

Knowledge measured as the human capital has the significant effect on economic performance (rafiei et al., 2011). The greatest objectives of human capital are to educate employees and maximize the intangible capabilities of knowledge, skills, experience to create company value and increase performance (Hsiung and Wang, 2012). It has been proved that there is a significant relationship between human capital, efficiency and financial performance (Maditions et al., 2011).

Objective of Study

- To determine the perception about Make in India concept among the college teachers of North 24-Parganas District of West Bengal.
- To determine whether or not there is the common perception about the curriculum development to enhance competitiveness in specialized skills to realize the objectives of Make in India campaign among the college teachers of North 24-Parganas District of West Bengal.

Methodology

4.1 Population and Sample

In the present investigation all the Traditional and Technical college teachers of North 24-Parganas District of West Bengal were the population of the study.

Based on the purposive sampling technique the researcher selected 200 (100 teachers from Traditional colleges and 100 teachers from Technical colleges) college teachers from six colleges with equal balance.

4.2 Tools used in the study

To collect data from sample groups the researcher used self-developed 14-items questionnaire on teachers' awareness about Make in India campaign (7-items) & their perception about the curriculum development to realize the objectives of Make in India campaign (7-items), with all positive statement. Assessment is made under five points Likert-format scale.

4.3 Scope and delimitation of the study

- The study was conducted only for the year January and February 2017.
- 200 (100 teachers from Traditional colleges and 100 teachers from Technical colleges) college teachers from six colleges with equal balance of North 24-Parganas District of West Bengal was included.
- Only selected personal and institutional variable has been taken into consideration for the present study.
- The study has been delimited to their awareness about MII campaign and view for curriculum development to achieve the objectives of MII campaign.
- Further, the findings have been subjected to the limitations of tools used and statistical treatment used.

Hypotheses

H₀₁: There is no significant difference between the teachers' awareness about Make in India campaign and perception about the curriculum development to realize the objectives of Make in India Campaign.

H₀₂: There is no significant difference between the traditional and professional college teachers' awareness about Make in India campaign and perception about curriculum development to realize the objectives of Make in India Campaign.

Analysis and Interpretation

The obtained data were analyzed and interpreted using tabulation. Grouping, percentages, average.

Table 6.1: Represents simple traditional calculation of collected data on College teachers' awareness about Make in India campaign and their perception about curriculum development.

Sl. No	Faculty wise group	Total Colleges	Questionnaire distributed	Questionnaire received	Sample size of the study
1	Traditional Colleges (Science, Commerce, Arts)	3	200	148	100
2	Professional College (Engineering, Pharmacy)	3	200	115	100

Traditional College teachers' (TCT) showed 74.00% interest and professional college teachers' (PCT) showed 57.50% interest towards the investigation.

H_{01} : There is no significant difference between the teachers' awareness about Make in India campaign and perception about the curriculum development to realize the objectives of Make in India Campaign.

Table 6.2: Represents significance of the difference between teachers' awareness about Make in India Campaign and their perception about curriculum development.

Variables	N	Mean	SD	M.Dif	SE.Dif	"t"	Sig.	95% CI of Difference
Curriculum development	200	26.94	4.95	0.31	0.4657	0.666	0.505	-0.602<0.31<1.222 (Containing '0' hence not significant)
Teachers' awareness	200	26.63	4.72					

Pearson Correlation(r) = 0.471076617

From the table-6.2, the "t" difference between teachers' awareness towards Make in India campaign & curriculum development for realizing the objectives of Make in India campaign is 0.666 which is statistically not significant as the P-value is more than 0.05 ($P=0.5057>0.05$, for 2-tailed) & this finding is seconded by the analysis "as the confidence interval of different parameters containing Zero, there is no statistical significance difference between means of two variables, at 95% level of confidence. Hence the formulated null-hypothesis (H_{01}) is accepted means; **there is no significant difference between the teachers' awareness about Make in India campaign and perception about the curriculum development to realize the objectives of Make in India**

Campaign. The difference between means in the variables likely to be between -0.602 and 1.222.

Reason: There is a huge mismatch between what is being taught in the schools, colleges and universities and the knowledge, skills and behaviors are looking for, in new recruits in our country (A recent study titled Effective Education for Employment, i.e., EEE, by Edexcel). For all round growth and development of a country Education and skill should work hand in hand, but for our country, though we advanced a lot in education but situation is very gloomy with huge skill gap. This is the basic reason, the teachers' realized unanimously for the development of educational curriculum to realize the objectives of Make in India program.

H_{02} : *There is no significant difference between the traditional and professional college teachers 'awareness about Make in India campaign and perception towards curriculum development to realize the objectives of Make in India Campaign.* [TCT = Traditional College Teachers. PCT = Professional College Teachers.]

Table 6.3: *Significance of difference between traditional college teachers' (TCT's) and professional college teachers' (PCT's) perception about curriculum development*

Variables	N	Mean	SD	M.Dif	SE.Dif	"t"	Sig.	95% CI of Difference
PCT	100	49.78	12.2	1.68	1.80	0.935	0.350	-1.842<1.68<5.202 (Containing '0' hence not significant)
TCT	100	48.10	13.2					

From the table-6.3, the "t" difference between the traditional and professional college teachers' awareness about Make in India campaign and perception towards curriculum development to realize the objectives of Make in India Campaign is 0.935. Which is statistically not significant as the P-value is more than 0.05 ($P=0.3509 > 0.05$, for 2-tailed) & this finding is seconded by the analysis "as the confidence interval of different parameters containing Zero, there is no statistical significance difference between means of two variables, at 95% level of confidence. Hence the formulated null-hypothesis (H_{02}) is accepted means; *there is no significant difference between the traditional and professional college teachers 'awareness about Make in India campaign and perception towards curriculum development to realize the objectives of Make in India Campaign.* The difference between means in the variables likely to be between -1.842 and 5.202.

Reason: As per NAAC report "the quality of education in 90% of the universities and 70% of the colleges is below per" (Joumard, Sila, and Morgavi, 2015, P.21). In this grave situation one and only weapon is the development of educational curriculum, which can drastically bring a U-turn for the radical upliftment of skill based education to realize the objectives of Make in India program realized that by the teachers of both traditional and professional colleges of North 24-Parganas District of West Bengal.

Discussion and Suggestion

It has been revealed from the study that:

1. Traditional and professional college teachers' showed around 74% and 57.50% interest towards the investigation to realize the objectives of the same respectively. The expected reason behind this havoc difference may be due to,

- Lack of healthy communication and understanding of the facts,
- Difference of heavy time schedule of those different groups of teachers,
- The smell of political interference.

2. There is no significant difference between the teachers' awareness about Make in India (MII) campaign and perception about the curriculum development to realize the objectives of (MII) Campaign. These two variables are intrinsically interrelated, this fact may be due to well acquainted with the theme and objectives of MII, and agreeing with the decision of curriculum development on the altar of HRD as the existing curriculum is doubtful to produce the required workforce for making India a manufacturing hub.

Though it is a tedious job for curriculum development but it is to be done under the umbrella of grass root level on emergency basis to bring about a radical change for achieving the objectives of MII.

3. There is no significant difference between the traditional and professional college teachers' awareness about MII campaign and perception towards curriculum development to realize the objectives of MII Campaign. The expected reason behind this fact may be due to:

- both professional and technical college teachers are well communicated by both formally, informally, and non formally about the country's demand, lacuna, and urgent needs,
- both professional and technical colleges mainly implies to produce skilled workforce generally for manufacturing sectors, required for expected manufacturing hub,

- both professional and technical college teachers realized for curriculum design and development to fulfill the demands of job creation and skill enhancement.

Besides these adequate intervention of mass media under crystal clear objectivity and without bias should come forward to challenge this issues by organizing workshops and seminars.

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