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## Research Journal Of English (RJOE)

A one day National conference  
on

"Quality Development in Higher  
Education-Latest Trends"

By

Department of English and IQAC

Govt Degree College

Rapur,Nellore(dt), A P-524408

Editors

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## **Quality Development in Higher Education – Latest Trends**

### **Preface**

Education, according to R.N. Tagore, should help the child realize his potentialities. It is the transmission of civilization. In his view, “the task of education is to know man and to make oneself known to man”. It is the ability to meet life’s situations, and thus, it is a continuous process from womb to tomb. What we actually need is life-building, man-making, character building education. The main aim of education is to produce the complete or the whole man. Every successful man must have got behind him a tremendous integrity as well as sincerity that caused his signal success.

The fast growing hiatus between employment and employability in our country is quite alarming and disheartening. At a time when the whole world is fast progressing with unimaginable speed, it’s time we woke up to our needs and took steps to get hold of the opportunities. Despite the efforts of the government to uplift the status of education by way of improving its quality, the outcome is not up to the mark. The National Education Policy 2019 envisions an India-centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The committee headed by Dr. K. Kasturirangan focused mainly on research and innovation besides better governance systems wherein the first two being the two main pillars to drive the country’s economy and uplift the society enabling India to grow into a knowledge super power. It envisions the overall development of the students by putting excellent faculty back into the heart of Higher Education besides aiming to build a holistic approach to the preparation of professionals by ensuring broad-based competencies and leadership qualities.

The advent of new technology has given rise to new methods of teaching that require special training. New avenues not only bring opportunities to grow but also allow us to explore such ones hitherto untapped. It is an undenyng fact that many graduates who are hired by efficient companies are deficient in basic skills such as writing, problem solving and critical thinking. This takes us back to the institutions where defective education is being imparted. One of the reasons has been the engagement of hired, part-time teachers drawing meager salaries not even for the full academic year. It paves way for poor teaching that ultimately will have adverse effect on the academic growth of the students. Acute shortage of efficient staff in colleges and universities, carcinogenic growth of private institutions maintaining poor standards, and above all, frequent political interventions are of course, some of the problems pestering the higher education system.

All universities, the temples of learning, by making use of ICT extensively to improve efficacy, transparency and reliability ought to create an ecosystem for potential research. By focusing more on harnessing new technologies for evaluation process, an inclusive model may be adopted to assess both employable skills and life leading skills. We have been labouring under delusion that class room teaching alone is enough, but this notion is far from truth. By having

linkages/MoUs with the nearby companies, the institutions must help the students gain practical knowledge along with theoretical knowledge.

The most frightening situation is that some hyper sensitive students are committing suicides when they get less percentage of marks or fail in the examinations lest they should fall behind or forgo bright prospects. What a silly thing it is! They should remember that their efforts may not bear fruits right now, but they will not go waste. They should know that Abraham Lincoln after many defeats and Edison after many unsuccessful attempts succeeded and realised their dreams with persistence and tenacity. It is to be remembered that every person is gifted with some special talent unique to him. The students should know that a failure in the examinations is not a failure in life. Life is a journey and problems are quite common. Many successful candidates in life had been dunces in school education. But the fact is that their knowledge bloomed as they grew on. What good examples do we need better than Einstein, Edison and Tagore? Here comes the role of the teachers who need to identify the inherent talents of the students and encourage them accordingly. Abdul Kalam's teacher who sowed the seeds of curiosity in the young mind is the best example.

Great people indeed became great because they thought out of the box. Leaders grow from circumstances. Graduation and post-graduation determine the pathway in one's life. So, by actively involving these students in community reach programmes, they are made to throw themselves into work wholeheartedly. Besides this, they are made aware of the dignity of labour. To enable them to survive even in hard times and to grow with confidence in life, every student should be taught vocational skills. Young people are the country's invaluable asset to be taken care of.

The erosion of ethical norms is another alarming issue. Quality development includes character building. 'Handsome is that handsome does' is a popular saying that tells us about the beauty of conduct. The best thing to do is to encourage the students to read the biographies of the national and international leaders. Unbridled emotions do much harm to their career. Unless they are properly harnessed, the society may have to witness unprecedented destruction and unrest. People with loose character lose many things in life besides being branded as bad ones. Maintaining great values with untarnished and impeccable character is the real goal of education as it builds the welfare state. In the light of all these issues, I have chosen for my conference the capital crest "**Quality Development in Higher Education-Latest Trends.**"

I feel privileged to write **preface** to my second edited book. I sincerely hope that this book with **53** scintillating articles sent by eminent scholars and professors from across the nation will certainly help in thinking about the present state of academics and drawing up proper solutions needed thereof to develop quality in higher education.

**Dr. Ch. Krishna Murthy**

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## **Acknowledgements**

We feel so happy that we are able to work out successfully on this stupendous task of conducting National conference entitled “Quality Development in Higher Education-Latest Trends” on 6-03-2020 with the cooperation and financial support of the principal and staff members. We are proud to say that we have got the academic support of many professors, lecturers and other scholarly community who blessed us either by attending and participating in the deliberations or by sending articles for publication. In the first place we must thank our staff members for their amicable support.

We express our deep sense of gratitude to Dr. Kedari Narasimha Rao, Associate Professor in the premier and prestigious institute, EFL University, Hyderabad for gracing the occasion and delivering an inspiring key note address. It's a great honour to us to have him with us today. His love and affection towards us has brought him here from Hyderabad. We are equally grateful to Dr. V.L.V.N. Narendra Kumar for honouring the chair and delivering a wonderful lecture with his commanding voice. We are highly grateful to both these resource persons, who hooked the audience with their resourceful and enriching talks, for having taken all pains in coming over here by accepting our invitation and made the national event a great success. We pay our deep respects to the managers of SBI and Syndicate banks, Rapur for honouring the chairs as chief guest and guest of honour respectively.

We express our highest regards and compliments to all the delegates, and other participants for actively involving in the deliberations as well as accepting our humble hospitality. Finally, we extend our hearty blessings to all our student community for their enthusiastic support throughout the programme. We also extend our thanks to the media persons who gave a wide coverage to the aspects of the conference.



**Prof. R. Sudarsana Rao, M.A., Ph.D., PGDES, DFL**

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### MESSAGE

I am extremely happy that the Department of English, Government Degree College, Rapur, together with IQAC, is organising a One-Day National Conference (Multi-Disciplinary) entitled "**Quality Development in Higher Education- Latest Trends**" during 06<sup>th</sup> March, 2020. It is a topic of contemporary importance and assumes greater significance in the present context of Quality in Higher Education particularly in India where only 25 per cent of higher educational institutions got accreditation. I am delighted to know that several subject experts, policy makers and faculty from within and outside the State of Andhra Pradesh are participating to deliberate upon different themes of the Conference.

I hope the discussions and deliberations will be useful and provide rational solutions which can be adopted to ensure quality of higher education both at the state and national levels and to attain the cherished objective of excellence in higher education. I am happy to know that young scholars, researchers and eminent personalities from various disciplines of Higher Education are coming together to deliberate upon the chosen themes and share their research findings related to latest trends in Quality Development in Higher Education.

I appreciate the initiative of the organisers, particularly the Principal and congratulate them for their efforts on contemplating such an intellectual exercise. In the backdrop of spectacular developments in different sectors, it has become obligatory on the part of both teachers and students to fall in line with improved expertise in teaching and learning. I strongly believe that the Conference is an appropriate forum and will come up with pragmatic solutions to the problems in achieving quality in education. I congratulate all the paper writers and other delegates participating in the Conference.

I wish the National Conference a grand success.

**ROKKAM SUDARSANA RAO**



**Dr. G. Sivaramaiah**  
M.Sc; Ph.D; P.D.F  
Principal  
Govt. Degree College  
Rapur

### **Principal's Message**

I am very glad that the Department of English of our college in association with IQAC is organizing a one-day national conference entitled “**Quality Development in Higher Education-Latest Trends**” on **6-03-2020**. The theme of the conference has a great topical relevance, given the fast changes emerging in teaching and learning pedagogy. In the backdrop of extensive changes coming up all across the world, the teaching fraternity should also equip themselves with modern methods of teaching by using electronic gadgets in smart campuses. Even though there are many pestering problems, the teachers have to work hard by adopting better teaching methods to improve quality in education. Together with Knowledge, education should foster healthy social, human and ethical values among the youth. Lacking in skills badly affects their academic growth and hampers their career prospects. There is also a need to seriously think about life centred education. There is no guarantee that one who succeeds in career will also succeed in life. It is sad that most of us are not living life but leaving life. A grieving menace is the dwindling of quality in education in higher institutions which are supposed to be the centres of excellence. This is to be set right on war footing since it damages many generations irrecoverably.

I strongly believe that providing a right platform to discuss pros and cons about the changing methodologies to develop quality in higher education is the need of the hour. Indeed I feel not only very proud to be a part of this mega event but also extremely happy to provide this opportunity in our college for fruitful deliberations. I specially congratulate Dr. Ch. Krishna Murthy, lecturer in English and IQAC coordinator for taking initiative and organizing the national conference, the first of its kind, in our college. I wholeheartedly wish the Department of English and all the participants a grand success.

G. Sivaramaiah

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## QUALITY DEVELOPMENT IN UG COLLEGES

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**Dr.G.Sivaramaiah,**

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### **Introduction:**

The purpose of Education is to secure jobs and also for the all-round development of human beings. In this paper, I would like to suggest some measures to develop quality education. Quality in academic and administrative activities should be developed in Universities and UG Colleges. The student's study projects, invited talks, and field trips should be encouraged. The memorandum of understanding (MoUs) should be maintained with the industries by the faculty and students. The College website should be developed and quality events should be posted. The new market-oriented courses should be introduced and implemented. The plagiarism may be allowed up to 20% only in publications and Ph.D. theses. The Internal Quality Assurance Cell should be active in Colleges so that quality could be developed in all aspects. Let's see how IQAC plays a vital role in improving the quality of higher educational institutions.

### **IQAC-A Right Platform for Quality Improvement:**

UGC established Internal Quality Assurance Cells (IQACs) in UG and PG Colleges. These IQACs are responsible for quality development in all aspects of Colleges. These should not become the clerical institutes in Higher Educational Institutions. The Principal is the chairperson and one senior lecturer who has sound knowledge in computers will act as the Coordinator. The IQAC team consists of five senior lecturers as members, two outside experts, and one administrative official. Thus there are ten members in the team.

### **Goals of IQAC:**

1. To promote quality culture and best practices in the college.
2. To develop quality measures for academic, research, and administrative performance of the College.

### **Action plan: The action plan is as follows. The IQAC team's main activities are**

1. To develop quality information regarding academic, and administrative activities.
2. To develop College magazine at least once in a year with good articles.
3. To conduct Seminars periodically to Lecturers on quality items.
4. To post information on various quality aspects and good practices on the College website.
5. To assess the teacher evaluation reports.
6. To maintain an Institutional database for increasing institutional quality.
7. To maintain AQAR reports.
8. To interact with SQACs for enhancing quality items in all aspects.

9. To encourage student study projects, invited talks, and field trips.
10. To encourage research among Lecturers. It will take an active role to apply for Research Projects by the lecturers.
11. To strengthen the present courses. It has also plans for introducing new courses in UG.
12. To undergo MoUs with the organizations and consultancy services with the organizations.
13. To develop Internet and Intranet facilities to the whole College.
14. To encourage digital information in Central Library.
15. To conduct faculty development programs.
16. To act as a nodal agency of the College for coordinating quality-related events.

The above activities should be fixed at the beginning of the academic year and should be implemented throughout the year. This IQAC team should be strict in implementing the above plan of action for various activities. If this team is active, then the College will be developed in all aspects. The Spl. Commissioner, RJDCE, Principal should encourage the teaching staff for applying them to research projects, and also encourage them towards participation and presentation of research papers in National and International Seminars/Conferences by providing on-duty facility (ODs). The College should encourage students to study projects, arrange invited talks, arrange field trips, etc. The teaching staff and students should have a memorandum of understanding with the industries so that the students may earn money together with getting experience. Market-oriented courses should be implemented for early and better jobs.

Other Important Changes Needed:

### **1. Plagiarism in research and Ph. D theses:**

According to the United Nations and International Court, plagiarism in research publications, Books, and Ph. D theses may be allowed up to 20%. It means that the matter taken from literature and other resources should be restricted to 20%. If plagiarism is above 20%, the financial benefits, promotions will be cut down automatically. The date of the effect of the proceedings is 8-6-2008. The job will not be dismissed even if plagiarism is detected in Ph. D theses and publications. 50% of the gross salary will be cut down automatically and the designations will become Adhoc automatically with effect from that date.

### **2. Law and order in UG Colleges:**

Law and order be maintained in UG Colleges enabling the students to study in a peaceful atmosphere.

### **3. Examination pattern in UG Colleges - Need for change:**

The examination pattern is very old in UG colleges in India. The 1½, 3 hours examination is not sufficient for deciding the merit of a student. The students are getting the subject by heart and getting marks for their future. These marks are not useful in the competitive

world. The present examination pattern is stressful. The students are committing suicides with stressful examinations. Now a- days, the marks are not giving jobs. The overall performance of a student is deciding the job. In Govt. Colleges, there is a time constraint because of strikes. The time is not sufficient for completing the syllabus also. If there is sufficient time, then it is possible to conduct some additional activities like seminars, quizzes, debates, discussions, study projects. The study projects will direct the students to research. Marks and ranks should be given to encourage merit candidates. The CGPA system is not good because merit and demerit candidates will get the same CGPA, where CGPA is a cumulative grade point average. If all these types of activities are combined, then the performance of the students will be good.

The Semester (Sem) system is present in Colleges. In a year there are two Semesters. In the Sem system, the lectures have to conduct assignments, seminars, and tests in addition to end examinations. In Colleges and Universities, ineligible candidates have been appointed as faculty. Even in promotions in Colleges, a lot of ineligible teachers were promoted. If this is the situation, how will the quality in Higher Education develop? The reservation system in the recruitment of faculty should be removed and an amendment is made at the Country level regarding Higher Educational Institutes. Another menace is that several malpractices are going on in private colleges. These colleges are giving Degrees for money. Private colleges are not having minimum facilities such as labs, playgrounds, classrooms, etc. The Government should not permit to run such type of colleges.

#### **4. Office administration in UG Colleges:**

The administration wing is not satisfactory in UG Colleges. The teaching staff is suffering a lot from the office subordinates (non-teaching staff). The office non-teaching staff is not responding to the Principal and faculty in several aspects. The office staff is not justifying the service matters and financial matters of teaching staff. It should be improved.

#### **Conclusion:**

The quality culture in UG Educational Institutions concerning teaching and administrative activities is to be developed well. The plagiarism check will help in improving the quality of oncoming research theses. Maintaining a peaceful academic atmosphere in colleges and universities will help academic growth. The quality should be improved in examination and evaluation systems. When they get equipped with the necessary skills, they will become suitable for employment. The new market-oriented courses should be implemented for early and better job opportunities. They should also imbibe the great values of our culture with education.

#### **Reference:**

- University Grants Commission 12th plan guidelines, New Delhi, India 2012-2017. Guidelines for IQAC Operations – NAAC Document.

## EVALUATION REFORMS IN HIGHER EDUCATION

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*If we were to suggest a single reform in the education system, it would be of examinations.*

- S. Radhakrishnan

“The University Education Commission, 1948”

In India, the examination system calls for rote memorization only which is unlikely to test higher-order skills expected from University students like Reasoning, Lateral Thinking, Creativity, Judgement, etc. The incidental defects of the current examination system are – student's lack of interest, more theory and less practice, not useful to real life, and failure in examination cripple the students with an inferiority complex. It produces rankers, but not eligible in respective fields. There needs to be a change in the Indian examination system which can assess the performance and help students reach the stage which is needed. One of the major problems with the Indian education system is the way examinations are being conducted.

It often happens that those who work hard the whole year for a reason or the like nervousness or anxiety syndrome fail to perform well. While those who mug up the answers a few hours before the examination may score well. The biggest problem is that there is too much chance involved in the examination system.

Every hour, one student commits suicide in India, according to 2015 data (available from the National Crime Records Bureau – NCRB). Maharashtra reported the maximum student suicides of any state i.e. 1,230 of 8,934 (14%) nation-wide followed by Tamilnadu (955) and Chattisgarh (625)<sup>1</sup>.

Various Committees and Commissions have reviewed the evaluation system in education over the years consistently. The noteworthy committees among them are the Education Commission (1948), Ishwarbhai Patel Committee (1977), Acharya Ramamurthi Committee (1990), UGC Action Plan for Academic and Administrative Reforms (2009). The UGC Action Plan 2009 strongly stood for the promotion of quality and excellence in higher education in which a strategic plan was proposed that had to be adopted by the universities and colleges of higher education<sup>2</sup>.

The National Policy on Education 1986 and Programme of Action (PoA) 1992 suggested that the examination system is to be recast to ensure a method of assessment/ evaluation that is valid and reliable for student development. The functional terms of Evaluation mean:

- i) Elimination of excessive element of chance in the evaluation process
- ii) Continuous and comprehensive evaluation spread throughout instructional time
- iii) Use of grades in place of marks
- iv) Evaluation should test the knowledge, skills, competency, and attitudes

Evaluation is defined as an act of fixing the value or worth of performance in an examination by assigning a grade or score. This can be done through both internal and external systems of evaluation. These evaluations determine both the process and product of learning in addition to the acquisition of holistic education.

At present, most of the universities adopt a semester system with internal evaluation. A few universities adopted two more methods – question banking and grading system. The present method of evaluation involves a complex problem of the quantitative increase in the number of students. Keeping given the magnitude of the student strength and to suggest best practices in valuation, evaluation reforms can be implemented at three stages.

**Stage I** – Reforms can be brought in the assessment of students in the end examinations conducted on the subject knowledge of students based on their memory and recall

**Stage II** – Reforms can be brought to test other skills like objective analysis, reasoning, synthesis, application of knowledge and conceptualization

This reform can facilitate the universities to achieve an inseparable link between the teaching-learning process and the evaluation process. This attempt leads to Stage III.

**Stage III** – Efforts are to be made to harness new technologies for the evaluation process which will evolve an inclusive model to assess the employable and life-coping aspects of education among students.

Implementation of Information and Communication Technology (ICT) is a very useful tool in this stage to bring in transparency, reliability, and efficiency in the university evaluation system.

### **Proposed Reforms in the Evaluation System**

#### **1. To award Non-CGPA credits for Co and Extra-curricular Activities**

*Co-curricular Activities* - include active participation of students in debates/ seminars/ symposia/ conferences/ workshops/ industrial visits/ fieldwork/ guest lectures organized by the Department/ School/ Institution

*Method* – The award of credits shall be about the participation of students and assessing students' experiential learning in the specified subjects

*Extra-curricular Activities* – include Sports and Games, NCC, NSS, etc. Every student is expected to participate in any of the above programs for a minimum of 60 hours in a semester to become eligible for the credit. Every time the student participates/ completes a task, the same is to be certified by the Academic Coordinator and is entered in the Attendance Register meant for the purpose.

### Evaluation Pattern<sup>3</sup>

Sl.No	Co-curricular activities	Assignment	Extra-curricular activities	Max. Marks
1.	Background Note on workshops/ industrial visits/ symposia/ debates etc	Time schedule	Tour/ Games/ Activity Diary	10
2.	Presentation Oral/ Poster	Methodical approach	Behavior and attendance	10
3.	Written Report on workshops/ industrial visits/ symposia etc	Valuing the experience of the student	Written Report on any of the Extra-curricular activity	20
4.	Sharing experience in the activities concerned	Way of presentation	Sharing experience in the activities concerned	10
<b>Total</b>				<b>50</b>

## 2. Recasting the Grading system:

The grades from **O** to **F** are being awarded in the relative grading system which is decided by the course instructor(s) or the Board of Studies.

This grading system can be recast with more inclusive grades like

Grade	%	GP A	Grade Point	Description	Definition	Remedial measure
I	-	-	-	Incomplete	Could not complete the specified requirements	This grade is required to be converted to a proper grade within the first month of the next semester through a

						fresh examination
AP	-	-	-	Audit Pass	Attended the instruction but did not appear the exams	_____
AF	-	-	-	Audit Fail	Failed to maintain the minimum attendance	_____
W	-	-	-	Withdrawn	Withdrawn from the course during mid of the semester	_____
X	-	-	-	Continued Project	An extended time of duration to complete the project	X grade is awarded to the student who fails to complete the project work within the semester. In such a case the student is to register for the course in the next semester also.
NG (No Grade)	Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding NG (No Grade) for the entire course. Ne can revive the Grade through repetition of a particular course of study or an honor's program					

Further, it is useful to formulate a national examination and evaluation framework as a part of reforms and also implement ICT for ensuring the reliability and accuracy of the evaluation process.

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## MOTIVATION THROUGH LITERATURE AS QUALITY- ENHANCING STRATEGY

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*Where the mind is without fear and the head is held high,  
where knowledge is free...Into that heaven of freedom, my father  
Let my country awake!*

- Rabindranath Tagore, *Gitanjali*

### **Introduction:**

Motivation is what students lack in the present system of education. Education sans motivation is not only monotonous but also futile. Many fail to secure employment as they do not possess the skill-set. Literary pieces can be adroitly employed as academic resources to motivate students of higher and technical education. Motivation, thus achieved, goes a long way in making the goal of higher education a reality.

The present-day education system is in doldrums the causes of which are numerous. Carcinogenic growth of private institutions, education through distance mode, acute staff shortage, and frequent political intervention in Universities contributed significantly to the deterioration of quality in higher education. Literature alone can offer a fitting answer to the profound query "How to live?" Motivation is the need of the hour since motivation and professional success go hand in hand. Dale Carnegie raises a valid point:

*Research has done a few years ago under the auspices of the Carnegie Foundation for the Advancement of Teaching uncovered a most important and significant fact – a fact later confirmed by additional studies made at the Carnegie Institute of Technology. These investigations revealed that even in such technical lines as engineering, about 15 percent of one's financial success is due to one's technical knowledge and about 85 percent is due to skill in human engineering – to personality and the ability to lead people (Carnegie: XIV)*

Many a student lacks motivation today and consequently fails to acquire the much-needed skill-set. This paper seeks to examine how select literary excerpts can be employed as

potential resources in the classroom to bring about a qualitative change in the process of learning. Abraham Lincoln's "Letter to His Son's Teacher", William Wordsworth's "Tables Turned", Rudyard Kipling's "If" and Gabriel Okara's "Once Upon a Time" are the specimens chosen to drive home the point.

I

Abraham Lincoln's "Letter to His Son's Teacher" is an important document on education that reveals Lincoln's passion for learning. According to Lincoln, the end of education is character – building. He calls education an 'adventure' which demands faith, love, and courage. He advises his son's teacher:

*Teach him for every enemy, there is a friend.  
He will have to know that all men are not  
just, that all men are not true. But teach  
him also that for every scoundrel there is a  
hero, that for every crooked politician there is  
a dedicated leader.*

What Lincoln expects of his son's teacher is to teach that society is a blend of good and evil. His son should be taught how to adapt and manage. Lincoln continues:

*Teach him if you can that ten cents earned are of  
far more value than a dollar found. In school,  
teach him it is far more honorable to fail than  
to cheat. Teach him to learn how to gracefully lose,  
and enjoy winning when he does win.*

Lincoln values hard work greatly and in his view, failure is not a matter of shame. Failure and success are the two sides of life. He observes:

*Teach him to be gentle with people, tough with  
tough people. Steer him away from envy if  
you can and teach him the secret of quiet  
laughter. Teach him if you can- how to laugh when  
he is sad, teach him there is no shame in tears.*

The teacher, in short, should teach me how to live. The boy should be trained to accept failure and tears as part of life. Books, Lincoln believes, do take one into a wonderland but nature offers a better perspective. Lincoln's philosophy of education is quintessentially Wordsworthian. He concludes thus:

*Teach him to have sublime faith in himself,  
because then he will always have sublime  
faith in mankind, in God.*

Faith in oneself works wonders and Lincoln's life is a shining illustration of it. Thus Lincoln's concept of education emphasizes the all-round growth of a student's personality. It stands in sharp contrast to the mindset of Indian parents who attach undue importance to grades and ranks. In Lincoln's view, the character is destiny and the end of education should be personality development. Lincoln's views are ideals that have universal appeal.

II

William Wordsworth, the celebrated high priest of nature, expresses his profound faith in Nature in "Tables Turned". He dedicates this poem to his friend and asks him to leave all his books and enjoy the company of Nature. He says:

*Up! Up! my Friend, and quit your books,  
Or surely you'll grow double:  
Up! Up! my Friend, and clear your looks,  
Why all this toil and trouble?*

Nature offers peace and tranquility whereas books lead one away from oneself. Books give knowledge but Nature provides wisdom to lead a meaningful existence. The poet observes:

*Come hear the woodland linnet,  
How sweet his music! on my life,  
There's more of wisdom in it.*

He invites his friend thus:

*Come, forth into the light of things,  
Let Nature be your teacher.*

Spending time in nature will not only provide peace and health but will also teach one more about virtue, humanity, and evil:

*One impulse from a vernal wood  
May teach you more of man,  
of moral evil and of good  
Than all the sages can.*

Knowledge only helps in dividing humanity but nature brings about a sort of fusion. The 'meddling intellect' distorts beautiful forms in Nature. The poet advises his friend thus:

*Enough of science and Art;  
Close up those barren leaves;  
Come forth, and bring with you a heart  
That watches and receives.*

A willing heart can absorb the subtle messages of nature. Thus Wordsworth brings out the sharp contrast between knowledge (symbolized by books) and wisdom (represented by Nature). Wordsworth's Pantheism comes close to the Hindu Sankhya Philosophy which regards *Prakriti* (Nature) as the Eternal Feminine Principle, a symbol of life and abundance.

### III

Rudyard Kipling's "If" - is a sermon in verse. Structured in the form of advice from a father to his son, it is a discourse on ethics and etiquette. The father seeks to drive home some of the finer points of conduct for the young. The poem begins on a dramatic note:

*If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too,  
If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise.*

The young should remain unruffled when blamed, retain confidence when doubted, speak the truth, and not hate anybody even when hated. The father cautions against trying to look too good or talk too wise. He has something very valuable to share:

*If you can meet with Triumph and Disaster  
And treat those two impostors just the same.*

The father's words are a mere echo of what Lord Krishna tells Arjuna in The *Bhagawad Gita*. Success (*Jaya*) and Failure (*Apajaya*) are *dwandwas* (opposites) that do not affect a *sthithaprajna*, a person of equanimity. It is an ideal state which every seeker of Truth aims at.

The last stanza in the poem brings the treatise to a logical conclusion:

*If you can talk with crowds and keep your virtue,  
Or walk with kings – nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,*

*Yours is the earth and everything that's in it,  
And – which is more – you'll be a Man, my son!*

One should not lose one's original nature even in the company of the affluent or the poor. Time Management is a key skill in achieving goals. The earth belongs to such a 'full' man.

Kipling's poem offers rich insights into the complexity of modern life. It lists several conditions which, if fulfilled, make one a complete man.

IV

Gabriel Okara's poem, "Once Upon a Time" is a nostalgic yearning for a bygone era when simplicity and honesty prevailed. It is a plea made by a father to his son to teach him to 'unlearn' the spurious and conditioned responses which a civilized society demands today. The father begins thus:

*Once upon a time, son  
they used to laugh with their hearts  
and laugh with their eyes;  
but now they only laugh with their teeth.*

Past and present are juxtaposed and the father's stand is obvious. He wishes to go back in time to the age in which humans were sincere in word and deed:

*There was a time indeed  
they used to shake hands with their hearts;  
but that's gone, son.  
Now they shake hands without hearts  
while their left hands search  
my empty pockets.*

Speech and manners in modern times are characterized by hypocrisy and a lack of warmth. He confesses to his son:

*So, I have learned many things, son  
I have learned to wear many faces  
Like dresses – home face,  
office face, street face, host face,  
Cocktail face, with all their confirming smiles  
like a fixed portrait smile.*

Thus the father, though initially perturbed by the artificiality in the society, quickly learns to switch roles. He is miserable as he too wears a mask. He asks his son:

*So show me, son  
how to laugh, show me how  
I used to laugh and smile  
once upon a time when I was like you.*

Through his son, he wishes to experience the innocence and joy of childhood, a kingdom he had left behind. In a nutshell, "Once Upon a Time" brings into sharp focus the gap between the ideal and the real.

**Conclusion:** According to Shiv Khera, people can't be motivated, He observes:

*What we can do is, inspire people to  
motivate themselves but we cannot motivate  
them. Why? Because motivation is action.  
I cannot act for you. You will have to  
act for yourself. Inspiration is thinking  
and when thinking changes, it starts  
reflecting in behavior (Khera: 116)*

The objective of education is to lead learners from "darkness visible" to light. Literary pieces can be judiciously used to inspire students, and in the process, value-based education can be imparted. Motivation through literature can be a potent strategy since literature deals with fundamental truths of human existence. If Lincoln's letter emphasizes what is to be taught, Wordsworth's poem stresses the need for education of Nature. Kipling's "If" -, on the other hand, highlights the process of growth involved in the struggle for existence. Gabriel Okara's poem stresses the need for cultural sensitivity. In the ultimate analysis, this approach will be fruitful in enhancing the quality of education.

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## CONFIDENCE BUILDING-A RECIPE TO BOOST QUALITY IN HIGHER EDUCATION

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### **Introduction:**

Confidence is not something that can be learned as a collection of rules, but it's a state of mind. Positive thought, practice, preparation, education, and talking to others are all different ways to help boost our level of confidence. Confidence comes from feelings of well-being, acceptance of our body and mind (our self-esteem), and belief in our ability, skills, and experience. This paper explains how confidence is an attribute that most people would like to possess.

### **Self-Confidence:**

While confidence in oneself can mean different things to different people, in fact, it simply means having faith in oneself. Low confidence may be due to several causes which include; fear of the unknown, criticism, unhappiness with personal appearance (self-esteem), unprepared feeling, lack of time management, lack of knowledge, and past failures. Often when we lack confidence in ourselves it is because of what we believe others will think of us. Over-confidence can be a problem if it makes you believe that you can do anything - even if you don't have the necessary skills, abilities, and knowledge to do it well. In these circumstances, too much confidence can lead to failure.

### **Various ways to build confidence:**

- 1. Doing Right Things:-** Our actions and decisions define our character. Ask ourselves what the best version of ourselves that we aspire to be would do, and do it. Even when it is really hard and it is the last thing we want to do and it means a short-term sacrifice on our part, in the long run, we are going to like ourselves more and be prouder of who you are.
- 2. Physical Exercises: -** Besides benefitting our health in general, exercising helps memory retention, improves focus, helps manage stress, and prevents depression. It is needless to be anxious when there is no excess energy to draw upon, and exercise improves every aspect of our life. So, stay active by taking physical exercises daily.
- 3. Be Fearless:-** Failing is not our enemy, it is fearing failure that truly cripples us. If we set big goals and have big dreams, we are going to feel overwhelmed, and we are inevitably

going to feel like we can't do it. In such moments we have to look into ourselves and gather every ounce of courage that we find. Every successful person might have been afraid but kept on working and taking risks anyway, because for them, what they are trying to accomplish is more important and urgent than anything else in this world. 4. **4. Stand-up For Yourself:-** When our project is in its early stages, and if someone discourages us by saying that it cannot be done, we should not lose courage and confidence. So, tell them we believe in our goal, we believe in ourselves, we are going to accomplish it.

**5. Follow Through:-** Everybody respects people when they say they are going to do something and they do it. More importantly, we will respect ourselves if we say we are going to do something and we do it. Belief in ourselves will come easier because we know we are not afraid of the work. Action gives our words meaning. **6. 6. Think Long-term:-** Big goals require big sacrifices, but it will yield good dividends, and the pride you feel will be worth it. We have to know that long-term goals will bring us more happiness in the long run than our short-term comforts.

### **Conclusion:**

There may be so many people who will tell us we cannot accomplish our goal, but we should not listen to them. We must be resolute. While they tell us the odds are against us, just remember most people are wrong about most things. People change the world every day, despite many people around them discourage them. If we think we can do it, we can do it. If we think we cannot do it, we cannot do it. Let's believe in ourselves and keep going. What do we love to do in our spare time? Or do we live for lying on our couch and watching all the excellent television that's available? Whatever it is we love, create space for it because life is short- we need time to enrich our lives and to recharge it to be our best selves.

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## AN OVERVIEW OF MAHATMA GANDHI'S VISION ON EDUCATION

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### **Introduction:**

Mahatma Gandhi's philosophy of education is a harmonious blending of Idealism, Naturalism, and Pragmatism. Idealism is the base of Gandhiji's philosophy whereas Naturalism and Pragmatism are the helpers in translating that philosophy into practice. Therefore he is known as a practical- idealist. His notion was "education for life, education through life, and education throughout life." This definition of Mahatma Gandhi would comprise everything that can be conceived under education. In the present paper, an attempt has been made to discuss Gandhi's Educational thought which was influenced by his philosophy of life.

It should follow the education of the hand—the one gift that visibly distinguishes man from beast. Real education has to draw out the best in man.

Education, like family, marriage, religion, law, and politics is one of the important institutions of society which play a pivotal role in maintaining and developing social system (Tandon, 2016). It has not only caused irreparable damage to the Indian education system in the long run but also created all kinds of differences, class-consciousness, ever-increasing crave for a western materialistic lifestyle, etc. Mahatma Gandhi has a spirit of profound wisdom and captivating humility.

### **Gandhi's Educational Thoughts:**

Gandhiji's Basic Education was the practical embodiment of his philosophy of education. His basic education takes up the challenging task of preparing young learners to become morally sound, individually independents, socially constructive, economically productive, and responsible future citizens which can prove helpful in solving the problem of unemployment by making youth self-employed by giving them skill training. Gandhiji believed that education should develop all the capacities of the child so that he becomes a complete human being. In this way, a fully and harmoniously developed personality can realize the ultimate aim of life which is Truth or God. His Basic Principles of Education include:-

1. From seven to fourteen years of age, the education of each child should be free, compulsory, and universal.
2. The medium of instruction should be mother-tongue.
3. Mere literacy cannot be equated with education.

4. Education should develop human values in the child.

5. Education should create useful, responsible, and dynamic citizens. By education, all the hidden powers of a child should develop according to the community of which he is an integral part.

6. Education should achieve the harmonious development of a child's body, mind, heart, and soul.

**Conclusion:** Thus, in Gandhiji's educational thoughts the development of the personality of a child is more important than mere literacy or knowledge of different subjects. In other words, he believed in life-centered as well as child-centered education.

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## ARE WE SPENDING ENOUGH ON EDUCATION AND RESEARCH?

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### Introduction:

Education is of cardinal importance to the future of any nation, for what tomorrow's leaders receive today. The government has the responsibility to guarantee all citizens with the Human Right to access education. From a human rights perspective, this means that public education systems should be developed, strengthened, and made universally accessible.

India, home to one-fifth of the global youth and with one of the world's largest higher education systems; India has to take an urgent call for low employability and low innovativeness of its passing out graduates. India can attract only 0.61% of international students<sup>1</sup>. Besides, our country is at 60 ranks in the Global Innovations Index<sup>2</sup>. Taking cognizance of such a poor state of education, the Secretary-General of the industry body, Associated Chambers of Commerce and Industry of India (ASSOCHAM), D.S. Rawat said that India must invest a lot in education so that the human resource turns qualitatively superior<sup>3</sup>.

Our Hon'ble Prime Minister, while giving his centenary address at Patna University in December 2018, announced to allocate Rs. 10,000 crore for education, and autonomy to 10 private and public universities if they show the potential to become world-class institutions. This is a significant step in the government's new outlook on education. Given this background, some significant questions need to be asked:

- i) Whether pumping more money alone can improve quality in education?
- ii) Is it only a lack of funds and a lack of autonomy that has been the cause of a steady decline in our standards?

The answer to the first question is an emphatic "NO". The responsibility lies on us to recognize the problems before doling out monetary solutions which seem attractive. It is like the doctor

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<sup>1</sup> Quamar Furquan & Balla Veena (2017). *Internationalization of Higher Education in India*, Association of Indian Universities, New Delhi, p.6

<sup>2</sup> Issac Wolfe (2017). India moves up six places to rank 60 in Global Innovations Index, June 15, 2017, [www.forbesindia.com/article/special/india-moves-up/47267/1](http://www.forbesindia.com/article/special/india-moves-up/47267/1) (Accessed on 28 Jan. 2019)

<sup>3</sup> India ranks 131 on Human Development Index, Norway N.1 livemint, March 22, 2017, [livemint.com>politics>India... 4.](http://livemint.com>politics>India...)

prescribing mild analgesics and antipyretic drugs on the phone without examining the patient. Lack of funding and want of autonomy are the overt manifestations of the root cause of the ailment. Money alone cannot solve the problem.

The answer to the second question relates to the root cause of the steady decline in quality and standards in education and educational institutions. A Tamil proverb succinctly says that the swelling on a finger in proportion to its size. Not all world-class institutions need to be those that offer multi-dimensional courses – what needs to be taken note of is how each institution rises in excellence within the limits it sets for itself.

### Share of Education in the Budget

In his 2018 – 2019 Budget speech, Hon'ble Finance Minister Jaitley revealed that the government was concerned about the learning outcomes in the primary and secondary education sector. A national survey was conducted on more than 2 million children to assess the education scenario at the ground level. While allocating Rs. 85,010 crore to the Human Resources Development Ministry, Jaitley said that the government has decided to "treat education holistically without segmentation from pre-nursery to Class 12".

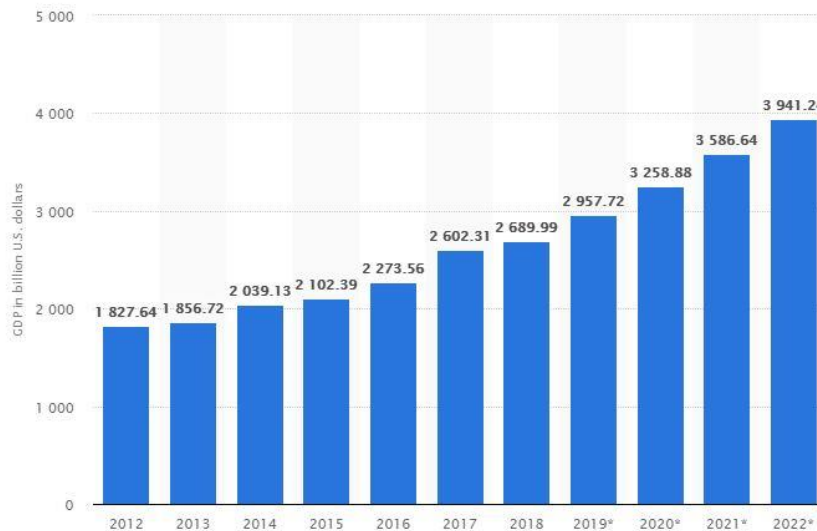
### Statistics from UGC on the Allocation for Education Sector

Year	Total Central Budget (Crore Rs.)	Budget allocation (only for higher education (Crore Rs.))	% of Increase
2014 – 2015	1,794,891.96	23700	14%
2015 – 2016	1,777,477.04	26855	11.3%
2016 – 2017	1,978,060.45	28840	10.7%
2017 – 2018	2,146,734.78	33329.7	11.5%
2018 – 2019	2,442,213.30	37461.01	11.2%
2019 – 2020	2,700,800.00	38572	10.2%

When we see the budget allocation on higher education, on the whole, the % of the increase is very positive and stable from 2014 to 2019-'20 interim budget. The second half of the 20<sup>th</sup> Century marked the beginning of education expansion as a global phenomenon. But what the

international trackers are doing is comparing the allocation of education proportionate to the Gross Domestic Product (GDP) of the nation. This practice certainly shows a decrease as there is

over 7% to the Gross Product Purchase over the



9% growth in Domestic (Peoples Parity PPP) past 5 years.

Courtesy: <https://www.statista.com/statistics/263771/gross-domestic-product-gdp-in-india/>

In comparison with the GDP, the percentage of allocations for the education sector stands as following:

% to GDP (for the education sector)	
2014 - 2015	3.01%
2015 - 2016	3%
2016 - 2017	3.65%
2017 - 2018	3.71%
2018 - 2019	3.48%







The Indian Higher Education system has shown evidence of impressive growth over the last decade if we observe the higher education statistics in terms of the number of universities,

colleges, and the Gross Enrolment Ratio (GER). According to the All India Survey on Higher Education (AISHE), the GER in higher education in India is 25.2 percent<sup>4</sup>.

## Research

Research can be distinguished from three specific platforms such as – academic research to search for truth – applied research to invent utilitarian – and professional research to find a solution. These platforms are instrumental in the quest for knowledge and the fields of science, technology, society, and the environment to improve the quality of life. Special emphasis has been laid on National Policy on Education, where research, innovation, and enterprise are the indicators for the advancement and prosperity of any nation.

## An Overview

Rank ↕	Country/Region ↕	Expenditures on R&D (billions of US\$, PPP), ↕	% of GDP PPP ↕	Expenditures on R&D per capita (US\$ PPP), ↕
1	 United States	511.1	2.744%	1,586.35
2	 China	451.9	2.107%	321.99
3	 Japan	165.7	3.147%	1,297.39
4	 Germany	118.8	2.94%	1,450.17
5	 South Korea	91.6	4.292%	1,518.47
6	 India	66.5	0.85%	39.37
7	 France	60.0	2.256%	905.8
8	 United Kingdom	44.8	1.701%	692.9

Courtesy: [https://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_research\\_and\\_development\\_spending](https://en.wikipedia.org/wiki/List_of_countries_by_research_and_development_spending)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) statistics on India on Science and Technology indicates that over the years the percentage of researchers is increasing in higher education institutions (a mere 12% in 2010 to 40% in 2015) due to the knowledge economy and Intellectual Property (IP) gains along with the unprecedented expansion of private sector participation. There has been a nearly 120% enhancement in expenditure in central scientific establishments (Rs. 12,504.32 Crore in 2009 – '10 to Rs. 27,546.38 Crore in 2017 – '18). The Compound Annual Growth Rate (CAGR) of India (7.1%) concerning publication output is impressive against the developed nations. The following is the list of countries by research and development spending in which India ranks sixth.

As per Global Competitiveness, the Index Report of 2016 – 2017, India stands 39 in overall 138 economies.

<sup>4</sup> <http://niti.gov.in/content/gross-enrolment-ratio-higher-education> (National Institute for Transforming India (NITI – Aayog, Gov. of India).

Therefore, the country needs to focus on building the universities' existing strengths by

1. Nurturing a collaborative research environment for working with Institute- Industry Partnerships (IIPs).
  2. The objective of these collaborations should be:
    - enhancing the research outcome,
    - providing competitive advantage – both nationally and internationally,
    - and generating new knowledge, and leading to discoveries.
  3. The Universities and Scientific Institutions have to play a prominent role to create an ecosystem for potential research, for the systematic generation of new human-centered products
    - A systematic analysis of the scientific data provides information that Research, Innovation, and Enterprise (RIE) play a vital role in the critical and design thinking process to develop intellectual capital through ingenious culture for innovative processes and products.
  4. Introducing research abilities from high school level by implementing the following:
    - Strengthen platforms like SWAYAM and MOOCs; open up opportunities like MOODLE (Modular Object-Oriented Dynamic Learning Environment) to switch to large scale online teacher education to change their attitude, skills, and classroom delivery
  5. Co-opting parents and community as stakeholders by apprising them of need to change the goals and perspectives of education
  6. Fine-tuning the existing instructional materials to align with the revised goals and learning principles
  7. Revising the Examination system with —50% theory component and 50% application/practice component.
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## PERSONALITY DEVELOPMENT--THE LOVE OF NEIGHBOUR AS THE LOVE OF GOD

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**Introduction:** "It is easier to love humanity as a whole than to love one's neighbor," says the American philosopher, Eric Hoffer. Is it so frustrating and bothersome to love one's neighbor? Surprisingly, it is. This paper focuses on why one should love one's neighbor as the love of God, the almighty.

A person's primary problem is, living harmoniously with those who reside just beside him and those who work with him in the office. Peculiarly, people have more conflicts with the closest relationships than with enemies. Because, they will be dealing with them daily; hence there is a lot of scope for misunderstanding leading to endless arguments and disagreements, hostility, and fighting. There won't be such a problem with those who are away... far away. This is the reason why people lavish a lot of love exclusively on Almighty. For... he is so far...far away.....that you do not even know His address, his residence....; and obviously, no interaction with Him; hence no arguments, no criticism, no disputes, no legal tussles, absolutely no issues with gods and goddesses of any religion. Suppose, the moment God starts speaking to you - opposing your proposals, disputing your ideas, protesting your actions, blaming your business deals, will you still love Him? No, in no time, you will revolt against Him. So long as He keeps quiet and conforms to your selfish acts, you are a great devotee of Him.

Sadhguru Jaggi Vasudev says that the Biblical saying 'Love thy neighbor as thyself' is a very good device for breaking your illusion of loving the one who is in the heavens. Unless you have fallen in love with the creation, how can you love the one who created it? It is, indeed, a great 'illusion' of the mind thinking that you are loving God, but it is nothing but 'fearing' god and seeking security and solace. It cannot be an expression of the love of God, but a mere confession of greed and fear. No scripture asks you to worship God but instructs you to serve the life around you – be it animal kingdom or even plant kingdom. Strangely, man has ignored this aspect completely and conveniently started worshipping that which is not in his perception, his imaginary creation.

Kulapathi Ekkiral Krishnamacharya (popularly known as Master EK) further explains the scriptural sentence: 'Love thy neighbor as thyself' cannot be properly understood, if there is no healthy thinking. The unhealthy mind questions the sentence. How can I love my neighbor if he is a bad fellow? This is the reaction of a diseased mind. You should 'love thy neighbor as thyself' because your neighbor is none other than yourself. He is no different from you. That means the one Universal soul has possessed all these bodies. We should be friendly with everybody irrespective of their intentions about us; and we have nothing to do with the behavior of others; this is a great key for a healthy living. If you start being a good neighbor, it is the first step towards global harmony.

Our ideas about god, whatever they are, are essentially ours. So, if it is only an idea, then there is no problem. But if we are trying to make it into an ideology and spread it, that is a problem. So, your idea about God is not the problem. If only you want to make an ideology out of your idea, that is a serious problem. Humanity has suffered immensely from the ideologies of God.

Your ideas have become your obstacles; and they are just your creation. Sadhguru brings in an analogy: "If you and an owl sit together and start an argument as to which is darkness and which is light where would it take you? Because, you are human, mostly you come up with a human form for the god. Earthworms might be thinking that god is the longest earthworm in existence. So, all your ideas are springing up from what you are exposed to. If you think, you are an Indian or a Hindu, or a Christian or a Muslim, immediately your thought process starts working around that, your emotions will rise to such an extent that you are even ready to kill and die for it and it is considered a sacred thing". Belief means, you have made up a thought or picked it up from somewhere else and invested in it all your energies.

Indeed, the moment man became religious and godly, it should be the end of all conflict; but paradoxically, maximum violence and destruction have happened on the globe, in the name of Religion and God only. And every religion hails god as an embodiment of peace, love, and compassion. This is all happening because people believe in something that is not a reality for them. It is always good and god-fearing people that are fighting. If you are a good Indian, you fight with a good Pakistani; if you are a good Hindu, you fight with a good Muslim. Indeed, a devout Muslim should be loving other devout Hindu or Christian brothers very dearly.... as they are all the lovers of God, but it is not happening. This problem is not there with those who do not have any belief in God and religion. They will not be fighting with anybody in the name of God; they do not have any problems with any religious persons. Most, unfortunately, instead of peaceful beings that should be produced by the religions men and women of violence are being

produced. "If we don't have peaceful human beings, dreaming of a peaceful planet is just a pipe dream."

If you want god and religion as a tranquilizer, it is okay as an idea, but if you want this divine to be an awakening process in your life, you need to access the process which is practiced and presented by the spiritual masters of all religions. The understanding of 'God and Scriptures' by the spiritual masters, is completely different from the understanding of the religious leaders. Religious leaders created religions, produced their gods, popularized blind beliefs, formed sects and doctrines- all culminating in fierce fights, ceaseless wars, and disasters. In the view of Master E.K: "The fathers of humanity like Rama, Krishna, Buddha or Jesus never wanted to start a religion, because they never aspired for the trade of men. They taught us what they say about the 'working hypothesis' for a happy living. Krishna was never a Hindu, Buddha was never a Buddhist and Jesus Christ was never a Christian. Religions are established like five-star hotels to trade in the name of the fathers of humanity."

#### **Conclusion:**

The realized spiritual masters of all nations have shown to the world their universal love for fellow beings, their exceptional service to humanity at large. "Self-realization is impossible without the service of and the identification with the poor and the needy", said Mahatma Gandhi whose life is a classic example of what he preached.

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**HIGHER EDUCATION IN POST INDEPENDENCE INDIA:  
ACCOMPLISHMENTS, ACHIEVEMENTS AND WAY FORWARD**

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The uniqueness of education in India is that over thousands of years, the country has still managed to retain its rich diversity even as it tries to learn from diverse foreign models to propel our intellectual growth. Recently, there has been a dramatic increase in the number of educated people in various fields. While there is much to celebrate, it may also be a propitious time for us to pay more attention to things that matter and which will enable us to effectively face the contemporary global economic and societal challenges. As globalization takes hold and the world becomes the stage, the most important tool we have for competing is high-quality education because this is crucial for achieving sustained economic development to secure a bright future of the nation. Despite the much talked about the robustness and uniqueness of our ancient education system, reality reveals that India is at the crossroads in education and economic development. For India, education and economic development are like Siamese twins. India's young population with 65% below the age of 35 presents a golden opportunity to reap the much talked about demographic dividend. At the same time, with about 300-500 million people below the poverty line, the most important priority for India is a steady and high rate of economic development. So, for India to prosper and provide a decent living standard for its citizens, we must channelize the energy of our youth towards high-quality education for economic development. For this to happen in the contemporary environment of scarce government resources, India must attract high levels of foreign direct investment (FDI) in industry, commerce, and education. FDI brings new and more efficient tools, technology, systems, and management methods replacing old machines, tools, and systems leading to Schumpeter's "creative destruction". (Schumpeter, 1934).

The introduction of new machines, tools, technology, and management methods lead to more efficient production systems giving rise to higher productivity. Higher productivity coupled with higher quality results in enhanced competitiveness and leads to a larger global market share. Larger market share along with higher revenues and profit, when invested judiciously, helps to eradicate poverty and brings higher standards of living for the citizens. For the above set of events to happen the most important factors in this transformation process are innovation and

technology absorption. Innovation and technology absorption find much-needed traction with a higher education system comprising world-class universities that can keep pace with global development in science and technology. The fact that no Indian university is perceived to be world-class at present forces us to ponder what steps must we take.

Poor planning, lack of serious oversight, and the propensity to game the system continue to burden the country with a serious dearth of widely respected universities. Faced with the demographic bulge that stares us, the university systems of very few countries would be able to keep up with such demand, and India with its antiquated university structure and lack of imaginative planning are certainly having trouble. And the new private colleges are producing graduates of uneven and questionable quality. We must re-engineer our higher education system including building world-class universities without further loss of time. It is heartening to note that the central government has belatedly realized and recently articulated a need to develop, it is perhaps appropriate to examine what constitutes a world-class university, a widely misused term often mentioned without comprehending the full meaning. If we are serious about building world-class universities, we have to take certain measures.

### **Regulation of Universities.**

The proliferation of private universities is, however, inevitable because the government lacks resources and is unable to deliver appropriate levels of quality and scope of education consistent with the needs. The needs are so huge that without further loss of time we must seize the opportunity and must encourage more private investment in education from all corners including FDI at all levels by offering transparent rules and regulations, offering tax incentives, a mandatory independent affirmation of quality for all institutions via truly independent accrediting agencies, minimal bureaucratic controls, the complete dismantling of the existing cumbersome legal framework, and level playing field for all institutions, both public and private.

The main focus must be on recruiting well-qualified faculty because quality attracts quality. A few top-notch faculty members in one area attract other similarly situated potential faculty members and bright students to the institution. In the process, one may need to identify certain areas and a few benchmark institutions and adopt a road map to get there. Given the constraints, India may have to plan for a two-tier approach—a few world-class research-intensive universities and a large number of good teaching and research-active universities.

With faculty, critical mass is important. So, rather than scattering faculty all over, it will be desirable to identify a few areas and build critical mass accordingly one area after another in a planned manner. Haphazard growth must be shunned at all costs. This will be possible if we pick an impressive and credible academic leadership. Recruitment of faculty members must be specifically addressing the priority areas critical for the country's economic and social progress.

It is often extremely helpful to have a postdoctoral scholar program and invite foreign faculty as guest faculty/researchers.

### **Accreditation**

Accreditation is a process of obtaining independent affirmation of the quality of colleges and universities. Initially, accreditation bodies may draw experts from established foreign agencies to supplement expertise available locally. It may also be prudent to seek accreditation from well known foreign accrediting bodies in the formative years. The key to building world-class universities in India must start with establishing robust accreditation systems for various disciplines led by proven academics and professionals free of bureaucratic and political influence. Such bodies must be autonomous and self-funded at a steady state. Start-up funds may be needed in the beginning. Accreditation must be mandatory to receive government support and continued existence.

### **Curriculum**

Higher education at colleges and universities is a dynamic process as it forces the system to keep abreast of the developments knowing well that if this did not happen we are going to be left out in this ever-changing global marketplace and only to our detriment. In the higher educational system, this "Reimagining" will have to come about in three ways: academic rigor, relevance, and research. Many times there is a temptation in some quarters to look at academic rigor merely in terms of form—the rigor of classroom schedule, the time spent by an instructor, size of the syllabus, and examinations and other assessment methods. Academic rigor must also include the substance that is being imparted—the quality of instruction, the proper mix of theory and applications, and an abundance of patience in letting the inquisitive mind to wander into doing projects and not necessarily in a text-book framework. Academic rigor is in imparting a kind of knowledge that is not only readily available but also in exploring and extending the frontiers of the existing storehouse of knowledge and challenging *the* capacity of the taught in comprehending new concepts.

And, finally, Research that not only elevates education but also serves as a platform for the betterment of society. A system of higher education in any discipline has to be holistic bearing in mind the surrounding environment and the impact on society. Research is an important part of "Reimagining" in any aspect of higher education, especially in science and engineering. A nation wanting to move up to the developed status can never achieve this objective if sufficient funds are not injected for research and development, an area that India as a whole is way behind the developed nations of the West and many other countries including China. Students in centers of higher learning must be involved in research activity right from

their undergraduate years of study as this would nurture their interest and inquisitive as they move along their educational careers.

Research funding from state and Central government sources and agencies should readily be made available and in generous ways to not just government-funded universities, colleges, and institutes but also to private universities that face the crunch despite the best of their efforts.

### **Facilities**

World-class education calls for world-class facilities beyond bricks and mortar. As technology develops at breakneck speed, it is essential to keep pace and expose students with the latest technology ensuring their ability to absorb the latest trends. But technology can also be expensive and this is where it is important to collaborate with other universities and the industry. Not every university needs to acquire every new technology. A consortium of universities may complement, each other. Close collaboration with industry may also help to bridge the gap in resource mobilization.

India is seen today by many as a knowledge hub, not merely in Information Technology but a variety of scientific and non-scientific fields. According to some estimates, there are close to 300 million students enrolled in about 40,000 institutes of higher education and there is tremendous scope for further development in this area. One of the priorities of the present government is to dramatically raise the Gross Enrollment Ratio to 30 percent by 2020. It is a challenge indeed and needs a planned approach but working on increasing the numbers alone is not going to be enough. Much of the prime interest must be on quality enhancement in the institutions of higher learning. In many ways, we can take pride in the manner in which our institutions of higher learning have taken shape since our Independence in 1947. The IITs and IIMs have achieved worldwide prominence—and the governments of recent years are planning for more.

The inadequacies of the Indian higher education system have seen an annual exodus of over 100,000 young minds to institutions in North America, Europe, and the Asia Pacific. This brain drain of India is a brain gain for foreign countries as many or most of these students who opt for higher studies abroad do not come back to India and are absorbed in different capacities after completing their education.

Higher education in India does not have the luxury of taking things for granted for today is a fast-changing world and there is the real danger of being left behind. Educationists and senior administrators are confronted with the stark reality – how to get to the top and stay there. It is no longer a national competition between educational institutes of repute as higher education in India has taken on global dimensions. Western industrialized countries owe their economic growth and development to strong educational systems that undoubtedly had a combination of academics and research. The strong industry – academics link propelled scientific research into

newer and higher frontiers of knowledge. In our context education and research must undoubtedly be accelerated but at the same time not lose perspective of the larger picture which is the overall development of the country. Hopefully, our leaders of today will have the vision to take the cue and take steps to move India forward economically so that the benefits can be seen in such areas as higher education.

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## HIGHER EDUCATION IN INDIA: CONTEMPORARY PERSPECTIVE

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### **Introduction:**

First, a university is an association of persons, locally situated, engaged in caring for and attending to the whole intellectual capital which composes a civilization. It is concerned not merely to keep an intellectual inheritance intact, but to be continuously recovering what has been lost, restoring what has been neglected, collecting together what has been dissipated, repairing what has been corrupted, reconsidering, reshaping, reorganizing, making more intelligible, reissuing, and re-investing. In principle, it works undistracted by practical concerns; its current directions of interest are not determined by any but academic considerations, the interest it earns is all *reinvested*. — (Michael Oakeshott)

Education is necessary for the growth of a country and the askesis of its citizens. It is almost confirmed that the prosperity of a country is based on its capability to develop and effectively utilize the innate capacity of its people. It has been rightly observed that the true basis of education is the study of the human mind. Any system of education originates on theories of academic perfection, which ignores the instrument of study, is more likely to hamper and impair intellectual growth than to produce a perfect and perfectly equipped mind.

We also find a positive correlation between education and socio-economic well-being. The present paper discusses the journey of India in higher education in the post-independence reign. After independence, there has been a tremendous improvement in the education level. Education has remained the responsibility of the Central and State governments. The governments have been responsible for educational facilities and the maintenance of standards in research and higher education.

### **Higher Education in India**

The National Department of Education is a part of the Ministry of Human Resource Development, headed by a Cabinet Minister. A Central Advisory Board of Education advises the national and state governments. There are several autonomous organizations attached to the Department of Education. The most important bodies are the All-India Council of Technical Education (1945), the University Grants Commission (1953), and the National Council of Educational Research and Training (1961). The first body advises the government on technical education and maintains standards for its development. The second body promotes and coordinates university education and determines and maintains standards of teaching,

examination, and research in the universities. It has the authority to enquire into the financial matters of the universities and to issue grants. The third body works to upgrade the quality of school education and advises the Ministry of Human Resource Development in the implementation of its policies and major programs.

The emergence of a worldwide economic order imposed immense impact on higher education, more so under the changes that have taken place in the recent past about globalization, industrialization, and information technology advancements. Various policy changes that have taken place at the UGC, All India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH), the Central Council of Indian Medicine (CCIM) and such other regulatory bodies from time to time are to accommodate these developments and to maintain quality standards in higher education.

### **Future of Higher Education in India**

Over the last decade, India has shown a remarkable transformation in the field of Higher Education. It provides widespread access to low-cost high-quality education for all the students. With the effective use of ICT in Higher Education, India is moving towards excellence and equity. According to *Report on Higher Education in India - Vision 2030*, India is the single largest provider of global talent, with one in four graduates in the world being a product of the Indian system. India is among the top 5 countries globally in cited research output, its research capabilities boosted by annual R and D spend amounting to over US\$ 140 billion. 3 Indian universities are among the global top 200. To achieve the envisioned state in 2030, transformational and innovative interventions would be required across all levels of the higher education system. A differentiated system of institutions with differing objectives and focus areas would be critical for achieving the proposed goals.

Higher education in India is undergoing considerable changes. With over 600 million people in India under the age group of 25 years, the system is under tremendous pressure to expand. India's young population has a huge appetite for education and in the next decade, India will experience enormous growth in its middle classes: from 50 million now, to 500 million by 2025. By 2020, India will be the world's third-largest economy and will have the second-largest graduate talent pipeline globally, following China and ahead of the USA. Over the last decade, the Education sector in India has grown leaps and bounds.

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## A SNAPSHOT ON MORAL EDUCATION FROM GANDHIJI'S AUTOBIOGRAPHY

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### Introduction

We are generally carried away by a false notion that a child has nothing to learn during the first five years of its life. But the fact is that it learns more in life in its first five years than it does after five. It is surprising to know that the education of the child begins with conception, and we have examples of Prahlada, Suka yogi, and Abhimanyu from our mythology. Modern science confirms that the physical and the mental states of the parents are reproduced in the baby at the time of conception and it continues to be affected by the mother's moods, desires, temperament, and her ways of life. This paper lays focus on Gandhiji's views on education, especially those written after undergoing enough of experience as a teacher in Tolstoy Farm in South Africa. They help the students in building good character.

Man's journey of life depends much on the impressions that are formed during his childhood days. Gandhiji says how as a boy, he was impressed by the reading of the Ramayana by Ladha, "I must have been thirteen at that time, but I quite remember being enraptured by his reading. That laid the foundation of my deep devotion to the Ramayana... Impressions formed at that age strike roots deep down into one's nature, and it is my perpetual regret that I was not fortunate enough to hear more good books of this kind read during that period." (28). The fact that Gandhiji was impressed so much by the stories of Sravanakumara and Harischandra is well known. The two characters imprinted strongly on his mind did not leave him until his death. Truly, they directed his growth towards his devotion to parents and the implementation of Satyagraha. His mother's virtuous character and spiritual flare together with his father's sincerity and discipline have been a lasting impact on his character. We are shaped by our parents, neighbors, teachers, friends as well as by the circumstances. So we must be careful about all these aspects. The students by following the Gandhian guidelines given here can build a glorious character.

### Need for Brahmacharya:

Brahmacharya is the essential requirement in the student's life. It means the control of the senses in thought, word, and deed. An aspirant after brahmacharya will always be conscious of his shortcomings as well as the passions lingering in the innermost recesses of his heart and

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strives incessantly to get rid of them. Brahmacharya will become a farce when the thought process is not under complete control of the will. Curbing of thought that amounts to curbing of mind are more difficult than that of wind. Yet we should not be discouraged and disillusioned by the thought that it is impossible due to its difficulty since "it is the highest goal, and it is no wonder that the highest effort should be necessary to attain it" (177). Renunciation without aversion is not everlasting. By controlling the palate and by observing fasting, a brahmachari can keep his senses under control. His food should be limited, simple, spiceless, and if possible uncooked, like fresh fruit and nuts. Our senses are so overpowering that unless they are kept under control by completely hedging in all sides, they may override us and spoil the vow of brahmacharya. Fasting is useful when the mind cooperates with the starving body, i.e when it cultivates a distaste for the objects that are denied to the body. The mind is at the root of all sensuality. It may be said that extinction of the sexual passion is impossible without fasting. So it becomes indispensable for the observance of brahmacharya.

#### **Need for Liberty & Learning:**

It's a fact that learning and liberty should go hand in hand, but not at the cost of each other. In the backdrop of the present-day forced learning without the enjoyment of freedom, Gandhiji's words make us rethink our education system that generates stress which in turn kills the students. 'All work and no play makes Jack a dull boy, and all play and no work makes Jack a mere toy' is a popular saying that explains the importance of both study and games. If the students are restricted to the four walls of the classroom, their mental growth is hampered. About his children, Gandhiji says, "Had I been without a sense of self-respect,...I should have deprived them of the object lesson in liberty and self-respect that I gave them at the cost of the literary training. And where a choice has to be made between liberty and learning, who will not say that the former has to be preferred a thousand times to the latter?" (168)

#### **Need for Character Building & Teacher's Role:**

We know that character is the crown and glory of one's life and it is also destiny. The physical body is to be kept fit to possess a healthy mind, and it is not difficult to do so by taking physical exercises regularly. So also, intellectual training can be imparted through intellectual exercises. Now the question is how we can impart the training of the spirit. Certainly, it can be given through the exercise of the spirit only. Gandhiji's words are quite significant in this respect as he says, "I held that this was an essential part of the training of the young and that all training without a culture of the spirit was of no use, and might be even harmful" (282). Now the question is how to inculcate character among the students. A good teacher must be an eternal object lesson to his children. By imposing self-discipline and restraint on himself, a teacher should stand as an ideal icon to be emulated by his wards.

Character determines 'manners' and, on impulse, as well as desire, reflects one's behavior. A good teacher gets along merrily if he does not attempt to disguise his ignorance from his students. That's why Gandhiji while referring to his teacherly life in Tolstoy farm says, "Despite my colossal ignorance of the language, I never lost their love and respect" (281). A good teacher has to stimulate the children an interest in reading and speaking after weaning them from their laziness. He must touch their hearts, by sharing their joys and sorrows, by solving their problems, and by channelizing their surging aspirations. True learning is impossible where there is no true love between the teacher and the student and also when the student has no respect for the teacher. Corporal punishment will not always work. It works only when the student does not develop a grudge for being punished.

The true textbook for a student is his teacher. While recounting his childhood experiences, Gandhiji says, "I remember very little that my teachers taught me from books, but I've even now a clear recollection of the things they taught me independently of books. Reading is sometimes a task for them, but listening to a teacher gives them pleasure. What the teacher says by word of mouth, they learn with the greatest ease" (281).

#### **Need to have Service Attitude:**

We know that service to humanity is tantamount to service to God. It ennobles a man and turns him into the messenger of God. Man's life becomes fruitful when it is associated with a service attitude. It is not something that is imposed on somebody, but it emerges from within. A student has to be made familiar with the value of selfless service. They are to be made a part of various service activities undertaken in the colleges and universities. Their aptitude should gradually develop into a deep passion. Who asked Mother Teresa to sacrifice her life for the service of the poor, the sick, and the destitute? Who prompted the Lady with the lamp to serve the wounded people in the battle? What made Bill Clinton and Warren Buffet take decisions to contribute funds to serve the poorest of the poor? It's all the inherent tendency and the realization of the true self. Unless one takes pleasure in doing service, it has no meaning at all. If it is done for show, it stunts the man; and if it is done out of fear of public opinion, it crushes his spirit. He quotes a Gujarati stanza in this respect as follows.

"Every little service tenfold they reward.  
But the truly noble know all men as one,  
And return with gladness good for evil done."

**Need for Truthfulness:** A student is to be taught the greatness of Truth because true beauty consists in the purity of heart. For Gandhiji, truth itself is God. The relish also disappears with

the realization of the highest. ( chap II, 59<sup>th</sup> sloka). A man who is swayed by passions may have good enough intentions, maybe truthful in word, but he will never find the truth. According to Gandhiji, "a successful search for Truth means complete deliverance from the dual throng such as of love and hatred, happiness and misery" (288).

### **Need for Ahimsa:**

The term 'Ahimsa' is subjected to much debate. This is indeed an endearing quality that a student has to adopt in life. As per the saying 'life lives on life', a man can't live without committing violence consciously or unconsciously, for every act of us including eating, drinking and moving about, etc, necessarily involves some himsa or violence. In Gandhiji's view, "A votary of 'ahimsa' therefore remains true to his faith if the spring of all his actions is compassion and thus incessantly strives to be free from the deadly coil of 'ahimsa'. He will be constantly growing in self-restraint and compassion, but he can never become entirely free from outward 'himsa'. (291)

### **Need for Tolerance:**

The modern world has become sick with religious fanaticism. The misunderstanding of the basic tenets of any religion gives forth to religious intolerance. The fact that all religions teach the same truth should not be forgotten. Gandhiji says that he feels proud to say that he is a Hindu. So also, a mussulman , he says, should feel proud to be a mussulman and a Christian should feel proud to be a Christian. That's why in his Tolstoy farm, one can see people of all religions being encouraged to perform prayers as they like according to their religions. The students of today should take this cue from Gandhiji and work towards universality. They should know that 'variety is the spice of life'. Having many religions is not to be treated as a handicap. It should be taken as many different ways to worship God. Religious conversions are meaningless. If you like something good in another religion, take that good and add it to your own. 'Love your religion and respect other religions' is the happy mean that keeps us healthy in this fanatical world. Prejudice towards other religions enhances suspicion and kills our freedom and judgment. Hence a student should add this feather in his cap.

### **Conclusion:**

The true purpose of education is to get knowledge about the self and act like God in human form. Unless the cover of ignorance is taken off, a person cannot realize himself and know the very purpose of his life on earth. A student equipped with values is honored in society. So the duty of the teacher in molding the character of the student is crucial. By reading Gandhiji's autobiography, a treasure trove of knowledge, every student must get inspiration and acquire human values needed for his emotional growth. Hence a little effort is made towards this direction.

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## COMPLEMENTARY ROLES OF ACADEMIA AND INDUSTRY IN HIGHER EDUCATION

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### **Introduction:**

Human civilization has reeled through successive transformations from the stone age to the present digital age. This has led to tremendous changes in the requirements and aspirations of society across the globe. There have been a lot of technological interventions in almost every walk of life and made it inevitable to think of smart systems around us for making our lives further easier. It is obvious that for constant up-gradation and maintaining sustainability, the present state of civilization relies significantly upon the availability of suitably trained technical human resources. Thus, the technical education of the country is entrusted with the important responsibility of creating a suitable human resource with requisite capabilities to meet the requirements. Given the population growth and societal aspirations, India's technical education system has expanded and there have been numerous transformations since independence.

### **Education and Employability**

It is a known fact that education contributes to the social, political, cultural, and economic development of every country. It is well understood that the education which promotes intelligence and quality learning integrated with values is the first and foremost index of the progress of a nation and humanity at large. Only a good quality human capital with the capability to meet future challenges can envision development to meet the needs of the present without sacrificing the ability of future generations to meet their own need. This good quality human capital comes from a holistic education process and the academic institutions play an important role through the teaching-learning processes providing such knowledge and skills. The generic challenges faced by the present **education** system can be enumerated as below:

- (i) Students coming out of the academic Institutions are educated but unemployable because their resumes do reflect Degrees but are not professionally equipped as per the requirements of the employer.
- (ii) The present-day education system lays a larger focus on theoretical education with little or no exposure to practical know-how and there has been a loss of interest towards vocational training and education. This situation has actually created the graduates who know more but can do less and thus have poor workplace skills.

### **Academia-Industry Integration**

It is evident that the useful and productive interactions between academic institutes and industry, in the present times of knowledge economy, are a critical requirement. The industry needs to understand that the human resource required by them is being created by the education system of the country and the weakness in the education system will be affecting the quality of human capital getting educated through it which will eventually create a scarcity of desired human pool and thus hamper the functioning and growth of the economy. The present situation of poor employability is an indication of the prevailing gap between academia and industry in the country. Industry-academia integration believes in knowledge transfer, experience sharing, and technology transfer. Today, academic institutes and industry, which, for long have been operating in separate domains, are compelled to rapidly come closer to each other to create synergies. To overcome the weaknesses due to poor skills and training gaps of educated ones in India it is essential to address the following major challenges:

- Lack of interest in the students towards hands-on training about the classroom teachings at every level.
- The misunderstanding that education is the sole employment provider.
- The insufficient capability of the mentors to impart hands-on training of the concepts given in classrooms.
- Inadequacy of infrastructure for carrying out the hands-on training for imparting requisite skills.
- Lack of awareness in the students and mentors about the importance of knowledge and skill integration.
- Difficulties in the implementation of the knowledge level and skill integration at the institution.
- Inadequate support from the industry and organizations which are real beneficiary of the human resource being trained in academic institutions.

### **Enhancing Employability**

It is equally important to understand that the education should be embedded with real-life experiences as this will automatically yield good quality employable human resource from the academic institutions and economic activities will be in secure hands. The purpose of education should be to create a pool of human beings who have adequate training and knowledge to confront the challenges of present civilization. It is found that the educated ones can perform better if they are supplemented with the following attributes:

- i. Technical training and problem-solving aptitude,
- ii. Behavior towards others as well as oneself,
- iii. Effective communication at the workplace,

- iv. Effective time management,
- v. Responsibility for understanding
- vi. Role understanding,
- vii. Adequate compensation for services,
- viii. Constant counseling about life skills.

It is obvious that given mutually inclusive responsibility, the different education and training requirements can be suitably met through the complementary roles of academia and industry.

It is high time when academic institutions have to change their perception and transform themselves as centers for seeding the elements of growth in the economy without affecting their core responsibility of imparting value-based education. Although there have been numerous initiatives taken at different levels, the wholehearted involvement and acceptance of the challenge by the education system of the country will only help in maximizing benefits from the demographic dividend. It is well understood that academia handles future minds and has a strong pool of human resources with creative ideas and full-time mentors in the form of teachers, which have an enormous synergetic capability. The academia perspective in this regard can be understood:

- By creating a skilled human resource which is job-ready at different levels (*i.e. helper, technician, support staff, supervisor, engineer, doctor, researcher, etc.*)
- Creating skilled human resource from academic institutions with the present mandate is difficult and needs amendment
- Special focus on strengthening soft skill
- Academic processes do not permit embedding skill training into them, so enabling is required
- Provisioning for meaningful project-based student engagement in the industry for shorter durations during the program under joint mentoring of industry and academia
- Carrying out strength and weakness analysis of students for preparing them to accept the skill training as a panacea for employability
- May start 'after school programs' for skill training
- Project-based learning environment
- Frequent assessment of the needs of employers
- Active involvement of Industry-Academia persons in research and development type activities
- Promoting entrepreneurship through courses and presentation by successful entrepreneurs
- Setting up of innovation center, workshops in all schools with funding for nurturing creativity
- Sensitizing children for the dignity of labor
- Creating awareness for social acceptance of skill training as per the capability of a student

- Integrate the skill training with requisite academic input so that the skill is not devoid of knowledge.
- Lower level skill training up to the level of technician/mechanic in a certain specific area should be made an integral part of education up to a pre-secondary level so that the students develop respect for working on their own and appreciate their possible contribution.
- National level competency assessment for filtering the students at respective levels depending upon their intellectual capability and interests so that there is no overcrowding of higher education institutions.

The industry should capitalize upon the creativity and innovative thinking of the huge intellectual pool available with academia and help themselves as well as help the younger generation in getting adequately trained to meet the present challenges and create a secure future. The industry needs ideas that can be provided by tomorrow's minds and not by yesterday's minds. It also has funds but an acute shortage of time due to stiff competition. The industry can get integrated through the following ways:

- Help in carrying out strength and weakness analysis of students for preparing them for skill training,
- Creating awareness for social acceptance of skill training through sharing the possible employment opportunities and their contribution to economy and civilization,
- Help academia in integrating the skill training and academic input so that the skill and knowledge go together,
- Time to time training of teachers to act as trainers for imparting skills as per need under the patronage of the industry's skilled persons,
- Depending upon the requirement of the economy the industry should get skill training clusters created in academic institutions,
- Industry should lay down the quality framework for supporting the production centers created through skilled persons as per the need of product/process,
- Standardization of mass skill training and entrepreneurial activities is required from Industry,
- Acceptance of skilled human resource for employment,
- Provision of regular skill up-gradation to its employees through academic institutions,
- Enhancing dependence upon academia for knowledge sharing and innovations,
- Attempt to engage creative students in some trivial activities of the industry to give field exposure and also enrich the quality of education,
- Minimizing investment of its training and enhanced reliance on training from academic Institutions,

- Creation of suitable framework of Corporate Social Responsibility so that Industry must extend support to academia for skill development,
- Industry should create product/process-specific training packages which could be implemented through academic institutions,
- Industry-sponsored problem-solving in academic institutions^

Thus, the strengthening of the education system with the involvement of industry will play important role in the development of the country's human resource by creating skilled manpower, enhancing industrial productivity, improving quality of life, providing better talent for employment, and provide training in not just technical skills but also soft skills or communication skills and prepare them to transform into workers from students. This phenomenon will be successful.

### **Conclusions**

Looking upon the need of enhancing focus on the manufacturing sector, India needs to create a pool of technically trained competent human beings who can become entrepreneurs and also serve the industry with their excellent capabilities. The large working population of the country needs to be imparted unconventional education which can empower them to earn their livelihood on their own. It is an opportune time for both academic institutions and industry to join hands and evolve a model education system that has both skill and knowledge embedded together. Ongoing skill development initiatives in the country cannot succeed unless industry consortiums do not support such activities. The education system should lay focus on fundamentals and their application in negotiating real-life challenges.

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## TEACHERS' PERFORMANCE IN HIGHER EDUCATION

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Education is more difficult than the arts and deeper than the sciences. It is not only the character of instruction but the character of the instructor that counts. If the student has reason to believe that instructor is not true to himself, the education is incalculably diminished. These assumptions put a premium on the teachers to be intensely human and professionally competent in discharging their duties. Tagore (2002) has observed that "to our misfortune, we have in India all the furniture of the European University except the human teacher.

In the past two decades, under-performance and indifference of teachers towards students have come under severe criticism. People have gone to the extent of saying that teachers of universities and colleges get "full salary for half work". This observation is not wholly devoid of substance, yet the majority of the teachers have reacted to it very sharply. They say that singling out the teaching profession for under-performance is an attempt to scandalize and malign teachers in the eyes of the larger public. Some young teachers and students think that our academics are doing good work in some Indian Universities and abroad. One student, of social science, studying at Cambridge, has noted that "today India is to academic research what the NICs are to consumer goods. And not just in terms of the number of academic papers published. If almost 80 percent of all consumer goods sold in Western supermarkets have been made in East Asia, at least 50 percent of all papers referred to by the students of course were written by 'Indians still work in India'. But, these are the exceptions that do not make the rule.

It is always thought good for the academic health of the country to occasionally bring into open and dissect teachers' performance, and achievement. But, ringing the bell of underperformance and non-performance incessantly, into the ears of the public would ultimately generate a feeling of cynicism, diffidence, and worthlessness in the teachers. This type of wholesale cursing and condemning, the approach is not only demoralized the teaching community but brings the whole system of education and its auxiliary agencies into great disrepute.

It is no exaggeration to say that nearly 40 percent, of colleges in our country, are economically unviable. Many of them are owned by the politicians who oblige, the party in power, at the time of the election. Universities are also opened, under political pressure, without

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obtaining prior sanction from the UGC, and without even meeting the minimum requirements. Such institutions which are opened to serve political ends, hardly bother to abide by the laid down academic norms, for years and thus conduce to lowering of standards. In such institutions, teachers' underperformance is inevitable. Thus, the most potent and cogent factor responsible for under-performance by the teachers is the political patronage and interference. Would the teachers' organizations come forward to keep the educational institutions free from the corrosive influence of political parties in general, and from providing political parenthood to incompetent teachers in particular? In most cases, performance and accountability depend upon the type of the people recruited to the profession. We need competent, creative, and caring teachers. Somebody has beautifully said that "teaching resembles gardening except for the propensity to lecture to the roses". We need to recruit teachers who possess the warmth and affection to make the roses bloom.

The organizational climate of university departments and colleges is greatly responsible for under-performance by the teachers. Our colleges and universities are 'over-administered' and 'under-led!'. The organizational (institutional) climate obtaining in most of the institutions is closed and autocratic. The reward structure, inside and outside the institutions also militates against the genuine, silent, and self-respecting teachers. Careerism is so rampant that, to climb up the ladder, many of the teachers are seen prepared to get exploited by the heads or the principals, at the earliest opportunity. They can be seen writing papers and books for the personal gain of the Head or the Principal. Instead of regarding the institution as a 'cooperative commonwealth' of all the employees, the Head or the Principal treats it as his/her 'Jageer'. As a result, sycophants and satellites mushroom, the tide of mediocrity rises, creativity gets stifled and pursuit of excellence takes a back seat. The management councils or governing bodies also play the role of a villain in the high drama of educational floundering.

A teacher cannot remain insulated and unaffected by the utilitarian and pragmatic milieu of the larger society. Like doctors and engineers, he also hankers after money and higher standards of living. Like the members of other occupations and professions, the teacher has also become partially blind to social commitment, values, and ideals. Bureaucratization and commercialization of education have further prompted teachers to adopt a mechanical and money-centered attitude. Consequently, their role has been reduced to an extension of the 'Input-output process' of the system of education. The increasing use of media and technology in the classrooms has constricted their concern for 'face-to-face' contact with the students. 'Touch and feel of life' is gradually vanishing in the classrooms. The act of teaching remains no more a source of joy or a medium of self-expression for the majority of teachers."

The human being is ordained with two opposing propensities: the urge to create, and the urge to destroy. Men also possess the tendency to shirk from responsibility, as well as the

capacity to work hard and excel. Human beings do not like to stay simply as creatures of God. They very often strive to be creators. But, when the urge to create and excel is thwarted, the urge to destroy comes into play. Hence, it is the major responsibility of the educational administrators and leaders to create such smart conditions and contexts in the institutions which stimulate and inspire teachers to perform qualitatively better and higher. There is no dearth of potentially competent and caring teachers in the institutions of higher learning. What is lacking therein is the ability and imagination on the part of the administrators to enable the young teachers to actualize their potentialities:

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## USE OF TECHNOLOGY IN THE ASSESSMENT PROCESS IN OUTCOME-BASED EDUCATION

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### **Introduction:**

Outcome-Based Education (OBE) is a trending educational theory which focuses on measured outcomes rather than inputs. It concentrates on the assessment pattern to make students achieve the specified outcomes. The Department of Technical Education in Telangana State introduced OBE in Curriculum 18 (C-18) in its true sense. In C-18, the formative assessment gains more importance in the form of Continuous Internal Evaluation (CIE) than the Semester End Examination (SEE) which is summative. There is an increasing demand for using the latest assessment methods and technology to conduct assessments effectively. The State Board of Technical Education and Training (SBTE&T) is the pioneer in launching new tools for the assessment pattern in C-18. This paper attempts to throw light on how SBTE&T successfully used the software and the latest machinery in the assessment pattern in Outcome-Based Education.

### **I**

Outcome-Based Education has become a burning topic for the debates and discussions in the educational circles these days. It is being adopted at a fast pace in the universities and the departments of technical education at this moment. India, after signing the Washington Accord, an International Accreditation Agreement, in June 2014, started introducing OBE in the technical education at diploma and undergraduate levels.

The National Board of Accreditation (NBA), a body for promoting international quality standards for technical education in India, mandates establishing a culture of outcomes-based education in institutions that offer Engineering, Pharmacy, and Management programs. It is a student-centered instruction model that accentuates the outcomes rather than just focussing on imparting skills, knowledge, and human values. It is an educational theory that concentrates on the assessment pattern to make students achieve the specified outcomes. Boards and universities design the curricula for the programs which have specific and measurable outcomes. The students are provided innumerable opportunities to learn and enhance their skill sets in Outcome-Based Education. What students learn and where they will be after the stipulated period of their programs are decided by the curriculum designers before designing the courses of the program.

The students, at the time of taking admission, have a chance to check the outcomes and can decide on what program they should join.

The introduction of the standardized educational policies and assessment methods for students in most of the nations reflects the ever-increasing importance of measuring student outcomes. As the National Board of Accreditation mandates OBE in the technical institutions, the Department of Technical Education (DTE) in Telangana State introduced the OBE model in Curriculum 18 in its true sense. After the detailed discussions with all the stakeholders, DTE started implementing the student-centric teaching and learning methodology. The teaching methods and assessment patterns are planned in such a way that the students will achieve the stated program outcomes at the end of the program.

Evaluation is an integral part of everyone's life in every activity. The Routledge Encyclopedia of Language Teaching and learning defines evaluation as an "investigation of merit and worth, the first being measured against professional standards and the second against institutional and societal needs" (206). Learning skills without any aim and assessment is like walking in darkness. One cannot be confident if one's skills are not tested.

Campbell and Levin believe: "A major benefit of the stronger emphasis on evaluation and assessment has been the greater focus on improving student outcomes and achieving student learning objectives" (39). In outcome-based education, the assessment process must be aligned with the learning outcomes. Assessing the intelligence level of pupils and awarding them grades is not the only aim of education in OBE. It makes pupils perform better as it motivates them and provides them with some opportunities to develop in their careers. It also evokes some physiological changes to improve the erudition and behavior of students. If the standard assessment process is not implemented throughout the teaching-learning process, the students may not achieve the outcomes as expected by the curriculum designers.

The two major types of evaluation academia usually adopt are formative evaluation and summative evaluation. In the conventional educational system, teachers wish to follow the summative method, which is usually undertaken at the end of a period of learning to award grades by assessing the learners' performance. On the other hand, formative evaluation is carried out in OBE during the entire learning process to give information to facilitators and learners about what should be done in terms of further teaching and learning.

A paradigm shift in the assessment can be seen at the diploma level after the advent of OBE in Telangana. Unlike in the earlier curricula, Curriculum 18 has a new assessment pattern

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which gives more importance to the Continuous Internal Evaluation (CIE) than to the Semester End Examination (SEE). The various assessment tools that have been included in the current curriculum are mid examinations, slip tests, assignments, tutorials, presentations, project work, feedback forms for industrial training, rubrics for skills up-gradation, and semester-end examinations. In C-18, there are five theory and five practical courses in each semester.

The weightage for the internal assessment is sixty marks for both the theory and practical courses. The summative type of end examination will be conducted just for forty marks at the end of the semester for two hours. The students have to take two mid examinations and two slip tests each semester apart from submitting assignments and presenting papers. Each theory course contains six modules. After the completion of the first two modules, the first mid examination (Mid-I) will be conducted for twenty marks. Similarly, the second mid examination (Mid-II) will be conducted for twenty marks after the completion of the next two modules, viz. module three and module four. Two slip tests will also be conducted during the above periods, one in each period, for five marks each. As a part of the internal assessment, the students submit the assignments and present a paper in each course in each semester. Since the students continuously prepare for the slip tests and mid examinations, they do not feel pressurized and make preparations for the never-ending assessment pattern.

To assess the performance of the students, it is determined to use a novel assessment model which is a perfect blend of formative and summative evaluation patterns in C-18. It is a Herculean task for the teachers to assess the abilities of the learners throughout the semester apart from imparting knowledge, skills, and personal attributes. OBE will not give the expected results unless there is a supervisory body that controls and monitors the entire assessment pattern using the latest trends, sophisticated machinery, and administration system.

The State Board of Technical Education and Training, an autonomous body, works as an adjunct office of the Department of Technical Education. Since conducting the examinations and awarding certificates is one of its prime duties, the responsibility of effective implementation of assessment policy as recommended in OBE lies on its shoulders. It has to conduct two mid examinations as a part of Continuous Internal Evaluation and one end examination for each theory course in each semester. It is believed that the conventional method of designing, printing, and distribution of the question paper is not apposite in OBE in Curriculum 18 as the assessment takes place at several phases. To tackle this difficult situation, the SBTE&T brought revolutionary reforms in the assessment pattern. It resolved to use the latest technology in all the phases of the assessment process, viz. designing and distribution of the question papers of all the mid and end examinations, evaluation process, and the release of the results in time. It introduced

three innovative tools in the assessment process, viz. QPGD, EDEP, and OSDES. Hipkins and Cameron rightly state: "Digital assessment tools add to curriculum assessment alignment challenges by enabling "just in time" assessment to take place close to the learning, allowing access to different types of evidence of learning and achievement, shifting the balance from summative to formative assessment ..." (25). Technology introduced by SBTE&T in the assessment process helps in reducing the gap between the curriculum and assessment.

## II

SBTE&T introduced Question Paper Generation Distribution (QPGD) in 2019. It developed a portal for this purpose. Before introducing this method, the board followed the conventional method for designing and printing the question papers. The board identified the highly qualified efficient senior teaching faculty members as the Branch Level Team Leaders (BTL) for each program and assigned the responsibility of designing the question bank for that program. The subject experts identified by the board for each course prepare the questions which test the remembrance, understanding, and analyzing the ability of the students as per the guidelines and weightage tables issued by the curriculum designers under the guidance of the branch level team leader. They upload those questions in the website using the log in ids and passwords provided to them. These questions will be verified thoroughly at three levels by the senior subject experts who act as moderators using their login credentials. After the thorough verification of the questions uploaded to the central pool, the questions will be picked up by the specifically designed software as per the guidelines and weightage table and prepare the question paper in electronic form. The question paper designed by the software will further be verified by another subject expert. Thus, the board prepares the question papers for the mid examinations and the semester-end examinations for all the theory courses in each semester.

There are several advantages of this question paper generation and distribution method. Earlier the responsibility of preparing several sets of question papers along with the key and scheme of valuation used to be assigned to the majority of the teachers. But in the modern method, only the senior and efficient subject experts get the opportunity to do so. There is a minuscule chance of getting errors in the question papers as the subject experts scrupulously follow the guidelines and weightage table while preparing the questions and each question is thoroughly moderated at least three times before sending it to the central pool. Unlike in the past, the board every time need not take up the task of getting the question papers prepared and moderated before the conduct of end examinations. But due to the lack of human involvement and random selection of questions by the software exclusively designed for this purpose, there is a little possibility of getting the same kind of questions in different parts of the question paper. There is a need to address this kind of problem to make this method work effectively.

### III

After the generation of the question papers, the next stage in this process is the distribution of the question papers. SBTE&T introduced a unique method of distribution through the Electronic Distribution of Examination Papers (EDEP) cell for the first time in 2013 on an experimental basis only for the core branches. In this second stage of the assessment process, sending the question papers to the examination centers will be taken care of by the EDEP cell. Instead of getting the question papers printed and distributed, the board sends the question papers in the electronic form to the institutes for the mid examinations and semester-end examinations. An EDEP cell was established in each institution with the latest computer with a high-speed internet connection and the latest photocopying machines. Before the introduction of QPGD, the encrypted question paper used to be sent to the static IP address of the institute. The encrypted question paper was decoded and converted into PDF format and downloaded only after receiving the unique password from the board. But now the question papers designed by the QPGD software are sent to the institutes without any encryption. The question papers can be printed a few minutes before the scheduled time of the examination.

This method has several advantages. Now the question of transporting the question papers to the institutes across the state does not arise. In the traditional method, the received question papers in print from the SBTE&T used to be preserved in the nearby police station under a lock and key. These papers used to be brought from the police station an hour before the scheduled time of the examination. The staff involved in the conduct of examinations in some rural areas used to face a lot of difficulties in bringing the question papers from the police stations as they are far too distant away from the institutes. There were a few stray cases in which wrong question papers were picked up by the staff members. Apart from saving time and money, the EDEP method provides suitable remedies to all such problems. In the new method, the only required number of question papers can be printed at the institute. On the question paper, the institute's code is printed as a watermark. In case of leakage of the question paper, the epicenter of the problem can be easily traced out. This method of distribution and printing of question papers proved to be better than the long-established methods.

Despite taking several precautions, this method of printing question papers seldom fails due to various reasons. In some rural areas, question papers could not be printed due to power failure or interrupted network connection. It may fail due to the malfunction of photocopying machines also.

### IV

The third stage in the assessment process is the evaluation of the answer scripts and the release of the result. Another pioneering step has been taken up by the board in this stage. It

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launched the Onscreen Digital Evaluation System (OSDES) to increase the accuracy, assure zero totaling error, and improve overall speed and transparency in evaluation. After the examinations are conducted, the answer scripts will be sorted and sent to the board. There the received answer papers will be scanned using the latest scanning machines and converted into a booklet in PDF format. Those scripts will be scanned and uploaded to the central server. The teachers who act as the examiners and Chief examiners are given sufficient training in evaluating the answer scripts online. The jumbled answer scripts are allotted to the pool of the examiners whose details were already registered online. Each evaluator is provided with a biometric device and a desktop or a laptop with an internet speed of a minimum of 2mbps. The examiners have to sign in to the Onscreen Digital Evaluation System (OSDES) portal with their examiner IDs and passwords communicated to their registered mobile numbers and give their authentication details using the biometric device in their respective evaluation centers.

Examiners have the facility of viewing the question paper and key- cum-scheme of evaluation on the screen. They can view the image of the answer script on the screen which cannot be edited by the examiner. The examiners, as per the guidelines issued by the board, evaluate the answer scripts and award the marks in the boxes provided at the right side of the screen. The calculations are done automatically by the software. When the 'Submit' button is clicked after the evaluation of an answering script is completed, it will be automatically sent to the central server. The examiner gets another answer script from the pool for the evaluation. The Chief examiners, whose duty is to verify a predetermined portion of the total evaluated answer scripts, get the answer scripts randomly from the pool for the verification. They need to verify the evaluation process. They have permission to edit the marks given by the examiners.

Onscreen Digital Evaluation System has several advantages. Since the answer scripts are available online, the question of preserving them does not arise at evaluation centers. Examiners need not do the calculations and prepare summary sheets. They need not upload the marks to the website. The examiners can evaluate the answer scripts at any time and at any place provided they have a biometric device, a desktop, or a laptop with an uninterrupted internet connection with a minimum of 2 MB per second. In case of receiving a blurred answer script, it can be sent back to the central pool by escalating it giving valid reasons for the escalation. Some students, in some rare cases, write the answers in the last pages leaving the middle pages blank. To tackle such type of cases, the software is designed in such a way that the examiners cannot submit the answer script unless they go to the last page of each answer script.

The board knows the status of the progress of the entire evaluation process across the state. The authorities can monitor it and take the steps from time to time as per the prevailing

situations. The board sends messages to the Principals of the institutions, examiners, and Chief examiners at regular intervals to expedite the evaluation process. Results can be generated online in no time as the marks awarded to the students are available on the server. The results can be processed and presented in various ways. Recounting or reevaluation can also be done effectively through OSDES. The grades can also be calculated easily using this process. The remuneration to staff involved in the process of evaluation can also be calculated effortlessly.

It has several disadvantages too. There is no coordination between the Chief examiners and the examiners which are mandatory in the evaluation process. Earlier six to eight examiners were used to evaluate under the control of a Chief examiner. The Chief examiner used to monitor closely the entire evaluation process of those examiners and give them suggestions from time to time. It was the responsibility of the Chief examiner to see that everything goes on well in the right direction. When the Chief examiners identified the errors in the examiners' evaluation process, examiners used to rectify their errors in the evaluation process. Since there is no control of Chief examiners on the examiners in OSDES, the examiners do not know their faults and keep on making the same type of errors. Drawing sheets could not be scanned at a time as they are big. Hence, they were scanned in parts. The examiners who evaluated these scanned copies of drawing sheets faced a little difficulty during the evaluation process. The examiners who do not know the basics of computers face a little difficulty and evaluate slowly in the beginning. Sometimes the evaluation process fails due to technical issues like failure of power or weak internet connection.

## V

Thus, SBTE&T took a challenging step to introduce the technology in all the phases of the assessment process. Despite facing a few stumbling blocks in its journey in the initial stage, it emerged victorious after finding suitable remedies to the problems identified. It is a pioneer in bringing ground-breaking reforms in the assessment pattern. It stood as a role model to the other departments which offer technical programs at diploma and graduation levels across the country.

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## QUALITY HIGHER EDUCATION: THE ROLE OF FACULTY

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### **Introduction:**

In a changing world of rapid technological advances, this means that what was considered quality education yesterday might not meet the standard of what will be understood as quality tomorrow. It should not be regarded as a process of consumption, but as a process of interaction between faculty and students.

### **Teaching-Learning Process**

Learning has always been the goal of educational programs. Earlier certain learning outcomes were taken more or less for granted. Now learning outcomes are developed into quality indicators to measure outcome and to evaluate programs. These changes in the roles of measurement are driven by the increasing use of judgmental forms of performance measures (Parker, 2012). The educational outcome as the object of assessment is irrelevant, which occurs only in the minds of the students. The only way to observe the quality is through the student's ability to turn learning as educational output into practice as an outcome after having finished the programs. This question of learning outcomes is about the value added by education, the differences in skills and knowledge between when the candidate is admitted in the program, and when he completes the program.

Quality education can never be a neutral process because it will always be value-based. The success of any education system depends on the quality of faculty, which, in turn, depends on the effective teaching-learning process. The teacher's role is of vital significance for the development and appropriate changes in society. Thus, the quality of higher education depends on the quality of those who impart it. Faculty is the most important component of any educational system because they play a crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education.

### **Quality Education**

Some researchers argue that more could be done to improve education by raising the effectiveness of faculty than by changing any other single factor. Faculty members play a significant role in improving the quality of higher education.

- Dedication and Commitment of the faculty improve the quality of education for shaping the future of the nation.

- The faculty acts as a motivational force and creates an environment in which students are encouraged to think carefully and express their thoughts to arrive at the decisions, which are most suitable for the situations embedded with difficulties.
- The faculty should be creative, innovative, and entrepreneurial in their approach to ensure skill development amongst the students.
- Faculty Imparting Value-Based Education facilitates the holistic development of the students. Such education gives direction to life and brings joy, satisfaction, and peace.
- The impact of the caliber of faculty gets reflected in the caliber of the students.
- Lateral Thinking encouraged by the faculty is conducive for nurturing and nursing the creative ideas.
- The continuous updating of teaching methods and the use of innovative teaching techniques by the faculty help in improving the quality of the teaching-learning process.
- Faculty has a key role in Curriculum Design which is important, because the quality of higher education can be enhanced by designing a need-based curriculum, keeping in view the current and future demands in the job market at national and international levels.
- Special Attention of faculty to research leads to the promotion of research, which is crucial for improving the quality of higher education. It is one of the factors, which influences the quality of teaching. Educational research must be strengthened as an instrument for improving educational quality and the results of such research must be communicated to faculty more effectively.
- Academic Development is the life-long process of learning. It is crucial for faculty and necessary for the success of the higher education system because faculty members are prime movers and catalysts for the all-round development of students. They play a significant role not only in improving the quality of higher education but also in maintaining it. The professional competency of faculty has to be of such a high standard to impart quality education to the students effectively.
- Faculty members need continuous self-development to generate knowledge that contributes to inculcating professional competency among students. Faculty development is the outcome of quality of research, participation in national and international seminars, faculty exchange programs, up-gradation of qualifications, exposure to recent developments in the subjects of their interest, writing of books and papers, and collaborating with fellow researchers in other institutions of higher education.

- Quality Awareness and Self Evaluation refers to the ability to improve the quality of education, the ability to reflect on one's teaching, critically examine the methods used, and look for alternative ways of teaching.
- Professional Freedom of the faculty is of significant importance in developing quality in education. Authorities may give suggestions to faculty regarding the use of the latest teaching methods learned through training, professional development programs, and other ways of communication. The authorities should not dictate the methods to be used by faculty. The faculty should enjoy academic freedom in the discharge of professional duties.
- The Professional Ethics of faculty is an important factor. The complex task of teaching and many other responsibilities shouldered by faculty members underline the questions related to their responsibilities and duties. This has also been reflected in a growing discussion on professional ethics among faculty members. The promotion of professional ethics also helps in fighting against corruption.

The inculcation and promotion of values in the educational system is the need of the hour. The faculty participation with a vision to make education meaningful and valuable will contribute to the overall development of the system of higher education in the country as a whole.

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## THE JOURNEY OF INDIAN HIGHER EDUCATION TOWARDS EXCELLENCE

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### **Introduction:**

Higher education plays a significant role in national development. It gives opportunities to the people to throw light on the critical social, economic, cultural, moral, and spiritual issues facing humanity. It is a fact that higher education is key to the growth of a modern economy and a powerful society. It allows the young generation of graduates to equip themselves with knowledge and skills relevant both within and outside the country. In this way, the nation creates and develops its talent pool and knowledge repository. Indian higher education is likely to surpass the US in the next five years and China in the next 15 years to be the largest system of higher education in the world. With nearly 140 million people in the college-going age groups, one in every four graduates in the world will be an Indian student.

The rich Indian academic legacy is witness to the higher education in India which has advanced through different periods of Indian history, viz., ancient, medieval, colonial, post-independence, and contemporary. This unique journey of higher education started with an ancient system of education at the knowledge centers like Takshashila, Nalanda, and Avantika (Ujjain) and is continuing till today, of course with certain paradigmatic shifts. But it would not be unfair to mention that the major swing in Indian higher education took place through the initiatives of British rulers that made an impact both in constructive and depressing ways. During the British rule, the indigenous system of education received a severe setback as the British system wanted to create and ultimately was able to create a new class, which served the British rulers' purpose and task. After making a long journey presently, the Indian higher education system is the largest in the world in terms of the number of institutions. Its capacity has been increased largely by the activities of private providers over the past three decades or so, completely transforming the higher education scene. There is not an iota of doubt in the fact that the future of Indian higher education is expected to grow tremendously in the coming years putting India at the pinnacle. Post-Independent Indian higher education system has been blessed with many schemes that have been made under the various plans to provide students the best possible higher education which would help them to make a mark at the global scene.

It would be relevant to mention that after Independence the Indian leadership had an opportunity to think independently and decide the future of Indian higher education as per the

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requirements in the Indian context and relevant to the new national goals of independent India. These national goals are found in the Indian Constitution. These national goals are (a) Democracy, (b) Secularism, (c) elimination of poverty, (d) to create a socialist society, and (e) to create national integration. This led to the formation for various commissions like The Radhakrishnan Commission (1948), Kothari Commission (1964-66), The National Policy on Education (1986), etc. that emphasized on certain key issues to be taken care of like an urgent need for the improvement of quality of higher education and research, advancement and expansion of higher education to meet the requirements of manpower for nation-building and improvement of university infrastructure, organization and administration. These suggestions led to the establishment of academic institutions imparting quality education in India like IITs, NITs, IIMs, IISERs, Central Universities well supported by the state-run universities and colleges.

The reports of the National Knowledge Commission (2005) and the Yashpal Committee (2009) have revealed efforts from the Indian governments like a tremendous increase in outlay for higher education, growing focus on public-private-partnership, and emphasis on opening the country to foreign universities, - all these together constitute the immediate context for the heightened pitch of ongoing efforts in the domain of higher education.

Indian higher education system is witnessing the changes that are taking place both indigenously and internationally. The awareness of these changes is instrumental in shaping the future of higher education in the country. These changes include higher education in the eyes of the corporate sector and also the concerns related to higher education. With the participation of more and more corporate houses into the system of higher education today it is seen as a trillion-dollar industry. Global public spending on education at present is estimated to exceed one trillion US dollars, which is about Rs. 47,00,000 crores representing the cost of over 50 million teachers, one billion students, and hundreds of thousands of educational institutions throughout the world. In India also the corporate sector has slowly but surely showed its presence in higher education. This is high time for the academic regulatory bodies in the country to safeguard the interests of higher education and give directions to the corporate partners in education to impart quality education at par with the global standards. A perfect balance between the public and private can be instrumental in evolving a distinctive higher education system in India.

Today, India is not only one of the fastest-growing economies of the world but also the largest young population. India has an edge above other countries in terms of substantial qualified manpower, a good number of English knowing population, a large number of middle class / upper-middle class residents who believe in the philosophy and relevance of higher education, and several world-class providers of higher education. It is high time for the

educationist and the think tanks of the country to transport these riches into a superpower. This Ulysses an desire is not impossible as it can be seen that even the best institutions of the world be it management, technical, or otherwise Indian minds are heading the academic institutions.

Over the last two to three decades Indian higher education has remarkably transformed itself into centers for providing low-cost high-quality university education with state-of-the-art facilities. With more and more access to the course contents of global academic institutions, Indian educational centers also have been at the forefront to provide and expand well-planned student-oriented learning-driven models which have eventually bettered the enrollment ratio in the country resulting in enhanced learning outcomes. Keeping pace with the effective use of technology Indian higher education has been able to resolve the longstanding tension between excellence and equity.

Some certain issues and concerns need to be addressed and timely resolved to make the higher education system evolve to new heights. Some of the major ones are as follows:

- The shortage of teachers is a serious issue to get excellence in higher education.
- Scheme to attract excellent teachers in this noble profession is the cry of today.
- The problem of the unequipped laboratory to compete with international standards.
- Updating of the library at every stage and enrichment of e-library is the present-day need.
- Wide-angle exposure of teaching, learning processes through international as well as national mentors is the storming need of today.

There is a gender disparity in education evident across the socio-economic spectrum in India. The lowest educational achievement can be expected among rural women belonging to a scheduled caste or tribe. So, this rural-urban differential needs to be addressed by the policymakers. An increase in the enrolment rate has to be monitored carefully and ideally, targets should be set so that there is an increase in the public and private institutions. Planners and policymakers are observing and trying to resolve the issues of multiple disparities across State, rural-urban, male-female, inter-caste and inter-religious, poor-non poor, and between occupation group. It is found that there is an urgent need for a comprehensive policy of inclusiveness, which will reduce disparity among them. UGC is continuously identifying the universities and colleges with potential for excellence because it is recognized that there is a direct interlinkage between quality and excellence.

Finally, in the light of the analysis of various aspects and growth of higher education in India, it can be concluded that higher education in India has been witness to various changes, influences, and practices. The face of Indian higher education has been rich, its present needs to

be shaped for the bright future ahead in the light of the vast economic and social disparities, cultural and linguistic diversities, and extremely uneven opportunities. The question of access to higher education needs to be addressed at the local, regional, national, and international levels from trans-disciplinary, inter-disciplinary, and discipline-specific perspectives.

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## CHALLENGES OF TEACHING ENGLISH IN POLYTECHNICS

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### **Introduction:**

English is a global language. It is the lingua franca of international relations. It is an indispensable tool for getting jobs or for higher education. English language teaching and learning in Polytechnics is a challenge both for the teachers and the students. Because the acquisition of language is different from that of learning subjects like mathematics, civil drawing, or electronics. Mere knowledge of concepts or grammatical rules isn't sufficient. As psycholinguists say, "Learning is entirely the product of experience" and as language teachers, we have the prerogative to provide such learning ambience for the students. We have to empower them with good language skills. The major complaint of Multi-national companies is that our engineers are lacking in Communication skills. We have to bridge the gap between industrial needs and the students' potential. A lot of factors play a pivotal role in achieving this end. This paper tries to focus on some of the relevant issues in this context.

The general argument often heard is the relevance of language in a technical set up of polytechnics which are shaping the future engineers of India. Language gives an identity and confidence for the learner. It enhances the learner's competency in securing jobs or even gaining admission into higher studies. Hence the goal of English teaching in Polytechnics is to enable the students to compete globally and communicate effectively.

According to a study conducted by "Aspiring Minds", 25% of the engineering students don't have English comprehension skills. The findings also state that only 57% of the engineers can write grammatically correct sentences in English. Only 27% of them show capabilities in business English (Seetha, 2012). In this professional world, communication is the buzz word. The necessity of English can be gauged from the fact that engineers have to spend nearly three-fourths of their working in communicating their ideas, views, and plans to their superiors, colleagues, or clients either orally or in a written form. Sanjay Kumar states, '.....while selecting a recruit, one of the first things that companies look for in an individual is the person's ability to communicate effectively with others. Our communication skills thus have the potential to make

or ruin our fortune'. So it becomes a sacred mission for language teachers to empower their students with this tool for their success in their life. (Communication skills,2015) P2

### **Obstacles & strategies to overcome the obstacles:**

There are many barriers to English teaching in Polytechnics—Physical, socio-economic, psychological, and cultural.

#### **The Physical aspects:**

They include the classroom size, availability of digital classrooms, English laboratories, and student-teacher ratio. In many polytechnics, classrooms are overcrowded. The teacher-student ratio is not favorable to implement activity-based teaching in the classroom. Space and time problems crop up. Many colleges don't have English laboratories or even if there are, they are poorly equipped. Teachers fail to give an enriching experience to the students in the absence of projectors, audio equipment, and computers. English becomes another subject class where the teacher has to heavily depend on talking and writing on the blackboard! Little skill learning takes place in this backdrop. Students need to see good visuals, hear audio lessons, imitate, practice, and evaluate themselves; which looks highly impractical in the given physical conditions.

#### **The socio-economic aspects:**

They reflect the type of students and their backgrounds who join polytechnics. Most of the students are from a rural background with little exposure to good English. Unlike urban students, they are shy to converse in English. Most of them have illiterate and poor parents who cannot afford them an opportunity to improve their English speaking skills.

#### **The psychological aspects:**

They reflect the mental block of the students due to fear, anxiety, shyness, and reluctance to open up before the teacher. Most of them never speak or express doubts and hence little learning takes place. The teacher has to work hard to break the ice and make students inclusive in the learning process. Teaching-learning is a two-way process that cannot be complete without any change in the behavior of the student. Students can no longer afford to be passive in the learning process. The technical students are under the mistaken belief that with little effort they can pass English easily, and hence they neglect it. They forget the fact that despite having sound knowledge of the technical subject if they can't communicate it in English, they will fail in procuring jobs. The esteem of English faculty needs to be resurrected.

Each language brings with it a certain kind of culture. While teaching interview skills, group discussion, attitude, and etiquette—there is a huge gap between Indian and western

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cultures. A teacher has to take the utmost care to prevent the student from receiving culture shocks as he/she ventures into the realm of English. An English teacher has the responsibility of sensitizing the student to the cultural aspects of the foreign language and encourages the student to take the best from it. Acculturation takes a long way. The methodology has to Indianise and ethnicizes foreign elements to satisfy industry requirements and future goals. It requires a lot of patience and effort on the part of the teacher.

The very first impediment an English lecturer finds in polytechnics is the kind of student he receives. Polycet exam which filters the students coming into polytechnics tests students only in Maths, Physics, and Chemistry. As in the other competitive exams, minimum English competencies are not tested. Hence the intake of students through Polycet gives an output that is abysmally poor in the language. Many students shockingly lack minimum levels of proficiency in English. It becomes a herculean task for the language teacher to teach from basics at the polytechnic level. We get two streams of students—vernacular medium and English medium. Students who come from vernacular medium know grammar rules and writing skills. But they have fear and shyness to speak in English. Students from English medium schools have a peculiar problem of having learned wrong structures and pronunciation. This requires double effort on the part of the teacher to 'unlearn' old wrong practices and 'train' in new right methods!

Most of the schools adopt the bi-lingual method or translation method of teaching English. Here the subjects are read and written in English but taught in the vernacular. Even the conversation between the teacher and the student had been in mother-tongue. Hence English remains a 'textbook' language! The skills of listening and speaking are grossly neglected. What we get is such an incongruous lot of students who have a database of English but cannot execute it! Here the polytechnic teacher has to redefine his/her role to renovate, embellish, and update the existing skills to enable the students to meet the expectations of the industry. For this, the teacher should not adopt the 'talk and chalk' method any longer in the classroom. No longer can it be a teacher-centered classroom. It becomes the prerogative for the teacher to create such a vibrant environment in the classroom which gives a rich learning experience for the students. The lecture method has to be replaced by an activity centered approach. The teacher can no longer hold the center stage. It has to be decentralized and students should be given practice in the skills of the language.

The evaluation method too can no longer be just written. A lot of novel methods of assessment have to be devised to check the proficiency and fluency of the students in the second language(L2) Often the students tend to translate the vocabulary and structures of vernacular language into the second language. They need to be equipped with sufficient vocabulary and drilling in structures to enhance their skills.

In a study conducted by. A. VijayaJyothi and sherwani V. Swamy, the following observations were made:

It was found that students face difficulty in translating their thoughts, ideas, and perceptions into English. The most common and noteworthy problem is students' lack of basic knowledge and acquaintance with articles, tenses, prepositions, sub-verb agreement has become a barrier in framing proper structures. These students record the information given in Telugu first and try to translate into English and while doing so they get confused with grammar. This makes the students commit a lot of language errors when they are assigned to any speaking activity in the classroom.

### **Conclusion:**

There are many practical difficulties that a Polytechnic lecturer of English finds in imparting language skills to students. But with a proper plan, methodology, and execution—these impediments can be overcome. It requires a lot of dedication and commitment on the part of the lecturer, cooperation from colleagues, and encouragement from the higher-ups to chisel our students into successful and competitive professionals.

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## CHANGING GENERATIONS AND UNCHANGING VALUES – AN OVERVIEW

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### **Introduction:**

Some say that we need a modern education for the modern world. In Plato's *Apology*, we find these lines, "A man who is good for anything ought not to calculate the chance of living and dying; he ought only to consider whether in doing anything he is doing right or wrong—acting the part of a good man or a bad....whatever a man's place, whether he has chosen it himself or been placed there by his commander, there he should remain in the hour of danger – he should not think of death or anything but disgrace". People think that human nature also changes in course of time, but the fact is that it will never change. Otherwise, Dante and Shakespeare would have remained meaningless for us. In the same way, human ideals also will not change. The Jews thought that the aim of man should be to obey the will of God, and the Greeks thought that it should be to achieve the excellence of human nature. Even after more than two thousand years, we have not got beyond these great ideals. Livingstone opines that "Techniques of study may alter and new techniques need to be learned, but the more important and deeper things do not alter". One way or another, we have to see human greatness, the highest reach, and the scope of the spirit of man. If education is imparted without this, it remains incomplete whatever else it contains.

Science is one of the greatest achievements of man, and in its applied form, it is the most important force in the present-day world. It also offers the world almost boundless opportunities. But if we ask science to explain the greatest human works or experiences, it remains dumb. Moreover, science is not her own master, why because she does depend not on her but us only. Some may blame that our material civilization is highly defective, but it is we who are defective. The pertinent question is who should rule men, the power, pleasure, etc, or goodness, beauty, and reason? Certainly the latter. A solid core of spiritual life gives us relief in this highly mechanized world. But how should this be done? It is not done by humanizing man, by showing him spiritual ideals without which neither happiness nor success is genuine or permanent. 'We should not,' says Aristotle, 'listen to those who tell us that human beings should think as men and

mortals should think like mortals, but we should achieve such immortality as we may, and strain every nerve to live by the highest thing in us. They may be small in substance, but in price and power, they are far beyond all else" (Ruskin's *Unto This Last*, chap-1). In Ruskin's view education has a different connotation when he says, "Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave."

The automobile manufacturer does know well that his success depends on the quality of his materials as well as on his manufacturing techniques. In the same way, the success of education depends on human character. In Plato's view, education is the basis of the state and the ultimate aim and essence of education is the training of character – to be achieved by the discipline of the body, the will, and the intelligence. It's not surprising that human character has not improved, for we have never taken its improvement seriously in hand. Men are born to four citizenships. They should be able to live as good members of their family, of their community, of their nation, and the whole human society. How many of the world's troubles can be traced to a failure in one or other of these citizenships – to our never mastering the art of living with others, in the family, in the community, in the nation, in international relations!

We often have to accept the decision of the majority which goes against our private interests, opinions, and desires. Otherwise, the community will not prosper and may not survive, and in its shipwreck, we shall be drowned. Freedom is the essence of democracy which needs good citizenship. We have to develop the qualities necessary for life in a community, to see the vision of excellence, to get a glimpse of the unchanging values of the eternal world as they are revealed in whatever is good and beautiful. Christ's words 'Be ye therefore perfect, as your Father in Heaven is perfect' are worth quoting.

There is one field in which every human being can create the first-rate i.e the field of character. The great virtues are not limited to genius; they are within the range and reach of all. In the olden days, the plays enacted displayed profound thought, the sublime poetry – "lifting the veil from the hidden beauty of the world" (Shelley). No garments can conceal character. The man comes out sooner or later. A man never reveals his character more vividly than when portraying the character of another. When a dove begins to associate with crows, its features remain white but its heart grows black. With whom one associate determines. one's character. So, a student must be very careful about the company he keeps. In the presence of our best friends, we can be our best selves. Disraeli remarks that "circumstances are beyond the control of man, but his conduct is in his power."

The purpose of education is to develop veracity. It is right to teach the student to criticize, but it is even more important to train him concurrently to admire. Otherwise, the eye is fixed on

negatives rather than positives, on evil rather than good. And ironically, the truth itself is lost. After all, men wash metalliferous earth to extract ore, but not the rubbish in which it is embedded. The intellect is powerful, but it is also weak. "Quarry the granite rock with razors and moor the vessel with a thread of silk; then may you hope with such keen and delicate instruments as human knowledge and human reason to contend against these giants, the passion and the pride of man" (Newman)

### **Conclusion:**

Despite several generations' changes from time immemorial, the basic human values have remained unchanged. The so-called modern achievements in science and technology might have made an ordinary man an extraordinary one, but even today we witness man engaged in wars with fellow humans, destruction of mother nature by spoiling the environment, his disrespect towards elders and aged people, his overweening ambition to gather material possessions, and above all, his ignorance towards knowing the very purpose of his existence. Education will help us in sorting out many an issue pestering mankind. By reminding the importance of character building through the examples of the ancient philosophers and their teachings, an effort is made here to instill values into the youth, our priceless possession.

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## **NSS/ EXTENSION ACTIVITIES FOR COMMUNITY DEVELOPMENT**

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### **Introduction:**

NSS activities help create a healthy relationship of the student with a community for the social development & consciousness. Many innovative programs were implemented by the NSS which provided plenty of opportunities to student volunteers and community people to build a valuable & constructive nation. It was therefore thought essential to study the NSS activities and see what extent these activities have brought about a positive impact on the improvement and advancement of the student's potential and community achievement. The large numbers of volunteers, colleges, and universities are participating in the NSS activities so that it is essential to know various extension activities and their impact on Students & Community development.

About NSS:

National Service Scheme (NSS) is a special cell for social activities at the college level to conduct extracurricular activities and improve the student's qualities. All these activities are beneficial to society.

The NSS was launched in 1969, the birth centenary year of Mahatma Gandhi. The motto of NSS is "NOT ME BUT YOU". NSS scheme starts from 11 to standard onwards. Foreign country students, who are studying in India are also eligible to join in NSS schemes but a member in NSS in not be a member of any other organizations like NCC, Youth organizations, etc. NSS volunteer needs to devote a total of 120 hours in a year in which 20 hours for orientation and 100 hours for community services.

### **National Service Scheme (NSS) activities**

The aim of the National service scheme is that involving the academic community in social service activities and personality development of students through community service. NSS carries the following types of social activities throughout the year.

- 1) Awareness of cleanliness at the College level
- 2) Blood Donation Camps at a village and Urban localities

- 3) Health Check-up Camps at Institute level and village level
- 4) Women Empowerment Activities which make women powerful.
- 5) Child Labor Issue and its eradication.
- 6) Dowry problem and solution to it.
- 7) Issue of Global Warming
- 8) Pollution Problems and effect on society.
- 9) Road safety Awareness programs
- 10) Social Issues like Casteism and other problems in the village.
- 11) Water Conservation etc.

All the above activities are conducted in the Institutes of higher learning.

The activities of the National Service Scheme are broadly classified into two categories like regular activities & special camp activities or programs.

**Regular activity:**

Under Regular activities, students are expected to work as NSS volunteers for consecutive two years; he will devote 120 hours per year. The regular activities include constructive work in adopted villages and slums, blood donation, adult and non-formal education, health, nutrition, family welfare, AIDS awareness campaigns, tree plantation and improvement of campuses, etc. The 120 hours spent by the volunteers in the NSS regular activities are classified in the following way.

- Orientation - 20 hrs.
- Shramdan (Tree Plantation, Constructive work, etc) - 40 hrs.
- Environment Awareness - 20 hrs.
- Health Programs - 20 hrs
- Drive against Social Evils – 20 hrs.

In this period, NSS volunteers have to work in their adopted villages or slums so that they can understand the problems or issues of the community which helps for the

development of the society. The NSS regular activities in which the volunteers participate in the entire sample are as follows:

- Disaster Management program
- International youth Day, Teachers Day
- Celebration of NSS Day
- Celebration of Gandhi Jayanti
- State Republic Day
- Leadership Camp Training
- Awareness through Street play
- Youth for Disaster management
- Youth For Cleanliness/Total Sanitation
- HIV/AIDS Awareness Campaign
- Nutrition and Awareness of Various Diseases
- Environment Enrichment & Conservation Campaign
- Gender justice & Women Empowerment
- Children's Day- Health camp
- National Integration & Communal Harmony
- Nutrition and Awareness of Various Diseases
- Blood Donation Camps
- Ganapathi Immersion (Maharashtra)
- International Non-Violence Day
- World AIDS Day
- Pulse Polio Drive
- Tree Plantation Drives
- National youth festival
- National Integration
- Rain Water Harvesting
- Cleanliness campaigning
- Health & hygiene
- Water Literacy
- Indradhanush
- Women Empowerment
- Education & Recreation

### **Special Camping Program**

The NSS channelized its volunteer force to make all possible support to help the affected people in the camp area. Special camping programs are benefitted to the youth because it provides unique opportunities to the students for group living, collective experience sharing, and constant interaction with the community.

### **Conclusion:**

Extracurricular activities are very important for students' all-round development and making the best out of College life. Students can understand themselves about their community

Identify the needs and problems of the community and involve them in problem-solving processes .they can develop in a sense of social and civic responsibility, and utilize their knowledge in finding a practical solution to individual and community problems. Develop competence required for group-living and sharing of responsibilities and gain skills in mobilizing community participation. They acquire leadership qualities and a democratic attitude. Thus extracurricular activities are useful to students as well as community development.

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## **THE ROLE OF ELECTRONIC INFORMATION RESOURCES IN HIGHER EDUCATION:**

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### **Introduction**

The library is a repository of resources. The primary function of the educational system is to serve its users (faculty members, students, and research scholars). In the present electronic era, e-resources have come to play an important role in education. The academic libraries often prefer e-resources as a substitute to print resources for maximum use. Especially e-journals have become widely popular among library users. The e-resources, like e-books, e-journals, online databases, and the internet, are slowly replacing the print media. It has tremendously changed the way of seeking information among the degree college library users who find it very economic and useful. This paper deals with the definition of E-resources, their types and advantages, the N-LIST program, and e-resources that are available under the N-LIST program, etc.

E-resources are more useful due to inherent capabilities for manipulation and searching, providing information access which is cheaper to acquiring information resources, savings in storage and maintenance, etc. The tremendous growth and diversity of explicit knowledge on one side and the inability of the individual libraries to satisfy the demands of the users by itself on the other side have resulted in shared subscriptions, especially for e-journals procurement. In this direction, INFLIBNET has taken new and remarkable initiatives to serve the higher education community in India. N-LIST program of INFLIBNET has been successfully and effectively serving the information requirement of Degree Colleges and other beneficiary institutions. These efforts enrich college library users and will boost the level of the higher education system in our country. The INFLIBNET N-LIST E-Resource program is providing a very large amount of Electronic Resources to promote research in the higher education system in India. To provide access to scholarly e-books, e-journals, and databases to the research and academic community, the UGC initiated a project of college libraries called N-LIST (National Library and Information Services Infrastructure for Scholarly Content). The N-LIST program provides access to e-

resources to students, researchers, and faculty members in the colleges. The effort of the N-LIST program is appreciable and will strengthen the higher education system in India. Free and highly subsidized access to scholarly e-resources will help educational institutions in fulfilling their mission into reality.

### **Definition of E-resources**

The resources which are available in electronic format are known as e-resources. The user anywhere can get his required information from e-documents. According to AACR2 (2005), the electronic resources mean "the materials (data or programs) encoded for manipulation by a computerized device. The materials may require the use of peripherals directly connected to a computerized device or a connection to a computer network (e.g. the Internet)". International Standard Bibliographic Description for Electronic resources (ISBD-ER) defines e-resources as all those materials codified for computer elaboration including material that requires the use of peripheral. Thus E-resources are accessible/readable through an electronic device. These are available online via the internet and offline via storage devices.

### **Types of E-Resources**

The E-resources are in various formats like E-books, E-journals, Online databases, Reference sources, etc.

**E-Books – licensed or open access:** E-books are the electronic version of books delivered to readers in digital formats. They can be read on all types of computers including handheld devices designed specifically for reading e-books.

**E-Journals – licensed or open access:** E-journal is one which is available in electronic form and can be accessed using computer and communication technologies. It is published and distributed in electronic media. Publisher/Aggregator is charging some fee to access the resources which are called licensed or paid resources. Some publishers are providing free access to a few of their journals and many organizations are making open access to their products.

**Indexing and abstracting databases:** A large number of indexing and abstracting information services of the world have created their databases, which can be searched from any part of the world on a payment basis to retrieve necessary information.

**Full-text databases:** These resources provide the full-text of the document apart from its bibliographical information. Now a day's various publishers are providing access to full-text/databases through the Internet like the American Chemical Society.

**Reference databases:** Publishers are providing various reference sources through their websites and databases, such as dictionaries, yearbooks, encyclopedias, etc.

**Numeric and statistical databases:** It provides historical, financial, statistical, and marketing information.

**Multimedia products:** Multimedia products are finding profound use in education and training, classroom lectures, operation of a machine, particular experimentation in a laboratory, surgery in an operation theatre, etc.

**Blogs:** Blog is an online diary where one can post information (not only text but also audio, photographs, and videos) regularly. A blog is defined as referring content management (or distribution) tool/system which helps to broadcast useful information to end-user to promote and create awareness in an electronic environment.

#### **Advantages of e-resources**

- Easy Access – Access to electronic resources is easier for users. They can access the desired material within minutes or even seconds, on their desktops, provided equipment is available. Large collections material can be searched and retrieved simultaneously and instantly. Electronic resources make information available 24 x 7.
- Multi-Access - A networked product can be accessed from multiple points at multiple places in time and to multiple simultaneous users.
- Speed – An electronic resource is quicker to browse or search, to extract information from, to cross-search between different publications. High speed and efficiency benefits publishing and distributing electronically.
- Interactive - Rapid turnaround time means articles can be read, commented by the readers, amended quickly and greater feedback through the web
- Multimedia – Innovative ways of presenting research results can support an electronic page layout. Interactive three-dimensional models, motion video, and sound are a few possibilities.
- Inexpensive - savings can be made over printing costs, distribution costs, and extra costs by new features.
- Storage - E-resources make it cheaper to store large amounts of data and occupy less amount of physical space.
- Content – E-resources can contain a vast amount of information and can consist of mixed media.

- Time-saving - Electronic resources save time in looking up information and retrieving information.

### **Disadvantages of e-resources**

- Required high cost for technology infrastructure
- The difficulty for longtime reading on computer screens
- Often not included in the indexing and abstracting services
- Causes more concern about copyright
- Electronic resources present the user with vast amounts of information

### **N-LIST (National Library and Information Services Infrastructure for Scholarly Content)**

N-LIST project is a good step towards the quality of Higher Education, where everyone can utilize the e-resource in the best possible way at the least cost. This is an excellent initiative, which should greatly help research activity in colleges/universities.

### **N-LIST project has the following Vision and Mission**

- Access to scholarly information for all educational institutions
- Bridging the digital divide and moving towards an information-rich society
- Provide access to subscription-based scholarly information (e-books and e-journals) to all educational institutions
- Provide access to scholarly content available in open access through subject portals and subject gateways.
- Host scholarly content generate indigenously in digital format in open digital repositories

### **About N-LIST Programme**

The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by thee-Shodh Sindhu Consortium, INFLIBNET Centre, and the INDEST-AICTE Consortium, IIT Delhi provides for i) cross-subscription to e-resources subscribed by the two Consortia, i.e. subscription to INDEST-AICTE resources for universities and e-Shodh Sindhu resources for technical institutions; and ii) access to selected e-resources to colleges. The N-LIST project provides access to e-resources to students, researchers, and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The authorized users from colleges can access e-resources and download articles required by them directly from the publisher's website.

**N-LIST: Four Components**

The project has four distinct components, i.e. i) to subscribe and provide access to selected e-ShodhSindhu e-resources to technical institutions (IITs, IISc, IISERs, and NITs) and monitor its usage; ii) to subscribe and provide access to selected INDEST e-resources to selected universities and monitor its usage; iii) to subscribe and provide access of selected e-resources to Govt./ Govt.-aided colleges and monitor its usage; and iv) to act as a Monitoring Agency for colleges and evaluate, promote, impart training and monitor all activities involved in the process of providing effective and efficient access to e-resources to colleges. The INFLIBNET Centre, Gandhinagar is responsible for activities listed at iii) and iv) above. The INFLIBNET Centre is also responsible for developing and deploying appropriate software tools and techniques for authenticating authorized users.

**Current Status of Beneficiary Colleges**

Beneficiary colleges, registered for the N-LIST project, can access electronic journals and electronic books. As of today, a total number of 3459 beneficiary colleges (690197 total active users) have registered themselves with the N-LIST program including Government, aided Colleges covered under section 12 B/2F of the UGC Act as well as non-Aided colleges. In Andhra Pradesh, 145 colleges have registered. All e-resources subscribed to colleges under the N-LIST Project are accessible to these colleges through the N-LIST website. Electronic Resources Subscribed under the N-LIST Programme beneficiary colleges, registered for the N-LIST, a college component of E-Shodh Sindhu, can access 6,150 electronic journals and 31,39,309 electronic books including e-books available through national subscription. Details of e-resources accessible through the INFLIBNET's proxy server (<http://nlist.inflibnet.ac.in/>) are as follows:

**Full-text Electronic Resources:****E-Journals (Fulltext)**

American Institute of Physics [18 titles]	<a href="http://journals.aip.org/">http://journals.aip.org/</a>
Annual Reviews [33 titles]	<a href="http://arjournals.annualreviews.org/">http://arjournals.annualreviews.org/</a>
Economic and Political Weekly (EPW) [1 title]	<a href="http://www.epw.in/">http://www.epw.in/</a>
Indian Journals [180+ titles]	<a href="http://www.indianjournals.com/">http://www.indianjournals.com/</a>

**E-Journals (Fulltext)**

Institute of Physics [46 titles]	<a href="http://iopscience.iop.org/">http://iopscience.iop.org/</a>
JSTOR [2500+ titles]	<a href="http://www.jstor.org/">http://www.jstor.org/</a>
Oxford University Press [262 titles]	<a href="http://www.oxfordjournals.org">http://www.oxfordjournals.org</a>
Royal Society of Chemistry [29 titles]	<a href="http://pubs.rsc.org/en/journals">http://pubs.rsc.org/en/journals</a>
H. W. Wilson [3000+ titles]	<a href="http://search.ebscohost.com">http://search.ebscohost.com</a>
Cambridge University Press [224 titles] (2010-2016)	<a href="https://www.cambridge.org/core">https://www.cambridge.org/core</a>

**E-Books**

Cambridge Books Online [1800 titles]	<a href="https://www.cambridge.org/core">https://www.cambridge.org/core</a>
E-library [150000+ titles]	<a href="https://ebookcentral.proquest.com/lib/inflibnet-ebooks">https://ebookcentral.proquest.com/lib/inflibnet-ebooks</a>
EBSCOhost-Net Library [936 titles]	<a href="http://search.ebscohost.com">http://search.ebscohost.com</a>
Hindustan Book Agency [65+ titles]	<a href="https://portal.igpublish.com/iglibrary">https://portal.igpublish.com/iglibrary</a>
Institute of Southeast Asian Studies (ISEAS) Books [382+ titles]	<a href="https://portal.igpublish.com/iglibrary/">https://portal.igpublish.com/iglibrary/</a>
Oxford Scholarship [1402+ titles]	<a href="http://www.oxfordscholarship.com/">http://www.oxfordscholarship.com/</a>
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Taylor Francis eBooks [1800 titles]	<a href="https://www.taylorfrancis.com/">https://www.taylorfrancis.com/</a>
My library-McGraw Hill [1124 titles]	<a href="https://ebookcentral.proquest.com/lib/inflibnet-ebooks">https://ebookcentral.proquest.com/lib/inflibnet-ebooks</a>

### E-Journals (Fulltext)

South Asia Archive [through NDL]

<http://www.southasiaarchive.com>

World e-Books Library [Now available through <https://ndl.iitkgp.ac.in/>  
NDLI only]

### **N-LIST website offers multiple features and facilities for delving into the ocean of Electronic Books and Journals:**

- User interfaces have been provided to the users which facilitates browsing of books and journals through the table of contents. One can download articles available in different formats.
- All e-journals provide tools to navigate within a Journal, from one Journal to another Journal, from one volume to another volume, and from one issue to another issue.
- Electronic browsing features offered by most of the Journals are more convenient than conventional print journals.
- For getting the quick and prompt results the users are provided with numerous search techniques that vary from simple search to advanced search.

### **Conclusion:**

Academic libraries play a vital role in facilitating the students and faculty members alike in the use of internet and e-resources and other library and information services. The college libraries should organize the awareness and training programs and seminars to educate the users on seeking information from e-resources and to maximize the use of library resources and services. N-LIST program has been successfully and effectively serving the information requirement of Government and Aided Colleges and other beneficiary institutions. This is very good and helpful to the degree of college lecturers and students. Colleges should develop e-infrastructures of computer network and sufficient LIS professional staff to make this program successful and help users to go beyond the walls of the library of their colleges. The N-LIST programs are appreciable and will strengthen the higher education system in India. The N-LIST e-resources in the future will be a boon for the users.

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[www.ifla.org/files/assets/acquisition-collection-development/publications/](http://www.ifla.org/files/assets/acquisition-collection-development/publications/) electronic resources.

## “EFFECTIVE TEACHING THROUGH NON -VERBAL LANGUAGE”

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### **Introduction:**

This paper proposes to study the importance and crucial role played by the non-verbal language for effective teaching. The two major components of communication are discussed and their roles are also specified. The objectives of teaching and its associated concepts are also brought to focus on. The paper sums up the positive and negative non-verbal movements that can be utilized by teachers. Communication includes verbal and non-verbal language. In many situations, words are inadequate and in that scenario, non-verbal language plays a pivotal role. Non-verbal language includes sight, sound, smell, touch, and gestures, or body language. Non-verbal communication is the unspoken communication that goes on in every face-to-face encounter with another human being. It tells one's attitudes, feelings, perceptions, and how well words being received. 90% of our messages is communicated non-verbally, and only 10% is through verbal. Like grammatical structures, non-verbal communication has form, function, and meaning, all of which may vary from culture to culture.

Non-verbal communication has been to focus of attention for some time in areas such as the refinement of presentation skills, developing social skills, interpersonal relationships, leadership skills, and in any teaching-learning process. It has to be focused. Relatively little attention had been given in language teaching to non-verbal communication is a complement to spoken language or verbal. Non-verbal communication is a system consisting of a range of features often a subconscious choice made by native speakers or even sub-cultures within a language group. The main components and the technical terms associated with non-verbal communication as enunciated by Dilek Eryilmaz and Steve Darnare in a Nonverbal communication Lesson are as follows:

### **Jargon Description**

**Kinesics:** It deals with the motions of the body such as shrugs, foot-tapping, drumming fingers, eye movements such as winking, facial expressions, and gestures

Proxemics                      use of space to signal privacy or attraction

Haptics	touch
Oculesics	Eye contact
Chronemics	use of time, waiting, pausing
Olfactics	Tone of voice, timbre, volume, speed, grunting, mumbling
Silence	Pausing, waiting
Posture	Position of the body, stance
Adornment	Clothing, jewelry, hairstyle
Locomotion	Walking, running, staggering, limping

In today's scenario, teachers must create autonomy in their teaching. If not available an effective teacher must possess five types of competencies – Communicative competence, Technical competence, Aesthetic competence, Strategic competence, and Creative competence. The role of the teacher transcends from mere teaching and rises to that of a facilitator, a moderator, and a motivator. The above said noble objectives will be effectively achieved through positive verbal and non-verbal language. The teachers must be effective communicators without any ambiguity and groom Students to hone their skills towards effective communication. The posture, the gait, the mannerisms, and the idiosyncrasies of the teacher will exhibit their personality.

Teaching is a biological process and requires professional training and successful teachers are those who are innovative in their approach. Modern-day teaching is more technology-oriented and the teacher must have complete faith and dedication towards the profession. Teachers must be inspired and teaching must be done holistically. The teachers must develop their technical competence. The verbal and non- verbal language of the teachers is put under closer scrutiny and evaluated consistently by the students. On the contrary, the passion for the profession, love for the subject, and the positive energy in delivering the lectures will be reflected through their positive body language. Non-verbal movements or body language of the teacher will get transformed to their students and on the contrary, the negative non-verbal movements or body language of the teacher will also have a similar effect; it may have the worst effect in the form of student's negative feedback about the teacher.

During the significant stay in the class, there is a compelling necessity for teachers to assess, introspect, and critically observe their body language and non-verbal movements. The teachers must control their emotions as the art of managing and controlling one's self is mandatory for teachers and it is very essential to hide or control their negative emotions like anger, frustration and ensure that they are not transformed to students through their non-verbal language. The primary and most important role of a teacher is to create, provide, and ensure a conducive learner-friendly atmosphere in the class through politeness.

To be an effective teacher, one must eliminate the barriers in verbal and non-verbal language. It will be useful to learn some of the positive and negative body language movements. The willingness to listen on the part of the teacher or the student may be best expressed through leaning head or body forward; leaning head or body forward will also reveal the enthusiasm of the teacher or the taught during the process of teaching, the smile of the teacher will encourage a friendliness among the students; maintaining good eye contact will reveal that the teacher is interested; if a teacher keeps his or her arms uncrossed, it will show the teacher's openness.

Dressing up for work decently or professionally communicates non-verbally to the students that the individual is a professional and takes the job seriously or not. These cited non-verbal movements are positive and some of the negative body language or non-verbal movements are as follows: If the teacher exposes uneasiness, it reveals the lack of interest on the part of the teacher: First, to change body language, one must be aware of his or her body language. It has to be noticed how one sits, how one stands, and how one uses hands and legs, etc. This is introspecting and assessing non-verbal language. Another tip is to close your eyes and visualize how you would stand and sit to feel confident, open, and relaxed, or whatever you want to communicate. See yourself move like that version of yourself. Then try it out.

The most effective method is to observe friends, role models, own teachers, movie stars, or other people possessing good body language. If teachers take the time to listen to how their students feel and think about how their actions might affect students' perspectives, the classroom learning environment can be greatly improved. Firstly, an awareness of non-verbal behavior will allow teachers to become better receivers of students' messages; then, you will become a better sender of signals that reinforce learning communication increases the degree of the closeness between teacher and student. The teachers must be aware of the common and basic behavior.

**Conclusion:** Positive verbal and non-verbal communication will make us good communicators and a teacher who has expertise in verbal and non-verbal languages will become an effective communicator and reach the status of an effective teacher. Effective teachers can be the agents of social change and can mold students for the future of the country in the most productive way.

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## IMPACT OF TEACHING AND LEARNING MATHEMATICS THROUGH ICT

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### **Introduction:**

This paper emphasizes how Information and Communication Technology (ICT) act as a catalyst for teaching and learning mathematics in higher education. ICT has great potential for teaching and learning processes at all levels. It has brought a great change, innovativeness, and creativity in teachers in the teaching-learning process. Both mathematics and computers are very important in today's life as they open the gates for ample opportunities in this modern world. These teaching methods will help the students not only to equip them to acquire knowledge and skills for solving real-world problems efficiently but also to enhance the teachers' abilities to demonstrate the mathematical concepts effectively along with suitable physical examples. The exposure to mathematical software like MATLAB, SCILAB, MATHEMATICA, MAPLE, MATHCAD, PYTHON, etc, not only increases the students confidential level to solve a variety of typical problems which they come across in their respective disciplines of study but also enables them to visualize the surfaces of the functions of several variables. It is noted that the teaching and learning of mathematics with the support of mathematical software is believed to be more effective when compared with the effects of other methods of teaching and learning of mathematics. The application of ICT is intended to refine and elevate both students' learning and educators' teaching qualities.

Interaction between the teacher and the student has been viewed as an essential learning element within this arrangement. However, the usages of innovations in educational technology proposals as delivery mechanisms have challenged this paradigm. These systems are being promoted as the educational pedagogy of the future. Technology becomes a more widespread part of mathematics education. Colleges and universities cannot ignore the impact of technology and the changing face of the curriculum. The inclusion of ICT in learning mathematics leads to new qualitative aspects. ICT is a crucial tool that teachers can use in teaching powerful and critical Mathematical concepts [1]. This would enable learners to get insight and proper comprehension of the concepts and apply them in problem-solving. Information and Communication Technology (ICT) is a combination of devices and technology resources that are used to manipulate and correlate information [2]. The usage of ICT is becoming more crucial in education as it enables the development of a more proactive teaching and learning environment [3,4].

Together with the expansion of the current era of technology, educators are encouraged to incorporate ICT into their teaching as a substitute for traditional teaching methods [5]. With the advent of ICT tools such as laptop/desktop computers for teaching the various mathematical software, the teaching and learning activities in mathematics courses have become more effective in technological institutions[6,7,8]. The effective use of these methods, tools, and software not only achieved a milestone in terms of students' performance in mathematics courses but also reflects its impact in greater performance in the higher semester branch core subjects [9]. ICT acts not only as a tool for teaching and learning but also as a driving force for an educator to play his other role in education [10]. The introduction of these tools and software in the teaching of mathematics enables the students to understand mathematical concepts very clearly [11].

The use of ICT tools and mathematical software changes the lecturers' strategy towards their profession making them to be more communicative and interactive with students [12]. Moreover, the integration of ICT in education could increase students' competence based on global needs through skill shaping and increasing knowledge [13], as well as able to enhance students' cooperative learning through a community of practice [14, 15]. According to KeDanielorani, & Daneil, [16], 89.5% of mathematics educators use basic ICT applications in their teaching. These basic applications include training software, visuals and graphics, and online demonstrations. These applications function as teaching aids in mathematics. This shows educators' ICT skills have increased in applying various technological applications to their teaching processes [17]. Mathematics plays an important role in the following areas; mathematics as a core skill for life, mathematics as the key to economic prosperity, and mathematics full of beauty and mathematics education[18].

The objective of this systematic analysis is to explore the benefits and constraints of ICT that have been faced by educators during learning and teaching processes in mathematics.

### **Role of ITC in Teaching and Learning Mathematics**

Teachers and textbooks were the only answer to acquiring information and delivering knowledge to a generation of students. Technology is now reinventing the role of teachers both in and outside the classroom which has hinted at significantly improved universities and curriculums and better-educated students. New technology is one of the most influential forces that are changing the role of both the teacher and the student. The education system is the main power source of human resource development. Effective ICT use in education increases the all-round development of students.

ICTs are to be used effectively by the teachers to develop new skills, explore their integration into their existing teaching practices, develop critical thinking, and utility-based curriculum. ICT emphasizes improving the quality of subject teaching and learning mathematics.

It provides a knowledge-based system that includes knowledge acquisition, knowledge incubation, knowledge strengthening, and knowledge spreading. Information is a key resource that permeates teaching, learning, research, and publishing. The use of new information technology can serve three main functions in national educational growth. Peer learning, seminar-based learning, and project-based learning are other methods of the learning environment to the students which makes the students learn mathematics by themselves. The higher-level learning methods enhance the students' understanding of the mathematical concepts and it enables them to take up research projects. The main Objectives of ICT Implementation in Education are; a) Improvement in Mathematics learning, b) Reduction of illiteracy rate, c) Emphasis on female literacy, d) Expansion of provisions of basic education and training in other essential skills required by children, e) Increased acquisition by individuals and families of the knowledge, skills, and values required for better living with sound and sustainable development.

### **Benefits of ICT In Teaching And Learning Mathematics**

Effective use of ICT tools enhances teaching and learning of mathematics, improves students' performance, achievements, and problem-solving skills. It is highly agreed that the effective use of ICT tools attracts students, increases their motivation and performance, encourages lifelong learning, and facilitates positive interactions and relationships. Educators acted as facilitators, while the learning process that occurred with the help of technology as a learning tool was student-centered. This supports constructivist learning, which is the construction of students' knowledge. The application of technologies such as the internet further facilitates students' self-exploration. The application of ICT in learning not only generates higher-level thinking skills among students but also encourages students to think about strategies in solving mathematics problems.

### **Constraints of ICT in Teaching and Learning Mathematics**

Reduced teaching time in the classroom, educators lacking knowledge of ICT, insufficient training on the application of ICT, weak technical support, lack of constant supervision and maintenance of the provided material, insufficient supply of power, limited technological resources for teachers or students when at home and limited pedagogical knowledge on how to integrate ICT into teaching. Also, the curriculum does not allow enough time to integrate ICT in teaching, Lack of training opportunities for ICT, etc.

### **Conclusion**

Information and Communication technology is proven to harbor potential in preparing students for twenty-first-century life. ICTs are generally accepted as a modern instrumental tool

that enables educators to modify the teaching methods they use to increase the students' interest and it is a new medium, a new way of representing, communicating, and working with information. The use of technology in teaching is shown to have a favorable impact on both students and educators. It has been proven that ICT can improve mathematics teaching methods as well as elevating students' understanding of basic mathematical concepts. It is the need of the day to improve the quality and structure of the syllabi by enforcing competency and performance-based approach towards it. To include advanced technology and practical approach is also one of the important aspects. Therefore, it is suggested that there is a need for an increase in training for mathematics educators in terms of computer usage and ICT applications for teaching purposes.

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## ACADEMIC LIBRARY SERVICES IN DIGITAL ENVIRONMENT - AN OVERVIEW

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### **Introduction:**

This paper emphasizes the importance of digital libraries in the present information era and describes their superstructure and technological requirements. It mostly depicts different aspects of digital library development and different types of reference services being provided in a digital environment that contains; Personalized Services, Web-based Reference and Information Services, Digital Reference Services of Academic Libraries.

The Academic Library in digitized means an academic digital library or electronic or virtual library where information is selected, acquired, processed, organized, stored, and retrieved in digital form. The developed countries have already digitized their libraries. The developing countries are in the process of digitization of their libraries. Thus digital libraries are recognized to electronic databases and capable of handling huge data and servicing users efficiently in a resource sharing environment.

The infrastructure of Digitalized Environment:

A digital library has certain technical requirements such as;

- ✓ Locally developed database
- ✓ Local library system with sufficient personal computers having LAN and CD-ROM drives.
- ✓ Electronic mail service
- ✓ Network connection to have access to other databases
- ✓ Various functions to coordinate, manage the entry and retrieve data
- ✓ Multimedia Kit
- ✓ Well trained manpower
- ✓ Computer Hardware with Audio-Visuals, Video Conferencing kit, Pentium Web Server, Laser Printer, Scanner, Barcode Scanner, Barcode Printer, Digital graphic printer, and UPS.

### **The Role of Academic Libraries:**

Academic libraries in this paper refer to libraries attached to universities and colleges, serving the teaching, learning, and research needs of students and staff. Every university has its main library. Each of the academic libraries comes under the jurisdiction of the respective universities. Compared to other types of libraries such as public libraries, special libraries, and

academic libraries hold relatively larger collections, as well as they, are enhanced funded and staffed. Also, the academic community in the country has pioneered in the establishment and use of the Internet and web sites. As a result of these developments, academic libraries have been further confidential to offer better and more services to their users. Keeping in view the quick development needs of the population, the educational institutions of India are also at the forefront of international level education, resulting in gaining a reputation as an education exporting nation.

### **Objectives of Digital Library:**

The study was guided by the following objectives:

- ✓ To recognize the level of automation process/digital application in the vital operations of the libraries.
- ✓ To find out the educational requirements of librarians in increasing the digital environment.
- ✓ To determine the librarian's general observation of the need for digital education/training.
- ✓ To capture, store, manipulate and distribute information
- ✓ To introduce and provide new services
- ✓ To provide need-based and retrospective search services to the user
- ✓ To improve the cost-efficiency of library operations.

### **General Services of Academic Library in Digitized Environment:**

Forever library services are followed by library works. But now the improvement in information technology has brought changes in the concept of conventional library work as well as service. The current trend and change in the information related field particularly in the collection, storing, processing, and dissemination of information have resulted in the evaluation of digital libraries. Information services are provided to the users on-demand as well as anticipating the user needs including various forms of current awareness and selective dissemination of information services. Such services are provided to the users to keep them abreast of the newest developments in their field of interest through online search services in the digital information environment, even by non-library organizations like dialog.

### **Personalized Services:**

Most of the researches on digital library development has focused on access to and retrieval of digital information but they have overlooked the modified service aspects, as the primary goal of library information services. However the technology and information resources, on their own, cannot make up an efficient digital library. On a priority basis, the personalized services in a digital library environment would help the users to find information resources available in a digitally chaotic world. In a study, it is revealed that;

- The primary roles that library professionals play in digital libraries include the organization of macro and micro-documents, selection and acquisition, and performing as gateways to the provision of information services.
- The best reasons for developing a digital library include growing access to information Services and users' needs and bringing organization to the unstructured universe of electronically available information. However, there is a demand for end-user instruction on the use of digital libraries and the digital library professionals who are subject specialists should help users to new digital information resources.

#### **Web-based Reference and Information Services:**

Several reference and information services are now available on the web and many of these services are provided by non-library organizations. Also, a web site provides a categorized listing of libraries that offer real-time reference services using specific software, live interactive communication tools, call center management software, bulletin board services, and other Internet technologies. Of course, most of these services are designed for registered users of some specific libraries in the digital information environment according to which more than one reference source is made accessible digitally, and also it is more practicable in terms of visibility and effectiveness than a single reference source. Further,

- Its reference service becomes a large amount better known to professional users and thus easier to find, by providing access to several reference works
- By tacking several references works at a time, the publishers can achieve economies of scale in production and development
- The user's search session is likely to be much more powerful and fruitful.

However, some of these services, mainly the contents page services from publishers of journals are free, while for others, such as Dialog Alerts, or Current Content from ISI, users need to register and pay for these services where users need to search to answer their reference. Most of these web-based reference services are available free of charge but some charge a small amount as a fee. For example, the Electric Library charges an annual subscription fee.

#### **Digital Reference Services of Academic Libraries:**

Web-based reference services are also now being provided by academic libraries; in recent times a study report on web-based reference service reflects the current practices of digital library services in seventy academic libraries. The study shows that university libraries allow their patrons to put reference questions in a variety of ways: 99% offer email reference, 96% offer reference services by appointment while 29% of the libraries offer a real-time virtual reference. These libraries use customer relationship management software packages for providing web-based reference services in the virtual reference environment.

### **Conclusion:**

The digital library movement in India is rapidly increasing and the traditional libraries are now on their way to digitization in a phased manner. Of course, the financial restriction of different institutions and government departments creates problem to obtain necessary IT equipment and infrastructure. In India UGC and INFLIBNET Centre have taken steps to develop a consortium where college, university, and research libraries can join for subscriptions to online journals. Similarly, procurement of e-reference sources on CDs can be made in addition to online current awareness service on the Intranet. However, in a developing country like India where resources are limited and funds are inadequate, the library professionals have to take careful and judicious decisions in selecting library materials for digitization. The library and information professionals have to keep on the watch for new technological developments and noticeable changes in the use of many information platforms such as the Internet, multimedia, and digital library. Thus the library personnel should develop their professional ability and communication skill to meet the challenges emerging out of digital library services.

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## A COMPREHENSIVE REVIEW OF LEARNING IN EDUCATIONAL PSYCHOLOGY

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### **Introduction:**

Learning methods of education have been developed rapidly due to advances in technology. Learning is an organized, complex, and goal-directed activity. Learning is not preparation for life, it is life itself. Moreover, learning is placed as a central theme in educational psychology. Hence, in the present article, the authors review the concept and nature of learning, components of learning, and methods of learning with differences, advantages, and disadvantages of the learning methods briefly with different perspectives, keeping in mind the varied concepts of learning proposed by eminent psychologists. This article also discusses the implications of the learning methods in real classroom situations. In addition to that advances in learning methods like programmed learning are also explored. And in conclusion, some of the methods and practices to be followed for the betterment of learning in the education system are suggested.

Educational psychology is the scientific study of the application of the laws and principles of psychology to mold education effectively in which learning plays a vital role. Learning is designed based on motivated learners striving to attain a goal. Of course, the success or failure of individuals to reach a goal depends upon their readiness, opportunities, and the effectiveness of their goal-oriented activities. Learning is also one of the key psychological aspects that can modify human behaviors. And these human behaviors either directly or indirectly are affected by the learning process. Besides, change in human behavior also occurs considerably due to maturation. Though maturation and learning are closely related to each other, there is a bit different. Maturation is the process by which behavior is modified as a consequence of the physical and psychological growth of the individual. Whereas learning is a changing of behavior that occurs as a result of experience. Understanding of learning increases with maturation. Pressey, Robinson, and Horrocks (**Pressey et al., 1959**) represented the components of the learning process in the following manner- Motivated learner > process of goal attainment > goal.

Again, they said that the learning takes place under the following conditions-

- The learner must be motivated because of his unsatisfied needs, wants, and interests.
- A situation whose well off manipulation, the learner perceives, is leading to a state satisfying his motives.

- The learner's motivation should be enough stronger.
- Thus learning depends on so many factors as illustrated in the school learning situation which falls into the following components:
- The learner: - The first component of the school learning situation is the learner as a unique individual.
  - Learning situation: - Every learning situation is different for every learner.
  - The learning process: - This is the interaction that must take place between the learner and learning situation.
  - The teacher: - The teacher is the central figure in the learning process.
  - The curriculum: - It is the organization of the body of knowledge, skills, and attitudes where the pupils are required to learn and develop.

Further, the amount of learning is figured out with learning curves. In general, there are three forms of learning curves identified. They are positively accelerated, negatively accelerated, and sigmoid types. In the positively accelerated curve, the change in increments of learning is small during the early trials and becomes larger as the practice continues. In a negatively accelerated curve, there is a rapid change in the beginning and as trials go on, the improvement becomes smaller and smaller. The sigmoid curve is one that is positively accelerated during the first half and negatively accelerated during the next half of the trials. Usually, we may not get the exact curves. An utmost physiological limit is noticed beyond which there is no development in learning and there are some temporary halts in the process of learning known as plateaus. And these are caused by a lack of motivation, lack of interest, boredom, fatigue, and modifications in the learning techniques. Plateaus are the challenges to the teacher. The teacher should try to avoid the plateaus right from the beginning of teaching a class by motivation through rewards and punishments, by preparing the content related to the needs of the pupils, and by considering the maturity levels of the pupils. Learning curves help the teachers in knowing where the pupils have faced difficulty. This in turn is helpful for the teacher to plan out his teaching strategies.

### **1. The methods of learning**

There are three predominant learning methods namely associative learning, learning by trial and error, and learning by insight.

#### **A. Associative learning or Conditioning**

In this learning process, a relationship is formed between a stimulus and a response. For instance, fire (stimulus) is related to avoidance (response). Pavlov (**Pavlov, 2003**) established the conditioning in a hungry dog salivary response to the ringing of the bell. It consists in the attachment of a new response to a stimulus which did not occur earlier. Watson (**Watson, 1919**) also established the conditioning of a small child. And said that reinforcement of learning (immediate reward), introducing repetition in learning (drill and review), and removing

distracting stimuli are some of the implications to the classroom procedure. According to Skinner (**Skinner, 1938**), there are two types of conditioning, viz. Classical conditioning and operant conditioning. Skinner box is the famous one in which Skinner did experiments on animals to differentiate the two above conditions.

- 1) *Classical conditioning*: It is also called respondent conditioning in which the neutral stimulus (reinforcing stimulus) is paired with an unconditioned (natural) stimulus. Here the animal remains passive
- 2) *Operant conditioning*: In this conditioning, the response is instrumental to get reinforcement. Reinforcement is nothing but an instrument that can increase the probability of a given response. Here the animal is more active.

The more clear distinction about the two conditionings is listed in the below Table.1

**Table 1. The distinction between the conditionings**

<b>Classical conditioning</b>	<b>Operant conditioning</b>
1. It is called Pavlovian conditioning.	1. It is called Skinnerian conditioning.
2. Reinforcement comes first and then the response.	2. Reinforcement is provided only when the response is made.
3. This is stimulus oriented.	3. This is response-oriented.
4. It is an internal behavior.	4. It is an external behavior.
5. The conditioned response is forced by the unconditioned stimulus.	5. Here the voluntary response is exhibited.
6. Here stimulus controls the response.	6. Behavior and response are controlled by their consequences.

#### B. Trial-and-Error learning

It is like Maze learning – hit or miss process. This method is clearly explained through an experiment by Thorndike on a cat (**Thorndike, 1905**). A hungry cat is placed in a puzzle box. The fish is placed outside the cage. The cat exhibits random behaviors to open the door with some attempts. As the trails go on unnecessary and incorrect responses become less and less and finally, the right adjustments get established.

Based on his experiments he formulated some laws of learning. They are as follows.

- 1) *The law of effect*: According to this law "when a modifiable connection between a stimulus and response has been made, it is strengthened if it results in satisfaction and weakened if it leads to annoyance". School experiences must be pleasant and gratifying. Classroom

activities must be meaningful and they should be so arranged that they are within the power of the pupils to accomplish and finally introducing encouragement to promote efficient learning are some implications to classroom work

2) *The law of exercise:* According to this law "the more frequent a modifiable connection between a situation and response is made, the stronger is that connection". In the classroom situation, review and recitation may aid learning. Repetition combined with interest may lead to efficient learning. For example in the teaching of spelling, pupils must be trained to use them in sentences and composition.

3) *The law of readiness:* This law states that "when a person feels ready to act or learn, he learns more effectively and with greater satisfaction than when he is not ready". This is otherwise called the mindset. In the class, room attempts should be made to develop a readiness to learn. A good assignment that raises curiosity may develop a favorable mindset. Correlating lessons with excursions and encouraging lively discussions, pupils' participation could help to promote readiness mentally.

### **Learning by insight**

According to Kohler "the criteria of insight is the appearance of a complete solution concerning the whole layout of the field". He emphasized that in learning by the insight the solution comes abruptly as a flash. It also comes by the learner perceiving the relationship in the scene, rather than by responding to isolated stimuli. It is illustrated by the experiments conducted by Kohler on Chimpanzees (**Kohler, 1925**). He placed the chimpanzee inside the cage fitted with bars. A bunch of bananas was placed outside. The chimpanzee was supplied with two sticks of a given length and none of them could be useful singly to get the bananas. After a few attempts, it suddenly struck the animal that it is possible to reach the bananas by joining the two sticks. This insight is due to a new organization of the situation. In the words of Koffka (**Koffka, 1935**) "insight is the sudden grasping of the solution which results in a process that runs its course by the nature of the situation."

The educational implications of this learning by insight are- the subject matter and activities must be organized into larger units and in the teaching of subject matter, teachers must try to orient the pupils to the general organization. Insight learning can be developed in pupils by taking them to Museums, Exhibitions, and exposing them to industries and factories. The following Table. 2, shows differences between Trial and Error learning and Insight Learning

**Table 2. Differences in Trial – and- Error and Insight Learning**

<b>Trial and Error</b>	<b>Insight Learning</b>
1. This is based on experiments by Thorndike.	1. This is based on experiments by Kohler.
2. This is illustrated by blind attempts made by a cat to open the door.	2. This is illustrated on known attempts made by a chimpanzee- Sultan, to solve a problem.
3. Intelligence and experience are not necessary.	3. Intelligence and experience are necessary.
4. Here perception is nothing to do.	4. Here the problem is solved in the perceptive field

**Conclusion:**

Today learning is accomplished through teaching machines. This comprises the application of learning theory, procedures of laboratory, and modern technological process towards the improvement of teaching in the classroom. It is one of the real breakthroughs in the history of education. One important thing to be noticed in our educational system is to provide for learning in life-like situations. The pupils should get a chance to apply what they learn. Strong motivation is a superb high-way for learning. One should see schooling as a meaningful activity. Otherwise, learning kills most of the lifetime of pupils with no beneficial outputs.

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## INNOVATIVE TEACHING METHODS IN POLITICAL SCIENCE

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### **Introduction**

This paper explains teaching methods and resources available to Political Science teachers. The methods among others include reproduction methods which include a historical method, observation method, research method, scientific method, discussion method, and lecture method, etc. It involves the employment of source materials for supplementary references, mechanical devices, audio-visual aids, and other lifelike activities to supplement textbook instructions. Others include inquiries, projects, demonstrations, questions and answers, field trips, discussions, lectures, problem-solving methods, etc. These methods are increasingly vital in helping to create individuals who are active participants in our society. This view of Political Science raises the problem of the organization of its interrelated components and how to make students conscious of the underlying forces that make up its elements and other related phenomena.

The human society is a complex structure. For the existence and maintenance of human society, individuals, who are a part of it, are required to be aware of its basic elements and its functioning. To maintain the essence of a particular society, individuals are also required to follow certain rules and regulations and submit to an authority that can be trusted. The subject of Political Science makes an individual aware of how some of the essential functions in/ of the society are performed and how people govern and are governed in the societal set-up. Not only this, but several other aspects fall under the domain of the discipline of Political Science.

**Objectives:** Following are the objectives of this paper.

- To develop a critical understanding of the aims and objectives of teaching Political Science in a Democratic Secular Country
- To discuss the need for teaching-learning of Political Science
- To describe the various teaching-learning methods in Political Science.

### **Aims and objectives of teaching Political Science:**

We are dictated to developing understandings of institutions, practices, and relations that constitute public life and modes of inquiry that promote citizenship. The main aim of teaching political science is to help individuals develop into responsible, critical, reflective, and productive citizens. Students will be able to understand the need for learning of Political science in the classes.

The objective of the Political science is to increase understanding of Political science research and analytical skills, including the ability to think critically, to construct logical arguments, to collect, to analyze, and interpret evidence and data, and to formulate reasonable conclusions.

### **Need for teaching-learning of Political Science:**

The importance of Political science lies in the fact that all of us live within political systems and we are affected by the changes in the global political issues. The Political science students become valued and important as they provide through inquiries, projects, demonstrations, question and answers, field-trips, discussions, lectures, problem-solving methods, etc. how we can understand the global political conditions

**Teaching Learning Methods of Political Science:** Some of the Teaching-Learning Methods of Political Science are discussed below:

- 1. Observational Method:** The observational method is based on direct observation and reflection. It is practical and its utility is obvious. The best way to get a genuine and exact firsthand knowledge of the data is to mix in practical politics.
- 2. Experimental Method:** The experimental method is at its best where a given phenomenon can be studied under conditions favorable to the investigation by excluding disturbing agencies. It is an observation under conditions arranged by ourselves. Experiments in physical science can be tried over and over again till the final and the required result is obtained. In political science on the other hand can never be repeated.
- 3. Scientific Method:** The process of the scientific method involves making hypotheses, deriving predictions from them as logical consequences, and then carrying out experiments or empirical observations based on those predictions.

There are some steps in the scientific method:

Understand the problem, Collect information, Form a hypothesis, test hypothesis, Keep an accurate record, Check results, Repeat the experiment, and Confirm conclusions.

- 4. Comparative Method:** The comparative method aims at the study of existing political institutions or those which have existed in the past, to assemble a definite body of material from which the investigator, by the selection, comparison, and elimination, may discover the ideal types and progressive process of political history. By comparison, we accumulate material, arrange and classify by it, and by the process of coordination and elimination deduce certain results therefrom. It enables us to determine causes and effects by making a comparative study of the past and the existing political institutions.
- 5. Analogy Method:** The method of analogy is no doubt good and it serves a useful purpose. But the analogy is not proof. What analogy leads to is merely a hypothesis? It gives probability and not a certainty and beyond the analogy is carried the more

misleading it becomes. The difficulty of its application in political science is all the more marked because of the vast number of circumstances surrounding any given instance.

- 6. Research Method:** A research method is a systematic plan for conducting research. Political science researchers draw on a variety of both qualitative and quantitative research methods including experiments, survey research, participant observation, and secondary data.

### Conclusion

The study of Political science is therefore springs from study methods. To make the teaching-learning of political science effective, a teacher is required to be aware of the various methods of teaching Political Science. This paper also explains that a Political Science teacher is required to keep her/his knowledge upgraded about the various teaching-learning resources that make teaching-learning of political science more interesting and also presented how with the changing times and growth and development of technology, new teaching-learning resources are being used in the process of teaching.

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## DEPARTMENT OF ENGLISH: THE WHOLESOME BENEFACTOR OF AN EDUCATIONAL INSTITUTION

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### **Introduction:**

The Department of English plays a pivotal role as it has access to deal with many tasks, events, and affairs that happen in any Higher Educational Institution apart from fulfilling its regular academic responsibilities. Its scope extends from functioning as a mere language department to a running strand among all the ongoing activities in a college. It has the potentiality of a catalyst to amalgamate all the allied branches in an institution and brings them on to a single platform to get the things materialized. English department can take up extra or co-curricular activities like language club, events management, seminars, college souvenir, online classes, literary competitions, career guidance cell, employability training, and many other tasks to boost the confidence of the students and help them inculcate communication, interpersonal skills and excel in their career. English Department has its lion's share of responsibility in training and grooming the students into cultured citizens and responsible professionals and thus acts as a significant contributor and the wholesome benefactor of an educational institution.

A higher educational institution will have various departments imparting the training to the students in their electives or core subjects. Every course will have English as one of the subjects that is common to all at least in their first semester or year. The department of English is an entity that undoubtedly gels with all others in making the student's worthy citizens and aspiring professionals. English faculty is a bit privileged and simultaneously responsible to serve the student community in inculcating communication and other soft skills. There are myriad ways where English faculty can prove their mettle and contribute to the overall development of the students and an institution in general. They can be the most sought after benefactors with their wholesome, conducive, and demanding skills. The department of English is expected to come forward to take up the general activities of the institution and win the trust of the staff and the students. Education is not merely gaining knowledge in some subjects and getting through examinations for certificates. It is a holistic growth of one's personality, understanding the world around, demonstrate what they have learned, and to excel in all walks of life. The educational experts Anne Meyer, David Rose, and their colleagues introduced Universal Design for Learning

(UDL), a framework to improve teaching and learning that provides the first comprehensive presentations of UDL principles and practices. They observe that:

*"The goal of education is not merely acquiring information of knowledge, but to nurture the individual potentiality, make students expert learners who will know their strengths and weaknesses, know the kinds of media, adaptations, strategies, and external technologies they can use to overcome their weaknesses and extend their strengths".*  
(Mayer, A., Rose, et al., 2014)

The present article discusses the scope of English as a global language and next how the Department of English can carry out certain tasks, programs in a College to benefit the students and thus uplift the image of an institution. It's also worth examining the aspects that enlarge the scope of the English department in serving the student's community. It is the collective work of all the stakeholders, departments of an institution to impart and exchange such knowledge and skills. In the process of sharing skills, English language teachers owing to their proficiency in English the global language, have an easier way of doing it and help others. In developing countries like India, where English is widely used for academic, official, and communication purposes, English proficiency in speaking and writing is highly desired and the same is respected by all sectors of the society. It's no wonder that the English department would hold some additional responsibilities and uplift the image of an institution.

**Scope of English Language:** David Crystal, a renowned world authority on the English language, opines that a global language extends its scope and becomes useful in many ways. It serves us in different ways apart from its basic use of communication. He characterizes the global language as:

*"If there is one predictable consequence of a language becoming a global language, it is that nobody owns it anymore. Or rather, everyone who has learned it now owns it- has a share in it- might be more accurate, and has a right to use it in the way they want"* ( Crystal, 2003:2)

It explains to us that the English language is no more owned by a particular nation at present but has emerged into a global language with a great potentiality for employment, research, science and technology, entertainment, and many other walks of life. When it is considered within a Higher Educational Institution, it's obvious that the Department of English plays a pivotal role as it has access to deal with many tasks, events, and affairs that happen. Its scope extends from functioning as mere a language department to a running strand among all the ongoing activities in a college. It has the potentiality of a catalyst to amalgamate all the allied

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branches in an institution and bring them on to a single platform to materialize the things. The outcome of any educational institution is to train and groom the students and make them be cultured citizens, responsible and competent professionals. An institution also provides training and other career opportunities to the young faculty, tune them to be authentic facilitators to cater to the needs of the student community, and finally create a knowledge society. The English faculty and any other staff member who has proficiency in English and positivity would undoubtedly have a larger scope to penetrate any event; shoulder the responsibility to make the institutional tasks carried out successfully. Most of the English teachers feel at ease in expressing their thoughts, comprehending others' ideas, encourage others, and leave no stone unturned in discussions for a better outcome. It is undeniable fact that those who can express better can not only win the arguments but also others' hearts. Their initiative, convincing skill, mingling nature are the added advantageous byproducts to their English communication skills. Though they seem to be a bit garrulous, they are ready to offer their services and even other staff members to look at them for help. Even the student community is usually and easily drawn towards the English faculty as an English subject provides an opportunity to teach life skills, ethics, and analyze real-life situations. The English faculty is privileged to read about great authors, life stories, about human civilization, and how language plays a major role in improving our culture and civilization. The language deals mostly with human emotions, creativity, quirks, and qualms of life whereas the other subjects put before us the dry scientific facts, logic, and reasoning that may fail many times and unable to answer many problems of life.

Though British rule made a spurt of penetration of the English language through its colonies, the actual reason for its sustainability is its very beauty of flexibility and highly expressive trait. David Crystal (2003) observes how a language becomes successful and thus attains the status of a global language.

*“Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails”.* ( David Crystal:7)

So it is the people, the users of English who made it a Global Language owing to its salient features. English does not confine itself into a watertight compartment like other extinct ancient traditional languages but accepts any popularized word, a phrase from other languages. English is considered to be less difficult as a score of grammatical structures and around three thousand words are good enough to communicate. At the same time, its scope is extraordinarily extended beyond the status of a language and in some situations, English is called 'Globish'

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erasing the differences of territorial and cultural boundaries. It has been getting transformed into a tool, an expressional device rather than a language with stringent rules of grammar, sounds, and structures. All the students are expected to achieve proficiency in English and become job-ready. So they look at their English department and its teachers who can help them inculcate their knowledge of English and its use. Another considerable aspect is that many of the English teachers can express without any inhibition better than that of many of their counterparts of other subjects. It is due to their focus on the scientific principles and facts of their core subjects and often makes them wink at the language accuracy. All these factors help English faculty take up the institutional activities and become close to the students and their colleagues. The next part of this paper provides some insights about various platforms, tasks that are shouldered, rather can be shouldered by the English department for the wholesome benefit of the students.

### **English Communication Lab:**

The concept of establishing a language lab is commendable as the students get an opportunity to break the monotony of the chalk and talk of the regular classroom. 'Learning by doing' is the adage that we mostly believe in. A lab facilitates to experiment with available resources and work for the desirable realistic and practical outcome. English Communication lab facilitates students to inculcate communication skills with the help of their peers, audiovisual equipment, various techniques, and with the help of their teacher. Every branch, irrespective of its core subjects, must have a course or subject of English communication lab as an academic program that helps the students shatter their inhibition and hone their skill of expression in English. English lab makes them believe that 'expression is empowerment'.

The power of 'clarity and quality of expression' boosts the confidence of the students; inculcates the capabilities of sharing, exchanging ideas, coordinating, and cooperating among themselves and thus make them ready to face any problem. The activities such as **role-plays, brief presentations, enactments, mock interviews, Just a Minute (JAM)** activities, and other **language games** make students learn and practice the quality communication techniques interestingly and purposefully. Once they realize that the training in these activities is nothing but employability skills, they become so attached to the Department of English, excel in their studies, design their career and finally bring laurels to the institution. So English Communication Lab imprints an enormous positive influence on the young minds and becomes a great asset to the institution.

David Crystal suggests that acquiring English skills should start as early as possible when a child is at the school level. There are thousands of students from rural India who are deprived of such opportunities. English Departments in Colleges are expected to render their invaluable

services of imparting English skills to such students and empower them with proficiency in Global language. He also suggests that it should be a continuous effort to acquire skills in global language and make them competent on par with native speakers.

So the students who missed the required exposure of receptive skills of English earlier should be provided the opportunity to fill the gap through the platform of English communication lab. It is not too late for them to begin and put their best efforts to learn and use English.

**Seminars & Clubs:** The English department can afford to start language, literary and cultural clubs and ignite the linguistic and creative skills of the students. The periodical **debates, quizzes, elocution, essay writing competitions** help them groom themselves. The core subject teachers can plan seminars with the help of English faculty and train the students in presentation and public speaking skills. While the subject teachers train the students in the core content, the English faculty can take care of the skill of organizing the ideas, English fluency, accuracy, and body language. Each Saturday afternoon can be allotted to seminar classes to a branch or department in the college and a month all the four or five departments can conduct seminars. The students should be encouraged to make their presentations in general and on their subject topics using devices like PPT, Posters, and flashcards. **Hobby clubs** can also be formed and students can be encouraged to showcase their collections and make reviews and presentations in English.

**Language Proficiency Tests:** Students seek higher education opportunities and highly paid employment or consignments in other countries. Many Universities, research centers, and business schools need a common language to offer admission to foreign students, employ competent professors and administrative personnel for their institutions. Undoubtedly **TOEFL, IELTS** has become the screening test for students seeking admission to many foreign universities. The aspirants, after their graduation at home, need to get trained and score reasonable grades in these tests to enable themselves to get admission into globally popular universities. So proficiency in English has become indispensable and the students need an early understanding of these language proficiency tests. A higher education institute can be a launchpad for such aspirants and the English Department can establish a cell to inculcate awareness and impart required basic training, enabling the students to crack these global screening tests. This opportunity can also be extended to the students of other institutions and collect some nominal fees and thus can generate some internal revenue with the help of the English department.

**Cognitive & Soft Skills:** Indian traditional education is mostly based on memorizing the facts which are the very basic state of learning in Bloom's Taxonomy. In school education, many students remain at the stage of remembering and very little understanding. In higher education,

we are producing a huge number of general and engineering graduates who are expected to apply the logic, scientific principles, and mathematical rules to some extent. The third edition of the National Employability Report about Engineering graduates-2014 released that only 18.33% of graduates have the required skills for the job. It also stated that 71.23% lack soft and cognitive skills, 60% lack domain skills, and alarmingly 73.63% lack English speaking skills. Shockingly, there is no improvement in these statistics even after half a decade.

*“There has been no change in the employability prospects of Indian engineering graduates in the past nine years, with only a handful of them possessing next-gen tech skills, according to the new Annual Employability Survey 2019 report by Aspiring Minds. The report reveals that 80% of Indian engineers are not fit for any job in the knowledge economy and only 2.5% of them possess tech skills in Artificial Intelligence that industry requires”.* ([www.businesstoday.in/current/corporate/Indian-engineers-tech-jobs-survey](http://www.businesstoday.in/current/corporate/Indian-engineers-tech-jobs-survey))

The reason for such deterioration could be the fault with our curriculum, training methodology, evaluating the system, lack of infrastructure, incompetent or unskilled teachers, lack of comprehension skills in English that should start at an early stage. Many students come from rural places and from a vernacular medium who feel that English is difficult to learn and use. Apart from these reasons, the complacency of all stakeholders and the lethargic system could be the major setback. Hence, higher education institutes must eye on the overall growth or efflorescence of the students. The English Department can establish a **reading club** that enhances the skill of reading and comprehension by providing a good number of storybooks, biographies, newspapers, and interesting journals to help students inculcate the reading habit that opens windows for inculcating their essential cognitive skill for gaining knowledge. There can be a discussion forum to review the books, current affairs, latest inventions they had read and present them before their peers. So reading club could become a very good and productive platform in improving their cognitive skills.

The Aspiring Minds survey also focuses on English skills and soft skills. It reveals:

*"Problems with the English language along with issues in computer programming make these students ineligible for employment. The difference in English and cognitive skill modules may only be a function of the input quality of the students. There is a consistent trend that the maximum gap is in computer programming, followed by cognitive skills and English and least in other domain skills."* ([www.indiatoday.in/education-today/feature](http://www.indiatoday.in/education-today/feature) Philip /story/engineering-employment)

Communication and soft skills are two sides of the same coin in social life. The term communication comes from the Latin words *communis* (common) and *Communicare* (to share).

Wilbur Schramm, a scholar and authority on mass communications opines that "when we are trying to communicate we are trying to establish commonness with someone". To attain such commonness, cognitive skills must go hand in hand with soft skills that help us tune with others and have a successful personal and professional life. The modern technology and the digital world desperately needs the right attitude, human touch in decision making and executing them at all workplaces. Regarding soft skills the survey by Aspiring minds puts as:

*“Soft skills have become very important in the present job industry, but they are routinely ignored in educational institutes. The lack of ability of the individual to deliver his views effectively at the interview leads to the rejection of even the most brilliant candidate. This is because training institutes do not make an effort to ensure that the candidates develop their skills in a wholesome manner which can contribute towards client-handling and team communication skills.”*

The survey throws light on how important Communication and soft skills are in the industry. Even the students with desired knowledge in core subjects are not being offered jobs due to a lack of proper soft and English skills. It is indispensable to tune one's attitude towards proper work culture and to empathize with others. Colleges are the right places to induce such interpersonal, social, and life or soft skills among students. Many universities have already introduced Soft skills as part of their curriculum either in Communication skills or as a separate course. So, the English department has a special responsibility and a wide scope to impart training in soft skills and pave the way for their bright career opportunities.

**Career guidance cell / Training and placement wing:** English department along with other core subject staff needs to strive hard to fill the skill gap among the students. They can help students by extending guidance in framing their careers. In many higher educational institutions, there will be a career guidance cell or Training and placement wing. Many students are not equipped with the required skill set for employment. Some students get confused and fail in choosing the right course of higher education after their undergraduate studies. Training and placement wing can impart basic training to the students in the aspects of logical thinking, reasoning, aptitude, numerical ability, general knowledge, and English skills and prepare them for competitive examination notified by public or private sectors. There should be proper guidance to all the final year students to realize their dreams and help them pursuing higher courses or joining a suitable career. English faculty in coordination with other subject teachers can brush up the knowledge of their students and inculcate awareness about their future career plans. Many professional and technical institutions have MOUs with corporates and making arrangements for campus placement drives. The same facility may also be extended to any general higher educational institution and see that even non-technical students also get benefited.

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**Online Courses:** There are plenty of MOOCs (Massive Open Online Courses) available on the web to pursue the courses in which the students are interested and thus improve their profile for employability. Some of the popular platforms are Docebo, Udemy, Skillshare, WizIQ, Adobe Captivate Prime, Coursera, Lynda.com.etc. They offer thousands of short term courses to learn specific skills in a short period and gain knowledge in that particular domain. English department and Computer Science faculty can work together in encouraging the students to join these courses. Students can enroll themselves and listen or download the course material, study them, and appear for the tests. So every higher educational institution should inculcate awareness about such online courses by keeping the computers and internet facility handy to the students and help them certified in one skill or the other in which they are interested. These online course certificates improve their opportunities for getting better employment.

**Functions & Celebrations:** Students are excited to participate in peer gatherings and show up with some achievements. The National festivals, Annual Day, Freshers' Day celebrations are the right platforms to tap the capabilities of the students. They can be allotted various roles like working in the reception committee, giving welcoming notes, monitoring the dais, giving brief speeches, anchoring, vote of thanks, playing skits, and other cultural programs. Students can be encouraged to give running commentary in English during college functions, meetings, cultural programs, sports, and game events. These activities help the students learn communication skills, team spirit and leadership, time management and prioritizing skills, etc. The teachers can distribute the tasks among the students and monitor their works. These tasks improve the linguistic and much sought after social skills of the students.

**Extra / Co-curricular activities:** English department can initiate to start a **college journal** or **souvenir** inviting articles and pieces of creative writing from the students. Once their articles are published in the college magazine, they feel confident and help them hone their literary skills. **Film & Book Review clubs** can be formed to encourage students to make reviews and presentations on the films they had watched and the books read. This club would ignite interest among the students in learning critical thinking skills along with English proficiency. **The dramatic association** can be formed to encourage students to pen poems, skits, short plays, and sharpen their skills in dramatic skills. English department can also take charge of **college FM radio stations** that can broadcast various programs like debates, songs, and music composed by students, storytelling, dramatic monologues, stand-up comedy shows, interviewing successful people, and so on. Once they excel in such programs, they will be confident enough to pursue their career in mass communication media as news contributors, editors, journalists, programmers, and radio /TV artists. English department can also run a **college website** or at least **a blog** that would post syllabus, old question papers, and new trends in education, notifications,

exam schedules, and other useful articles and can also make it a platform to post creative articles from students. The English department can explore some more avenues where its faculty can carry out other possible tasks in the sheer interest of the improvement of the students.

Thus English department can be a significant contributor in a higher education institute that has a broader scope to help students elevate their confidence, master their communication skills, achieve proficiency in English and inculcate awareness of soft skills which are essentially required in pursuit of better employment. If the programs discussed are planned meticulously and executed with love and concern for the students, they will certainly become responsible citizens with a bright career.

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## MOTIVATION IN HIGHER EDUCATION — A SURE REMEDY FOR SLACKNESS

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"We underscore that the primary task of the teacher is concerned with man-making, namely the making of the Indian of tomorrow". (Chattopadhyaya Commission).

### **Introduction:**

Motivation is a psycho-social phenomenon because a person is stimulated to do a particular work that is ethical and goal-oriented. A person does work volitionally after getting motivated. But the question is 'Are all the people motivated alike?' No. The good analogy is that in the same family no two persons react similarly to the same work. The levels of motivation differ from person to person. Let us see what makes these differences in the levels of motivation. This article focuses on the importance of motivation in a student's life. There are three types of people in the world as far as motivational levels are concerned. They are

1. *Money oriented people:* Money, promotions, perquisites motivate some people. When they think that they get some monetary benefit out of doing some work, they do the work with joy. That's why the government also announces incentives, increments to the employees, and undertakes promotions often to boost their spirits. Business people, entrepreneurs, industrialists, etc, come under this category.

2. *Recognition & Power oriented people:* Some people expect recognition from others. They do the work sincerely as they are principle oriented. By appreciating their efforts in public, their motivation levels can be enhanced. Sportsmen, Professors, doctors, teachers, lawyers, etc, want fame. Political leaders and officials who want to wield power also come under this category.

3. *People of Creativity & Generosity:* The third category of people is highly creative and with their imaginative faculty, they invent things that are highly useful to society. Scientists, researchers, and such others, who with their valuable work and service steal the hearts of mankind, come under this category. Such people need to be applauded for their creative abilities by felicitating them with awards and rewards. That's why the government announces Padma

awards, Bharat Ratna, and so on. If the services are extended to the global level, they are awarded the Nobel prize also.

**Various influences on students:** Some students look very dull and dispirited whereas some others look quite active and enthusiastic. The reasons for this are many. Let's see some of them.

1. **Family background:** Owing to poverty, parent loss, diseases, etc, students may turn dull and their energy levels are at a low ebb. They do not actively participate in various activities. Repeated counseling for such students might be of some help. Here the teachers' role is very crucial. They need to play the role of parents. They must kindly understand the reasons for their backwardness in studies and suggest suitable solutions to safeguard them.

2. **Societal background:** The caste system also plays an adverse effect on the students. Caste discrimination makes them hesitate to participate actively in all programs. In such cases, the teachers should encourage them to involve in various programs on par with the other students. The students should be taught that only with education, as was said by B. R. Ambedkar, that they can effectively encounter this malady of caste. By reading the life histories of great people, students must come out of the inferiority feeling. They should read the success stories of the handicapped and the adventures of the common men and women of all castes and be inspired.

3. **Comparison with other students by parents:** Parents often compare the talents of their children with those of their friends. This results in an inferiority complex and demotivation among their children. Such students grow jealous and sometimes feel inferior to others. This hinders their mental growth and so they behave eccentrically. This is not good for either the family or the society. Parents should know that all students will not have similar talents and skills. If a student is not adept in one skill, he may be adept in some other skill. That should be identified from his work and should be encouraged accordingly. We have many instances of dull students at the beginning of their careers but turned into famous scientists over time. Einstein, Edison, Chinnayasuri are like that. A little bit of appreciation, open applause, standing ovations for their great work will have a catalytic effect on their spirits.

4. **Gender discrimination:** We are fortunate to see that gender discrimination is not at all observed in many areas. Yet, there is some more thing to be done to get better of the status of women in our country. We have to counsel both men and women students to sort out their problems. Eve teasing demotivates the women students. So it should be strictly prohibited.

**Maslow's Theory of Motivation:** Motivation requires the fulfillment of certain needs. Maslow has proposed that people require six needs to be fulfilled. Then they will be happy to do any work.

- 1. Basic needs/biological needs:** Air, water, food, clothing, shelter, and sex. Every common man needs them to be fulfilled. They are the minimum needs for existence. If these needs are fully satisfied, people think about other needs. Most of the people in this world spend time fulfilling these basic needs only because they maintain poor standards of living.
- 2. Security & Safety needs:** People want safety for their lives and security for their property. Otherwise, they feel insecure and this results in fear. Unless there is security for his belongings and his life, every effort of the government will go waste. He seeks protection from criminals, thieves, and expects to lead a happy and carefree life. That's why rich people build fencing around their houses or prefer to live in gated communities. The existing governments have to look after the fulfillment of these needs.
- 3. Need of Belongingness:** In this world, everybody craves for identity that gives him strength. He does not like to pass on as an orphan in the society. This identity comes from his parents who give him their family name and tradition. They should assure him and lead him until he gets of age. This is related to the emotional part of the mind. With the absence of this, a man will be emotionally disturbed and he will lose his balance of mind also.
- 4. Aesthetic needs/ Intellectual needs:** This refers to the love of beauty and the use of intellect. When a man feels secure, his intellectual capabilities bloom well and he will try to exhibit his inherent talents without fear and hesitation. Great and monumental works that appear in this world are the outcome of the fulfillment of these needs only. Great painters, sculptors, poets, and writers come under this category.
- 5. Spiritual needs:** While the first two are related to the body, the third and fourth ones are related to the mind and intellect. But the most important one which is often overlooked is the fulfillment of spiritual needs. This is related to the soul. Indian mythologists say that this visible body is led by the invisible soul. The realization of the soul leads a person to Moksha, the deliverance. This is the highest and supreme part of human existence. Great ascetics, philosophers, and thinkers come under this category.
- 6. Need for Self-actualization:** Some people are destitute of enjoying the freedom and opportunity to use cent percent knowledge that they have to the best of their abilities. Indeed they have a lot of potentialities, but their innate abilities do not come out unless they are encouraged properly.

**Group Dynamics & Motivation:** Though there are good leaders, sometimes they cannot achieve target levels. Why? The term 'Group dynamics' answers this question. It means motivating the entire team enabling all the members of the team to work efficiently. A man sometimes needs to lead the team. Being human beings, first of all, we must connect emotionally. As the leader of the team, he has to look into himself whether he is aggressive, passive, interactive, etc, and should correct himself first. He should get the feedback and get

himself corrected. A leader is like a gold miner who goes into the mine, searches not for tons of soil but a gram of gold. In the same way, a leader also should find talent among his team members and allot work accordingly. Talent coupled with interest yields good results. To establish a strong bonding among his team members, a leader has to arrange some get-togethers where these members will find time to get connected emotionally. A good leader must allow his members to voice their opinions. A feeling that 'My participation is needed' is to be generated by the leader among everybody. He should often use phrases like 'well done. Go ahead' etc, to boost their spirits. 'Appreciation in the public and scolding in the private' is the rule to follow and it yields good results. If they feel insulted, they go into the shell and look indifferent. A leader should know that 'appreciation will have a positive effect and depreciation and scolding will have negative effect'. Highly motivated people celebrate their work. They look enthusiastic, overflowing with energy and spirit.

**Conclusion:** 'Attitude alters our altitude' is the common saying. Many students are lagging in studies because of a non-serious and indifferent attitude. Of course, the reasons are many. The heart-rending issue is that some are even committing suicides for lack of confidence, the courage to face reality, etc. The purpose of education is not just to impart knowledge to get jobs in the companies, but to prepare the students as responsible citizens of the country. We would like to see them as human resources which is the real wealth of the nation. A country with a rich human resource is the most prosperous country in the world. Mere teaching without motivating the students surely backfires and goes waste. Through motivational counseling, we can change the negative attitudes among the students and pave the way for their intellectual and moral growth.

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## PERSONALITY DEVELOPMENT TO IMPROVE QUALITY IN HIGHER EDUCATION

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Key Interpersonal skills are required to equip students with employability skills and to enhance their prospect of placements are required Communication Skills [LSRW skills], Self-confidence, Positive Attitude, Self-esteem, Self-discipline, Time management, Goal setting, Teamwork abilities, Leadership qualities, Work ethics, Sustainability, Problem-solving, etc.,

For PERSONALITY DEVELOPMENT:-One should be; 1)Physically fit 2) Mentally Alert, 3) Intellectually Sharp,4) Emotionally well balanced and 5) Spiritually elated.

"A man who works with his hands is a "Labourer"; A man who works with his hands and his brain is a "Craftsman" but a man who works with his hands, with his brain, and with his heart is an Artist".

**If you believe in yourself anything is possible.** For improvement of self-confidence;

- Don't compare it with others. "**BE UNIQUE**"
  - Be a better communicator.
  - Overcome stage fear.
  - Improve Public speaking skills.
  - Face interviews confidently.
  - Conquer a fear – "Fear is one of the biggest obstacles to success to success in any field." [Fear of situations, Fear of meeting new people, Fear of failure, Fear of facing interviews, and especially speaking in public is one of the biggest fears in people today.]
- ❖ Is there a way to overcome all these?
  - ✓ Yes, Practice effective techniques and practical tools to manage stress, fear, and Nervousness.
  - ✓ Overcome from your inhibitions and increase confidence.
  - ✓ Courage to face up your dreams – for that you need awareness of communication, Interpersonal Skills, and Public speaking skills.

- The Art of interacting with others is known as Interpersonal behavior. Interpersonal skills are one of the top criteria used to evaluate candidates.
- **Communication Skills:**-The ability to convey or share ideas and feelings effectively is known as a Communication skill. Everybody needs good communication skills and must be able to work well with others. Improve your verbal skills – Listening, Speaking, Reading, and writing. Among the four skills Listening is the most important aspect that initiates the path of the other three skills.

**Self-confidence :-[ Self-assurance]**To establish true self-confidence, we must concentrate on our success and forget about the failures and the negatives in our lives.

**Positive Attitude:-** Positive attitude is an optimistic mindset that focuses on the good. Positive thinking is the background of the modern philosophy of living a successful and happy life. It is beneficial to both mental & emotional health. Some clues to develop positive attitude are,

- Surround yourself with positive people.
- Fill your mind with positive input.
- Be nice to other people.
- Be curious and embrace learning.
- Keep smiling (Smiling releases feel-good hormones like Endorphins & Serotonin.)

**Self-esteem:-[Belief & Confidence in ability ]** Self-esteem refers to how you feel about yourself overall. It heavily influences people's choices and decisions. With self-esteem, people will take care of themselves and explore their full potential. Self-esteem develops from experience.

**Self-discipline:-[ Self-discipline is a key to many doors.]** Self-discipline means self-control, which is a sign of inner strength and control of yourself, your actions, and your reactions. It gives you the power to stick to your decisions and follow them through, without changing your mind.

**Time management:-** It is a great task which we observe in the life of great people. The secret of their success is the perfect management of time. Management of time is a thinking skill that helps in the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness. For completing a task – Prepare an action plan to do, select the priority list in the action plan, and start to do until you reach achievement.

**Goal setting:-** Goal setting is a powerful process for thinking about the ideal future. "Life without a goal (especially life of a student) is similar to a threadless Kite – we can't predict its

destination". It can be guided by criteria such as "SMART criteria", which defined as keeping goal should be **S- Specific, M- Measurable, A- Achievable, R- Realistic & T- Time-bound**.

**Teamwork abilities:-**Team work means co-operation among those who are working on a task. It is generally said to be the willingness of a group of people to work together to achieve a common aim.

**Leadership qualities:-**Leadership is the art of motivating a group of people to act towards achieving a common goal.

**Work ethics:-**Work ethics are a set of values-centered on the importance of work and manifested by determination or desire to work hard. Work ethics involve characteristics such as "**Attitude, behavior, respect, communication, Interaction, honesty (not lying, cheating and stealing), accountability, taking responsibilities, and valuing what others do**".

**Sustainability:-**Sustainability means suffering to exist in difficult unpleasant or painful surroundings for a long time.

**Problem-solving:-**The Process of finding solutions to difficult or complex issues. Problem-solving skills can be separated as SMART WORK and HARD WORK.

- Spontaneous decision-making capacity by using own intelligence is called SMART WORK.
- The knowledge learned through education, information, experience to resolve any problem is called HARD WORK. Some important sentences worth remembering are;
  - “Winners don’t do different things – They do things differently”.
  - Don’t give up. Life tests the big dreamers – the passionate revolutionaries.
  - Real Leadership is not about prestige, power, or status. It is about responsibility.

### **Conclusion:**

Personality development will not come with only education. It is a gradual process of improvement in traits of individual behavior like the slow blossom of a flower from its bud stage. It is not possible in single day work; many important traits of individual behavior must be gradually acquired with continuous practice in life.

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## IQAC AND JKC – TWO PARAMETRES TO SUSTAIN QUALITY BASED EDUCATION

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"The destiny of India is being shaped in its classrooms" –  
Indian Education Commission (1964 – 66)

The nation's progress always lies in the hands of the educated youth who can flourish the development and can nurture it with much care. Indian Government noticed this at the very beginning of its reconstruction of modern education in India. The first commission was the University Education Commission of India. It emphasized the vital need for establishing universities to undertake rural reconstruction. To empower the youth with the needful skills and to make India a hub of education the motto was framed thus: "Education is the most powerful weapon of national development". From then to the recent National Policy on Education in 2019, the same motto has been followed rigidly.

In 1949 Sri S. Radhakrishnan made efforts and could reconstitute University Grants Commission just like the University Grants Commission of the United Kingdom. The inauguration was done on 28.12.1953. Alignment with global sustainable development goals has been framed by the Ministry of Human Resource Development in 1985. From then onwards the sustainability of culture is well accomplished in the University Grants Commission of India.

To make education affordable and available, the Governments of different states have started Under Graduate Courses at pivotal locations in various parts of their states. They are affiliated to the Universities under which their recognitions are granted. A governing body monitors the quality sustenance in these institutions. Thus the Government Degree Colleges in Andhra Pradesh has been started. From the year 1975, Education has been merged and placed under one head of the Department called Directorate of Public Instruction. In the year 1975 vide G.O. Ms. No. 788 Edn., dated 30.06.1975 an order was issued to establish the Directorate of Public Instruction. In 1989 the Directorate of Collegiate Education was separately formed to look after matters of Undergraduate and Post Graduate colleges in the state. <sup>(1)</sup>Now the Government has a herculean task to make the youth empowered as per the needs of the job market and to provide quality based education. Thus the two words "Quality Assurance" and "Quality

Enhancement" came on to the screen of Higher Education. The paper aims to study the words carefully.

The Analytic Glossary (Harvey 2014- 16) defines Quality Assurance and Quality Enhancement and they are two distinct activities. There are different emphases to quality assurance. Several authorities state that the purpose of quality assurance is to ensure that Higher Education reaches stated standards. Some authorities focus on accountability, a term in itself that is seldom defined concerning Higher Education. Indeed Quality Assurance appears to be understood by many colleagues and institutions as another phrase for "accountability". "Enhancement" is a process of augmentation or improvement. It has two strands. It is the enhancement of individual learner's attributes, knowledge, ability, skills, and potential. Second, it is the improvement in the quality of an institution or program of study.

According to the Oxford English Dictionary Improvement and Enhancement are interchangeable; taking deliberate steps to bring about continual improvement in the effectiveness of the learning experience of the students. Enhancement sometimes can be seen as a definition of quality.

Thus the paper aims to bring out the two measures that are followed to sustain quality based education at Under Graduate Level in Government Degree Colleges of Andhra Pradesh. Internal Quality Assurance Cell (**IQAC**) and Jawahar Knowledge Centre (**JKC**) are two different parameters to promote education and skill-based education to all eligible youth. Internal Quality Assurance Cell is a body framed by the University Grants Commission of India. It is a body of Quality Assurance.

The Government Degree Colleges that have been recognized under 2 (f) and 12 (B) as per the norms of the University Grants Commission of India must possess NAAC accreditation. As a follow-up activity, they should establish a body with the title Internal Quality Assurance Cell. The vision of it is: *"To ensure quality culture as the prime concern for the Higher Education Institutions through institutionalizing and internalizing all the initiatives taken with internal and external support"*.

The Objectives of Internal Quality Assurance Cell are,

- *"To develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution.*
- *To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.* <sup>(2)</sup>

IQAC ensures efficient performance of academic, administrative, and financial tasks. This body motivates the stakeholders to go for quality based research programs. In addition to

this, the optimum utilization of modern teaching and learning programs for students too will be initiated. IQAC is credible for the evaluation process. Quality benchmarks are being developed. It is mandatory to facilitate the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for the participatory teaching and learning process. To promote quality based knowledge it is mandatory to obtain feedback from all stakeholders. IQAC collects and analyses feedback from all stakeholders and thus the quality maintenance is observed rigidly. IQAC acts as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of best practices. IQAC organizes many inter and intra workshops and seminars on quality related themes. The main thematic progression of IQAC is documentation of the various programs and activities which are leading to quality improvement. IQAC must conduct the periodical academic and administrative audit in the college. With all these objectives and aims, IQAC will facilitate quality enhancement in Higher Educational Institutions. It ensures internalization of the quality control. It builds an organized methodology of documentation and communication. <sup>(3)</sup>

The University Grants Commission at present made it mandatory to establish a cell of IQAC with the Principal as the Chairperson, one senior faculty member as the coordinator, a few lecturers, and members from society. This cell will certainly enhance the quality of Higher Education. IQAC is for quality assurance and Jawahar Knowledge Centre is for quality enhancement. To make the students skillful and ready for the job market the Commissioner of Collegiate Education of Andhra Pradesh established a separate body with the title JKC to enrich the students in Communication Skills, Analytical Skills, and Computer Skills.

India at once has become a hub for the IT industry with which a rise in employment is witnessed. Many IT companies established in and around Andhra Pradesh made the Government equip the youth with needed skills. Thus JKC has taken its breadth. It is the brainchild of NASSCOM. According to Kiran Karnik, Former President of NASSCOM, "We have to think of the ways to groom the qualified students to make them employable in the industry". <sup>(4)</sup> Thus the objective of Higher Education in Andhra Pradesh is the dissemination of knowledge and thus the creation of wealth. To place India in a prominent position the Government needed hard-working talented students good at communication skills. The doors of the global market are opened to students who can speak fluently, write legibly, and compute quickly and analyze logically. To practice employability skills, Jawahar Knowledge Centres have been established in the year 2005.

Each JKC batch is of 250 hours and is scheduled to be conducted for 3 months. The importance is given to Communication Skills i.e 60 hours, analytical skills for 60 hours, and soft skills for 30 hours, and Computer skills for 60 hours. The State Government employed highly

qualified mentors to deliver the contents. The training was imparted continually to equip the mentors with the latest updates. The English Lecturers act as Guest English Mentors to teach Communication Skills. As a part of quality enhancement, study material prepared by the expert's committee is provided to the students. <sup>(4)</sup> Through JKC's the job drives are often conducted. Thus the students will have an opportunity to face the interview in their accustomed area. Interactions with industry and companies too are arranged through this platform. Thus the students get benefited by acquiring job-related skills. By getting access to excellent resources, they will have exposure to real-time projects that brings recognition to the college.

### **Conclusion:**

Quality assurance and Quality enhancement are the two strong pillars of a Higher Education Institution. Thus JKC and IQAC serve in their optimum to provide a successful career to all its stakeholders.

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## MOTIVATION – A POWERFUL EDUCATIONAL TOOL TO MOULD THE STUDENTS

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### **Introduction:**

Motivation plays a main role in learning. The two aspects of a person's development are motivation and learning. They both go side by side. Motivation is a force that modifies or directs behavior. Learning is a modification of behavior. Teachers have long been using the traditional techniques of motivating students, for example, praise, smile, touch, etc. A need is always felt to find out techniques that can be effectively used for motivating students in the learning process. This paper aims to bring out the concept of motivation, types of motivation, and the theories in motivation.

Motivation is defined as the combination of the forces that can arouse, direct, and continue certain types of behavior. It is the phenomenon involved in a person's drives and goal-oriented behavior. The tendency to perform activity starts with the introduction of stimulus and ends with adjustive behavior.

When we say that a student is not motivated, it is a misconception. The student is motivated but not in the way the teacher wanted him to behave. Another misconception is that one person can directly motivate the other, actually motivation comes from inside a teacher; a teacher can only create certain circumstances that influence students to do what the teacher wants.

Motivation can be characterized by the following elements: 1. Need or expectation 2. Behaviour 3. Goal 4. Some form of feedback (Steers and Porter, 1991:6). Educators may give heed to the arousing of intrinsic motivation and they may consider this motivation in designing their instruction by incorporating motivational techniques in their instruction.

### **Kinds Of Motivation:**

- 1. Intrinsic Motivation:** It is driven by an interest or enjoyment which a person feels in a task. It may be characterized by curiosity and a desire to meet challenges.
- 2. Extrinsic Motivation:** It refers to the performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval or appreciation, etc. (<http://en.wikipedia.org/wiki/Motivation>).

However, some other following types of motivation are also found in literature:-

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a. **Instrumental Motivation:** It is extrinsic where students perform an activity to obtain tangible rewards.

b. **Social Motivation:** Here students perform a task to earn praise from those they respect or admire e.g. teachers, parents, etc.

c. **Achievement Motivation:** Here students learn a hope of success. Cognitive Drive: Students try to satisfy his need 'to know' Self Enhancement: Student tries to satisfy his self-esteem.

Here is a brief overview of these theories. All these are summed up into four approaches.

#### **Various Approaches:**

**1.Humanistic Approach:** According to the humanistic approach, to motivate means, to arouse an individual's inner resources. They see individuals as a whole, whose physical, emotional, and intellectual needs are all interlinked. Maslow provided the best explanation for this approach. In 1970 Abraham Maslow suggested that man has a hierarchy of needs, which range from lower needs for survival to safety, belongingness, self-esteem, and finally to self-actualization. MALOW'S HIERARCHY OF NEEDS Stimulating Factors Need Category • Growth • Achievement advancement Self-actualization Need • Self –esteem • Esteem from others recognition Esteem Need • Affection • Acceptance • friendship Social Need • Safety • Security • Stability Security Need Higher Complex Needs Basic Simple Needs • Food • Water • Respiration Physiological Need At the lowest level are the physical needs which are important for survival and on top of everything is self-actualization. One cannot progress from the lower level to a higher level unless the lower-level needs are fulfilled. Here the source of motivation is intrinsic.

**2. Behavioral approach:** According to this approach, the behavior of a student is the product of some incentives present there in the form of 'Reward and Punishment'. So motivation is produced through incentives.

**3. Cognitive Approach:** According to the cognitive approach people are active and curious and they search for information to solve their problems. They reject the reward, punishment, or needs as the determinants of behavior. They say that individual behaves in the way he thinks and believes about himself and his environment. The motivation of students is influenced by the explanations, justifications, and excuses he provides for his success or failure. e.g; I can attribute my failure to bad luck if I believe that I can control it, I will be motivated for putting more effort for the next time, but if I believe that I cannot control bad luck, I will simply withdraw all my efforts and will not be motivated to put any effort.

**4. Socio-cultural Approach:** We belong to a certain society and if we narrow down our approach we belong to a certain group. And we want to maintain our identity and interpersonal relations within that group. We learn by the company we keep. Society molds us. A certain group is characterized by certain traits. As a doctor one wants to become the best among his

colleagues. Even a criminal belonging to a gang will be motivated to do the highest level of crimes to achieve his identity in the group.

Motivation is an internal force that can be biological, emotional, cognitive, or even social which energizes certain behavior directs, and sustains that behavior towards a specific goal. Students who are intrinsically motivated engage in an activity willingly and try to improve their skills. This type of motivation works more in a business context. The problem may be solved with the help of the internalization of extrinsic motivation. It happens when the task fits with the value and beliefs of the individual. Motivation plays an important role in institutions and the workplace. The teacher can use motivation techniques, both individually and in groups, to achieve good results in education in the most efficient and effective ways. This situation and the environment, in which the learning is to be made by the student influence the learning process. A well-prepared classroom environment proves a motivating force wherein the student takes an interest in learning. The affection he gets from his teachers, the pooled co-operation, and the helps he gets from his class fellows work upon him towards motivation. His participation in college activities influences and motivates his learning behavior. Therefore, efforts should be made to provide a suitable learning situation and environment for effective learning.

**Conclusion:** Motivation is a permanent tool for student's success in learning. Educators may give heed to the principles of motivation during their instruction by incorporating motivational techniques in their instruction.

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## RECENT TRENDS IN INDIAN EDUCATION SYSTEM

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### **Introduction:**

Indian Educational system is one of the oldest and important educational systems in the world. It contributed many valuable inventions, theories, and observations to the world educated family. Many Scientific books are translated into Arabic, Persian, and modern English languages from Sanskrit in olden days. India itself has a unique 'GURUKULA' educational system in bygone days. It was influenced by many Indian successive rulers year after year. Aryabhata, Bhaskara, Varahamihra, Sushurutha, Ramanujan, and recent Nobel laureates like Chandra Sekhar are some of the worthiest personalities in our educational system. Astrophysics, pharmacy, missile technology are the most advanced branches of our educational system. In the social sciences, the Indian educational system lagged to Western countries nowadays. Because of various reasons, our education system is not able to compete with other countries in the modern era. Geography, psychology, philosophy, and sociology are some of the most neglected subjects in our present education system. We can discuss the origin, development, problems, recent trends, and suggestions for improvement of the Indian educational system in this seminar paper.

Early education in India commenced under the supervision of a *guru*. Initially, education was open to all and seen as one of the methods to achieve Moksha in those days. As time progressed, due to superiority complexes, the education was imparted based on caste, and the related duties that one had to perform as a member of a specific caste the earliest venues of education in India were often secluded from the main population. Students were expected to follow strict monastic guidelines prescribed by the *guru* and stay away from cities in *ashrams*. However, as the population increased under the **Gupta empire** centers of urban learning became increasingly common and Cities such as **Varanasi** and the **Buddhist** center at **Nalanda** became increasingly visible.

The British made education, in English a high priority hoping it would speed up modernization and reduce the administrative charges. Macaulay introduced English education in India, especially through his famous minute of February 1835.

**Independence Education in India** is provided by the **public sector** as well as the **private sector**, with control and funding coming from three levels: **central, state, and local**. Under

various articles of the **Indian Constitution**, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14.

Growth of Higher Educational Institutions in India:

YEAR	1950-51	1960-61	1970-71	1980-81	1990-91	2000-01	2010-11	2011 DEC.
NO. COLLEGES	695	1542	3604	4722	7346	12806	33023	33023
NO. universities	30	55	103	133	190	256	564	634

Growth of Enrollment of Students (In Thousands):

Enrollment of Students.	1950-51	1960-61	1970-71	1980-81	1990-91	2000-2001	2010-2011
	397	1050	1954	2752	4925	8399	16975

Source: UGC PUBLICATION 2011.

In its size and diversity, India has the third-largest higher education system in the world, next only to China and the United States. Since independence, the growth has been very impressive; the number of universities (as on 31st March 2006) has increased by 18-times, the number of colleges by 35 times, and enrolment more than 10 times (Annual Report, MHRD 2006-007).

The system is now more mass-based and democratized with one third to 40% of enrolments coming from lower socio-economic strata, and women comprising some 35% of the total enrolments. It is little more than half a century ever since the government initiated a planned development of higher education in the country, particularly with the establishment of the University Grants Commission in 1953. Thus the early 1950s is an important reference point from which we could look back at our progress of higher education. Table 1 depicts the growth of institutions from 1950-51 to 2011 while Table 2 shows the enrollment of students from 1951 to 2011.

**Some Facts about Indian Education System:** Just one out of nine children finishing school joins a college. India has one of the lowest higher education enrollment ratios of **11** percent. In the US it is **83** percent. To meet its target of increasing enrollment levels to 15 percent in 2012, the Eleventh Plan estimates that India needs to invest Rs **2, 26,410** cores. Yet it has set aside only Rs **77,933** crore-just a fourth of the total needed.

A recent ASSCOM-McKinsey study showed that only **one** out of **Ten** Indian students with degrees in humanities and **one** out of **four** engineering graduates are employable. So much for India's boast of having one of the largest technical and scientific manpower reserves in the

world. A study by the National Assessment and Accreditation Council showed that **90** percent of the colleges and **70** percent of the **universities** that the council graded were of middling or poor quality. The shortage of teachers was endemic with even the IITs reporting a 20 to 30 percent shortfall in faculty. On average most Indian universities revise their curricula only **once in five to 10 years** but even then they get **defeated** in both letter and spirit. Over-regulation by the government and a multiplicity of agencies has seen higher education stagnate and **corruption becomes institutionalized**. In **50** years, only **44 private institutions** were **granted deemed university** status by the University Grants Commission. In the last **5 years**, it has granted that status to **49** more, leading to charges of impropriety. Indian students now spend **\$7 billion** to go abroad and study in foreign universities because of the poor quality of education at home. Yet the government drags its feet over **permitting foreign universities to set up shop** in India. Whereat the same cost we can successfully implement and run around **10 more IITs**...The US currently accounts for over **a third** of the entire world's output of articles in science and engineering. India, in contrast, accounts for less than **3 percent** of research papers published and in terms of **citations barely 1 percent**.

### **Problems of Higher Education:**

The Indian higher education system is facing an unprecedented transformation in the coming decade. Despite significant progress over the last ten years, Indian higher education is faced with four broad challenges:

1. There is a huge supply-demand gap in Higher education.
2. There is a low quality of teaching and learning in practice.
3. There are more Constraints on research Capacity and innovation.
4. There are uneven growth and access to opportunity in society.
5. There is poor quality in institutional set up in higher education.
6. There is uneven educational equity and accessibility in the entire country.
7. There is a financial constraint in budgetary allotment for higher education.

### **Recent Trends in Higher Education:**

During the eleventh plan (2007-12) India achieved a General Enrollment Ratio (GER) of 17.9 % up from 12.3 % at the beginning of the plan period. India ranks second in the world in terms of enrollment of students in higher education institutions. But, India's GER of 17.9% (2012) was much below the world average of 27%, as well as that of other emerging countries such as China (26%), USA 95%) and Brazil (36%) in 2010. The students' enrollment in higher education has grown six times in the last 30years; the faculty strength has grown only four times resulting in a shortage of faculty and high student-teacher ratios. General courses account for the

largest share of enrollment but enrolment in professional courses (such as engineering and medicine) has witnessed a higher growth in the last five years.

There is the wide disparity in the Gross Attendance ratio (GAR) of higher education in urban and rural areas, and gender and communitywide Urban-rural divide 30% in urban areas vs. 11.1% in rural areas, there is a significant gender disparity dividing 19% for male and 15.2% for female and differences also across communities 14.8% for OBCs, 11.6% for SCs, 7.7% for STs and 9.6% for Muslims.

### **Suggestions for Improvement In Higher Education:**

There are some suggestions and Expectations from the Government, Industry, Educational Institutions, Parents, and Students for improving the quality of higher education.

1. Towards a Learning Society: As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus.
2. Industry and Academia Connection: Industry and Academia linkage are necessary to ensure curriculum and skills in line with requirements.
3. Incentives to Teachers and Researchers: Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable.
4. Innovative Practices: The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning, and socio-cultural advances.
5. To mobilize resources: Effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity to pay for the cost. So, students at lower economic levels can be given highly subsidized and fully subsidized education.
6. Coming of Information Age: The world is entering into an Information Age and developments in communication, information and technology will open up new and sophisticated Knowledge.
7. Student-Centered Education and Dynamic Methods: Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be, and learning to become. Student-centered education and employment of dynamic methods of education will require teachers new attitudes and new skills.
8. Public-Private Partnership- PPP is most essential to bring in quality in the higher education system.
9. To Provide Need-Based Job-Oriented Courses:  
All-round development of personality is the purpose of education. So, a combination of arts subjects and computer science and science and humanities or literature should be introduced.

10. International Cooperation: Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function.

11. Towards a New vision: India realizes, like other nations of the world, that Humanity stands today at the head of a new age of a large synthesis of knowledge, And that the East and the West have to collaborate in bringing about Concerted Action for universal upliftment, and lasting peace and unity.,

12. Cross Culture Programmers: After education, tour to all places in India and the World as far as possible with the cooperation of the government is necessary. So that one can understand about people, culture, arts, literature, and religions, technological developments, and progress of human society in the world.

13. Action Plan for Improving Quality: Academic and administrative audits should be conducted once in two years in colleges by external experts for ensuring quality in all aspects of academic activities...

14. Individuality: The life of one will not be interesting but rather boring, monotonous, and frustrating. This is mainly due to parental interference in the education of the children. Parental guidance is necessary but it should not interfere in the creativity or individuality of the students.

15. Privatization of Higher Education: In any nation education is the basic necessity. For the socio-economic development of the individuals and society. In reality, only 20% of the population is highly educated in India. Privatization of higher education is necessary for a vast country like India as the government alone is helpless to do so.

16. Quality development: Quality depends on its all functions and activities. Teaching and academic programs, research and scholarship, staffing, students, building facilities, equipment, services to the community, and the academic environment.

17. World-Class Education: Indian government is not giving priority to the Development of Standard in education. India should aspire for the international Standard in education. To achieve that goal it should adopt a uniform international Syllabus in its educational institutions.

18. Personality Development: Finally, education should be for the flowering of Personality but not for the suppression of creativity or natural skill.

19. Status of Academic Research Studies: If we see the number of researchers Engaged in Research and Development activities as compared to other countries, we find that we have merely a little number of researchers. This number should be increased.

22. To increase the Number of Universities: We need more universities because we are more in number and the present number of universities is too less.

23. Examination Reforms: Examination reforms, gradually shifting from the terminal, Annual, and semester examinations to regular and continuous assessment of Student's performance in learning, should be implemented.

24. High-tech Libraries: Our university libraries have a very good collection of books. But they are all in mess. A library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.

### **Conclusion:**

However, despite the significant progress made during the past few years, India's higher education sector is still in danger with several challenges with its relatively low Gross enrollment ratio (GER). According to the report on Higher Education in India: Twelfth Five Year Plan (2012-2017) and beyond India's higher education system faces challenges on three fronts expansion, equity, and excellence. Higher education institutions should focus on the holistic development of an individual and, therefore, focus on the development of multiple intelligence rather than merely the linguistic and logical intelligence of an individual. All universities and colleges should be given the autonomy to start SELF-financing courses particularly in new and emerging areas where job opportunities exist subject to the overall framework provided by their funding and regulatory bodies. For the sake of all-round development of India, we have to compete with world educational developments with proper vision.

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## E-GOVERNANCE IN HIGHER EDUCATION – LATEST TRENDS

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**Introduction:** The ultimate aim of higher education in India is to build a glorious country teemed with skilled and talented youth, ready to take challenges of any kind in the future. The fortunate thing about India is that we have more number of young men and women at our disposal when compared with the advanced countries where the population of aged people is becoming a burden. In the modern cyber world, physical strength is not a priority. It's being pushed to the backbenches by the smart gadgets. In education also major changes have been coming up for the students to get equipped with the latest technology. This paper lays a focus on e-governance in Higher Education (HE). The word 'governance' is used to describe all those structures, processes, and activities that are involved in the planning and direction of the institutions and people working in tertiary education.

Every constituent including the political system, government, corporate/private sector, every citizen should cooperate for the empowerment of all Indians with good quality of life by providing a) Nutritious food b) Good Habitat c) Clean environment d) Affordable healthcare e) Education with value system f) Productive employment leading to comprehensive development and g)Technology

**Global Trends:** 1. Governments as well as business entities are using information and communication tools for services to their customers.

2. Owing to these ICTs, there is now a better handshake and partnership between businessmen and governments which provides opportunities and fulfills the needs of Good Governance through e-governance.

**Best practices for e-governance:** The best practices are a) consensus-oriented b) participatory c) effective & efficient d) following the rule of law e) transparent f) accountable. Good governance is supported by three things which include e-delivery, extensive feedback channels, and IT-enabled grievance systems.

**Service Delivery-- e-governance:** Service is the major aspect of the Corporate sector and HEI. There is a need for a paradigm shift.

Past	Present
1. Department centric approach	- Student-centric approach
2. Process orientation	- Service orientation
3. Output-based assessment	- Outcome-based assessment
4. Department view	- Integrated view

By and large, ICT run governance just translates existing manual processes to computerized ones whereas e-governance transforms the processes to bring the cultural change in the governance. ICTs allowed effective and efficient governance processes to deliver quality services to customers anywhere, anytime in a form convenient to the service receivers, and also to enable them in participating in government's policy framing and decision making.

**Maturity Model of e-governance:** It includes four important things. They are

1. *Web presence:* website is static and used to provide basic information to the citizen.
2. *Interaction:* Interaction is done with stakeholders through search engines, documents downloading, and e-mails.
3. *Transaction:* The user can perform complete transactions online. This includes payments like buying and selling.
4. *Transformation:* Processes are integrated and personalized.

**E-governance -- Functions at various systems:**

E-governance through e-services can best be understood by urban stakeholders rather than their rural counterparts. It can be used in a) Admission system b) Administration system c) Examination system and d) Finance & Account system.

A) **Admission system:** E-governance can be used during the process of admissions while collecting fees from the students.

B) & C) **Administration & Examination systems:**

1. Under one campus only all facilities are available.
2. Marks sheets, verification, revaluation, notifications are uploaded on the website.
3. By filling the examination form, one can get the student summary generated.
4. In results, all things are transparent.
5. Hall tickets, time table and results can be declared online.
6. Online application for Ph.D. supervisor declaration and research center recognition can be done.
7. An onscreen evaluation system is made possible.

#### D) Finance & Account system:

1. Conveying the monthly status of university funds to the departments of the university can be done online.
2. For paper checking and paper setting, all payments are made cashless.
3. University and Government scholarships are made online.

**Uses of E-governance:** We have to use E-governance in Higher Educational Institutes to do the work quickly, efficiently, and transparently. It is to be adopted for the following three reasons.

1. The exchange of information becomes easier.
2. It can change the pace of work extraordinarily.
3. It simplifies our work to the maximum extent.

#### Steps to achieve e-governance:

1. Have a vision of aligning IT with business strategies to meet e-governance objectives.
2. Have different strategies for IT alignment with core business activities and customer services. (society, parents & students)
3. Prepare a strategic long term action plan & roadmap by setting priorities.
4. A systematic approach to requirement analysis
5. A systematic approach to government processes. (Re-engineering)
6. Build management teams because teamwork yields good results.
7. Monitor and control democratic values in HEI
8. Adopt global best practices and standards while aligning IT with business.
9. Avoid vendor lock for technology solutions. In each domain of business activities in HEIs, adhere to quality conformance requirements in the Indian context.
10. Have a mechanism to measure performance, and ways for continual improvement.
11. Issues and challenges related to IT in the real world situation are to be addressed at the academic level itself to build a better future.

**Some Challenges in the e-governance system:** There are some challenges in the implementation of e-governance in our country. They are

1. Lack of realistic needs analysis
2. Lack of intra/interdepartmental collaboration for horizontal & vertical information sharing.
3. Lack of legal knowledge, e.g; rules & proper procedure.
4. Lack of optimal utilization of infrastructure.
5. Lack of sustainability in new changes.
6. Lack of IT literacy & lack of staff.

7. Fear of the digital divide.

Some more emerging challenges in e-governance are as follows;

1. How to anticipate the emergence of new technologies and respond to them quickly – Knowledge management. (Problem of information overload)
2. Appropriate search capabilities.
3. Design of semantic websites for improved higher education institute information access.
4. Monitoring of investments in e-governance.
5. Electronic customer relationship management (our online students)

**Initiatives of Government for improving service delivery:**

Outcome-based budget requires

- A) placing ministries, spending information in the public domain, etc.
- B) Every university is encouraged to develop its vision document.
- C) Identifying resources & skilled persons available & using them judiciously.
- D) Reducing the confusion and anxiety among the stakeholders.

**Conclusion:**

Higher education systems are getting more complex due to the growth in the number of public and private institutions so that the task of managing and monitoring the sector is becoming more specialized and demanding. The old model of total control from a central ministry of education is proving unsustainable in the long term and is being replaced by other models throughout the world. A national e-governance plan has been developed by the central government. E-governance is not magic, but hard work. If I have an idea, I must use it, otherwise I lose it. We must make use of technology before somebody overtakes us. We must follow what experienced people say, "Think big but start with a small action."

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## STUDENT PARTICIPATION IN HIGHER EDUCATION GOVERNANCE FOR QUALITY ENHANCEMENT

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### **Introduction:**

Students' role in higher education is invaluable. They play a key role in governance for quality enhancement. Of late many new trends have been coming up in Higher Education (HE). Higher education governance at the institutional level refers to the decision-making system or process. It includes the involvement of different stakeholders. Students are one of them. The formal participation is legally defined, whereas the actual one is practical participation or participation in practice. Researchers show different levels of student participation.

"Higher Education governance esp. decision making and its authorization take place at different levels – Clark, 1983.

“Higher Education decisions are made at five different levels, starting from subject level to supranational levels” – Jungblut, 2011.

### **Levels of HE Governance:**

Subject level. 2) Program level. 3) Faculty level. 4) Departmental level. 5) Institutional level. 6) National level. 7) Supranational level/International level.

Student participation at the institutional level i.e university level is most important since the university's main strategic decisions are made and authorized at the institutional level in most universities. At the institutional level or within the university, student participation matters about areas of participation, the time frame of participation in the policy process, and the basis or process of participation, whom to involve, and how to involve. In framing the curriculum, extra-curricular activities, etc, student participation is compulsory. In syllabus preparation, in departmental committees also their participation is needed.

1. Areas of student choice
2. Areas granted by the legal framework.

‘ The former depends on student movements and the political scope of student unions’ – Klemencic, 2011.

'The legal framework defines the areas in which to involve students and in which not to involve them' – Bergan, 2003.

The student movements show student interests on;

1. Academic issues: (teaching-learning activities, research, etc.)
2. Non-academic issues: (budgetary, administrative, etc.)

The political scope of student unions is also important. They should go by the guidelines of the universities. Their active participation is a must in decision making. The student movements are very important.

#### **Student Participation in HE Governance—Views of the Experts:**

1. "At the institutional level, many of the HE systems around the world have legal provisions to involve students in university governance or decision-making process" – Bergan 2004.
2. "Students' participation may vary in terms of formal and actual practice, and nature and mode of governance at the institutional level. Formal representation is ensured and recognized by primary and secondary legislation in HE"—Person, 2004.
3. "The gap between formal provision and actual practice in student participation is a reason for having different perceptions or views such as; equal partners, the future elite, the consumers, and the junior fellows." -----Luescher
4. "Democratic governance is a major part of students' participation. In democratic governance, all actors of HE including students are equal partners and expected to play equally important roles in the governance or decision making in HE" –Olsen, 2007.
5. "In the democratic governance, policy or decision making is an act of corporate network of public boards, councils, and commissions"—Gornitzka,1999.
6. "The unions of employees and students are also assigned equal significance in the university governance" – Luescher,2010.
7. There are different counter-arguments against the equal or full membership (partnership) of non-faculty members such as student members. Student participation as non-faculty members is supposed to weaken the decision-making efficiency of the university – Klemencie, 2011.
8. Student participation is assumed just a formality since students do not hold real influence and are required expertise in decision-making –Luescher.

#### **Student Participation –Different other Views:**

More studies focused upon the fact that student participation in decision-making refers to student participation in University governance. They should focus on attendance, activities, infrastructure, academic committees, departmental committees, etc. Students usually participate in

a) The university boards such as the university senate

b) The university department committee such as sports, entertainment, disciplinary committees of the universities.

"Various researches show that student participation is influential in the department committees of Kenyatta University" – Ribeiro, 2012.

"In department committees of the universities, students are supposed to be equal partners and expected to play an important role in the university governance or decision-making process, as discussed in the democratic governance -- Olsen, 2007.

### **Student Participation in Quality Assurance Process:**

For quality maintenance or quality control, student participation is essential. The review indicates that student participation in university governance is concerned with the quality of knowledge transmitted to them. In the governance of the university, student representatives have participated as overseers in the quality assurance process.

"The major role of the student participants or representatives is to represent the student mass and communicate voices of the mass in the decision-making process" – Zuo 1995.

**Conclusion:** In any higher educational institution, students are the main stakeholders. The progress of the students is the progress of the nation. They build the nation with new ideas and skills. So, educational institutions have to give them the right orientation towards their participation in various activities to give them a rich experience. Knowledge and skills are important for them to participate in various activities. The institutions should help them as training grounds for preparation before entering the jobs. Thus an effort is made here to remind the students of their participation in governance in Higher Education.

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## INNOVATIVE TEACHING-SKILL DEVELOPMENT-KNOWLEDGE TRANSFER

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### **Introduction:**

The all-round development of the students depends on the innovative methods of the teachers. At the college level, the attitude of the student also plays a key role. With more emphasis on skill development, the advancement of knowledge and transfer of knowledge is not given the required importance. More and more stress on superficial communicational skills, computer courses like Tally, MS Office, Photoshopping, and some other certificate courses are just able to create some jobs for our youth. This halts the progress of the individuals. They will be ready for the jobs that are less paid and have less scope for vertical and horizontal growth. Such jobs prove to be good initially as they provide some economic support to the students. But the aim of education, especially at the higher level is also to enable knowledge generation and knowledge transfer. Along with the generation of jobs, Higher Education should also cater to the needs of society. The knowledge gained through learning and research should be of benefit to the larger society along with the individuals. This is where innovative methods play an important role. The Autonomy provided to the teachers in TLM (Teaching Learning Methods) with guided supervision will enable such knowledge transfer and allow "Organic Intellectuals" to evolve. This paper deals with the above aspects in detail and tries to establish that skill development should also focus on knowledge transfer for the all-round progress of the society in general and individuals in particular.

"The Aim of College Education is not Teaching of Facts, but Training of the Mind to Think"  
-- Albert Einstein.

College Education plays a very important role in shaping the future of a student. The school stage and the +2 stage have their roles, but the college level is very important. Independent thinking, Development of a critical view, and exposure to the wider society happen more in this stage. So, the role of the Teacher and the policies of the overall Education system will have an impact. CBCS was introduced from the 2015-16 academic year and the semester pattern came into operation. This was started to see that students have more access to skill development courses and our students can have an understanding of the International practices. With the introduction of Fundamental Courses along with the regular syllabi, there was a

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widespread hope that students would be benefitted more. The emphasis was more on skill development and less on the knowledge part. When the knowledge part takes the back seat, the overall intellectual development of the individual in particular and the progress of the society, in general, takes the back seat. This is more important for the students in the age group of 18-21, where concepts on the subjects are rooted and a wider understanding of the general society will take shape. The role of the teacher and the curriculum is the key to inculcating the spirit of inquiry among the learners. They have to set goals on the Teaching-Learning Outcomes and assess the level of achievement. But the emphasis on skill development is curtailing the advancement of free thought and innovation. We will try to put forward some innovative practices that probably may enhance creative thinking among the students and provide them with a platform to evolve as individuals with special or advanced thinking capabilities, or 'Organic Intellectuals' as Antonio Gramsci professed. We also believe that only such individuals will develop a variety of skills which are useful for their sustenance in daily life and also form the base for knowledge transfer in the society around them.

A Teacher should have an awareness of the real-world activities that are going on around him in the day to day life. The problems that the people face and the impact these problems have on the education system at the college level, especially in rural and Semi-Urban areas from where the majority of the students attend colleges should be kept in mind. The Teachers should develop empathy towards the students, for the majority of the parents of these students, work as Daily Wage or Migrant Labour, and for the day to day livelihood is of utmost importance than the education of their children. The students are not motivated like the students of the urban middle class or salaried parents. The teacher should be the motivator and prepare the curricular and extracurricular activities that motivate him towards Discovery and Inquiry.

Teaching and Learning activities should be creative, interesting, and participatory. Activities like Role Plays, Group Discussions, Seminars in the classrooms, Group Project activities will develop a sense of responsibility among the students and they also provide space for Novel Thoughts, which may change the attitude of the students and may drive them or him/her towards more Inquiry. The positive effect, a stimulative and cooperative classroom provides, is enormous. The activities like Field trips or Field Visits will help in developing real awareness among the students and take them nearer to the society. Another Innovative way which is being implemented in reputed institutions for quite some time now is the "Flipped Learning Network" or "The Flipped Classroom Model". Students go through the topics or the material before they attend the class and with that prior experience, they listen to the class. This is one of the best methods to involve the students actively. In a survey on this method, 71% of the Teachers expressed the view that after using the Flipped Model, there was an improvement in

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the Receptive and Retention abilities of the Students. Thus Innovative methods should be used by the Teachers so that the minds and thoughts of the young ones can be trained to learn something that is not in the textbooks and that cannot be learned in the classrooms. The Group Activities will improve the capacity of integrated understanding and also increase the ability to use knowledge intelligently. Now, let us ponder over skill development and how Innovative Teaching can be used to link skills to Knowledge Transfer.

More and More emphasis on skill development is narrowing down the opportunities for the students. The horizontal growth that is required to enhance the thinking capabilities is not getting the required impetus. The chances of vertical growth, which is promoted by skill development activities, are being used only by some individuals. Skills are those which require refinement and advancement. But the students of our colleges who are trained in Communication Skills, Tally, Hardware networking, and such other courses can get less paid jobs only. Their growth is also limited or restricted to some level only. This is because of less knowledge base and more emphasis on skills. They (Skills) need to be updated regularly and for that, a strong knowledge base is a must. On the other hand, a wide range of skills can be introduced and developed if the emphasis is on Knowledge creation and knowledge transfer. All the Skill courses mentioned above can be made part of the actual curriculum and be trained with talented teachers and by providing State Of The Art technical facilities. Skills should be Interdisciplinary, i.e. Science and Engineering students can be empowered with skills in Arts, Music, painting, drawing, Sculpture, along with the normal Communication Soft Skills.

The Arts and Commerce students can be empowered with skills in General Science, reasoning along with Communication Soft Skills. This will enable skill empowerment among the students. The other skills required for the job can be taught along with the regular subjects. This provides a strong knowledge base along with the skills required to lead a life. Apart from that, they will develop a Dialogue- a meaningful and fruitful dialogue with the society; they also imbibe a sense of awareness about the lives of different people, they come to know what empathizing means and also respect people with different opinions. All these put together will draw them into a new world of imagination where Inquiry and Critical thinking are the major players. Once the fire is lit and the thirst for knowledge is kindled there is no stopping for their Imagination and Innovation. Teachers are very important for this to happen. They should be allowed to participate in the framing of the curriculum. There should be Autonomy in Teaching along with Guided supervision for quality sustenance. Learner autonomy also plays a very important role. The students should be allowed to choose the subjects and the skills they wish to learn or they are interested to learn. Then they will have opportunities to use their potential and sharpen their wits.

When the students are provided with opportunities to improve their abilities, they will develop into persons with Reason, Empathy, and Compassion and above all knowledgeable ones who carry forward the spirit of oneness. They will develop into intellectuals, who help society. After all the ultimate aim of Education is to look after the well being of the society we live in and the country which gave us life. Such intellectuals will strive to reduce poverty, remove inequalities, strive to protect the health, inculcate the great quality of Gender equality, Create environmental Awareness, and work to foster Social Cohesion. This happens when knowledge transfer takes and aims to bring about a positive change in society. Innovative Teaching methods aimed at sustainable Teaching Learning Outcomes will help in Skill Empowerment and the process enable Knowledge Transfer. This will help the individuals to grow and also take the society along. The students who receive the concepts will connect with the society around them, they grow individually and also try to innovate for the all-round development of the community around them. The spread of such Zeal and efforts, help to bring about positive changes that last forever, and also contribute to the general society in a meaningful and fruitful way. It also aims to create an equal playing field for all and bring about unity among the people.

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## HIGHER EDUCATION - CRITICAL CHALLENGES FOR INDIA

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### **Introduction:**

Education is a virtue that stays with an individual throughout life. It is the education in multiple streams which brings together as a multi-faceted society with a vast spectrum of expertise among its people. Innovation brings novelty in learning methods and the way education is structured. This also brings better employability and prospects. The power of innovation lies in its simplicity and affordability. Innovative models in the field of education have to be sustainable, scalable, and result-oriented. They must create an environment of learning which encourages original thinking creativity, and most importantly, delivering education to the last mile. Technology is bringing this much-needed innovation in the Indian education system. This can bring a paradigm shift in the way our students learn – from looking to seeking, from mugging up to learning, from copying – pasting to exploring and inventing, from less participatory learning to experiencing and creating. India has been an important seat of learning since ancient times with institutes like Nalanda and Takshila. Today, the country is fortunate to have a youth population like never before. This demographic dividend can be utilized with the right opportunities in education providing them the skill set and experience to aspire big.

Nelson Mandela has called Education as the “most powerful weapon which you can use to change the world. ‘ it is the key to eliminating gender inequality, to reducing poverty, to creating a sustainable planet to fostering peace, and to preventing needless deaths and illnesses.

The need for quality, relevance, and employability are integral components of any discourse on higher education, driven by access, equity, and affordability. With the size of Indian young demographics and demand, an increased and demand, an increased and sustained focus on the development of its human resource is imperative.

India aims to become a five trillion-dollar economy by 2024-25; the realization of this goal is incumbent upon the capability of its education and training institutions to equip young Indians with knowledge and skills relevant to an evolving job market. It needs quality, excellence, innovation, and constant up-gradation.

India's draft National Education Policy aims at increasing the gross enrolment ratio (GER) in higher education to at least 50 percent by 2035, which would mean that one in four

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graduates in the world would be a product of the Indian higher education system. The current GER stands at just 26.3 percent, and doubling it in the next 15 years will require significant reforms both at the planning and execution level. India's GER is lower than the global average of 36.7%.

India enjoys a demographic dividend. Population of its working-class is larger than its non-working population. It is the world's youngest country with an average age of 29. The average working age in the United States is 40, Western Europe is 46 and Japan is 47 years. Thus, India will not only have a young workforce to fulfill its domestic needs, but it also has the opportunity to be the global hub for the skilled workforce. This opportunity is also a challenge. The Indian youth need education and skills, and the current Indian system has to be well equipped to handle it.

Of the 993 universities in India, nearly 39 percent are privately managed. Of the 39,931 colleges, 78 percent are from the private sector (Aided and unaided). Private colleges cater to 66.4 percent of the total enrolment in higher education, which means that a mere 22 percent of government colleges are catering to a disproportionately large number of students who could not afford to seek higher education in private Higher Education Institutions (HEIs).

Increasing social aspirations have made the education divide between urban and rural centers more obvious. Five Indian states – Uttar Pradesh, Maharashtra, Tamil Nadu, West Bengal, and Karnataka – account for more than 54 percent of the total student enrolment in higher education. Of the 39,931 colleges across the country, 50 districts (out of 731) account for more than 32 percent of it. As a result, although the college density (per one hundred thousand eligible population) is 28 nationally, it varies from seven in Bihar to 53 in Karnataka. The opportunity cost of higher education (commute, hostel fees, etc.) for the disadvantaged section is often too high and hinders the education process.

As of 2018-19, only 47,427 foreign students were enrolled in the Indian higher education system, which is not enough for a country with more than 950 universities. This number stands at more than 4,00,000 international students in China, more than 3,00,000 in Germany, India caters to less than one percent of all international students. The outflow of Indian students for education abroad is itself more than 15 times the inflow of international students to India.

India's recently released draft National Education Policy 2019 proposes inviting the top 200 global universities to establish foreign branch campuses in India. The Ministry of Human Resource Department (MHRD) has developed a five-year action plan name EQUIP (Education Quality Upgradation and Inclusion Programme). NITI Aayog has more recently favored the development of Exclusive Education Zones (EEZs) akin to SEZs in a few select cities in

Bengaluru, Hyderabad, Ahmedabad, Pune, Chandigarh, and parts of Sikkim, to boost growth in the inflow of foreign students.

As education remains a major key to employability and upward social mobility, there is a growing awareness among the rising apparitional middle class to invest in quality education. India will not have the capacity to meet this demand and its own. NITI Aayog and several other organizations have developed policy documents on higher education that have stressed the need for international assistance in higher education.

For nurturing long-term partnerships in building India's higher education institutions and fill the gap in this market by offering better quality courses, foreign countries are being discussed.

International education is Australia's third-largest export industry. As a world-class provider of education and training, Australia is well-positioned to partner with India in the higher education sector. The number of Indian students studying in Australia has grown by 71 percent since 2014, with 107,673 students enrolled to study in 2019. Out of all the international students in Australia currently, Indians make up for 15 percent. After the US and UK, Australia is one of the top preferred destinations for Indian students looking to studying abroad. However, the present trend of only sending students to Australia is not a sustainable one and a creative and innovative collaboration may be established between countries like Australian and Indian Universities to design joint course offerings that can prepare students for the job market.

Indian Government's initiatives like the Global Initiative of Academic Networks (GIAN), which provides funding for teaching at selected Indian higher education institutions, and the Scheme for Promotion of Academic and Research Collaboration (SPARC) are opportunities that can be explored.

The education landscape is changing vigorously; exciting development is taking place at the confluence of the intersection of the confluence or intersection of two fields. Partnerships may look beyond silos and into areas where Australia has an advantage and India has a need, for instance, in mining safety, bioengineering, signal processing, health systems, artificial intelligence, cybersecurity, climate change. Integrated degree and multi-disciplinary learning are emerging as areas of interest.

Despite the tripling of the Indian population in Australia since 2005, knowledge about India in Australia is low. Six universities in Australia taught one Indian language in 1996. Now only two do so. This could also help both the countries in creating new opportunities for students, colleges, and universities at the central and state level to explore partnership potential.

English language teaching and training, use of technology for experiential learning, and equipping and training teachers/faculty can be explored for building capacities where Australia has major strength, including partnering with major government initiatives like the Rashtriya Uchhatar Shiksha Abhiyan (RUSA). Research partnerships can also be developed that could deliver solutions to specified problems in the water, infrastructure, poverty alleviation, security, health, and governance. Increase focus on vocational and professional-led education can help India find ways to upskill 400 million workers by 2022.

### **Conclusion:**

Educational outreach in India must be a true partnership that is beneficial to both partner countries, driven by multiple policy dialogues, institutional partnerships, research collaborations, capacity building initiatives, and student enrolments.

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## **TOMORROW'S LEADERS, AN OUTGROWTH OF TODAY'S STUDENTS-AN OVERVIEW**

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**Introduction:** Today the students are at crossroads. They need to be guided in the right direction. In this technology-led era, it's natural for them to get carried away by the latest developments. At the same time, there is some danger of being crushed down in spirit for not coping with the pace of change. Here comes the role of the institution as well as the teacher. He should grow into a good leader with a spotless personality. A good nation takes shape only with such type of leaders.

"Education must provide a climate for the nurture of values, both as a personalized set of values, forming one's character and including necessarily social, cultural and national values, to have a context and meaning for actions and decisions, and to enable the persons to act with conviction and commitment" –The Ramamurthi Committee, 1990

In the backdrop of apprehension that India is going to be a hub of highly unemployed and unskilled youth, there is a need to have a paradigm shift in education because our present education system is not in a position to satisfy the present needs. The miserable thing is that the number of institutions is increasing but the jobs are not growing in the same proportion. Moreover, employability skills are scarcely found among the graduates and post-graduates to catch hold of the job opportunities at hand. This is quite alarming and saddening. Where goes wrong? Now the students have multiple avenues to get the information. Unless the faculty members change their teaching methods to satisfy the needs of the students as per the demand of the market, their significance will be diminished.

Predicting the coming changes and changing ourselves accordingly is the need of the hour. For instance, before the oncoming of the cell phones, Kodak photographic company was booming. Once cameras are installed on the cell phones, their demand has gone down. This happened due to the company's failure to get adapted to the winds of change. So also, if the teachers are not compatible with the changing demands, they are bound to fail and the institutes will move closer to closure. Unless there is value addition, why should a student come to college

at all? The educational institutes should try for the holistic development of the students by providing them technical help, entertainment, career opportunities by tying up with companies through MoUs, etc. They should be counseled to possess various good qualities as follows.

- a. **Possessing good character & acting as a leader:** Having good character is the utmost requirement in one's career. A student has to be humble because humility is the key to success. Integrity and ethical code should be at the core. For that, some spiritual training also should be given for the blooming of his character. Sarvepalli Radhakrishnan says, "If we exclude spiritual training in our institutions, we would be untrue to our whole historical development". The students should grow into responsible and respectable leaders. If a person is corrupt and his mind is filled with malice, how can he take the right decisions? On the other hand, if he is honest, he can take selfless decisions, and even if he goes wrong, he will be courageous enough to accept and correct them. Now we need leaders with spotless character. D.D. Eisenhower has once said, "The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is a football field, in an army or the office or the university". A true leader translates the vision into reality. According to Martin Luther King Junior, "A genuine leader is not a searcher for consensus but a molder of consensus". In the words of Queen Elizabeth-II, "Some attributes of leadership are universal and are often about finding ways of interacting people to combine their efforts, their talents, their insights, their enthusiasm and their inspiration to work together". We need to build and send out people of such spotless character from our colleges and universities.
- b. **Possessing Hard & Soft skills:** Skills are acquired through practice but talents are inborn abilities. To be able to move in the society with dignity and decorum, a student has to acquire both hard and soft skills. Hard skills are related to our body and soft skills are related to the mind. The former can be sharpened through physical training and the latter with the training of the spirit. To know how machines can be handled is a hard skill, whereas to know how people with various mindsets can be handled is a soft skill. The former is easier than the latter which includes the balancing of emotions, maintaining inter-personal relations, sympathizing and empathizing with others, etc. The growth of any person or company depends on the extent of these skills they possess. Communication is a process of creating meaning between two or more people. It's essential for survival in the social life of human beings. The students ought to be equipped with communication skills, critical thinking, and creative thinking abilities. "Give thy ear to everyone and thy tongue a few" is the Shakespearean quotation to follow. Just speaking the good language is not enough, but paying compassionate attention to what others say about their concerns and then responding accordingly will

work. Google has once announced that they do not recruit those who have mere degrees but recruit those who have skills. In higher education, the students are to be taught how to accept criticism and react positively. This skill helps them in making financial decisions also.

- c. **Possessing the quality of 'help others first':** The students are to be made acquainted with the quality of 'help others first' which helps them a lot. Giving preference to build an amicable relationship with others, showing concern with those who work with them, attending to their needs without selfish ends, working for their benefits, giving 'I am here for you' like assurance to others will help them a lot.
- d. **Foresightedness & Appreciation:** Imagining possibilities or predicting the future and proceeding with vision show the highest order of thinking. The students may be given certain tasks to perform effectively. They should be appreciated for whatever progress they show. This appreciation will boost their spirits and help them to negotiate the conflicts. They must understand that conflicts and diversities are always there in everybody's life and that they can be solved with a little bit of patience and foresightedness. They will also learn the quality of appreciation to be used in due course.
- e. **Continuous Learning Ability:** Learning should be a continuous activity. There is no end to learning. Where a student thinks that his learning is over, there ends his growth. He should grow to be an efficient leader because leaders are scarce in the world nowadays. By updating knowledge in the core areas as well as other arenas a student has to become a strong source for guidance. This learning ability will help students think and act strategically.
- f. **The positive bent of mind:** This quality helps the student grow fast as it keeps his spirits wet. Defeats appear to him as stepping stones and he takes them as opportunities and tries to learn a new thing from every defeat. He knows well that 'failure is success postponed'. So there is no possibility of disillusionment or disheartening in his life. Optimism carries him to boundless skies whereas pessimism pushes him into a bottomless pit.
- g. **Possessing Emotional Intelligence:** According to the *Oxford Dictionary of Psychology*, "Emotional intelligence is the ability to monitor one's own and other people's emotions. It helps to discriminate between different emotions and label them appropriately and to use emotional information in thinking and behavior". We should know that 'to deal with persons means to deal with their emotions'. So, dealing successfully with others' emotions can be called emotional intelligence. Emotions are ingrained. So, invalidating them is unnatural. Emotional intelligence is the use of positive/optimistic thoughts for managing emotions of ourselves or others in our team. Having Emotional intelligence is being sensible and sensitive. We have to put four questions and try to get solutions. 1. How are emotions evolved? 2. Which emotions are predominantly found in humans only? 3. How

are they useful? 4. How can we apply them to our day to day lives? etc. Thoughts and emotions are the two sides of the same coin. Emotions are psychological whereas feelings are visceral. Fear, anger, jealousy, frustration, depression, etc are emotions. Palpitations, butterflies in the stomach, tightness in the chest, etc, are the feelings. Emotions are with us, and we are not with emotions. Accepting, acknowledging, admitting, and articulating are the four steps to control emotions. The reality-based or rational emotions are; concern, irritation, and sadness, whereas unreality based or irrational emotions are; anxiety, anger, depression, phobia, and worry. Emotional intelligence is also useful in times of 'crisis management', 'do or die' situations or when we need to make decisions fast, etc. Some of the advantages of emotional intelligence are a) The widest range of acceptance. b) Better performance in employment. c) Healthy and effective interpersonal relations. d) Easy and flexible life.

How can we enhance emotional intelligence? Some ways of enhancing emotional intelligence are a) By changing our perspective. b) Through self-introspection. c) By connecting with the people empathetically. d) By adopting a sense of humor. e) By resolving conflicts positively. f) Through recreation and hobbies. g) By inculcating moral outlook etc. So the students should equip themselves with emotional intelligence for quicker growth in life.

- h. **Celebrating work with enthusiasm:** Taking delight in what you do is nothing but enthusiasm. 'Work is worship' is a popular saying. An enthusiast, driven by positive thought, is always bent upon doing work perfectly and getting it done smoothly and sweetly. With this positive attitude to work and with his admiring personality, he animates the personality of his subordinates. He lets them enjoy freedom with responsibility. He makes them cooperate and works for harmony. With his patronizing smile, he wins their respect and extracts good work from them. By maintaining interpersonal dynamics, he establishes a healthy work culture in the workplace. A student has to inculcate this work culture with love.
- i. **Self-Motivation:** Motivation is to have energy at body, mind, and soul levels. These levels are different in different people. It is a psycho-social phenomenon. A person does work volitionally after getting motivated. It's nothing but doing the work with mind and heart. Demotivation kills our energy and leads us to depression. By going through the autobiographies of great people, a student gets self-motivated by understanding their personalities, hobbies, lifestyles, and their resourcefulness. We grow with the character when we read their books and watch their actions. Motivation is a tonic that helps us

boost our spirits. Hence the students have to adopt this quality to lay inroads to their success.

- j. **Judicious use of modern gadgets:** Technology is pouring down many electronic gadgets into the markets day by day, tempting the students so much. Internet and cell phones are available to everyone including a child. Here is the test for the students as to which one to accept and which one to get rid of. By the judicious use of these gadgets, he can reap a lot of benefits. Or, if he misuses these things, he will surely become mad and ruin his career.

**Conclusion:** A genuine leader connects himself with his subordinates, shows fellow feelings or empathy towards them, allows them to ventilate their emotions and worries, tries to alleviate their pains, and stands by them all the time. By being synergistic, he maintains "I'm o.k, you're o.k" policy and helps to build harmonious relations with all. A student has to develop leadership qualities by actively involved in college activities, extension activities, NCC, and NSS activities where he needs to work in association with many people of his kind. By participating in the societal activities vigorously, he will get the grasp of local problems and by attending to these problems, he gets enough experience to solve big problems he will have to face in the future.

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## DIFFERENT WAYS TO IMPLEMENT INNOVATIVE TEACHING APPROACHES

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### Introduction:

Teaching is one of the important roles of an academician. Therefore, it is important to know how to teach effectively. The biggest challenge any teacher faces is gaining the students' attention and pushing across ideas in such a way that it remains with them long after they have left the classroom. To achieve this, we need to redefine classroom experience and inventive ideas that make teaching-learning methods more effective. However, there are many newer innovative teaching methods, which could be used to enrich the traditional lecture form. To facilitate all the students with personal differences under the same roof, a teacher has to adapt curriculum and lesson plans while bringing innovations in his teaching methods.

In India, students from towns and far-flung areas come to developed cities for higher education. This has made the classrooms a mix of students having a diversity of age, gender, exposure, language, and family backgrounds. "The students in colleges are diverse in different attributes such as culture, family background, region, and schools where they have been studying. Due to such diversities, students' learning needs are also becoming increasingly diverse. A new challenge is to look for teaching ways that can focus on their needs. To respond to such diverse needs of the students at higher educational levels, different innovative teaching and differentiated strategies and methods are being used by the teachers in their classes. For the last three decades, innovative teaching methods to deal with the diversity of today's students have been widely used worldwide." (Barakzai, 2004)

Compared with subject-centered approaches, learner-centered and problem-centered designs are often described as having greater potential to impart to the next generation. "Over the years, there has been a big change in the thinking process of educational theorists. Major policies are more concerned about equality of opportunity for education and employment opportunities for graduates" (Teichler, 2004). Worldwide government and private education institutions are focusing on the need of meeting the diverse needs of students, and they are more focused on learner-centered teaching. "Teaching methods and strategies are more flexible now. There seems to be a close interrelation between the diversification and flexibility patterns of higher education. The more diversified and flexible higher education systems are, the more they will exercise a universal access policy to meet the diverse needs of the students." (Guri- Rosenblit, 2006)

India, being a developing country has fewer civic facilities in its cities. Its remote areas are yet deprived of basic needs including education. Higher education is limited to some big cities only, due to which people from small cities and far-off areas are compelled to travel to big cities for higher education. These situational and dispositional barriers created by 'institutional inflexibility' (Billingham, 2009) have made it difficult for students to adjust to a new environment with their diverse needs. "If higher education institutions want to focus on student learning outcomes and success, then they need to implement innovative teaching strategies and methods as several Australian universities have accepted the requirement of the provision of English courses for their international students." (Morris & Hudson, 1995)

### **Innovative Teaching:**

Innovative teaching involves the creativity and uniqueness of the teacher which alters the style and technique of teaching. All over the world, educational institutions are employing new ideas, methods, and technology-based innovations to enrich the students' knowledge. Innovative teaching is essential for the present and future of education to assist students to attain their full potential. "Innovative teaching is a prerequisite for all teachers to meet up the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance." (Chou, 2010)

### **Advances of Innovative Teaching**

#### **1. Enjoy What You Do**

You can give your best only if you truly enjoy what you do. You will be more creative and motivated when you are not stressed. Loving your work keeps you relaxed and give you room to try out new ideas.

#### **2. Audio & Video Tools**

Integrate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, and pictorial material.

#### **3. Brainstorm**

Make time for brainstorming sessions in your classrooms. These sessions are a great way to get creative ideas. When you have multiple brains focusing on one single idea, you are sure to get several ideas and will also involve everyone in the discussion. These sessions will be a great platform for students to convey their thoughts without having to worry about right or wrong.

#### **4. Classes outside the Classroom**

Some lessons are best taught when they are taught beyond the classroom. Organize field trips that are related to the lessons or just simply take students for a walk outside the classroom. The students will feel fresh and exciting and will learn and remember the things taught faster.

#### **5. Role Play**

Teaching through role-playing is the best way to make students step out of their luxury zone and expand their interpersonal abilities.

## **6. Welcome New Ideas**

An open-minded attitude can help you innovate new teaching methods. Though open-minded, sometimes most of us show an unwillingness to new ideas. A teacher should always try to take on new ideas even if it looks strange at the beginning.

## **7. Puzzles and Games**

Learning is exciting where puzzles and games are part of education. Children may not feel they're learning when their lessons are presented through games. Puzzles and games help children to think productively and meet challenges.

## **9. Refer to Books on Creativity**

There are a lot of books on creativity. Choosing the best works and learning new things will be beneficial for our professional development as well.

## **Innovative Learning Techniques**

### **1. Crossover Learning**

These relationships work in both directions. "Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn." (Vaughan, 1998)

### **2. Learning through Argumentation**

Argumentation helps students attend to conflicting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists work together to establish or disprove allegations. Teachers can spark meaningful discussions in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to fabricate explanations.

### **3. Incidental Learning**

Incidental learning is unplanned or unintentional learning. It may occur while shipping out an activity that is seemingly unrelated to what is learned. Early research on this topic dealt with how people learn in their daily routines at their workplaces (Teo & Wong, 2000). For many people, mobile devices have been integrated into their daily lives, affording many opportunities for technology-supported incidental learning.

### **4. Learning by Doing in Science Courses (with remote labs)**

Engrossing with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, enhance conceptual understanding, and increase motivation. Remote lab systems can reduce barriers to involvement by offering user-friendly Web interfaces, curriculum materials, and professional development for teachers.

## 5. Personified Learning

Personified learning involves self-awareness of the body interacting with a real or simulated world to support the learning process. In personified learning, the aim is that mind and body work together so that physical feedback and actions reinforce the learning process.

### Conclusion

By incorporating new methods students are motivated to give more attention and preserve the information better. The core intention of teaching is passing on the information or knowledge to the minds of the student. Teaching depends on a successful mode of communication. Innovative teachers and faculty developers need each other. Instructional consultants in teaching improvement centers are the chief advisors who strengthen those who bring inventiveness into their teaching. Innovative teachers are promoters and models of effective teaching.

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## INNOVATION IN EDUCATION AND TEACHING WHAT? - WHY? - HOW?

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### **Introduction:**

Mineral water in plastic bottles is a path-breaking innovation of contemporary business genius. The use and throw principle have its hay day. As a result heavy, old fashioned copper water containers went out of the scene. Plastics brought in comfort and convenience but, the water caused disease. No doubt, it took time to realize the truth. Change has started to set in. Copper once again visits the water market. Now, looking lovely and handy as plastics. The description presented bears close resemblance with ever-changing pedagogical and content innovations introduced in Education. Presently use of ICT methods has become a synonym for innovative teaching. Digital technology, virtual classrooms, ELL, etc., are the buzz words heard everywhere in Educational Institutions. Despite the rigorous activity, the quality of education is seemingly the same. In this context, the present paper tries to define the concept of innovation. Further, it examines what is it to be innovative in Teaching. The paper attempts to prove that the learner never likes to lose 'hisses' (self-esteem) and his world (language, culture, ideology, social values, gender consciousness, etc) in the process of learning. Through concrete examples, the paper attempts to shed light on how familiar content provides a launching pad to explore the untraded regions of knowledge.

Googling of the word Innovation shows the meaning of change. Other popular dictionaries also define it more or less similar. People often confuse creativity especially the collecting of ideas with innovation. The opinions of 15 prominent personalities across a wide variety of professions on innovation help to see through the nature of the concept. To quote a few of their comments are as follows

- Stop talking about innovation. Focus on transformative cooperation.
- I am not innovating if I am not bettering people's lives.
- Executing an idea to address a specific challenge that achieves benefit both to the company and the customer.
- Most often innovation is thought in terms of the benefit or profit to the company. But the real value is generated only through the acceptance of the customer.

The way the statement sound says they are from the people belong to Commerce, Marketing, Computer, or Corporate world. The present paper attempts to apply these add sticks to the field of education and pedagogy. Innovation must not be mistaken for the invention. Innovation combines things that already exist. A Telugu film song describes the idea accurately by saying "Swaramulu edaina ragalenna"(Seven letters in combination give birth to infinite ragas")

Those were the days when the structural approach in language learning was newly introduced. The teacher presents different sentence forms to the learners. The task goes as follows: "Madhavi loves you, the teacher says." Great relief!, How come the teacher makes it out? Thinks the boy as his heart hops with joy. With no pause the teacher continues, "Madhavi doesn't love you", poor lad, heavy thud on him! His rock-solid hope dries up as disappointment descends he shrinks in a coil. "Does Madhavi love you?" shoots the teacher again. "What strange play is this?" This is what all I await whole my life. He cries out his agitated mind in silence. Stretching his confusion further, "Doesn't Madhavi love you?" comes out the splinter. The boy has no words his soul breaks. Undoubtedly the degree of exaggeration is high in the description. However, it is not be ignored that this is the very way how the structural approach intends to design the instructional material which was lauded to be innovative and considered a major change in the domain of ELT. Since then leaving the names aside many approaches came and went but the learners' standards remain the same.

Now the bell of innovation bangs even louder. The English class is a dizzy English class. The teacher has a power screen to present his tricks of the trade. His mind metamorphosed into a pen drive. He is, of course, a man of PPTs. Localizing the global language he displays the picture of their college on the screen and says "Ours is a good college." "Ours is not a good college." "Is ours a good college?" and "Isn't ours a good college?" As was his students earlier, he scores a dip in the sea of confusion as he finishes his question. Somehow he resists his mind not to blurt out the answer. Innovation has been constantly setting in the form of new methods and materials causing no visible qualitative change in the predicament of the learner.

"What do you love to read the most?" When a high school going boy was asked, without a moment delay he replied "Anything but my school books." When his internet accessed note-pad, his expensive Byjus application, attractive video lessons on presentation tube, highly qualified teachers, amicable learning environment, home tutorials, parental care, and concern stand inadequate to score a point to get him close to his textbooks the issue has got to be seriously analyzed. The curious fact in his biology textbook that 'Scorpions have book-shaped lungs' exited him as cold as the dry question "What is the capital of Brazil?" His ability to memorize tens of odd-sounding names of Kenyan cricketers doesn't seem to help him to recall

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the 5<sup>th</sup> group elements in the periodic table. The fact that the Earth is a wonderful large magnet never occurs to him while he fondly plays with smaller magnets in his play toys. What goes wrong and where should the innovation happen? In the Methodology?, In the content material?, In teacher training, In administration? In the policy-making?, In parental outlook? In redefining goals? Or Where? Smaller or greater a visible change has been noticeable in all these aspects. Conversely, the all-important aspect namely the choice or interest of the student to learn has been conveniently pushed to the back seat.

“Where there is a will there is a way?” a truth known even to thumb suckling boys. If there is no will? What will happen? The blank is left unanswered for ages. In the name of responsibility and love for the nation every ruler, policymaker, teacher, the parent has been trying to fill up the blank for the little ones. Innovation in all shapes and forms is flowing in. The realization of the fact that no one will never achieve it without his (the student) co-operation is yet to happen. The learner co-operates when he loves his doing. He loves it when the choice is his. He means the very same when Gandhi says, "Education brings out the best in man." Who knows better than the student himself about the best that lies in him?"Seeds are in there to grow. Out word, care is only to support the growth. Eventually, fruits will be of the seeds kind. The very idea led to the proposal of multiple intelligence theory.

The theory has its basis from the observations recorded by the American developmental psychologists Howard Gardiner. When he happened to treat fits and people with brain damage he noticed that some are good at something, average or poor at other things. His experience caused him to postulate that the intelligence present in different human beings is not similar or uni-dimensional. The MI theory counts every individual a unique phenomenon. To simplify the concept, every learner has his perception of the world that cannot be the Photostat copy of any other. Hence intelligence is multiple. An innovative teacher never hesitates to explore an immense variety of learning styles, though some of them appeared to be strange at times. Dominant intelligence presents in an individual decide his mindset. For instance, a student with dominant verbal intelligence fits more to be a speaker than a player. If kinaesthetic intelligence is prominent in a doctor he prefers to be a Dental surgeon than a dermatologist. Despite harsh criticism from a cross-section of psychologists, the teaching fraternity wholeheartedly welcomed the new knowledge as a highly potent tool to peep into the heart of the learner. Patenting the theory as a new knowledge would eclipse the stunning pedagogical wisdom of ancient Indian masters. Drawing on from the epic Mahabharata. Drona is the Royal Guru of all Kuru Princes. Considering the Pandavas example, each prince is trained in war art. Dharma raja who lacks fervor to be a warrior has been shaped into a noble ruler. Letting Howard Gardiner speak for a moment the big brother's kinaesthetic intelligence is subordinate to his verbal intelligence.

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Talking about the others all the four brothers were proved to be brilliant fighters however, in different forms of warfare. Arjuna couldn't be Arjuna if he was taught sword fight. For that matter, the case of Bhima wouldn't be different. It sufficiently explains Drona's profound knowledge of the human psyche and learner preferences. The shrewd skill of Drona as an expert of war pedagogy to locate the various sub intelligence that constitutes a dominant intelligence will surprise the new generation psychologists and teacher trainers. Funnily the same MI theory operates in the opposite direction in the case of Prince Rama. He had to have two master trainers. The kingly Viswamithra trained him archery while the intrapersonal dominant Maharishi Vasista taught him Raja dharma. Doesn't it resemble the modern practice of team or co-operative teaching methods? Isn't the newly introduced Cafeteria model of learning the favorite, a replica of the age-old initiation of Taraka mantra (his type)?

"Character formation is Education" Vivekananda speaks his mind out. Does it require a special syllabus on the curriculum? Isn't Education an integrated whole? It is generally believed that the value or ethical side of education has been paid less attention nowadays for human achievement is primarily measured in terms of money and material achievement. Hence the experts feel it is necessary to design a special content to promote values in all spheres of life personal or professional. As usual, ever before, bulky foreign texts with abstract theories, high sounding jargon are being borrowed as prescribed texts. As a result, a flood of translated heavy texts have been streaming into hard teach the sensitive quality forming areas of human values, effective communication, leadership, environmental awareness, entrepreneur skills, etc., It seems the enlightened masters ignore the simple logic that experiences make entrepreneurs and leaders learn from life not from textbooks. While teaching 'Superlatives' instead of saying Gold is the most precious metal the example water is the most precious natural resource, we often waste makes the student think.

Man is the noblest creature on the Earth would make him understand the human grandeur. Imagine what goes across a student's mind when he looks at the sentence "John always eats junk food." What if he thinks, being a western John must be a clever boy. So I must follow his example. It is not the responsibility of one or the other disciplines of education, man-making process is the chief objective of Education as a whole. A biology teacher's statement that "The octopus has nine brains one each in every tentacle and the ninth one serves as central nervous system meaningfully explains the concept of decentralization or the need for interdependence between persons and nations. The dry fact of chemistry that the molar number is constant whereas the molar mass of individual elements vary can be used to inculcate a great sense in the learner if the teacher elaborates the truth that all human beings are the same as the molar number. Just as variations in molar mass of different elements differences are very

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common among individuals. Carbon is carbon because it is different from other elements. Oxygen remains only as O<sub>2</sub>. One extra atom will make it Ozone. Can we imagine the planet without oxygen? So everyone is unique and special in their way. Won't this help the learner to understand his fellow beings in a better way? Einstein's Relative theory if properly put into heads provides clues to understanding ever-changing human preferences and complex human relationships. The student should be made to realize that the fixed formulae of science would not work rigid at all times. To draw an example Newton's third law of motion perhaps may not understand how to explain Gandhi's response (equal opposite reaction) when he was slapped across his face.

The present paper doesn't discuss the bright career opportunities that are available for students from elite professional courses such as medicine or engineering. The focus is on the average UG students, especially in rural areas. To put it in a nutshell employability skills provide a livelihood. Therefore the slogan is to train the student in any skill however superficial it might be that would fetch them a job. The nature of these jobs is temporary. Hence they won't help in the long run. The skills introduced are more of global nature and rural students often find them foreign. They prefer to listen rather a funny conversation between two laymen in a village bus than a telegraphic English conversation between two astronauts in a space ship. His career may be more prosperous and assured as a vegetable grower than a mediocre workman at a call center. How is it to underrate a student looking at his low scores in communicative English or C language proficiency while he is a successful shop man has been already exhibiting extraordinary interpersonal skills. Keens or Martial Laws are always abstract to a student who is capable to record the slightest fluctuation in the trade of the market where he works. Special classes in the marketing skills are not required to the student who knows it well what, when whom, how to sell a product. There is no scarcity of employment in local areas. But the vital issue is to inculcate the knowledge to appreciate and respect the nature of work or dignity of labor among the learners. Finally, the divine duty of education is to ignite and irritate the learner to the point of self-assessment and self-progress.

**Conclusion:** It would be appropriate to close the article with an interesting anecdote from the novel 'Genghis Khan' by John Man'. The scene makes an effort to draw out the essence of innovation. Usthad Argasun has been a world-renowned musician. 25 years of hard, tireless practice has earned him unparalleled mastery over several new ragas. But the knowledge he gained sits as a burden on his shoulders. But he never experiences the tranquillity or peace that could be the outcome of his rigorous learning. Though the world stands him on a high pedestal, he is hallowed to himself. On the banks of Baljuna lake in the Gobi desert, he contemplates his predicament. In deep disappointment, he breaks his golden flute on a stone. Then, a sonorous

play of flute reaches his heart. The song is simple but unending. It floats down to fill all earth and heaven. The musician sees a Thar-that tribal boy sitting on a yak blows his coarse, primitive flute. The song is set in no raga. The emotion is artless. Each note is fresh and new. The old man never heard any song similar to the present one. It is an expression of sheer joy. Now Argasoon realizes the reason for his unfulfillment. He asks the boy "Who taught you the song? It is indeed a strange question. The boy stops and laughs. The word 'Teaching' evokes a great surprise in the young mind. The boy recklessly replies," teaching! what teaching? Who will teach? I just play on and on and the song happens. Indeed this is the way everyone plays.....”

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## THE ROLE OF ENGLISH DEPARTMENT IN QUALITY DEVELOPMENT

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English is an international language. It is spoken all over the world. The people of the world communicate with each other through English only. The English language is used in everyday life at home, in the market, in the office, at school, in college, etc. It is also the mediator of communication through mail and the internet. Moreover, English has been the medium of education in many parts of the world. Many important subjects like English, Science, Economics, History, Geography, Medicine, Engineering, etc. are taught in English. Without the knowledge of English, the student cannot get a scholarship in America, Britain, or other rich countries. The English language is also important to understand literature like Poems, Stories, Essays, Dramas, and Films. The politicians should understand English. If they cannot speak English, they cannot know world politics, they cannot communicate their ideas to foreigners also. English is used in industries, factories, and commerce. In our country, those who do not speak, write or understand the English language are treated as backward.

Today, even middle-class youth is struggling for education in foreign universities and they require proficiency in English. In addition to this, for a good placement in the private sector, in multinational companies, and to get Government jobs, knowledge of English is a must. English opens up new career opportunities. It would not be an overstatement to say that proficiency in English is a reflection of the educated class because the finest literature of the world is found in this language. Ruskin Bond has rightly said that books are the keys to the 'Kings' Treasures' and without the knowledge of English it is not possible to have access to these treasures. **It helps you to understand other languages.** There are many Indians who have achieved international fame by writing novels in English. Indians writing novels in English have won worldwide admiration. It is said that Indians are capable of writing in English and this capacity in English makes Indian engineers and scientists much sought after by the foreign companies. English has become the language of the internet through which we gain access to much knowledge.

Since many people speak the English language, **it helps connect us with the global world.** It can also help us in our personal and professional life. Nowadays, knowing a foreign language is important as it helps us to see things from a different viewpoint, or get a deep understanding of another culture. It helps one to become a better listener. The importance of

English cannot be underestimated. The greatest service the British did to us is that they have left behind to us the priceless legacy of English.

“Language is the blood of the soul into which thoughts run and out of which they grow”.  
~Oliver Wendell Holmes.

Language plays a vital role in communication. It is not only a means of communication of thoughts and ideas but also a bridge to build friendships, economic relationships, and cultural connections. We can only communicate with signs without language. But a language distinguishes the differences and also reveals the uniqueness of cultures in a country or a region or a community. Language shapes the way people observe the world and it also helps to define the culture of any society. It opens our minds and guides us into a magical world of hopes and dreams. Certainly, the proper learning of language helps us to develop ourselves, our minds, and also our personality. Human language is unique because it is a symbolic communication system that is learned instead of one that is biologically inherited from some people.

**Our Colleges & English Standards:** Most of the college students of India come from different mediums of higher secondary schools. Invariably the standard of English of these students is low. Most of them enter college life suddenly without having sufficient knowledge of the English language. Though there have been English as a subject in the learning system for nearly ten years in school life, their knowledge of English is very poor and unsatisfactory. They do struggle in many ways. Many of them feel inferior and also do not put any effort to improve their standards. Very few of them come out of their situation and shed their sweat to learn and to improve skills in the English language. My study thus attempts to render solutions to the problems faced by the students with special reference to English Language learning and communication. It will create an awareness to improve their standards. As teachers and professors, we will understand our students in a better way and so, help them out to walk towards the path of success.

The department of English has much to do to improve the quality of education because the improvement in any subject depends directly or indirectly on the English language only. A dedicated English lecturer can improve the standards of his/her students with the following techniques such as

1. Conducting English newspaper reading sessions: Every day the students may be encouraged to read papers like the Hindu, the Indian Express, etc, and prepare notes in their own words. Similarly, they may be asked to tell about what they have read.

This helps them a lot because the teacher is with them to guide them when they go wrong.

2. Giving Assignment: This helps the students to make use of their leisure time for good use. They may be assigned a task to do at home on any topic that can improve their language abilities.
3. Conducting classroom seminars: A good teacher always aims at imparting skills as well as values among the students. So, he/she may select a topic related to national leaders, national events, etc, and ask the students to get ready for the seminars. They must submit seminar papers also besides presenting them before all the students. By this, the students get themselves refined by continuous practice at home and in the college.
4. Organizing Programmes by students & for students: The students are asked to conduct programs like national voters day, martyrs day, mothers day, inaugural day, etc, and encourage them to participate in large numbers. This participation helps the students shed shyness, nervousness, and fear. They will be courageous enough to speak in public also when they acquire speaking skills here. This also helps them acquire leadership qualities.
5. Involving the students in Extension Activities: Today's students are tomorrow's citizens. So, they should be encouraged to participate vigorously in various extension activities so that they develop a service attitude now itself.
6. Project Work: This is a long term activity. The students may be given some project work on some topic related to language or literature. This enables them to refer to many books and thus they will gain a rich experience. This also helps them during the submission of their thesis for a Ph.D.
7. Arranging lectures from Experts: Experts' lectures will be of much use to the students as they give rich insights on many topics.
8. By being a model to the students: The teacher should be an example to the students in character. His/Her mannerisms, decorum, sincerity, and punctuality will have a strong influence on the character of the students.

**Conclusion:** English is essential in the field of education. Even in countries where it is not an official language, such as the Netherlands, Sweden, etc, the syllabi in science and engineering are in English itself. Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be in English only. At the university level, students in many countries study almost all their subjects in English to feel like global citizens. To develop India as a digital nation or to become a prosperous partner in global development, English plays a vital role. Keeping this in mind, the department of English should shoulder the

responsibility of leading the students by giving hands-on training to the students in the English language.

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## QUALITY IMPROVEMENT IN HIGHER EDUCATION BY USING TECHNOLOGY IN TEACHING

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### **Introduction:**

This paper contains valuable advice and guidance for teachers regarding the integration of educational technologies into their teaching programs. This paper reports on research that builds and extends a diffusion of innovations and adopter categories to accurately reflect and describe innovativeness with technology for teaching and learning. This also discusses the evolution of computers in widening the range of instructional designs available. This work is not just a recipe for ideas for teachers to use educational technologies in their classrooms. It contains some powerful strategies to encourage teachers to reflect on their practice when confronted with the use of these technologies in teaching. This work seems to be a self-contained course that tries to talk about the use of technology in education.

An easy way to understand the role of information technology in helping students learn a curriculum composed of knowledge and skills, and evaluated through assessment is to see that the tools, applications, media, and virtual environments are used as instrumental ones. Information and communication technologies aid by representing content, engaging learners, modeling skills, and assessing students' progress in a parallel manner. A global investment that is improving teaching and learning in schools has been initiated by many governments. Despite all these investments on infrastructure, equipment, and professional development to improve education in many countries, adoption and integration in teaching and learning have been limited. This article reviews personal, institutional, and technological factors that encourage teachers to use computer technology in teaching processes.

Although the use of computer technology in classrooms is an innovative approach in teaching, teachers with creativity might not use technology as intensively as they use other creative strategies in the classroom. The literature-based on technology professional development for teachers reveals that there is a long way to go in understanding methods of effective practice concerning various impacts of these activities in teaching and learning. From a definition of learner need, the specificity of activities and materials, and teacher and learner profiles, this article examines how technology has transformed teaching and learning. Through technology, teachers and researchers can access discipline-specific materials and situations and

compile corpora of specialized texts. Computer-mediated communication provides learning tools and opens up gates to the discourse community. These applications are examined within the current scenario, paying attention to conditions and challenges for implementation, as well as to the roles of teachers and learners. This article also focuses on the use of different technologies and modes for effective learning, the analysis of specialized texts, and the integration of emerging technologies that have made their way into social uses. Studies are emerging that show the importance of qualitative feedback in software's. Modern technologies available in education today are Communication lab, Internet, Technology Enhanced Language Learning, Podcasting, quick Link Pen.

**Various Technologies Available:**

a) **COMMUNICATION LABS:** Software are available to develop speaking skills. By incorporating suitable software through computers the students will play it again and again of their interest and try to improve their speaking skills, which are most essential in this modernized IT world. The use of headphones in the lab makes the students show interest over the subject and induces them to repeat again and again without feeling bored.

b) **SPEECH RECOGNITION SOFTWARE:** Speech recognition software also helps to improve the students speaking. This can convert spoken words to machine-readable input. The device recognizes the accuracy of what was read and then provides positive reinforcement, allows the user to try again, and in this way the learner As the user's skill improves, the technology reads less material so that the learner reads more. This software also evaluates and provides scores of grammar, pronunciation, comprehension with the correct forms; for example, if a student mispronounces a word, the learning tool can immediately spot it and help correct it. This device is very useful for distance learners because they don't have a teacher who can correct their errors in speech and so this device can help improve their speaking skills.

c) **INTERNET:** The Internet is a commonly acknowledged term and widely used by people throughout the world. Students are now using the Internet in the class to learn English. Online teaching inside the classroom seems to be interesting and makes the students find out the suitable materials for them. Students are instructed to do the grammar exercises which are available online. Students can use Skype, Messenger, Google talk, etc, to have conferences on line and other applications where students can connect with friends, other students, teachers, and even native speakers. In this way, students get exposed to a great amount of target language and this helps them develop their speaking skills.

d) TELL: TELL is the use of computer technology including hardware, software, and the internet to enhance teaching and learning of languages. Students are allowed to use online dictionaries, chat, and to view the various happenings around the world.

e) POD CASTING: Podcasts can be uploaded or downloaded. This audio helps the learner familiarize with the target language and teachers can use them as useful audio material that can be used in class for activities like discussions, besides, on the web, there are even particular podcasts for learners and these can include pronunciation for particular needs of students. Podcast undoubtedly helps learners in speaking. Podcasting is the integration of audio files where we can feed our materials and ply it inside and outside of the classroom. Students use i-pods to hear their favorite music files. In the same way, they have their education in the form of entertainment. Podcasts enable students and teachers to share information with anyone at any time. An absented student can download the podcast of the recorded lesson and can access the missed lectures.

f) QUICK LINK PEN: Quick Link Pen allows learners to copy and store printed text, Internet links. It helps to transfer the data to computers and enables the reader to get the meaning of the word from a built-in dictionary.

**Conclusion:** Using technology in learning a second language has become a real necessity nowadays. This paper has reviewed how technology can be utilized in developing the speaking skill of the learners, different methods for using technology in improving speaking skills. Educational institutions should modernize their technical instruction capabilities by using new equipment and by establishing laboratories for supporting the teaching process. Modern technological tools are much more interesting and provide fun and enjoyment in learning, motivate the students, and help them to enhance their language learning fruitfully.

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## **BIBLIOGRAPHIC DATA BASES OF DELNET ENRICHES ACADEMIC LIBRARIES: A STUDY**

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### **1. Introduction:**

DELNET (Development Library Network) is one of the major resource sharing networks in India, offering a range of bibliographic databases and services to facilitate the exchange of information among academic libraries in the 21<sup>st</sup> century. It has tremendously changed the way of seeking information towards online bibliographic databases, electronic resources, and services. DELNET service is very economic and useful to all academic library users. This article gives an overview of the various bibliographic databases provided by DELNET and describing their salient features

A bibliographic database contains bibliographic records. It is an organized collection of references to published literature, which includes journals specific to that particular field, newspaper articles, conference proceedings, books, government and legal publications, patents, etc. Bibliographic databases provide a descriptive record of an item, but the item itself is not provided in the database.

Bibliographic databases are one of the most essential search tools for both research and education. These are designed as a tool to find scholarly literature. Bibliographic databases are usually specialized in a specific field of study. Researchers try to cover the most important journals in their fields. Bibliographic databases publish the lists of journals that are covered on their website. The public can see which scholarly journals are covered by a bibliographic database

There are thousands of journals are published worldwide, but most bibliographic databases index only those that meet their specific requirements. Most databases contain the article citations and selected abstracts, but some contain the full text or links to the full-text sources. Indexation services are meant to give journals wider coverage for easy accessibility to their published articles.

**History of DELNET:** DELNET stands for Developing Library Network (formerly Delhi Library Network). It was registered as a society in June 1992 under the Societies Registration

Act of 1860 and is currently being promoted by the National Informatics Centre (NIC), Planning Commission, Govt. of India, and India International Centre, New Delhi.

DELNET is a major resource sharing library network in India. DELNET services play an important role in the aspect of providing information by using bibliographic databases and e-resources to all academic institutions. It is today important to learn and know the assessing the use of DELNET services among the faculties, research scholars, and students.

DELNET project is a good step towards the quality of higher education, where everyone can utilize bibliographic databases and e-resources in the best possible way at the medium cost. This is an excellent initiative, which should greatly help research activity in all academic institutions. DELNET facility will be useful for faculty, research scholars, and the student's community.

**Objectives of DELNET:** It aims to collect, store, and disseminate information besides offering networking service to users, to undertake scientific research in the area of Information science and technology.

- To promote sharing of resources among the libraries by developing a network of libraries, by collecting, storing, and disseminating information and by offering computerized services to the users.
- To offer guidance to the member libraries on cataloging database services, circulation, acquisition, serials control, online services, selection of hardware and software, etc.
- To develop a specialist bibliographic database of books, serials, and non-book materials.
- To develop a database of projects, specialists, and institutions.
- To coordinate efforts for suitable collection development and for reducing unnecessary duplication wherever possible.
- To undertake scientific research in the area of Information Science and Technology, create new systems in the field, apply the results of research and publish them
- To establish a referral center, to monitor and/or facilitate catalog search and maintain a central online union catalog of books, serials, and non-book materials of all the participating libraries.
- To facilitate and promote the delivery of documents manually and mechanically.
- To possess and maintain electronic and mechanical equipment for the fast communication of information and delivery of electronic mail.
- To coordinate with other regional, national, and international networks for the exchange of information and documents.

- To undertake, facilitate, and provide for the publication of newsletters/journals devoted to networking and sharing of resources.

#### **Current status of DELNET :**

DELNET at present has 6958 libraries as its members, of which 6936 libraries are in India in 33 states and Union Territories and 22 in overseas countries. The following is a brief geographic break-up:

India	-	6936
Bhutan	-	1
Nepal	-	3
Oman	-	4
Philippines	-	1
Sri Lanka	-	8
United Arab Emirates	-	3
United States	-	2

#### **Resource discovery through DELNET databases:**

a) **DELNET data bases:** DELNET has been actively engaged with the compilation of various union catalogs of the resources and online databases are available in member libraries. These union catalogs, union lists, and databases are continuously updated and are growing rapidly.

DELNET has around twelve databases available online for its users. These are:

- a) **Union Catalogue of Books:** DELNET maintains an online catalog of books available with its Member –Libraries. It contains bibliographic records. It is continuously updated and the request for interlibrary loans can be placed through the online system. and also Boolean Operators can be used. At present 2,83,58,450 bibliographic records are available in it.
- b) **Union List of Current Periodicals:** DELNET has created a union list of current periodicals in science and technology, social sciences, and humanities. These databases are provided through online to DELNET users. At present DELNET has 38,184 titles of periodicals both national and international and is regularly updated and new titles are added annually.
- c) **Union Catalogue of Periodicals:** Union catalog of periodicals with bibliographic details maintained by DELNET. Presently it contains 20,235 records, which include full holdings data of the libraries.
- d) **Database of Periodical Articles:** The database contains bibliographic details of articles and this can be searched under the title, author, compiler, name of periodical, and subject.

It has 9,84,809 records and is updated from time to time. It is a very useful database for researchers and scholars.

- e) CD-ROM database: It is a collection of a bibliographic database of CD-ROMS available with the member libraries. It has 61,750 records.
- f) Union list of Video recordings: It is a database of video cassettes available in DELNET member libraries. It has 6,000 records.
- g) Union List of Sound Recordings: This union list consists of 1025 audio cassette records available in member libraries.
- h) Union list of News Papers: This database consists of 70 newspaper records, which contains information about the newspapers including the title, name of the editor, place of publication, email address, and web address of internet edition.
- i) Database of E-Books: This database contains 1613 records.
- j) Profile of Member – Libraries: A directory containing information about the member libraries is available for reference purposes.

**b) Access to Database through INTERNET:**

- a) Cambridge dictionaries online
- b) Networked digital library of thesis and dissertations
- c) GISTNIC databases: DELNET provide access to the GISTNIC database of the National Informatics Centre.
- d) ODLIS: Online dictionary of library & Information Science
- e) MEDLINE & other databases of NLM
- f) Open Access Journals
- g) Engineering & Technology E-Journals: Table of Contents
- h) U.S. Patents: Full Text
- i) Full-text Medical Books
- j) Full-Text Medical Journals
- k) Full Text Engineering & Technology E-Journals
- l) Learning Resources for LIS Professionals
- m) Digital Libraries of the world

**c) National Bibliographic Database :**

DELNET undertook the compilation of the national bibliographic database with the support of the department of culture, Government of India in 1998 as a pilot project. 50,000 records of books were created at Punjab University, Patiala, and International Institute of Tamil Studies, Chennai. At present compilation, works are going on at Andhra University, Asiatic Society of Bombay, and Asiatic Society, Kolkata.

**DELNET Services relating to databases:**

**1. Access to Union Catalogues and Databases:** DELNET provides online access to the union catalogs, union lists, and databases to its member libraries. These union catalogs and databases are regularly updated and are growing rapidly. These are available worldwide through the web. Any registered user of DELNET can search these databases through their allotted login and password. Recently DELNET has introduced an online facility for uploading the library databases to DELNET for merging in the centralized union catalog.

**2. InterLibrary Loan and Document delivery services:** Inter-Library Loan and Document delivery services are one of the most popular services with member libraries. DELNET Users in can search literature information by using bibliographic databases and then requests for the supply of books on Interlibrary Loan or requests for journal articles are received by DELNET through various modes including DELNET Online System, e-mail, also through fax, and at times through post. DELNET promotes electronic communication since it is faster and interactive and facilitates the process of quick and safe delivery of the ILL/DDS items. The following number of the collection accessible from DELNET

<b>DELNET Database as on 31.01.2020</b>	
Union Catalogue of Books	2,92,70,150
Union Catalogue of Periodicals	20,235
Union List of Current Periodicals	38,184
Database of periodical articles	11,06,228
Database of E-books	1,613
Database of CD-ROM	61,750
Union list of Video Recordings	6,000
Union List of Sound Recordings	1,025
Database of Theses and Dissertations	1,30,753

**3. DataBase Creation:** DELNET assists the participating libraries in the creation of bibliographic databases.

**4. Reference Services:** DELNET maintains a referral center that provides reference facilities to participating libraries. This center also looks after access to the central databases and provides prompt replies.

### **Conclusion:**

Having a basic knowledge of these databases and using them effectively will help researchers and authors to improve their writing and publishing skills. DELNET is one of the better tools to

seek in the Scientific literature, except certain very specific documents and gray literature. DELNET needs to evolve along with the changing trends in Science & Technology and become more inclusive in the future. Scientific researchers need a better scientific database which will archive all scientific content, more easy and free to use.

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## CHALLENGES TO QUALITY HIGHER EDUCATION IN INDIA

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**Introduction:** Higher education is a powerful tool to build a modern, value-based, knowledge-based, culture-based, and peaceful society that can lead the country towards becoming a superpower in the world. It is also considered one of the important and strong tools for the development of any country. In the context of education, quality is "the ability to meet the stated purpose for which the service was offered". But Quality in education can also be interpreted from different viewpoints; it means educational standards are judged from examination results. An educational institution that shows a high pass percentage is considered to be an institute of great quality. India needs to emphasize on quality education and the following key issues for improving the quality of higher education in India:

### **1. Lack of Access and Equity**

1. The lack of access and equity is the most serious challenge faced by
2. Indian higher education. In some areas of town or state, access to higher education is
3. fine for all the people. But in some areas where even the higher secondary schools or colleges are
4. very scared. There are some districts with a reasonable population and demand for higher education does
5. not have even single universities;
6. The lack of access and equity is the most serious challenge faced by
7. Indian higher education. In some areas of town or state, access to higher education is
8. fine for all the people. But in some areas where even the higher secondary schools or colleges are
9. very scared. There are some districts with a reasonable population and demand for higher education does
10. not have even single universities

The lack of access and equity is the most serious challenge faced by Indian higher education. In some areas of town or state, access to higher education is fine for all the people. But in some areas where even the higher secondary schools or colleges are

very scared. There are some districts with a reasonable population and demand for higher education does not have even single universities The lack of access and equity is the most serious challenge faced by

Indian higher Education

The lack of access and equity is the most serious challenge faced by Indian higher Education. In some areas of town or state, access to higher education is fine for all the people. But in some areas where even the higher secondary schools or colleges are very scared. There are some districts with reasonable population and demand for higher education does not have even single universities

## **2. Poor Government Budget**

A low budget is a serious challenge in the field of education. A very meager amount of funds is allocated for the education system. And the matter is that most of the allocated fund is spent in school education, very less amount is spent on the higher education sector. The amount of scholarship is significantly low and Public expenditure on scholarships has been declining over the years. For education, an extremely low percentage of graduates in India avail student loans. Sometimes the fellowship of research scholars is not transacted in the due time that leads to frustration among the scholars. Though some quantitative development is seen, due to the low budget quality of higher education is facing a serious challenge.

## **3. Poor Infrastructure**

Though India has tremendous development in higher education, still there is a large number of colleges, institutes, and universities where even the basic facilities are not available. Old classrooms are there; lack of sufficient building, staffrooms, library or resource rooms laboratory, technological facilities, instruments for practical classes, toilets and urinates, drinking water facilities, etc are there. The poor infrastructure of institutions directly throwing challenges to the quality of higher education. This problem is found basically in rural areas.

## **4. Inadequate Number of Faculty members**

Another serious challenge to higher education is an insufficient number of faculty members in colleges and universities. Without the teachers, the intended learning outcomes cannot be achieved. Even single teachers have to teach several different subjects to large number students along with other workloads. Thus the student-teacher ratio, on the whole, is at a lamentable state.

## **5. Improper Teaching Method**

At the tertiary level, there is no such formal training for the faculty members. Therefore the unqualified or untrained faculty members are appointed. As they don't know pedagogy and teaching techniques, their quality of teaching is very poor and the learning outcome is meagre.

## **6. Low Performance of the Teachers and Principles**

In India, a large section of the teacher community does not perform their duties well. The moment they have been appointed to the colleges, they thought that their learning is complete. They just perform their daily basis duties to come to the colleges and make the attendance continue. Even in some colleges, teachers come on an interval basis and perform their work. The principles of colleges remain absent and doing their business. They do not take strict actions against the non-performing teachers as they are engaged in forgery.

### **7. Examination Ridden Curriculum**

India's most of the universities have an overloaded curriculum of theoretical knowledge. And this curriculum is only concerned with the passing of an examination. Not only this, but the curriculum also is not up to the mark in terms of market demand. The old and outdated curriculum is still being followed by most of the universities where due to globalization the demand for quality and skill is changing every day.

### **8. Poor Financial Condition of the students**

It is a major setback for Indian higher education that due to a lack of financial support many large numbers of students compel to drop their study. This is because, among Indians, even after the 70 years of Independence, the economic disparity is very high. While successive governments have declared financial aid for the different weaker sections but many more people still do not get this benefit. Due to financial problems, students are not able to get admission to quality institutions, could not buy books, and available technological accessibility.

### **9. Political Turmoil**

Indian higher education is facing very bad political turmoil. Due to this, no stability is found in the education policies that can promote quality education. Whenever the government change, different political parties frame new policies according to their vested interest. Therefore with a change of power, the educational policies also change that leads to overwork and frustration among the learners and different stakeholders.

### **Some observations for improving Quality of Higher Education**

Some personal observations are made to improve the quality of higher education. They are mentioned here:

**Job Oriented Curriculum:** This is an urgent need to update the curriculum with the changing global scenario.

**Infrastructural Development:** To improve quality infrastructural development is essential. All the accessibility must be ensured in the name of infrastructure to improve the quality of higher education.

**Framing Realistic Financial Plan:** The concerned governments in the central and the state need to frame realistic financial planning to achieve the target.

**Appointment of Sufficient and Quality Faculty Members:** It is an alarming issue that needs to be urgently addressed. At least there must be one teacher for a particular subject. After that, we need to focus on the quality of the teachers permanently. Strict rules and regulation must be followed; academic background, research, and experience must be taken into consideration

**Training of Faculty Members at Tertiary Level:** The faculty members of college and universities need to be trained on a regular interval basis. All the newly appointed members must be given different exposures for training with intensives.

**Welfare Schemes and Scholarship:** The government has to sanctions funds for different schemes and scholarships so that needy students can avail of education. If it is possible then, they can also take part in the process of nation-building.

**Strong Policies for Higher education:** The government has to frame stable and strong rules, regulations, and policies. This will create a stable mindset about higher education among different stakeholder

### Conclusion

We know the importance of quality in higher education. It directly influences all aspects of the development of a country and helps the country to stand high on the global platform. In India during the periods of seventy years, higher education has developed a lot in terms of quantity. However, we are still lacking of quality higher education as expected. To improve the quality of higher education the concerned authorities have to concentrate on the parameters (such as sufficient infrastructure, updated curriculum, trained faculties, learning resources, financial help, and well-planned policies) of quality higher education. It is only the quality higher education that can establish India as a world leader to lead the world of the 21st century.

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## **REJUVENATING PUBLIC UNIVERSITIES IN INDIA TO IMPART QUALITATIVE HIGHER EDUCATION**

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Public universities in India, and also many developing societies, are currently in shambles, which may be largely attributed to the general public apathy for education generally and public universities especially. The general public apathy may be a hallmark feature of the last 3-4 decades of educational planning and politics in many countries. Many of those features and therefore the trends therein are inter-related, and every one of them together contributed to rapid fall within the quality and standards in education. Today it's widely lamented that a couple of universities in developing nations, or say no university in India are often considered a world-class university, whatever be the understanding of the concept of world-class university, or that not one university among the 700 and odd universities India presently has, figures within the top 100 universities in any global ranking, though it's also acknowledged that the concept of world-class university and therefore the global rankings are related to several factors and parameters which are irrelevant for a few of the countries like, e.g., India. While some probably rightly claim that in terms of more relevant national parameters, a minimum of a couple of Indian universities would figure very high in any ranking, at an equivalent time it's to be acknowledged that none of the contemporary universities in India compares with the glory of our own ancient centres of upper learning just like the Nalanda, Taxashila, or Vikramshila. Many doubt the very contribution of universities to the event of the societies, some even raise valid questions on the declining values imparted in education institutions and a few even ponder whether this education system is that the source of all ills of the society. All this involves major efforts to rejuvenate our universities.

It is important to understand that it's the general public education that forms the inspiration for an equitable, just and humane society. As Antonio Garcia Cubes, a Spanish philosopher (from South America) observed, "public education is that the foundation of the prosperity of the state." Public universities contribute during a noteworthy thanks to various facets of development - social, economic, political, cultural and overall development of the societies. Sustainable future economic process critically depends upon the standard and numbers of graduates produced by education system. By providing equitable access to students belonging to different socioeconomic strata of the society, it's public universities that help in reducing wider social and economic inequalities within the society. Producing visionaries and important thinkers, public universities constitute the backbone of vibrant and stable democratic societies.

The historical experience of the many countries, including India, and contemporary experience of nations within the West - Western Europe including Scandinavian Europe, North America and even of some East Asian countries testifies to the present . Exceptions are only a few . it's also true that nations with weak public education systems have remained backward - intellectually, socially, economically and politically.

Second, the classic model of universities remains the simplest and most relevant model of developing universities. for instance , the University of Nalanda, or the Nalanda Mahavira because it was known at that point , inbuilt the 4th century BC in India, one among the world's first residential universities, was one among the best achievements of ancient period within the field of education.

Unfortunately the typical size of universities, in terms of enrolments, in India is presently reported to be around 500, much but the dimensions of an honest lyceum functioning within the same area. All this means the necessity for consolidation and merger of the many of the 700 and odd universities that we've now, during a big and during a systematic way. Certainly there's no case for 1500 universities within the near future, unless we've a totally different and even distorted understanding of what a university should appear as if .

Third, universities should necessarily be designed to be universal in character, scope and jurisdiction, with students and school drawn from various socio-economic echelons, different cultural backgrounds, diverse ideological milieu, and from various regions of the country and even the world . Diversity, not just in terms of social groups of scholars , but also with reference to a spread of aspects is important , in order that learning becomes an upscale experience within the university.

Certainly universities shouldn't be viewed as ones that serve mainly the local needs; otherwise they have a tendency to become regional and parochial institutions. Such universities will have limited capacity to supply global citizens, and even citizens with broad national understanding.

Fourth, it's documented that the normal and well-cherished functions of the schools include production of data through research, dissemination of data through teaching, and social responsibility. this suggests that universities produce brilliant researchers, inspiring teachers and socially responsible citizens. This might require the schools to supply not only top quality teaching and research programmes, but also provide opportunities for holistic development of the individuals. After all, societies require not only scientists, engineers and technocrats, but also visionaries, critical thinkers and citizens with highest universal human values. So every university should offer teaching and research programmes of par excellence not only within the

areas of management, technology, engineering, and sciences, and other disciplines that are highly valued within the labour markets, but also in humanities, social sciences and humanistic discipline.

Fifth, it's going to be haunted as an emergency programme to launch an 'operation blackboard'- like programme, consistent with which a group of minimum requirements for a university to function sort of a university is identified, in terms of college members, classrooms, hostels, faculty residences, libraries, laboratories, play grounds, parks, canteens, hospitals, recreational facilities etc., and also number of departments of study, number of teaching programmes, research studies, etc., and to form a transparent time-bound decide to make sure the same during a period of 3-5 years.

Lastly, rejuvenation of our public universities requires sustained liberal state funding, ensuring adequacy, quality, diversity, and equity in education . it's everyone's knowledge that strong and vibrant universities that provide not only top quality , but also are inclusive in nature, are built round the world with generous public funding. Universities are expensive institutions, but the social returns that the society receives successively outweigh the investments by several times. After all, education may be public good, producing externalities of varied types and nature over an extended period, including over generations. This unique feature provides the single-most important compelling reason for the state to form an extended term firm commitment to generous funding of universities.

Let me conclude, by stating that a coherent long-term policy framework and plan of action is important that specialize in reforming and rejuvenating our public universities. it's imperative, and unless we initiate serious action at the earliest to arouse strong passion for public universities among all the dominant actors in universities - the state, the politicians, the bureaucracy, the scholars , parents, teachers, and therefore the society at large, the general public university system may totally collapse. Already, as I even have argued elsewhere, the general public universities are fast becoming an 'endangered species.

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Based on the inaugural address delivered in the international seminar on 'Pathways for Change: Comparative Reflections for Reforms in Public Universities and Higher Education for India' organised by National University of Educational Planning and Administration, New Delhi (4 March 2016).

## QUALITY ASSURANCE IN HIGHER EDUCATION THROUGH QUALITY TEACHING

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### **Introduction:**

This definition of educational quality as like academic standards is according to the emerging focus in education policies on student learning outcomes -- the precise levels of data , skills, and skills that students achieve as a consequence of their engagement during a particular education program (Brennan and Shah, 2000). Internal quality assurance refers to those policies and practices whereby academic institutions themselves monitor and improve the standard of their education provision, while external quality assurance refers to supra-institutional policies and practices whereby the standard of upper education institutions and programs are assured. Individual universities have always possessed policies and practices designed to assure the standard of education, but academic institutions have also always operated within a national policy framework designed by the state to assure academic standards. This entry reviews the new sorts of external quality assurance that have accompanied recent reforms in national policies and therefore the issues they raise for education.

### **Quality Teaching:**

Quality teaching is that the use of pedagogical techniques to supply learning outcomes for college kids . It involves several dimensions, including the effective design of curriculum and course content, a spread of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting. Experience showed that fostering quality teaching may be a multi-level endeavor. Support for quality teaching takes place at two inter-dependent levels:

At the institution-wide level: including projects like policy design, and support to organisation and internal quality assurance systems. Programme level: comprising actions to live and enhance the planning , content and delivery of the programmes within a department or a faculty .

These three levels are essential and inter-dependent. However, supporting quality teaching at the programme level is that the key so on ensure improvement in quality teaching at the discipline level and across the institution.

Support for quality teaching are often manifested through a good range of activities that are likely to enhance the standard of the teaching process, of the programme content, also because the learning conditions of scholars . Hybrid forms often prevail in institutions. These can include initiatives such as:

- \* A centre for teaching and learning development
- \* Professional development activities (e.g. in-service training for faculty)
- \* Teaching excellence awards and competitions for remarkable improvements
- \* Teaching innovation funds
- \* Teaching recruitment criteria
- \* Support to innovative pedagogy
- \* Communities of teaching and learning practices
- \* Learning environments (libraries, computing facilities...)
- \* Organisation and management of teaching and learning
- \* Support to foster student achievement (e.g. counselling, career advice, mentoring...)
- \* Students' evaluation (i.e. programme ratings, evaluating learning experiences)
- \* Self-evaluation of experimentations, peer-reviewing, benchmarking of practices
- \* Community service and work-based programmes, development-based programmes
- \* Competence-based assessments

A number of things have brought quality teaching to the forefront of upper education policies. Almost every education system has experienced substantial growth of student numbers in recent decades and therefore the student profile has become more diverse. At an equivalent time, education faces problems greater from students, parents, employers and taxpayers to account for his or her performance and demonstrate their teaching quality.

Institutions engage in fostering quality teaching essentially for the subsequent reasons:

- \* To reply to the growing demand for meaningful and relevant teaching. Students also as employers want to make sure that their education will cause gainful employment and can equip them with the talents needed to evolve professionally over a lifetime.
- \* To demonstrate that they're reliable providers of excellent quality education , while operating during a complex setting, with multiple stakeholders, each with their own expectations (ministries, funding agencies, local authorities, employers...).

\* To more effectively compete for college kids against the backdrop of upper tuition fees and greater student mobility.

\* To extend the efficiency of the teaching and learning process as funding constraints become more stringent.

Teaching quality throughout the planet is additionally influenced by contextual shifts within the upper education environment. Current factors influencing the standard of teaching include:

- The internationalization of upper education
- The rapid changes in technology, which may quickly make programme content and pedagogies obsolete
- The demand for greater civic engagement of graduates and regional development of upper education
- The increased pressures of worldwide competition, economic efficiency
- They got to produce a talented workforce to satisfy the challenges of the 21st century

New paradigms for Quality Teaching

The fundamental changes employed over the past 50 years imply an increase within the demand for non routine cognitive and interpersonal skills and a decline within the demand for routine cognitive and craft skills, physical labour and repetitive physical tasks (OECD, 2012). Graduates are entering a world of employment that's characterized by greater uncertainty, speed, risk, complexity and interdisciplinary working.

University education, and therefore the mode of learning whilst at university, will got to prepare students for entry to such an environment and equip them with appropriate skills, knowledge, values and attributes to thrive in it. There is a robust drive to create and make knowledge alongside an understanding of working life and reformulate the concept of data in learning situations. Tighter connections with working life through different academic projects provide authentic opportunities to find out both generic and professional competencies also on build networks and pathways for employment after graduation. Universities across the globe are increasingly pressed to find ways of proving their worth not only in the preparation of students, but also how they are linked to business and industry. Learning rooted in working life could help institutions to interpret and respond pedagogically to the challenges of this environment, using other forms of teaching and learning patterns, like project-based learning.

With this view of learning, the role of upper education teachers is therefore changing. In addition to being, first and foremost, a topic expert familiar with ways to transmit knowledge, education teachers are now required to possess effective pedagogical skills for delivering student learning outcomes. They also need to co-operate with students, colleagues from other departments, and with external stakeholders as members of a dynamic learning community.

The new teaching and learning paradigms in education actually imply:

- Assessing impacts and documenting effectiveness of the teaching delivered

As a proactive measure, many institutions have implemented specific teaching and learning strategies and have designed mechanisms and instruments to improve the quality of education. With diminishing resources and increasing competition, the challenges could seem insurmountable, but nevertheless education institutions can, and are, doing much to foster quality teaching and improve student learning outcomes.

### **Conclusion:**

The growing importance of human capital to the economic and social development of up to date societies mandated the massification of upper education and subsequently motivated an enquiry for brand spanking new methods of assuring and improving academic standards. All countries therefore are seeking an efficient national framework for tutorial quality assurance. As a proactive measure, many institutions have implemented specific teaching and learning strategies and have designed mechanisms and instruments to improve the quality of education. The role of upper education teachers is therefore changing. In addition to being, first and foremost, a topic expert familiar with ways to transmit knowledge, education teachers are now required to possess effective pedagogical skills for delivering student learning outcomes. They also need to co-operate with students, colleagues from other departments, and with external stakeholders as members of a dynamic learning community.

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## **RUSA: QUALITY IMPROVEMENT IN THE HIGHER EDUCATION**

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**Introduction:** Over the last 20 years, there's an interesting transformation of upper education in India. With well-planned expansion of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. The revisions of the syllabuses aren't wiped out a daily manner.

As of 2014, India has 44 central universities, 307 state universities, 130 deemed universities, 170 private universities, 50 institutes of national importance five institutions of state importance established. The stress within the tertiary level of education lies in science and technology. Distance learning and open education is additionally a feature of the Indian education system, and is taken care of by the space Education Council. Gandhi National Open University is that the largest university in the world by number of scholars, having approximately 3.5 million students across the globe. Some institutions of India, like the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), National Institute of Technology (NITs) and Nehru University are globally acclaimed for their standard of education. The IITs enrolls about 8000 students annually and therefore the reform the alumni have contributed to both the expansion of the private sector and the public sectors of India. However, India has did not produce world class universities like Harvard or Oxford. Within the Convocation Address of SKM University our Humble President of India, Mr. Pranab Mukherjee addressed ladies and gentlemen, the question to ask ourselves is, are our universities up to the job?

According to All India survey on education (2012-13) Gross Enrolment Ratio (GER) in education in India is 21.1, which is calculated for 1823 years aged group. GER for male population is 22.3 and for females it's 19.8. Uttar Pradesh comes at favorite with the very best student enrolment followed by Maharashtra and Tamil Nadu. Scheduled Casts students constitute 12.2% and Scheduled Tribes students 4.4% of the entire enrolment. 30.05% students belong to Other Backward Classes. 3.9% students belong to Muslim Minority and 1.9% from other Minority Community. the entire number of teachers is 1337726. Out of which quite half about 61% are male teachers and 39% are female teachers. At all India level there are merely 64 female teachers per 100 male teachers. Pupil Teacher Ratio (PTR) in Universities and Colleges is 23. The GERs for SCs, STs and OBCs are far below the typical GER and people of other social groups. there's also a good gender disparity; GER for males is 20.9% while that for females is

merely 16.5%. Thus, any efforts for development during this sector must recognize the importance of state education institutions and aim to enhance their status.

RUSA will have a totally new approach towards funding education in state universities; it'll be supported key principles of performance-based funding, incentivizing well performing institutions and decision-making through clearly defined norms. A management data system is going to be established to collect essential information from institutions.

#### Features of RUSA

The scheme has the subsequent salient features:

- It is an umbrella scheme to be operated in mission mode project that might subsume other existing schemes within the sector.
- The central funding would flow from MHRD to institutions, through the State budget.
- The funding to states would be made on the idea of critical analysis of State Plans for education Plans (SHEPs). The plans would describe each state's strategy to deal with problems with equity, access and excellence in higher education
- Commitment to certain academic, administrative and governance reforms are going to be a precondition for receiving funding under RUSA

The objectives of RUSA would be to realize the target of GER of 32% by the top of XIII Plan, which the central Government has set for itself. Government of India aims to enhance the standard of State Universities and colleges and enhance their existing capacities in order that they become dynamic, demand-driven, quality conscious, ancient and forward looking and aware of rapid economic and technological developments occurring at the local, state, national and international levels. The salient objectives of the scheme are often enumerated as follows:

- Improve the general quality of existing state institutions by ensuring that each one institutions conform to prescribed norms and standards and adopt accreditation as a compulsory quality assurance framework.
- Usher transformative reforms within the state education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure academic and examination reforms within the higher educational institutions.
- Enable conversion of a number of the schools into research universities at par with the simplest within the world.

- Create opportunities for states to undertake reforms within the aviation system so as to make sure that the reforms and resource requirements of aviated colleges are adequately met.
- Ensure adequate availability of quality faculty altogether higher educational institutions and ensure capacity building in the least levels of employment.
- Create an enabling atmosphere within the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, so as to realize enrolment targets.
- Correct regional imbalances in access to education by facilitating access to top quality institutions in urban and semi-urban areas, creating opportunities for college kids from rural areas to urge access to raised quality institutions and fixing institutions in un-served and underserved areas.

The project are going to be implemented through the Ministry of Human Resource Development (MHRD) of the govt of India as a “Centrally Sponsored Scheme” with matching contribution from the state governments and Union Territories (UTs). Since a ve year time-frame might not be adequate for such an ambitious project, the project is going to be covering two plan periods of XII and XIII Plans. MHRD and states will share the project cost. Project cost within the public funded institutions (12B and 2(f) also as non 12B and non 2(f)) for all sub-components are going to be shared between the Central Government and state governments within the ratio of 90:10 for North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for Other States and UTs. Funding also will be provided for private-aided institutions, for permitted activities supported certain norms and parameters, during a ratio of 50:50. The states would be liberal to mobilize private sector participation (including donations and philanthropic grants) through innovative means, limited to a ceiling of fifty of the state share. The ceiling is imposed to motivate increase in states spend and investment in education sector. RUSA is envisaged as a major vehicle for strategic funding of state institutions soon make sure that problems with access, equity and quality are addressed in an equitable manner with the state as a composite unit of designing. The subsequent are the first components of RUSA that capture the key action and funding areas that has got to be pursued for the filament of the targets:

1. New universities
2. up gradation of existing autonomous colleges to universities
3. Conversion of schools to Cluster universities
4. Infrastructure grants to universities

5. New model colleges (general)
6. up gradation of existing degree colleges to model colleges
7. New colleges (professional)
8. Infrastructure grants to high schools
9. Research, innovation and quality improvement
10. Equity initiatives
11. Faculty recruitment support
12. Faculty improvements
13. Research universities
14. Vocationalisation of upper education
15. Leadership development of educational administrators
16. Institutional restructuring and reforms
17. Capacity building and preparation, data collection and planning
18. Management data system

The objectives of RUSA would be achieved through need based and customized equity interventions, quality improvement programs, and acquire mandatory accreditation. Faculty issues would be addressed through creation of latest posts, ling of existing posts by full time faculty and school improvement programmers. Rashtriya Uchchar Shiksha Abhiyan Equity interventions are being built into the scheme instead of as standalone, low impact interventions. the subsequent components would address the equity issues during a more holistic and integrated manner, thereby making a sign cant impact on the enrolment of deprived and marginalized sections:

- Girls hostels and girls toilets,
- New hostels wherein 50% of capacity would be used for SC/ST and socially and educationally backward classes,
- Converting existing buildings into fully disabled Friendly environments (e.g. providing ramps, tactile pathways),
- Special facilities/equipment's for the disabled (e.g computers, lab equipments),
- Model colleges in each district,

Hence RUSA is a superb opportunity to the state universities to upgrade educational and research ambience of infrastructure, knowledge resources and skill development expertise to supply international quality manpower. It should even be underscored that the upgraded colleges and universities would be mentored for high-quality research outputs with fund-associated expertise through RUSA. The bodies even have to pragmatically approach this reform scheme and supply collective wisdom for further quality refinement. Resistance to vary is born out of inadequate understanding.

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## COMMUNICATION SKILLS-- THEIR IMPORTANCE

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### Introduction

It's apt to say that for Technocrats, it's significant to find out the fundamentals of communication and telecommunication. during this chapter we'll introduce you to the essential elements of communication in order that you'll equip yourself with necessary skills. 'Communication' is that the activity of conveying meaning through a shared system of signs and semiotic rules. within the realm of biology generally , communication often occurs through visual, auditory, or biochemical means. Human communication is exclusive for its extensive use of language. Non-human communication is studied within the field of bio semiotics.

### Types of Communication:

#### Nonverbal Communication

Nonverbal communication describes the method of conveying meaning within the sort of non-word messages. samples of nonverbal communication include haptic communication, chronemic communication, gestures, visual communication , countenance , eye contact, and the way one dresses. Speech also contains nonverbal elements referred to as paralanguage, e.g. rhythm, intonation, tempo, and stress. Research has shown that up to 55% of human communication may occur through non verbal facial expressions, and an extra 38% through paralanguage. Likewise, written texts include nonverbal elements like handwriting style, spacing of words and therefore the use of emoticons to convey emotional expressions in pictorial form.

#### Verbal Communication

Effective verbal or speech depends on variety of things and can't be fully isolated from communication, listening skills and clarification. Human language are often defined as a system of symbols (sometimes referred to as lexemes) and therefore the grammars (rules) by which the symbols are manipulated.

**Spoken Language Communication:**This section contains information about the steps involved in speech and language development, and the way professionals working with children with deafness can support that development.

#### Written Communication and its Historical Development

Over time the forms and concepts about communication have evolved through the continuing progression of technology. Advances include communication psychology and media psychology which is an emerging field of study.

### **English Grammar & Communication Skills for Technocrats**

The progression of written language are often divided into three “information communication revolutions”.

- Written communication first emerged through the utilization of pictographs. The pictograms were made in stone, hence written language wasn't yet mobile.
- The next step occurred when writing began to seem on paper, papyrus, clay, wax, etc. with common alphabets. Communication became mobile.
- The end is characterized by the transfer of data through controlled waves of electromagnetic wave (i.e., radio, microwave, infrared) and other electronic signals.

As such, communication may be a process by which meaning is assigned and conveyed in an effort to make shared understanding. This process, which needs a huge repertoire of skills in interpersonal processing, gestures, and evaluating, enables collaboration and cooperation. Misunderstandings are often anticipated and solved through formulations, questions and answers, paraphrasing, examples, and stories of strategic talk. Written language are often clarified by planning follow-up talks. a couple of minutes spent on practicing beforehand will save valuable time afterward . the simplest method for this purpose is to reiterate what one had heard in one's own words and ask the opposite person if that basically was what was meant.

### **Business Communication**

Companies with limited resources may only prefer to engage during a few of those activities while larger organizations may employ a full spectrum of communications.

Since it's difficult to develop such a broad range of skills, communication professionals often concentrate on one or two of those areas but usually have a minimum of a working knowledge of most of them. By far, the foremost important qualifications, communications, professionals can possess are excellent writing ability, good ‘people’ skills, and therefore the capacity to think critically and strategically.

### **Effective Communication**

Effective Communication occurs when a desired thought is that the results of intentional or unintentional information sharing, which is interpreted between multiple entities and acted on during a desired way. This effect also ensures that messages aren't distorted during the communication process. Effective communication should generate the specified effect and maintain the effect, with the potential to extend the effect of the message. Therefore, effective communication serves the needs , could be to elicit change, generate action, create understanding, inform or communicate a particular idea or point of view. When the specified effect isn't achieved, factors like barriers to communication are explored, with the intention being to get how the communication has been ineffective.

## **Barriers to effective Human Communication**

Barriers to effective communication can retard or distort the message and intention of the message being conveyed which can end in failure of the communication process or an impact that is undesirable.

### **Main Barriers**

- **Physical barriers:** An example of this is often the natural barrier which exists if staff is located in several buildings or on different sites. Likewise, poor or outdated equipment, particularly the failure of management to introduce new technology, can also cause problems. Staff shortages are another factor which regularly causes communication difficulties for a corporation .
- **System design:** Examples might include an organizational structure which is unclear and therefore makes it confusing to know is whom to communicate with. Other examples might be inefficient or inappropriate information systems, a scarcity of supervision or training, and a scarcity of clarity in roles and responsibilities which may cause staff being uncertain about what is expected of them.
- **Attitudinal barriers:** These could also be caused , for examples, by such factors as poor management, lack of consultation with employees, personality conflicts which can flow from to lack of motivation or dissatisfaction at work, caused by insufficient training to enable them to hold out particular tasks, or just resistance to vary thanks to entrenched attitudes and concepts .
- **Ambiguity of words/phrases:** Words sounding the same but having different meaning can convey a different meaning altogether. Hence the communicator must make sure that the receiver receives an equivalent meaning.
- **Cultural differences:** Families and family groups can also experience the effect of cultural barriers to communication within and between different relations or groups. For example: words, colours and symbols have different meanings in several cultures.

### **Non-human Communication**

Every information exchange between living organisms i.e. transmission of signals that involve a living sender and receiver are often considered a sort of communication; and even primitive creatures like corals are competent to speak.

### **Animals**

The broad field of signal encompasses most of the problems in ethology. Animal communication is often defined as any behavior of 1 animal that affects the present or future behavior of another animal. The study of signal , called zoo semiotics (distinguishable from

anthrop semiotics, the study of human communication) has played a crucial part within the development of ethnology, sociobiology, and the study of animal cognition. Animal communication, and indeed the understanding of the animal world generally, may be a rapidly growing field, and even within the 21st century thus far, an excellent share of prior understanding related to diverse fields like personal symbolic name use, animal emotions, animal culture and learning, and even sexual conduct, long thought to be understood, has been revolutionized.

### **Plants and Fungi**

Communication is observed within the plant organism, i.e. within plant cells and between plant cells, between plants of an equivalent or related species, and between plants and non-plant organisms, especially within the root zone. These interactions are governed by syntactic, pragmatic, and semantic rules, and are possible due to the decentralized “nervous system” of plants.

The original meaning of the planet “neuron” in Greek is “vegetable fiber” and up to date research has shown that the majority of the microorganism plant communication processes are neuron-like. In parallel they produce other volatiles to draw in parasites which attack these herbivores. In stress situations plants can overwrite the genomes they inherited from their parents and revert thereto of their grand- or great-grandparents. Fungi communicate to coordinate with their own and related species also like non fungal organisms during a great sort of symbiotic interactions, especially with bacteria, unicellular eukaryote, plants and insects through bio-chemicals of biotic origin.

The bio-chemicals trigger the fungal organism to react during a specific manner, while if an equivalent chemical molecules aren't a part of biotic messages, they are doing not trigger the fungal organism to react. This suggests that fungal organisms can differentiate between molecules participating in biotic messages and similar molecules being irrelevant within the situation. thus far five different primary signaling molecules are known to coordinate different behavioral patterns like filamentation, mating, growth, and pathogen city.

### **Bacteria Quorum Sensing**

Communication isn't a tool used only by humans, plants and animals, but it's also employed by microorganisms like bacteria. the method is named quorum sensing. Through quorum sensing, bacteria are ready to sense the density of cells, and regulate organic phenomenon accordingly. this will be seen in both gram expression accordingly. this will be seen in both gram positive and

gram negative bacteria. This was first observed by Fuqua et al. in marine microorganisms like *V. harueyi* and *V. Fischeri*.

### **Models of Communication**

The primary major model for communication was introduced by Shannon and Warren Weaver for Bell Laboratories in 1949. the first model was designed to mirror the functioning of radio and telephone technologies. The sender was the a part of a telephone an individual spoken into, the channel was the phone phone itself, and therefore the receiver was the a part of the phone where one could hear the opposite person. Shannon and Weaver also recognized that always there's static that interferes with one taking note of a conversation, which they deemed noise.

during a simple model, often mentioned because the transmission model or standard view of communication, information or content (e.g. a message in natural language) is shipped in some form (as Spoken language) from an emisor/sender/ encoder to a destination/receiver/decoder. This common conception of communication simply views communication as a way of sending and receiving information.

Communication is typically described along a couple of major dimensions: Message (what sort of things are communicated), source/emisor/sender/encoder (by whom), form (in which form), channel (through which medium), destination/receiver/target/decoder (to whom), and Receiver. Wilbur Schram (1954) also indicated that we should always also examine the impact that a message has (both desired and undesired) on the target of the message. These acts may take many forms, in one among the varied manners of communication. the shape depends on the skills of the group communicating. The target are often oneself, another person or being, another entity (such as an organization or group of beings).

In light of those weaknesses, Barnlund (2008) proposed a transactional model of communication is that individuals are simultaneously engaging within the sending and receiving of messages.

This second attitude of communication, mentioned because the constitutive model or constructionist view, focuses on how a private communicates because the determining factor of the way the message are going to be interpreted. Communication is viewed as a conduit; a passage during which information travels from one individual to a different and this information becomes break away the communication itself. a specific instance of filters and therefore the receiver's personal filters may vary depending upon different regional traditions, cultures, or gender; which can alter the intended meaning of message contents. within the presence of "communication noise" on the channel (air, during this case), reception and decoding of content

could also be faulty, and thus the act might not achieve receive-decode model is that the processes of encode-transmit-receive-decode model is that the processes of encoding and decoding imply that the sender receiver each possess something that functions as a codebook, which these two code books are, at the very least, similar if not identical.

Theories of co regulation describe communication as an ingenious and dynamic continuous process, instead of a discrete exchange of data . Canadian media scholar Harold Innishad the idea that folks use differing types of media to speak and which one they prefer to use will offer different possibilities for the form and sturdiness of society (Wark, McKenzie 1997). His famous example of this is often using ancient Egypt and searching at the ways they built themselves out of media with very different properties stone and papyrus. Papyrus is what he called 'Space binding'. the opposite is stone and 'Time Binding', through the development of temples and therefore the pyramids can sustain their authority generation to generation, through this media they will change and shape communication in their society (Wark, McKenzie 1997).

### Noise

- Environmental noise. Noise that physically disrupts communication, like standing next to loud speakers at a celebration , or the noise from a construction site next to a classroom making it difficult to listen to the professor.
- Physiological-impairment noise. Physical maladies that prevent effective communication, like actual deafness or blindness preventing messages from being received as they were intended.
- Semantic noise. Different interpretations of the meanings of certain words. for instance , the word "weed" are often interpreted as an undesirable plant during a yard, or as a euphemism for marijuana.

### Conclusion

Therefore, communication is social interaction where a minimum of two interacting agents share a standard set of signs and a standard set of semiotic rules.

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## VARIOUS INFLUENCES ON THE PERSONALITY DEVELOPMENT OF CHILDREN--AN OVERVIEW

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### **Introduction:**

Personality development is that the development of the organized pattern of behaviors and attitudes that creates an individual distinctive. Personality development occurs by the continued interaction of temperament, character, and environment. Personality is what makes an individual a singular person, and it's recognizable soon after birth. Temperament is that the set of genetically determined traits that determine the kid 's approach to the planet and the way the child learns about the planet . There are not any genes that specify personality traits, but some genes do control the event of the systema nervosum , which successively controls behavior. A second component of personality comes from adaptive patterns associated with a child's specific environment. Most psychologists agree that these two factors—temperament and environment— influence the event of an individual's personality the foremost . Temperament, with its dependence on genetic factors, is usually mentioned as "nature," while the environmental factors are called "nurture."

### **Parental Influence on Development of Children:**

At conception, the human egg and sperm meet and fuse into a zygote, the one cell beginning of human life. Immediately after conception, the zygote begins the infinite amount of mitotic divisions to produce an embryo, fetus, and eventually a baby. Throughout each phase of growth and development, the DNA of the kid directly influences its development. However, the child's genome is directly influenced by the chromosomes that the biological parents of the child passed in their egg and sperm. In this sense, the kid will develop supported the genes it received from his or her parents; the child's body shape, eye color, hair color, complexion, and temperament as well as numerous other characteristics will arise supported its inherited genes. Therefore, it's evident that oldsters directly influence the event of their child within the genetic sense. Once the kid is born, however, the kid enters into a replacement environment during which the oldsters are the only means of survival and interaction with the planet . As a result, a key question arises; to what extent do parents influence the event of their child beyond genetics? How do the environmental interactions with parents influence the event of a child? Studies show that oldsters greatly influence the event of their child altogether areas (Papalia et al., 2002); however, parental influence on development is most notable within the areas of psychosocial

development. Furthermore, parents play an important role within the emotional, moral, and social development of their child or children.

Emotional Development:

Throughout life, one's personality and identity are greatly influenced by genes also as environmental influences like parents. For example, at birth, one features a particular temperament or characteristic disposition and method of approaching and reacting to situations. A child's temperament is actually the emotional self-regulation of a toddler when he or she responds to situations, how sociable the kid is, and its activity level. According to research, temperament may be a fairly stable characteristic of a private based mainly on heredity. However, one's temperament are often influenced and altered to a particular degree supported the interactions of the kid with a parent. If a child with a difficult temperament has a parent with a difficult temperament, the parent theoretically will be able to address the child's temperament and make adapting to new situations and various changes easily. It's found that fearful and shy male toddlers who were encouraged by their parents to explore new situations became less inhibited over time. However, toddlers who weren't encouraged to explore maintained their shy and fearful nature. Despite the relative stability of temperament, parental involvement does influence the event of a toddler.

According to Erik Erikson and his psychosocial developmental theory, individuals encounter a specific crisis at various stages of development. For example, at the first stage of development, toddlers encounter the trust versus mistrust crisis. At this stage, a child must experience enough trust in situations and relationships to establish the virtue of hope. A child at this age largely only interacts with his or her parents; therefore, they're the most source of trust and mistrust within the child's life. If parents have a trusting and supportive relationship with their child, then the kid overcomes the crisis and establishes the virtue of hope. In a later stage, Erikson identifies the crisis of identity versus identity diffusion in which one must fully explore relationships and occupations and then commit in order to reach identity achievement. Erikson states that oldsters must allow a toddler to completely explore his or her options and commit on his or her own so as to get identity achievement. Erikson states that if parents force a toddler into a career or relationship, then the kid won't reach identity achievement. In this sense, parental influence is pivotal to a toddler reaching identity achievement; if a toddler isn't allowed a selected amount of autonomy, the kid won't overcome this crisis.

Parental influence on the personality development of a toddler also includes the event of emotional and behavioral self-regulation. Emotional regulation, or the power to regulate emotions and emotional responses, stems from the extent of response and involvement of oldsters during a child's life. For example, parents act as a resource for his or her child in social

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referencing. When a child is placed in a fear-inducing situation, and if its parent is over there, the child will look toward the parent and examine facial expressions. If the parent doesn't show emotional distress, then the kid will display less distress and more engagement within the situation. Like emotional regulation, behavioral regulation also comes about as a result of parental involvement and response to various aspects of a child's life. Therefore, parents play an important role within the development of emotional and behavioral self-regulation in their child.

### **Moral Development:**

Moral development, like emotional development, results from the positive influence of oldsters on a toddler . According to Lawrence Kohlberg, parental participation in moral development isn't necessary for one to succeed in a high level of ethical reasoning because schools and other settings can provide similar moral environments. When a parent intervenes during a child's negative behavior in an effort to correct the behavior then disciplines the kid , the parent is attempting to assist the kid internalize moral standards. In terms of moral judgment, parents who encourage their child to actively participate in discussion and decision-making are more likely to help their child function at a higher level of moral reasoning. Parents also facilitate moral growth and high levels of moral reasoning when they draw out the child's opinion and reasoning with appropriate questions and paraphrasing to check for an understanding of the situation. However, the probing must be done with support and attentiveness in order to effectively influence moral growth.

### **Social Development:**

The social development of a toddler is influenced by parental involvement almost like emotional and moral development. As a result, the attachment a toddler has together with his or her parents is pivotal to his or her social development. In a secure attachment, a toddler is upset when the parent leaves and happy when the parent returns. An avoidant attachment is characteristic of a toddler not being upset when the parent comes or goes. A child with an ambivalent attachment to his or her parent is upset when the parent leaves and can return to him or her when the parent returns but the kid is resistant and hard to comfort. The attachment relationships a toddler forms as a baby influence relationships the kid has throughout the rest of his or her life. The relationship between parents and their child also will influence different aspects of his or her social development. For example, when a child is very young, the child will look to parents to see how to respond to ambiguous situations as a form of social referencing.

A final aspect of a child's social development that oldsters influence is their child's response to peer pressure. A child whose parents are responsive and demanding is a smaller amount influenced by peer pressure to partake in antisocial behavior like using drugs, alcohol, and participating in sexual relations. In addition, these children are more likely to be influenced

by prosaically behavior such as pressure to do well in school. Lastly, peer relations do not alter enduring personality traits and values such as religion, occupational goals, and educational plans Furthermore, responsive and demanding parents instill traits and qualities in their children that inhibit their susceptibility to negative forms of peer pressure.

Throughout each sort of psychosocial development, parents play an important role within the positive development of their child. Parents who influence the event of their child during a positive manner tend to possess particular qualities and characteristics. Therefore, it are often concluded that oldsters who are generally authoritative are those that influence the event of their child within the best manner.

The aforementioned research clearly identifies some characteristic behaviors of oldsters and the way these behaviors influence the event of their child; however, there are some issues that aren't present. In the future, more research should be completed to exhaust the subject of parenting and to assess what proportion parenting directly influences the event of a toddler. In the current society, sexual relations occur earlier in life; therefore, it is important that parents know how to positively influence their child on these issues. In addition, more research should be done on the moral development of a toddler . For example, research should examine how parents influence the upper levels of morality in their child also because the strength of the child's morals and values.

**Conclusion:** It is evident that oldsters greatly influence the event of their child. In the emotional sense, a positive parental influence can help a toddler establish a healthy personality and reach identity achievement. Parents also aid within the development of their child's moral reasoning and judgment skills through supportive discussions and conversations. Lastly, a close, secure relationship between the kid and his or her parents influences the social behavior of the kid within the future. A secure attachment between the oldsters and therefore the child positively influences peer relations and romantic relations. Therefore, the genetic component of the kid that the oldsters provide is merely one aspect of their influence on the child's development. The environmental aspect of development is especially important in the psychosocial development of a child.

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## AN OVERVIEW OF QUALITY PARAMETERS IN HIGHER EDUCATION

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### **Introduction:**

The economic development of a rustic to an outsized extent depends on quality of education. The economic progress are often sustainable as long as education system is provided with stringent quality assurance processes. The overall scenario of upper education in India doesn't match with the worldwide quality standards. India has entered the worldwide employment market place with a self imposed handicap of an acute shortage of quality institutions of upper education. Although there are still a couple of pockets of excellence, the typical quality of India's education has been falling steadily behind the planet average. Quality may be a critical think about influencing the tutorial outcome of the tutorial institute on one hand and employability of the graduates on the opposite . This successively depends on the standard of teachers in the least levels from school to higher educational institutions. This paper highlights the meaning of quality in education , need for total quality management ,steps taken by government, seven criteria of NAAC,quality concerns for quality output from teacher education institutions, concept of TQMand strategies to enhance quality in education .

In today's world the interests of stakeholders like students, parents, future employers, the State and funding bodies got to be taken care of while developing a technique resulting in quality in education , this needs for developing an efficient monitoring mechanism to take care of and improve the standards of education. As teachers, principals, heads of the department and policy makers in education we should always worry about quality of teaching, programmers, and institution due to Quality Competition, Customer satisfaction, maintaining standards, accountability credibility, prestige and standing and to enhance employee morale and motivation.

**DEFINITION OF QUALITY IN EDUCATION** The definition of quality teaching depends on the meaning of "quality", a multi-layered and sophisticated word. Quality are often defined as an outcome, a property, or a process. Therefore it's hardly surprising that the phrase "definitions of quality are "stakeholder relative" (Harvey et al., 1992). Education is that the key to the task of nation building also on provide requisite knowledge and skills required for sustained growth of the economy and to make sure overall progress. Harvey (1995) defined five interrelated concepts of quality: exceptional (excellence); perfection (or consistency or flawless outcome); fitness for purpose (fulfilling a customer's requirements); value for money; and transformation as aresource potential.

**SIGNIFICANCE of upper EDUCATION :** education education imparts in-depth knowledge and understanding so on advance the scholars to new frontiers of data in several walks of life i) education because the production of qualified human resources: during this view, higher education is seen as a process during which students are counted as “products” absorbed in labour market. Thus, education becomes input to the expansion and development of business and industry. ii) education as training for a search career: during this view, education is preparation for qualified scientists and researchers who would continuously develop the frontiers of data . iii) education because the efficient management of teaching profession: Many strongly believe that teaching is that the core of educational institutions. Thus, education institutions specialise in efficient management of teaching-learning provisions by improving the standard of teaching, enabling a better completion rate among the scholars . iv) education as a matter of extending life chances: during this view, education is seen as a chance to participate within the development process of individual through a versatile , continuing education mode. Interestingly, of these four concepts of upper education aren't exclusive; rather they're integrated and provides an overall picture of upper education. If we glance at the activities of schools and universities, we'll realize that teaching, research and extension form the three main functions of upper education.

#### THE STEPS TAKEN BY THE GOVERNMENT AND THE UGC

The Central Government and therefore the University Grants Commission (UGC) are constantly endeavouring to enhance quality of upper education within the country. The Central Government has launched several initiatives viz. 1. National Institutional Ranking Framework (NIRF) 2. Impacting Research Innovation & Technology (IMPRINT) 3. Uchchatar Avishkar Yojna (UAY) 4. Global Initiative of educational Networks (GIAN) The UGC undertakes maintenance of standards in teaching, research and quality assurance through framing and notifying regulations, schemes and disbursing grants to the eligible institutions. 5. SEVEN CRITERIA OF NAAC.

#### SEVEN CRITERIA OF “NAAC”

NAAC identified the subsequent seven criteria for teacher education institutions because the basis for its assessment and accreditation with an assumption that these seven criteria encompass all the processes of an institution:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources

## 5. Student Support and Progression

## 6. Governance and Leadership

## 7. Innovative Practices

The assessment by NAAC takes a holistic view of all the weather of inputs, processes and outputs of an establishment .

### SUGGESTIONS:

The following suggestions and methods could also be considered during this regard for quality improvement.

#### 1. Instead of dogmatic, transform the curriculum into something dynamic :

The syllabus or curriculum for Indian students in higher education (especially engineering colleges) is obsolete in a majority of cases. The topics are dogmatic and stale and try to teach things that have already been implemented worldwide. For infusing dynamism, the curriculum needs to be progressive. The spirit of the syllabus should revolve around projects and not exams. There needs to be innovation to avoid stagnation. Exams must exist to measure; however, they need to be complimented with innovative ideas, such as 50% for final exams and 50% for projects. The projects need to be judged by independent faculty members rather than the faculty in place

#### 2. Benchmarking:

Generally, benchmarking is introduced an effective methodology for continuous improvement of quality. Benchmarking was understood to be the act of imitating, but it refers to innovation and learning from the others more than imitation. Benchmarking is a process of self- evaluation and self-improvement through the organized and mutual comparison of practice and performance with competitors in order to identify our own strengths and weaknesses, and learn how to improve and adapt with changes. In higher education institutions, benchmarking is used to compare the performance of universities with their international competitors and learn from them. The strategies of benchmarking and NAAC should be effectively used to enhance quality in higher education.

**3.Total Quality Management :TQM** is framework for the improvement of quality. It involves doing things right first time and every time. For its successful implementation, there is a strong need of everyone's participation from the institution rather than the only involvement of only senior management. Concept of quality of higher education in several ways related to industry like Quality as excellence ;□ Quality as zero errors ;Quality as fitness for purposes ;Quality as transformation ; Quality as threshold ;Quality as value for money ;Quality as enhancement or improve ment. IAQC should play a leading role for improvement of quality in all activities.

#### **4. Improve quality output from teacher educational institutions :**

- A. Prepare teachers for 21st century learners at all levels of education.
- B. Design and review curriculum keeping in view needs of 21st century learners.
- C. Encourage use of interactive instructional techniques like focused group discussion, projects, presentations etc.
- D. Promote strategies for developing soft skills: learning to learn, communication skills, team building etc. Promote use of e-resources
- E. Promote development of ICT based materials
- F. Provide facilities for developing ICT based materials
- G. Equip teachers with skills for using ICT for assessment and evaluation of students
- H. Use of assessment and evaluation outcomes for improving performance of students

**5. Faculty's role :** The role of faculty is vital in improving the quality of education. The teachers need to be paid better so that the best of the brains come into the field of teaching. The appointment of teachers needs to be done through a rigorous process. There must be routine in-job training for pedagogy improvement. The performance should be assessed for all the teaching members on the basis of learning outcomes, performance in terms of research and innovation displayed by them. Faculty empowerment strategies shall be followed including professional development.

**6. Industry Interaction should be a Placement Obligation.** For instance, students should show their worth by contributing to the college's income through R&D. Rest of the companies will follow same because for them, human resource is of utmost significance.

**7. Government funding to universities:** The universities need to be funded by the government and a greater share of the government's budget should go to the universities. However the fund must be linked to the quality performance of the university.

**8. Indian universities need to internationalize themselves :** There must be routine exchanges of faculty and the students with overseas universities.

**9. Student support and student participation:** Student mentoring and career guidance, student representation in various bodies, Co-curricular/Extra-curricular activities,  Placement services,  On-campus interviews/selections,  Anti-ragging / smoke-free campus,  Anti-sexual harassment,  Self-defense for girls, Scholarships/ stipends shall be effectively implemented.

## Conclusion

The vision and leadership of the institution plays a predominant role in improving the quality of education. His perspective plan, short term plans, organizing ability, leadership and direction, communication ability, coordination and control to a large extent determine the quality in various activities and departments. He has to motivate faculty, staff and students to participate wholeheartedly in all activities with commitment, honesty and integrity to improve quality. We should always keep in mind that quality improvement is a never-ending journey.

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## ROLE OF IQAC IN QUALITY ENHANCEMENT OF THE COLLEGES

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Quality assurance and enhancement is that the continuous process, that Internal Quality Assurance Cell (IQAC) could also be constituted in every accredited college. The functions of IQAC and therefore the efficiency of school administration being interrelated, depend upon the degree of decentralization of power and authority with high-levelled specialization through division of labor via the participatory and proactive involvement of each member within the institution. within the present paper, we introduce the concept of educational calendar for the right coordination between the various committees of the IQAC for the effective working which can end in the transparent, managerial and efficient administration of the institution.

### **Formation of IQAC:**

IQAC should be formulated as per the rules of NAAC, with some necessary specific modifications as given. For the senior college attached to college, the vice-principals from both wings could also be included along side the Registrar, office superintendent as administrative officers. Proactive, highly qualified and quality conscious, enthusiastic members of governing council should be requested to contribute in IQAC. Local people could also be selected from learned; qualified persons serving society via their own work can also be selected. The NAAC coordinator will act as a coordinator of IQAC necessarily, who should be a senior, non-transferable, full time teacher with quite five years of tenure.

**Functions of IQAC:** a number of the functions expected of IQAC are as follows;

1. Development and application of quality benchmarks/parameters for various academic and administrative activities of an establishment .
2. Dissemination of data on various quality parameters of upper education.
3. Organization of workshops, seminars on quality related themes and promotion of quality circles.
4. Documentation of the varied programmes / activities resulting in quality improvement.
5. Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC supported the standard parameters.

Preparation of the Annual Quality Assurance Report and such other reports as could also be decided from time to time

The co-ordinator, supervisor of the IQAC and therefore the secretary features a major role in implementing these functions. The operational features and functions discussed thus far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them their specific need.

### **Role of IQAC in Ensuring Quality enhancement of upper Education**

Quality is primarily the responsibility of upper education itself, although the govt features a special responsibility regarding quality assurance in many countries it's the institution that's responsibility for providing and ensuring quality. IQAC is that the totality of systems, resources and knowledge dedicated to fixing , maintaining and improving the general quality and standards of an establishment . Thus, if quality is required to be assured we'd like a structured quality assurance mechanism that creates it possible to watch , improve and evaluate quality. Therefore, each and each institution will need to build its own IQAC keeping certain objectives in mind namely monitoring, evaluation, quality assurance for specific activities and instruments for quality assurance.

IQAC is to develop a system for conscious and consistent improvement within the performance of the institution of upper education so on achieves quality. The task of IQAC in education is

1. fixing of documentation process in motion.
2. Awareness creation.
3. Generation of confidence.
4. Evolving of formats for information and data.
5. Stipulation of schedule for the work.
6. Drafting of quality status report.

Some Suggestions for creating IQAC more Vibrant and Active within the Institutions:

1. Display the mission of the institute.
2. A two member research advisory committee are often constituted to guide for research projects.
3. Formation for quality circles
4. the top of an establishment should create an environment of cooperative partnership in achieving quality.
5. IQAC must be made statutory apex body almost like local management committee (LMC).
6. the notice towards quality and excellence must be taken into consideration instead of the position of the person within the seniority list for being selected as a coordinator.
7. IQAC Meetings should be regularly conducted a minimum of thrice in a tutorial year and whose proceedings should be properly recorded and seriously implemented also as monitored.

8. IQAC must undergo SWOT analysis as a periodic activity and evolve the mechanism which is formed routinised by the Principal and coordinator by assigning duties to the stake holders.

9. Accountability of every stakeholder is to be made mandatory and proper credit is given to the great quality work.

Conclusion: The role of IQAC for the standard enhancement in education is distinct and important because it works towards improving and maintaining the standard . Quality and excellence are results of team work led by the leaders like principal and coordinator of IQAC. However the leaders should work on the rules of IQAC with proper realization of the democratic role of IQAC and accountability of their own role. The IQAC has been constantly involved within the management and maintaining the standard of education.

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## **QUALITY DEVELOPMENT TRENDS IN HIGHER EDUCATION--A SURVEY**

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### **Introduction:**

As the education landscape continues to vary and evolve within the us , below are some select national and state trends driving education policy and innovation in recent years. The Office of designing & Budgeting (OPB) continues to watch these, and other trends. This list is formed by using multiple sources, including recent news articles and blogs, recent state-level legislation. this article analyses the newer trends that are arising in education within the backdrop of The Brookings Institution and therefore the Chronicle of upper Education.

### **1. College Affordability**

College affordability continues to dominate the national conversation around education . This year, the Washington Legislature took big steps to form college more accessible and affordable for Washington families. Let's read more about the proposal in OPB's brief on the legislature's final compromise 2019-21 state budgets.

Additionally, many of the Democratic candidates for president in 2020 have released education policy proposals to deal with college affordability. These proposals include initiatives to extend funding for Pell Grants, to make "free college" using state-federal partnerships, expand student loan forgiveness, and increase dedicated funding for Historically Black Colleges and Universities (HBCUs) and other Minority-Serving Institutions (MSIs).

### **2. Changing Student Profiles**

Traditional college students – 18- to 21-year-olds who attend school full-time – now only structure a few third of the school population. Students also are increasingly taking over additional responsibilities while in class . consistent with HBSC, 85 percent of scholars are working in paid employment while studying. Lumina also reports that students work, on the average , 19 hours per week.

### **3. Integrating Data**

A report from the National Association of Student Personnel Administrators, Association for Institutional Research, and Educes found that "most institutions are investing in data and analytics projects, but few are measuring the resulting costs". The report found that faculties are using data in additional ways as they modernize and manage programs to point out returns on

student and state investments. Studies of students' academic progress and success are the leading sorts of data projects. Many institutions are conducting several sorts of student success studies annually.

#### **4. Changes in Admissions**

Last year, the University of Chicago announced that it might not require applicants to submit SAT or ACT scores, the most-selective institution ever to adopt a test-optional policy. Today, quite 1000 U.S. colleges and universities have adopted similar policies. As colleges and universities still use data to raised understand how their students perform, they subsided reliant on test scores. consistent with the Chronicle of upper Education, "on many campuses, deep dives into enrollment data have helped admissions offices determine which pieces of data they collect from applicants actually help them predict a spread of student outcomes, like first-year grades and progress toward a degree". The University of Chicago found that "ACT and SAT scores didn't tell it much about who would succeed and who would struggle."

#### **5. Open-Access Research**

Global advocates are calling for publicly funded research to be available through open-access sites, instead of behind pay walls of subscription-based journals. Over the previous couple of years, the movement has gained momentum at increasing cost to publishers. In 2018, Florida State University said it might not subscribe a publisher's journals in one bundled deal. This year, the University of California system cancelled its contract with Elsevier, one among the most important academic publishers within the world. The University of Iowa also announced a replacement open-source online journal, providing open access to the research and artistic scholarship of the university.

The University of California attempted to mitigate a number of these consequences by publishing alternative methods to access publications.

#### **6. Transnational Students**

According to Study portals, the amount of yank students enrolling at foreign colleges is predicted to grow from 2.3 million students in 2015 to six .9 million in 2030. This trend is attributed to multiple causes, including "higher ambitions and investments for world-class universities" and "accelerated growth of worldwide , multi-national networks". However, within the us , the amount of latest international student enrollments is declining. Inside education reports that, "New enrollments fell 6.3 percent at the undergraduate level, 5.5 percent at the graduate level, and 9.7 percent at the non-degree level from 2016-17 to 2017-18." While overall trends remain at an all-time high, increasing by 1.5 percent in 2018, there's some concern that new U.S. immigration policies may need long-term impacts on international enrollment.

## 7. Online Enrollment

Online courses still become more popular within the us . In 2016-17, overall postsecondary enrollment dropped by almost half a percent, while the amount of scholars who took a minimum of a number of their courses online grew by 5.7 percent. Over the last 15 years, online enrollment has quadrupled. However, a report from Mason University claims that the expansion in online enrollment has been “disproportionately large within the for-profit sector.” Further, “online coursework has contributed to increasing gaps in educational success across socioeconomic groups while failing to enhance affordability.”

## 8. Online Program Managers

As online enrollments rise, online program managers (OPMs) are working with colleges and universities to supply online options for college kids . OPM providers contract with institutions of upper education to make , market, and recruit for online degree and non-degree programs. In return, OPMs earn a percentage of the revenue or tuition from the web programs offered at public colleges and universities. College and universities like Harvard University , the University of Pennsylvania, and therefore the University of North Carolina already provide online programs through OPMs. Purdue University chose to accumulate Kaplan University in 2017 to directly expand its online presence.

## Conclusion

Higher education continues to adapt to new technologies and a changing global environment. This article represents just some of the most recent changes, and there are many other challenges and opportunities for American colleges and universities. As institutions seek to balance the established order with contemporary shifts, their flexibility to adapt to changing circumstances are going to be a key element in determining their future success.

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## QUALITY EDUCATION IN IMPROVING HUMAN RESOURCE

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### **Introduction:**

Human resources development is that the strategy or effort to develop the mind and skills of individuals. It is a means of acquiring skills. It is usually directed towards the improvement of job-related skills in organizations. Human resources development results in efficient production of products and services. Education is closely linked to development. It enlightens people especially in this modern system. It brings about the transmission and acquisition of skills, abilities and competences, which enable individuals live, work, and contribute to the development of the society at large. Therefore, education is expected to satisfy the individual's wants and those of the society since ultimately, it is the combination of individuals that form a society. In this context, quality education is fundamental to development. The nation with large number of human resource can be known as the richest nation. India is recognized as the Youngest Country in the world due to largest young population. It is obvious that a better India can be built only by building better people. And the young people can be empowered through education in general, through quality higher education in particular.

### **Education- Meaning:**

Education is development of individual and the society. It is called a force for social development, which brings improvement in every aspect within the society. Education may be a systematic process through which a toddler or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is that the only means. Its goal is to make an individual perfect. Every society gives importance to education because it's a panacea for all evils.

### **Scope and Objectives of HRD:**

Human resource refers to the talents and energies of people that are available to an organization as potential contributors to the creation and realization of the organization's mission, vision, values, and goals. The prime objective of human resource development is to facilitate an organizational environment during which the people come first. The other objectives of HRD are as follows:

1. Equity: Recognizing every employee at par regardless of caste, creed, religion and language, can create a really good environment in a corporation . HRD must make sure that the

organization creates a culture and provides equal opportunities to all or any employees in matters of career planning, promotion, quality of labor, life, training and development.

2. **Employability:** Employability means the power, skills, and competencies of a private to hunt gainful employment anywhere. So, HRD should aim at improving the skills of employees in order to motivate them to work with effectiveness.

3. **Adaptability:** Continuous training that develops the professional skills of employees plays a crucial role in HRD. This can help the workers to adapt themselves to organizational change that takes place on endless basis.

**Education and Empowerment:** Education is central to the process of empowerment. Education, in the context of empowerment is a weapon of great potency, as it provides exposure and access to new ideas and way of thinking, and triggered a demand for change. Recent studies identify female education as the main thing for bringing down child mortality, helping to improve the health of all family members and leading to a value change towards lower fertility goals also as enabling better access to birth control. It will lead to improved standard of living.

**Quality Education:** Quality is at the guts of education. A good quality education is one that gives all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The following steps are to be taken to improve the quality of education in India.

- The government must take steps for reaching the long pending goal of raising the investment in education sector to at least 6% of GDP as a priority.
- Instead of setting up new institutions, which require huge investments, priority of the Government should be to expand the capacity of existing institutions.
- In order to encourage excellence and efficiency, performance-linked funding of higher education institutions must be implemented.
- Skill development programmes in school and higher education system should be reoriented.
- A detailed plan for the creation of skill schools for improving employment opportunities for secondary school students in special focus districts will be prepared.
- Educational institutions will instill among students civic sense, discipline, punctuality, cleanliness, good conduct, empathy towards elders.

## Human Resource Development:

The people become human resource only they're competent to perform organizational activities.



### HR NEEDED QUALIFICATIONS

HRD may be a process of developing skills, competencies, knowledge and attitudes of individuals in a corporation.

## Four Major Themes of Human Resource Development:

1. **Developing Global Business Leaders** – Long-term development of employees to succeed as global business leaders.
2. **Promoting Professionalism** – Developing professionals and within the industry and global standard framework.
3. **Baseline Reinforcement** – Enhance stratified education to the employees ranging from young employees to senior employees in the right positions.
4. **Creating a Culture where Various Individuals can succeed** – Support individual employees through the promotion of diversity and career support, etc.

**Education & Human Resource Development:** Education is a very vital plank for HRD as being repeatedly enunciated more as a platitude rather than as an accepted, practical philosophy. The relationship between education system and human resource development is highly significant and both these indicators of the economy are interdependent. The positive relationship between education system and HRD is widely recognized.

**Methods of Human Resources Development:** The methods of human resources development are many. On the Job Training some types of human resources development techniques are in the following forms:

1. **Orientation/Induction Training:** This is aimed at assimilating the person who has accepted a job, to assist the new employee in adjusting to his job and the organization.
2. **Job Rotation:** It involves cross training given to employee by placing him on different jobs for a period of time ranging from a few hours to several weeks.
3. **Apprenticeship:** This takes place on-the-job by placing the new employee under the guidance of a skilled, experienced and certified worker.

**4. Job Instruction Training (JIT):** The supervisor follows many steps while training an employee; these are preparation, presentation, performance tryout and follow-up steps where learners are allowed to work independently.

**5. Internships (IT):** This is also called Industrial Training programme.

**6. Site-Based or Clinic-Based Training:** This is a form of self-paced training/learning that allows the individual requiring training to acquire the necessary knowledge and develop the required skills while on the job.

**7. Enlarged Job Responsibility:** This technique involves assigning more duties, responsibilities and assignments to an employee. It is used mostly for managers, professional staff and skilled clerical employees.

**Conclusion:** On the basis of above information we can say that this paper has been made to examine the concepts of human resources development and quality assurance in education and the importance of human resources development. The paper also highlighted various techniques/methods for human resources development such as on-the-job training, apprenticeship, simulation and supplementary training programme. Quality education is considered for the present study, as most important tool of human resource development. Hence higher and quality education is considered as the base of human resource development.

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## **LIBRARY AUTOMATION TO IMPROVE QUALITY IN HIGHER EDUCATION**

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**Introduction:** Libraries are known for using Information and Communication Technology (ICT) both for automation of its routine activities also as for providing search services to the users. Computers are increasingly utilized in libraries both for internal operations also as for accessing information that's available within the four walls of the library. The applications of computers avoid repetitive jobs and save labour and time both for users as well as outside the library staff. Computers are not only used as a data processing tool, but also for information storage, access and retrieval.

The use of computers for information storage and retrieval began with the assembly of computer-generated and printed indices for scientific and technical literature in 1960s. Subsequently, several organizations started using computers not just for generation and printing of indices but also for creation of machine readable databases, By early 1970s, several published indexing and abstracting journals, such as Biological Abstracts, Chemical Abstracts, Index Medicus, etc. were not only produced by computer, they were also made available as computer readable databases on magnetic tapes and several organizations started subscribing to them on magnetic media to organize local information storage and retrieval services.

Minicomputers were utilized in 1970s within the libraries to computerize operations like circulation, acquisition, cataloguing, serials and Library OPAC. The trend picked up in early 1980s with introduction of PCs at a cost affordable to the libraries. Past two decades have witnessed unprecedented developments in computer technology. Computers are getting used increasingly to automate various activities in libraries employing a suitable off-the-shelf general or specific-purpose software package now available during a wide selection for library automation.

### **What is Automation?**

The term automation is introduced used first D.S. Harder in 1936. He defined it as, “the automation is handling of parts between progressive production processes. Since then the term has been applied to a good sort of automatic machinery and automatic systems. And is action for human efforts of intelligence.

### **Definitions of Library Automation:**

The Oxford English Dictionary (Simpson & Weiner, 1989) defines automation as “application of automatic control to any branch of industry or science by extension, the utilization of electronic or mechanical devices to replace human labour”. “The technique of creating apparatus or a

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system that operates automatically". In general automation is that the automatic, as against human, operation or control of a process, equipment or a system; or the techniques and equipments want to achieve this. In libraries automation refers to the method of automatic in-house functions like circulation, cataloguing, Acquisitions, Serials Controls etc.

### **Objectives of Library Automation:**

Avoid duplication of work

To improve control over collection

To improve the existing services

To have effective control

To maintain bibliographical records of all the materials

To share the resources through library networking

To provide access to information at a faster rate

In the Library automation system, computer and other semi-automatic devices are used to automate the database. Computers play an important role in library automation system, like:

Speedy processing of information and its retrieval

Standardization of library procedures

Flexibility in information search

Participating in network programmers and resource sharing

### **Need & Purpose of Library Automation**

The exponential growth of data has made manual system redundant necessitating requirement of computerized information storage and retrieval. Effective and efficient handling of giant quantum of data is merely possible by using computers, which have the added advantage of being highly accurate, and timely that adds value to information. Use of computers in automating the library routines is specifically useful for the following reasons:

- A staffer during a branch library can verify the status of an order without maintaining duplicate files or without making a search . A user can check to ascertain if a book is out on loan or available on the shelf of the library;

- The application of data technology in libraries leads to increased operational efficiency. It ensures ease of functioning, accuracy and economy in human labour with greater speed;

- The IT increases productivity of library staff. It relieves professional staff from clerical chores so that they can be fruitfully used for user-oriented library services; and

- It improves quality of services rendered by the library..

The common areas of library automation are:

- Acquisition: It automates the acquisition process, ordering, receiving, return and cancellation of materials.
- Cataloguing: It includes the creation, storage, retrieval and management of bibliographic records.
- Circulation: It handles circulation of the material like return, renewal, etc.

#### **Basic Requirement of Library Automation:**

An Integrated Library System or Library Automation is an enterprise resource planning system for a library, used track items owned, orders made, bill paid, and knowledge patrons who have borrowed. Automation is that the use of machines, on the other-hand Library Automation refers to the implementation of computer software that permits previously manual tasks to be completed in computing system.

Basic Components of an Integrated or Automated Library System:

The followings are the essential components of Automation Library System.

- Computer System
- Networking Device
- Software
- Database
- Server



Advantages of Library Automation

Improved Customer Service

Automation of the library helps take

some of the workload off of librarians and other staff members in the areas of acquisitions, cataloguing and circulation, which in turn allows them to better serve their patrons. This overtime can cause more programs being facilitated within the library and make library staff available to answer reference questions and help people that having trouble researching or finding the right information.

#### **Cataloguing Improvements**

Automated cataloguing standards, like MARC (Machine Readable Cataloguing), leave quicker cataloguing of library items. Not only does this allow the librarian longer to dedicate to improving customer service, but it also makes the sharing of materials from location to location much easier and much more affordable.

### **Easier Access**

Not only does automation of library materials make it easier to seek out books, pip out also makes it easier to access journals and a few books online from a computer or elsewhere. The automation of library collections also allows the library to be more flexible when it involves any increases in demand.

### **Collections**

Automation of the library allows for an improvement within the variety, amount and quality of materials that are available within the library's collection. It also can help make removing old, outdated and irrelevant books and materials from the gathering, which helps keep the library's collection more streamlined and easier to seek out the right item.

**Conclusion:** Automation is also a way of preparing the collection to become sustainable with the ever-increasing shift to a technology-based society, in terms of information dissemination, paired with the ever-decreasing amount of funding for libraries. Automation will help libraries who begin to struggle and are forced to get off staff. Switching to an automatic system allows libraries to feature on features once they become available within the future, rather than having to try to an entire overhaul of their collections and cataloguing methods.

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## TRUE EDUCATION – A GLANCE THROUGH THE EYES OF RADHAKRISHNAN

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### **Introduction:**

The present age of Internet has turned the students into slaves to the electronic gadgets and made them forget about the value of life. They are being drifted towards senseless pursuits that results in restlessness and crime. The values we cherish, the spirit and the ideal differ from one civilization to another. Tragedies of the human heart result in callousness and crime. Causes of distemper lie within the mind. Initiation into higher life is the ultimate goal of man whose true wealth consists in the wealth of mind, the wealth of soul that gives us self-possession in times of doubt, difficulty and distress. Education is a search for integration, for wholeness. The European Renaissance and the Reformation set before the man the task of subjugating and controlling nature and man. The present is the most exciting age of science ever known to mankind. Now the main task that lies before the teachers is to train the students to reveal the treasure that is inherent in them. They should not merely acquire knowledge but realize the truth. This paper being focused on Radhakrishnan's views on education, aims at inculcating values among the students.

Sarvepalli Radhakrishnan says, "Unfortunately in our schools we look upon children as mere raw stuff on which we can impose our unjust views through our powerful wills. Children born healthy are turned into the sick semblance of ourselves. We inject them with our own views and make them as corrupt as we are. Children should understand what is natural, spontaneous, uncorrupt, sound, and reach harmony with themselves and other objects in the world...We must free education from the chains of an evil past, from its ignorance and errors besides liberating the young from the blind despotism of the old. Coercion destroys what is natural and sacred in the child." (164)

The above lines reveal the fact that the main aim of Education is to make us into civilized human beings conscious of our moral and social responsibilities. It is to produce the moral and the spiritual man, the complete, the whole man. It is true that the world of ours is physical, organic and social and there is a general plan in the universe and this fact not only lightens our problems but also lights up our pathway with the radiance of joy. Truth is of permanent value and it abides even when our loved ones pass away and possessions disappear. As the Supreme is within us, we yearn to attain purity and reach truth. Our aspiration to reach the Supreme goal is an expression of the pursuit of truth.

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Though the world may be at strife, it's possible to keep our hearts in peace by realising the truth of the universe and our genuine role in it i.e establishing friendly relations with our natural, social and cultural environment. The Upanishadic expression, 'He alone knows the truth who knows all the living creatures as himself' reminds us of our duties on earth. We must remember Tagore's comments on *Robinson Crusoe*, wherein a perfect union with nature is expressed in a story of adventure, that "the solitary man is face to face with exploring her secrets, using all his faculties to win her help" (*Towards..* 294).

While extolling the greatness of the saints, Radha Krishnan says, "The saints belong to the whole world. They are universal men who free our minds from bigotry and superstition, dogma and ritual and emphasize the central simplicities of religion." (141). We cannot get life eternal by mere textual learning. On the other hand, we must embody the highest principles in our own life. Our minds should be endowed with generosity and good will towards all. The gurus are the light-bearers to mankind and the messengers of the timeless. They do not claim to teach a new doctrine, but only to renew the eternal wisdom. Talking about the guru, Radha Krishnan says, "The guru is the indwelling Divine who teaches all through the gentle voice of conscience. He appears outside in human form to those who crave for a visible guide. The enlightener is the inner self." (145)

People begin to realize the truth fully when they overcome their own passions. It can be found only by passionate search, by the existential commitment of the whole personality. It fosters the spirit which makes them believe that what they think right may not after all be right. It makes them aware of the uncertainties of human hypotheses. It makes them believe that their deepest convictions may be changeable and passing. The views which appear as contradictories are known to be mere contraries. In the Gita, it is revealed that "Religion is not a philosophical proposition, not a historical life. It's a personal discovery that the apparently indifferent world conceals as its reality, an intimate concern for each individual, as of parent for child" (*The Bhagavadgita*, Chap XI, 44). Man is the supreme creature on the surface of the earth. He is "not something thrown off, as it were in a cosmic whirl. As a spiritual being, he is lifted above the level of the natural and the social world. He is essentially subject, not object". (Radha Krishnan, 110)

If we are able to respond creatively to every fresh challenge, whether it comes by the way of outer events or of ideas, it is healthy and progressive. The achievements of science stand as witnesses to the spirit in man. Socrates started his quest by becoming aware that he does not know himself and indeed that he does not know anything. When we know that we do not know, we begin to know ourselves. He who explores his inward nature and integrates it is the ideal man. In fact, man is turned outside by his senses and so loses contact with himself and has

practically lost his way. Since his soul is immersed in outer things like power, money and other material possessions, he will never find his true nature. Unless and until his soul is turned round to find its right direction and discover the meaning and reality it has lost, it becomes a futile existence.

Man's evolution is bound up with his conscious effort. He has to grow into a regenerate being and permit the currents of universal life to flow through him. Those who have evolved, who have realized their latent possibilities, who are reborn, serve as examples and guides to others. All religions ask us to change our unregenerate nature, to replace 'avidya' (ignorance) by 'vidya' (wisdom). What is needed is a change of consciousness, rebornness, an inner evolution, a change in understanding. To attain the higher level of understanding of being, one has to undergo inner growth, i.e growth in wisdom and stature through prayer and fasting, through meditation and self-control.

#### **Conclusion:**

Modern man in pursuit of wealth is losing his health and morality. He finds himself in a state of unrest and perplexity. More over the modern science has brought with it comforts as well as complexities. In this decisive stage, a student badly needs orientation to steer his boat in a proper way. As Vivekananda says, 'illiteracy breeds ignorance and ignorance is the root cause of all evils', we have to drive away this ignorance. Sarvepalli Radhakrishnan being a great philosopher and teacher, guides mankind by suggesting a suitable solution to the ever pervasive menace of ignorance. If the present generation of students follow his views on real education, they will stop the rat race of earning material possessions and think about the self, the real source of true happiness.

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## IMPORTANCE OF LANGUAGES IN HIGHER EDUCATION

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### **Introduction :**

In discussions of language and education, language is usually defined as a shared set of verbal codes, such as English, Spanish, Mandarin, French, and Swahili. But language can also be defined as a generic, communicative phenomenon, especially in descriptions of instruction. Teachers and students use spoken and written language to communicate with each other—to present tasks, engage in learning processes, present academic content, assess learning, display knowledge and skill, and build classroom life. In addition, much of what students learn is language. They learn to read and write, and they learn the discourse of academic disciplines. Both definitions of language are important to understanding the relationship between language and education.

In their early years, children learn both spoken and written language. They gradually develop the ability to use complex grammatical structures and vocabulary; communicative competence (rules for the appropriate and effective use of language in a variety of social situations); comprehension of spoken and written language; and the ways of expressing themselves. As suggested by M. A. K. Halliday, the relationship between language and education can be divided into three heuristic categories:

- (1) learning language,
- (2) learning through language and
- (3) learning about language.

### **1. Learning Language:**

Educational programs for young children often emphasize curriculum and instruction to facilitate language learning. With regard to spoken language, instructional programs may emphasize opportunities to comprehend a variety of genres from directions to narratives and opportunities to experiment with modes of expression. With regard to written language, classrooms for young children provide opportunities to learn alphabetic symbols, grapho-phonemic relationships (letter-sound relationships), basic sight vocabulary, and comprehension strategies; and also feature the reading of stories designed for young children. Young children may also have opportunities to learn how to express themselves through written language, including opportunities to form letters, words, sentences, and text structures, and opportunities to learn how to put together a written story

## 2. Learning through Language

Learning in classrooms is primarily accomplished through language. Teachers deliver lectures, ask questions, orchestrate discussions, and assign reading and writing tasks. Students engage in academic tasks through reading, writing, exploring the Internet, giving verbal answers to teacher's questions, listening to teacher's lectures and student presentations, participating in whole-class and instructional peer group discussions, memorizing written text and vocabulary, and so on. A major thrust of classroom research since the 1970s has focused on the following question: What forms of classroom language practice facilitate what kinds of learning?

- a. **Scaffolding:** One classroom language practice of interest to educational researchers has been scaffolding. Scaffolding is the process through which teachers and students interact with each other by building on each other's immediately previous statement or utterance.
- b. **I-R-F:** Another classroom language practice that has received a great deal of attention from educational researchers has been the teacher initiation—student response—teacher feedback/evaluation sequence (known as I-R-F). It is also referred to as the asking of known-information questions and recitation questioning.
- c. **Show & Tell:** A third classroom language practice that has received a lot of attention has been sharing time (also known as show-and-tell). Sharing time provides an opportunity for young children to develop narrative performance skills such as topic coherence, sequencing of events, structuring narrative events, and adjusting a narrative to an audience

## 3. Learning about Language:

Perhaps the most obvious classroom practice for learning about language is through the study of grammar and spelling. As linguists point out, the grammar taught in school is a prescriptive grammar and is not what linguists mean by grammar. Another typical classroom practice for learning about language is the instruction of a second language. Learning a second language can mean one of two things: the learning of a foreign language (such as the learning of Latin, French, and Spanish in the United States) or the learning of English by those in the United States whose native language is not English. It is often the case that the teaching of a second language includes coverage of the grammar, vocabulary structures, and history of the language.

## Conclusion:

Languages represent the growth of civilization. The widespread and scattered communities developed their own specific languages which stood for their culture, the living force. Without languages people cannot communicate as freely as they are doing it now. It's quite interesting to study how languages play an important role in higher education. This paper

by putting before you three important aspects has rightly analyzed the importance of languages in Higher Education.

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