

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

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# CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	ROLE OF IT IN COMMERCE EDUCATION IN INDIA: A KEY TO ACHIEVE INCLUSIVE GROWTH AND SUSTAINABILITY <i>DR. SONAL SHARMA &amp; DR. M. K. SINGH</i>	1
2.	AGRIBUSINESS POTENTIAL IMPACT OF HORTICULTURE CROPS: AN AGRICULTURAL ECONOMIC ANALYSIS OF CASHEW NUT IN TAMIL NADU <i>DR. R. LOGANATHAN &amp; DR. M. CHANDRASEKARAN</i>	8
3.	REAL IMPACT OF IMPACT FACTOR RESEARCH JOURNALS ON RESEARCH PAPERS <i>SHUBHANGI JAIN &amp; DR. PRATEEK SHARMA</i>	13
4.	GREEN CONSUMERISM: AWARENESS OF ENVIRONMENTAL ISSUES AMONG CONSUMERS IN TAMILNADU <i>DR. K. SALEEM KHAN, DR. A. MOHAMED SALI &amp; K. SHARIFA NIZARA</i>	21
5.	REFINED HR SCENARIO IN INDIAN IT INDUSTRY <i>U. JEYASUTHARSAN &amp; DR. N. RAJASEKAR</i>	27
6.	AN ANALYSIS OF FACTORS AFFECTING POST-HARVESTING FOOD LOSS IN PERISHABLE CHAIN <i>N. ARUNFRED &amp; DR. D. KINSLIN</i>	32
7.	ANALYSIS OF LIQUIDITY AND PROFITABILITY IN TEXTILE INDUSTRY IN INDIA <i>DR. T. MADHU SUDANA &amp; DR. B. PHANISWARA RAJU</i>	35
8.	TECHNOLOGICAL DEVELOPMENTS IN INDIAN BANKING SECTOR <i>N. SURESH BABU &amp; DR. G.V. CHALAM</i>	43
9.	FOREIGN DIRECT INVESTMENT IN MULTIBRAND RETAILING IN INDIA: FROM STAKEHOLDERS PERSPECTIVES <i>DR. P. SANTHI</i>	48
10.	COMPARATIVE STUDY OF IMAGE ENHANCEMENT TECHNIQUES <i>SANJEEV KUMAR &amp; NAVNEET GOLCHHA</i>	53
11.	IMPLEMENTATION OF SHORTEST PATH ALGORITHM FOR RECTILINEAR STEINER TREE PROBLEM <i>SAKSHI RAJPUT</i>	57
12.	A STUDY ON FAST MOVING CONSUMER GOODS MARKETING WITH SPECIAL REFERENCE TO SAKTHI MASALA PRODUCTS <i>R. BUVANESWARI, B. BHARATHI &amp; MAHALAKSHMI VENKATESH</i>	61
13.	A STUDY ON CONSUMER BEHAVIOUR TOWARDS RETAIL STORES WITH REFERENCE TO BIG BAZAAR IN COIMBATORE CITY <i>B. DEVIPRIYA &amp; DR. M. NANDHINI</i>	64
14.	ROLE OF MARKET ORIENTATION IN PERFORMANCE OF SMALL-SCALE INDUSTRIES: A STUDY OF UNISOPENT PVT. LTD. <i>NISHU MARWAH</i>	67
15.	STRATEGIC THINKING: A KEY FOR COMPETITIVENESS IN SMALL BUSINESS OPERATING IN NIGERIA <i>ONYEAGHALA OBIOMA, H. &amp; UKPATA, SUNDAY IJUO</i>	70
16.	IS SMALL SCALE IRRIGATION A SOLUTION FOR ALLEVIATING RURAL POVERTY IN TIGRAY? (CASE STUDY IN HINTALLO WAJIRAT) <i>TEFERA KEBEDE LEYU</i>	77
17.	ENVIRONMENTAL CORRELATES OF SCIENCE, TECHNICAL, VOCATIONAL AND BUSINESS EDUCATION FOR ECONOMIC TRANSFORMATION IN NIGERIA <i>UKPATA, SUNDAY IJUO &amp; DR. ONYEUKWU, PAULINE EBERE</i>	85
18.	EMPLOYEES PERCEPTION TOWARDS HRD CLIMATE IN THE BANKING SECTOR: A CASE STUDY OF JAMMU AND KASHMIR BANK <i>RAFIA GULZAR</i>	90
19.	POVERTY REDUCTION: A PREDICATE OF HUMAN CAPACITY DEVELOPMENT IN NIGERIA <i>ONYEAGHALA, OBIOMA, H., KAPPE, MAMMAN, P. &amp; DIBAL, HYEALADI STANLEY</i>	95
20.	A STUDY ON LEADERSHIP STYLES OF SELECTED ENGINEERING UNITS LOCATED IN GIDC, VITTHAL UDYOGNAGAR, GUJARAT <i>SAMIR P RATHOD &amp; MEHUL J MISTRY</i>	101
21.	ADOPTION OF THE TECHNOLOGY ACCEPTANCE MODEL TO DETERMINE THE FACTORS THAT DRIVE TO SHOP ONLINE <i>ANKUR SANGWAN</i>	107
22.	TO ASSESS THE EFFECT OF INTELLECTUAL CAPITAL ON ORGANIZATIONAL PERFORMANCE IN THE MANUFACTURING SECTOR <i>JOHN WEKESA WANJALA</i>	113
23.	THE ANALYSIS AND DERIVATION OF A NEW FRAMEWORK TO INVEST IN GOLD <i>ANKUR SANGWAN</i>	119
24.	THE FINANCIAL STATEMENT ANALYSIS OF TAMIL NADU NEWSPRINT AND PAPERS LIMITED, KARUR <i>OMBEGA OGUTA KEPHAR</i>	127
25.	NATURAL RESOURCE AND CIVIL WARS: A CRITICAL ANALYSIS <i>SIDDHARTH RATHORE</i>	136
26.	EMERGENCE OF HEDGE FUNDS: IMPLICATIONS ON THE INDIAN CAPITAL MARKET <i>ANINDITA CHAKRAVORTY</i>	140
27.	TRAINING AND DEVELOPMENT PROGRAMMES IN TAMILNADU STATE TRANSPORT CORPORATION LIMITED, KUMBAKONAM <i>D. PAUL DHINAKARAN</i>	146
28.	INDIGENIZATION OF MILITARY HARDWARE: A NECESSITY FOR INDIA? <i>SIDDHARTH RATHORE</i>	150
29.	A STUDY ON THE STATUS OF FACULTY DEVELOPMENT ACTIVITIES IN ENGINEERING INSTITUTIONS <i>S. MURALI</i>	153
30.	WIRELESS MONITORING AND RECORDING OF ENVIRONMENTAL PARAMETERS BASED ON XBEE AND PIC <i>ARAVIND.S</i>	158
	<b>REQUEST FOR FEEDBACK &amp; DISCLAIMER</b>	163

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## ROLE OF IT IN COMMERCE EDUCATION IN INDIA: A KEY TO ACHIEVE INCLUSIVE GROWTH AND SUSTAINABILITY

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### ABSTRACT

*The higher education in India is passing through a challenging phase in terms of expansion, quality, and access. To meet these challenges, the University Grants Commission (UGC) called for a major thrust for expansion of higher education and promotion of greater regional and social equity in the 11th FYP. The education whether it is of commerce education, science education and art education, it is significant for the inclusive growth and Sustainability. But in real terms we can't categorize education only on these criteria's. It is a wide term in itself and includes so many disciplines and the limit is endless. The dimension of education not only limited to school, college, university and higher level educational institutions but it can be anywhere and everywhere. IT comes as a digital revolution in the field of higher education. In today scenario, IT plays a very important role in bridging the gap between the users of education and providers of education, which plays a very important role in achieving the broad objective of 11<sup>th</sup> five year plans and the 12<sup>th</sup> five year plans. In today's technology-driven world, lack of IT knowledge limits employment opportunities. IT inclusion in commerce education is the key to accomplish the very vision of 11<sup>th</sup> five year plan. It makes inclusive growth and sustainability possible. It has a positive impact on our education system. The education acts as driver and enabler for the sustainable development. IT plays a very important aspect in meeting the challenges of education "reaching the unreached" thus makes it essential.*

### KEYWORDS

Education, Information Technology, Inclusive Growth, Sustainability, 11<sup>th</sup> Five Year Plans.

### INTRODUCTION

Economic growth is the only tool which enables qualitative change in the society. An Educated population well equipped with knowledge and skills supports economic growth and also for the growth to be inclusive. An educated youth can better exploit the employment opportunities which results in an economic growth. In order to build a robust higher education system for sustain rapid economic growth, there is an urgency to use IT enabled tools. To ensure quality in higher education system, the IT should be harnessed. In terms of commerce education which is very useful to understand the functioning of current world of business. In other words commerce education is business education. For inclusive growth and sustainability, commerce education plays a very important role. The quality of commerce education determines the state of India Higher education system. IT inclusion in commerce education is the need of the time. In an ever changing business environment commerce education plays a very important role to understand the dynamics of the modern world through or by the use of IT in Commerce Education. IT in Commerce Education is the emerging dimension before Indian Higher Education System. Information technology and mobile technology have forced Indian higher education sector for a change in an educational curriculum and the system for an efficient use of IT tools for teaching and learning. In order to fulfill the growing demand of knowledge economy IT integration into Commerce education is essential. For the sustainable development and inclusive growth only education can make it possible.

### OBJECTIVES OF STUDY

- To study the Role and Current Status of Commerce Education in India.
- To study the Role of IT in Commerce Education from the perspective of Inclusive Growth and Sustainability.
- To provide the methods of IT Integration into Commerce Education.
- To find out the Challenges behind use of IT and the Strategic Steps for its proper implementation.
- To highlight the IT initiatives in 12<sup>th</sup> Five Year Plans.
- To provide Recommendations and Suggestions for the policy makers and heads of the institutions.

### ROLE OF COMMERCE EDUCATION

Commerce Education is also refers to Business Education. Commerce education is that area of education which develops the required knowledge, skills and attitudes for the handling of Trade, Commerce and Industry. Cheseman defined Commerce Education as – *Commerce Education is that form of instruction which both directly and indirectly prepare the business man for his calling.* As a branch of knowledge, Commerce education imparts knowledge of different functional areas of business which is requisite for trade, commerce and industry.

The role and relevance of commerce education has become more important due to significant changes in the needs and demands of the business society. Commerce education is also essential to meet the growing skilled manpower needs of an industry. The Commerce education plays an essential role in today's dynamic business environment. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As a result the importance of Commerce education has been increased many folds. It is the commerce education which creates a tomorrow's leaders, managers, and professionals. By regular research and innovation in teaching and research techniques in commerce education, it will lead to the development of society as well as nation.

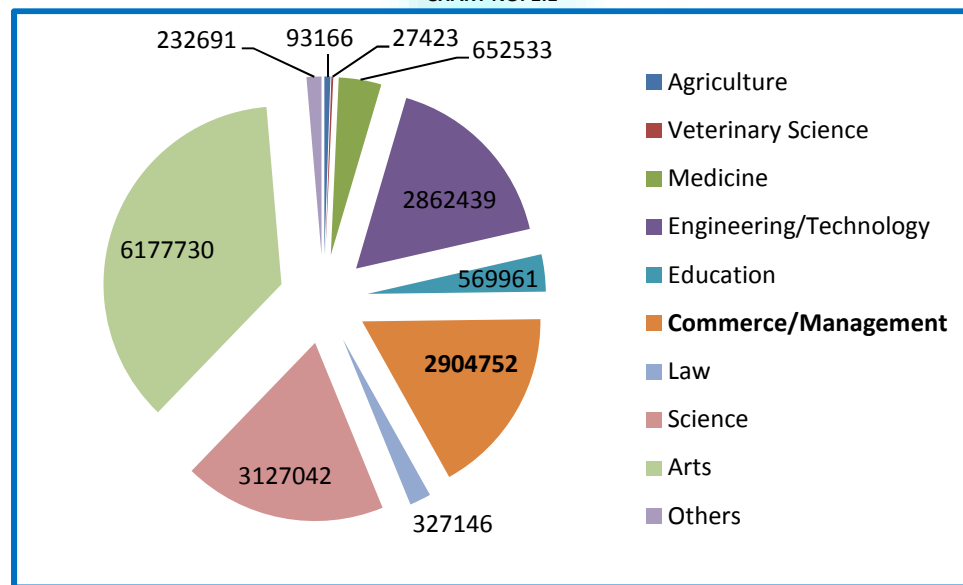
## CURRENT STATE OF COMMERCE EDUCATION IN INDIA IN TERMS OF STUDENT ENROLMENT – FACULTY WISE

TABLE NO. 1.1: FACULTY-WISE STUDENTS ENROLMENT IN HIGHER EDUCATION 2010-11 \*

Agriculture	93166
Veterinary Science	27423
Medicine	652533
Engineering/Technology	2862439
Education	569961
<b>Commerce/Management</b>	<b>2904752</b>
Law	327146
Science	3127042
Arts	6177730
Others	232691
Note: * Provisional	

Source: Higher Education in India at a Glance, February, 2012, University Grants Commission, New Delhi, India.

CHART NO. 1.1



### WHAT IS ICT EDUCATION?

ICT is an acronym that stands for **Information Communications Technology** as defined, for the purposes, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broad casting technologies (radio and television), and telephony. ICT Education is the education that concerned with the use of Information and Communication Technology.

### ROLE OF IT IN COMMERCE EDUCATION IN INDIA

Commerce is one of the most popular courses in Higher education in India. Commerce education opens so many career options for young graduates in India. With a growing emphasis on information technology is forcing Indian higher education system to include IT in a course curriculum. Integration of information and communication technology (ICT) into teaching and learning is essential for interaction between learners and educators in commerce education. Commerce educators facilitate learning in accounting, economics and business studies subjects. ICT can be used to advance cognitive skills such as comprehension, reasoning, problem-solving and creative thinking (Department of Education, 2003). ICT is expected to improve educational outcomes and enhance and improve the quality and effectiveness of teaching and learning (Jaffer, Ng'ambi & Czerniewicz, 2007). It makes Knowledge and information widely available, Improve research quality and Ensure effective governance both at the institutional and systemic level.

The main objective behind ICT inclusion in commerce education is to move from traditional Teacher directed approach to Student centric approach of teaching and learning. ICT in Education is the base of development of knowledge society upon which the superstructure of modern society depends. It is also adds value to the processes of learning, and in the organization and management of Higher Education Institutions. It also acts as a driving force behind innovative projects and Research & Development. ICT determines the success of modern corporations. A well trained staff adequately equipped with ICT tools can better exploit market opportunities. It also enables handling of dynamic situations if arises in internal as well as external environment of business by taking decisions based on critical thinking. ICT is one of the key skills needed to access and enrich learning of all kinds. In Today world of business, it is very vital for an individual to be an ICT Literate in order to take the advantage of business conditions.

### WHAT IS INCLUSIVE GROWTH?

- "Inclusion" should be seen as a process of including the excluded as agents whose participation is essential.
- Growth is inclusive when it creates economic opportunities along with ensuring equal access to them.

### EDUCATION FOR SUSTAINABILITY

Sustainability refers to meeting the requirements of present without compromising the potential for the future. Education is an essential tool to achieve sustainability. For sustainable development, sustainable education system is required. ICT integration into Higher education system makes it attainable. An ICT tool has a potential to accomplish the very vision of eleventh five year plan and twelfth five year plan of higher education. The result of that, there is a shift of quantitative focus on education to qualitative aspects of education. Due to Inadequate access to higher levels of learning is resulting in a knowledge divide that includes the 'e-literacy' gap. The 'e-literacy' gap is also prevalent in between genders, where girls generally have a lower literacy rate. ICT enables to fill the e-literacy gap. In a today technology driven world, Where ICT knowledge is very important to take the advantage of employment opportunities.



## IT-ENABLED SUSTAINABLE DEVELOPMENT FOR INCLUSIVE GROWTH

There is an urgency to recognize the significance of sustainable development. By the following ways sustainability can be achieved:

- By make efficient use of energy and resources.
- It should be integrated as a part of educational programme.
- Long term approach is required in order to attain sustainability.
- There is a need to use sustainable IT tools.
- Awareness about sustainable use of IT is necessary tool to address the issue of sustainability.
- It also allows researchers to better study the local and global impacts of climate change.
- For sustainability, Teachers, students, staff should be equipped with knowledge and competencies.
- Environmental Issues and Applied Environment Education should be integral part of our Higher Education System.
- By or with the cooperation and interaction among all stakeholders on the issue sustainability.
- IT should be applied in such a way that it leads to by awareness changing the mindsets of an individual and thus influencing their lives.
- It also facilitates empowerment of people by enabling them contribute towards a sustainable future.

## ICT INTEGRATION IN COMMERCE EDUCATION

ICT Integration in commerce education can be possible in the following manner:

- ICT as a subject
- ICT as a tool to support subjects
- ICT as an administrative tool
- ICT as a medium of knowledge exchange

## BENEFITS OF IT IN COMMERCE EDUCATION

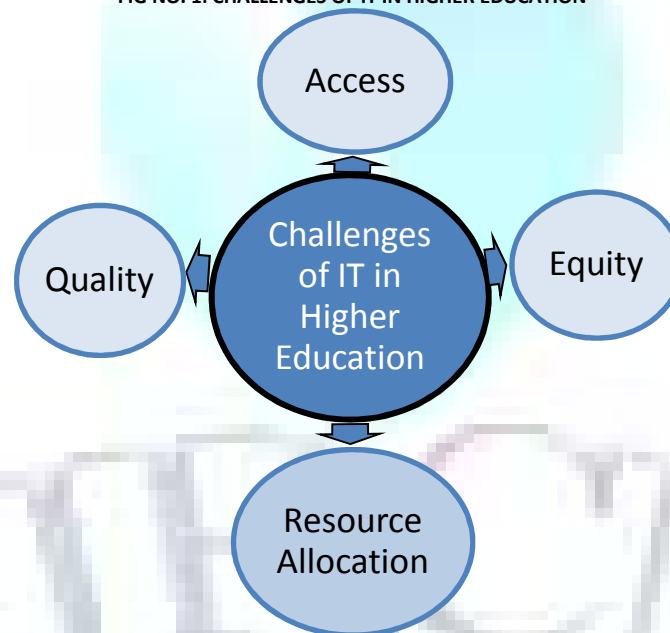
IT has proved to be one of the most effective modes of dissemination of knowledge in the formal, non-formal, and informal sectors of education.

- IT in Commerce Education is a part of **Innovation and Transformation Process** in Higher Education in India and around the world.
- IT can be used as a **potent tool** for **Teaching, Learning and Research**.
- IT integration into Commerce Education also deals with the fundamental challenges of **Access, Equity and Quality**.
- **Through E-Learning**-E-Learning supplements the conventional delivery of instructions in the class-room and helps in quality improvement of content using ICT tools i.e. Computers, Multimedia and the Web. E-Learning facilitates the learning and delivery process for both the teachers and students.

## CHALLENGES OF IT INCLUSION IN HIGHER EDUCATION

There is a significant challenge those policymakers and planners, educators, education administrators, and other stakeholders need to consider for IT Inclusion in terms of educational policy and planning, infrastructure, language and content, capacity building, and financing.

FIG NO. 1: CHALLENGES OF IT IN HIGHER EDUCATION



- **EDUCATIONAL POLICY**
  - To re-view teaching practice,
  - The curriculum,
  - The role of teachers,
  - and the ways in which IT can be incorporated into course curriculum to maximize educational outcomes.
- **INFRASTRUCTURE**
  - IT comes up as a challenge in an existing educational infrastructure for improvement by new and emerging technologies.
  - High cost of purchasing, installing, operating, maintaining and replacing ICTs.
  - Non-availability of Continuous Electricity.
  - Network Connectivity is also one of the major challenges behind use of ICT.
  - There is a need of technical infrastructure as well as educational infrastructure.

- **LANGUAGE AND CONTENT**

IT in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentations and lectures; academic research.

- **CAPACITY BUILDING**

Capacity building challenge involves or covers up a number of aspects in relation to training and development of teachers for or to support content development. It highlights the important issue that, without adequate capacity building, even well-designed policies and the most sophisticated technologies would not be able to achieve the desired results.

- **FINANCING**

This challenge involves financing the cost of IT. This includes capital investment in large IT projects. In order to achieve the advantage of economies of scale, there should be an effective formulation of strategy for proper management of funds.

By Considering all these factors lead to effective use of IT in Higher education furthering addresses the fundamental challenges of Access, Equity, Quality and Resource Allocation.

### STRATEGIC STEPS FOR ICT ENABLED COMMERCE EDUCATION

- Analysis of current status of educational system
- ICT integration must be in accordance with institutional practices
- Need to identify the drivers and barriers to ICT related to curriculum and pedagogy, infrastructure, capacity-building, language and content, and financing.
- Defined Clear-cut objectives
- Setting of time bound targets
- Mobilization of required resources
- The identification of stakeholders and the harmonizing of efforts across different interest groups.

### THE INITIATIVES IN THE AREA OF QUALITY AND EXCELLENCE IN HIGHER EDUCATION

#### ICT INTEGRATION

Existing Scheme (11 <sup>th</sup> Five Year Plan)	New Scheme (12 <sup>th</sup> Five Year Plan)
ICT infrastructure & tools for Universities	Digital Repository in University & College Libraries
Automation of University Libraries	Internet Connectivity and NKN Portals to Universities and Colleges
Electronics submission of Thesis (INFLIBNET)	e-content Development
	Digitization of Doctoral Theses

Source: Inclusive and Qualitative Expansion of Higher Education 12<sup>th</sup> Five-Year Plan 2012-17, UGC, New Delhi

TABLE NO. 1.2: AREA WISE BUDGETARY PROVISIONS

S.No.	Sector/Schemes	Proposed Allocation ( in Crores)
1.	Enhancing Aggregate Access	1,44,350
2.	Equity	16,260
3.	Quality and Excellence	11,140
4.	Research Projects	5,350
5.	Relevance and Value Based Education	1,240
6.	<b>ICT Integration</b>	<b>4,450</b>
7.	Governance & efficiency improvement	1,950
	<b>Total Projected Requirements</b>	<b>1,84,740</b>

Source: Inclusive and Qualitative Expansion of Higher Education 12<sup>th</sup> Five-Year Plan 2012-17, UGC, New Delhi

### IT INITIATIVES BY DEPARTMENT OF INFORMATION TECHNOLOGY, GOVERNMENT OF INDIA ARE AS FOLLOWS:

#### NATIONAL KNOWLEDGE NETWORK

The Government's decision to set up National Knowledge Network was announced in the Budget Speech, 2008-09. An initial amount of Rs. 100 crore for FY 2008-09 was allocated to the Department for establishing the National Knowledge Network. Government has approved the project on Establishment of National Knowledge Network in March, 2010 with an outlay of Rs. 5990 Cr. over a period of 10 years. National Informatics Centre (NIC) is the implementing agency.

#### OBJECTIVE

The objective of the National Knowledge Network (NKN) is to interconnect all institutions of higher learning and research with a high speed data communication network to facilitate knowledge sharing and collaborative research.

#### CURRENT STATUS

As on 31st October, 2012, around 885 institutions (This includes 266 links to Institutions under NMEICT, MHRD which have been migrated to NKN) of higher learning and advanced research have been connected to the network and 61 virtual classrooms have been set up.

#### E-LEARNING

E-Learning is one of the thrust areas identified by the Department for imparting education using Educational Tools and Communication Media. The main thrust of the E-Learning programme is to effectively integrate E-Learning methodology and approach with the conventional classroom system to maximize the benefits flowing from the traditional education system, increase its reach to more and more learners and spread E-Learning from teaching of IT related subjects to other subjects in the curricula.

A number of academic Institutions and R&D Labs have been financially supported by DIT to carry out R&D projects in the field of e-Learning.

#### IT FOR MASSES

"IT for Masses" is a Plan Scheme of DeitY. It was introduced in the Tenth Five Year Plan, continued in the Eleventh Five Year Plan, retained in the Twelfth Five Year Plan. The Working Group on Information Technology Sector for Twelfth Five Year Plan (2012-17) has considered and recommended continuance of the scheme in 12th Plan under 'e-Inclusion' as thrust area.

#### OBJECTIVE

The objective of this scheme is to initiate / promote activities in ICT for focus groups and areas for inclusive growth of IT sector (**Outcome Budget 2012-13 of DeitY**).

#### STRATEGY

Some of the components of e-Inclusion are:

- Using ICT for Capacity Building
- Development of entrepreneurial skills in the identified target group

- Creation of e-Inclusion centres for development and deployment of IT products and solutions for differently-abled persons
- Conducting studies and advocacy of e-Inclusion initiatives
- Content creation in Indian languages
- Develop appropriate systems and software for applications in areas like health, education, training and governance, which will facilitate inclusive development

### TOWARDS ACHIEVING THESE OBJECTIVES PROJECT PROPOSALS ARE INITIATED IN THE FOLLOWING AREAS:

Training, Infrastructure Development, Capacity Building

#### TARGET GROUPS

SC, ST, Gender, Minorities, Differently-abled, Senior citizens.

#### TARGET AREAS

North East Region, Blocks & Districts having more than 40% SC / ST population and Backward Districts.

#### TWELFTH PLAN ALLOCATION & EXPENDITURE

Year	GBS Approved (B.E.) (Rupees in Crore)	GBS Approved (R.E.) (Rupees in Crore)	Actual Expenditure (Rupees in Crore)
2012-13	16.94	7.06	7.02

Source : Report of the Working Group on IT Sector for Twelfth Five Year Plan (2012-17)

Note: From 2013-14 onwards, IT for Masses Programme will be merged with Manpower Development Scheme of the Department.

TABLE NO. 1.3: DEPARTMENT OF ELECTRONICS AND INFORMATION TECHNOLOGY – ANNUAL PLAN 2013-14 (RS. CRORE)

S.No.	Schemes	Budgetary Support
	<b>I. e-Government</b>	
1.	Electronic Governance	700*
2.	National Informatics Centre (NIC)	830.00
	<b>II. e-Learning</b>	
3.	National Knowledge Network	360.00
4.	Manpower Development (Incl. Skill Dev. in IT & IT for Masses)	150.00
5.	NIELIT (erstwhile DOEACC)	10.75
6.	Education & Research Network (ERNET)	0.01
7.	Technology Development for Indian Languages (TDIL)	35.00
8.	Facilitation of Setting-up of Integrated Townships	0.10
	<b>III. e-Security</b>	
9.	Cyber Security (including CERT-In, IT Act)	54.37
10.	Controller of Certifying Authorities (CCA)	6.00
	<b>IV. e-Industry (Electronics Hardware)</b>	
11.	Promotion of Electronics/IT Hardware Manufacturing	100.00
12.	Standardisation Testing and Quality Certification (STQC)	120.00
	<b>V. e-Industry (IT-ITeS)</b>	
13.	Software Technology Parks of India (STPI) & EHTP	52.50
	<b>VI. e-Innovation/R&amp;D</b>	
14.	Centre for Development of Advanced Computing (C-DAC)	205.00
15.	Technology Development Council Projects (incl. ITRA)	85.00
16.	Micro-electronics and Nano-Technology Development Programme	100.00
17.	Society for Applied Microwave Electronics Engineering and Research (SAMEER)	50.00
18.	Convergence, Communication & Strategic Electronics	30.00
19.	Media Lab Asia	26.27
20.	Component & Material Development Programme	30.00
21.	R&D in Medical Electronics & Health Informatics (erstwhile Electronics in Health & Telemedicine)	10.00
	<b>Others</b>	
22.	Secretariat - Economic Services	45.00
	<b>Grand Total</b>	3000.00

Source: Electronics and Information Technology, Annual Report 2012-13, Department of Electronics and Information Technology, Ministry of Communication and Information Technology, Govt. of India.

\* includes EAP component of `100.00 crore

### IT INITIATIVE BY MINISTRY OF HUMAN RESOURCE DEVELOPMENT, GOVERNMENT OF INDIA

#### SPOKEN TUTORIAL PROJECT

The Spoken Tutorial project is the initiative of the "Talk to a Teacher" project of the National Mission on Education through Information and Communication Technology, launched by MHRD, Govt of India to promote IT literacy through Open Source Software. The Spoken Tutorial project is being developed by IIT Bombay for MHRD, Govt. of India.

#### OBJECTIVE

The objective is to take software education to the masses and to Bridge the Digital Divide. The use of spoken tutorials to popularize software development and its use will be coordinated through the website [spoken-tutorial.org](http://spoken-tutorial.org). The aim is to conduct free of cost software training workshops using spoken tutorials and give certificates to those who pass an online test.

#### TARGET GROUP

The target group is the community at large, including school children, college students, working professionals, retired professionals, housewives, teachers, trainers, research scholars, software users and developers.

### CONCLUDING REMARKS

In a today technology driven world, IT should be harnessed to enable quality and expansion of education. IT played a pivotal role in inclusive growth and sustainability in Commerce Education in India, by the use of IT enabled tools and techniques in education. With the growing use of IT in all aspects of work and

life, there is a need for IT-enabled Commerce education in order to meet the challenges behind higher education of quality, equity, access and excellence. It makes higher education more affordable and accessible by reducing cost per student. It also increases enrolments, enhancing students' mobility and enhancing flexibility of programs. It also creates competition among higher educational institutions to improve quality by application of IT tools and techniques. IT integration into commerce education is the driving force behind growth to be inclusive and capable of being sustained in the long run. IT based commerce education is the emerging dimensions before higher education in India in terms of issues related to finance, infrastructure, connectivity, development of course curriculum, course materials, preparation of lectures and presentation, communication, cooperation, administration, research and innovation. For professional development in higher education, IT in commerce education is essential in current changing business environment. To meet the demands of quality education for all, IT in education is vital.

## RECOMMENDATIONS

1. For successful implementation of ICT in Commerce education, there is a need to empower teachers about its importance and features rather than acquiring necessary equipments- hardware and software.
2. Successful ICT integration depends on many factors such as policies and actions of Higher education ministry,
3. High rate of youth unemployment is a key challenge among various developing countries to cope with this, there is an urgent need to develop our youth with adequate education and skills required to face employment challenges.
4. In a knowledge society, demand for knowledgeable and skilled workforce is of high concern not at the national level but at the global level
5. Skills development is another important area in which ICT could be used effectively.
6. International cooperation is also required for knowledge sharing and capacity building.
7. Effective governance should be ensured both at the institutional and systemic level.
8. There is a need to re-build human resources in order to attain required level of competence.
9. To achieve excellence in teaching and research, ICT should be employed.
10. Environmental policies have to be designed to ensure that ICT applications make a beneficial contribution to environmental outcomes, and, at the same time, suppress rebound effects.'
11. For expansion and quality improvement, there is a requirement to build strong higher education system with an ample scope for growth and development.
12. To achieve sustainable ICT in Higher education, Smart Application of ICT tools to avoid Carbon Emissions.
13. IT can be served as an important tool by reaching to large number of learners and facilitate new ways of learning and understanding that will be required to meet the challenges of sustainability.
14. The very essential step to achieve sustainability is to first educate the masses about the sustainability, problems such as Natural Resource Depletion, Increasing Pollution, Poverty and so on, the opportunities and scope for innovation and research and also empowering them to act in a responsible way towards a sustainable future.
15. There is also a need to assess the learning outcomes based on ICT enabled learning and to determine whether it will be fruitful to educate the masses to live sustainably.
16. ICT pedagogical methods should be designed in such a way to contribute towards sustainable education.
17. Merely by educating people is not sufficient to attain inclusive growth and sustainability, A New Vision on Higher Education is required to achieve sustainable development with a proper and effective policy for its implementation.

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