Introduction

Higher Learning institutions such as universities and colleges generally generate and transmit knowledge by solving the theoretical and practical problems occur in the society. Countries in the 21st Century are in a transformation process from industrial to knowledge based societies. Socio-economic development is mostly focusing on the knowledge production and dissemination by solving major challenges such as environmental issues, unemployment, demographic issues, migration, development, etc. The growing number of young population in Saudi Arabia and in Middle East in general necessitates the need for higher level of attention required for the human capital formation. The increasing number of educated population, diversification, and quality conscience forces Higher Learning Institutions to catch up with the expectation of the society through flexible and standardized programs.

When Saudi Arabia was established in 1932, the educational program comprised only 12 schools with 700 students. Since 1938 (when oil was discovered in the country), educational background changed completely and by 1950 there were 365 schools educating 42,000 students (Simmons & Simmons, 1994). In 1954, the Ministry of Education was established in Saudi Arabia and in 1957, King Saud University was founded, the first university in the country. The first girls' school was set up in 1960 and thereby elementary education was made free to both natives and expats (Al-Rawaf & Simmons, 1991). In due course number of universities in the country increased and the government constituted the Ministry of Higher Education under the Ministry of Education. The Ministry

authorized for promoting university education and research as per the government policy, monitoring the progress of university education, inter-university coordination, and designing rules and regulations in the field.

Later on the private sector also started contributing to the progress of education sector in the country, and their number is increasing sharply in recent times. All universities and colleges, both in the public and private sector are governed by the Ministry of Higher Education. However, technical colleges are administered by the General Organization for Technical Education and Vocational Training, under the Ministry of Labor. The Royal Commission of Jubail and Yanbu supervise Colleges and Institutes Sector in Al-Jubail and Yanbu; whereas Institute of Public Administration is self-regulating.

The universities and colleges in Saudi Arabia are recently giving much attention to the internationalization, lifelong learning, and employability of the learners. Internationalization aimed at compatibility and transferability of degrees, and internationalization of the curriculum to ensure standardization of institutions and graduates. Lifelong learning gives emphasis to new systems of education including informal education and continuous education along with traditional programs. Link between higher education and practice is emphasized through employability.

Higher Education institutions need to ensure that the education they offer meets the expectations and aspirations of various stakeholders including students and employers. Quality in teaching and learning fosters for student learning outcomes. The vision and strategy of Higher Learning institutions need to be aligned with the practices and innovations in teaching and

learning. Maintenance of quality in teaching and learning matters for Higher Learning Institutions, when they face challenges due to competition resulted out of globalization in the education sector. Application of latest pedagogical practices especially technology has its effect on the quality of learning outcomes. Constructive alignment of learning outcomes, teaching - learning methods and assessment (both formative and summative) are important elements behind the success of modern higher learning institutions. In the present book some of the important element of teaching – learning and employability of learners are discussed in the context of Saudi Arabia. The book consist if five chapters excluding the introduction.

Chapter -1 analyses the relevance of time management in class room management for effective teaching. Teaching takes time and in school or college, as elsewhere, there's never enough of it. Like any executive responsible for the efforts of others, teachers will find that managing time — teachers and the students' — is one of the biggest challenges. Time management is the thread running through almost all aspects of teaching — organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum (O'Brien & Tye, 2002). Effective use of teachers' time begins with efficient classroom organization and management — and vice versa. For effective learning teachers want students to engage in productive learning time. This is the time when students are engaged in meaningful and appropriate work. The more productive learning time we have, the more our students will learn. The challenge, of course, is in creating a classroom that maximizes that time. However, we may have less time to teach than we think. Lunch breaks, down-time between lessons and activities, moving from one classroom to another,

interruptions, and other periods of non-instructional time account for at least 50 percent of a teaching day. In many classrooms, that figure climbs beyond 40 percent. The major objective of the chapter is to evaluate the efficiency with which teachers are using different time management tools in the class room for delivering effective teaching/ learning.

Chapter -2 is intended to analyze the assessment practices in the Business Studies of the IMT Department, based on the fundamental principles of assessment as highlighted by Race (2010). Assessment refers to all those activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities. Different forms of assessment have got different objectives and accordingly it operates at different levels as well. Summative assessment is the attempt to summarize student learning at some point in time, say at the end of a course. The transformation from teachers as passive deliverers of curriculum to makers and users of assessment data reflects the shift from teacher as assembly line worker to lifetime learner. Teachers find themselves transforming their teaching as ongoing assessment reveals how students approach tasks, what helps them learn most effectively, and what strategies support their learning. The more teachers understand about what students know and how they think, the more capacity they leave to reform their pedagogy, and the more opportunities they create for student success. Authentic assessments require students to be effective performers with acquired knowledge. The objectives of the chapter are circumventing around the analysis of standard assessment practices of IMT Department.

The main objective of Chapter-3 is to compare bachelorette parallel-time students' academic performance with

regular-time students in Yanbu Industrial College in the digital age and give feedback on sustainability of such program in the future. The need to upgrade ones position through academic excellence is universal and is true among the youth in the Kingdom of Saudi Arabia. There is a surge of students enrolling in both undergraduate and post graduate programs due to favorable government policies and socio-economic environment. To cater the surge in enrollment, Yanbu Industrial College (YIC) has started a unique parallel degree (PT) program to full-time working adults who hold the associate degrees. It allows them to embark on a 2 years bachelor's degree program. The subjects, contents and work load of parallel-time program are exactly the same as for regular-time (RT) program. This program was introduced on an experimental basis. However, there is much reservation on the program from many quarters, including academics, due to multiple commitments of the students.

One of the most visible and important trends in higher education is the rapid expansion of online learning. As far as the PT students are concerned the online learning facilities created through Moodle have helped to a great extent in updating during the off-classroom times. The pace of change brought about by new technologies has had a significant effect on the way people live, work, and play worldwide. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. The online learning facilities in YIC helped the students, especially the PT students to have access to variety of learning resources such as handouts, PowerPoint presentations, Assignments, e-text books, which facilitated anytime learning, anywhere learning and collaborative learning. This Chapter will examine the possible link in the performance between RT and PT students and some of the issues raised by PT students.

The objective of Chapter-4 is to develop a rational method of measurement of academic quality ranking at the higher learning institutions in Saudi Arabia. There are differences in criteria and strategy used to rank higher learning institutions throughout the world. The measurement of academic quality is basically focused on educational outputs and different criteria emphasize different weights to the selected indicators. Over the years there are tremendous improvements and diversification including sophistication of the approach to ranking. But, different ranking agencies are following different methodologies having different perspectives and sometimes it become controversial as well due to quantification of subjective elements, and enduring as a result of lack of other publicly attractive methods for comparing institutions. This chapter is attempting to develop an academic quality index through which objectively rate and rank the institutions and departments.

Chapter-5 is an attempt to address the youth's perception towards jobs and career opportunities in Saudi Arabia. The study is based on the School to Work transition Model. Job creation of citizens through nationalization of expatriate jobs continues to be a top priority of GCC countries. More innovative approaches are being tried in countries such as Saudi Arabia to promote nationalization by introducing elements of choice, competition and commercial incentives. Youth perception towards employment in this chapter is assessed by considering both the supply and demand sides of the labour market. The supply of labour in the youth labour market is embodied by two major indicators of 'Attitude towards work' and 'Job selection'. The bifurcation between voluntary and involuntary unemployment is to a great extent decided by the job seekers' attitude towards work, and in the Arab World it is mostly influenced by the cultural factors. Attitude towards work captures essentiality of

employment, confidence on qualifications (both present and at higher levels), and willingness to work. Selection of jobs is portrayed by the salary, location of the employment, sectoral preferences (Public and private), training options, and work environment. The work environment reflects job security, flexibility, interest, challenge and opportunity (Accomplishment & responsibility). The demand side of the youth labour market is signified by 'Career opportunities'. Career opportunities comprise higher pay structure and allowances, job diversity, labour laws, reasonable recruitments, employer requirements, and clarity of career paths. The major objective of this chapter is to analyze perception of the youth cohorts in Saudi Arabia towards their job aspirations and career development.

REFERENCES

Al-Rawaf, H. & Simmons, C. (1991). The education of women in Saudi Arabia. *Comparative Education*, Vol. 77.

Simmons, C., & Simmons, C. (1994). English, Israeli-Arab and Saudi Arabian adolescent values. *Educational Studies*, Vol.20. No. 1.