



A Special Issue of

# RESEARCH MATRIX



International Multidisciplinary Journal of Applied Research



## Acknowledgement

IQAC of NVPAS is grateful to  
National Assessment and Accreditation Council (NAAC),  
Bangalore and Charutar Vidya Mandal for Financial Support



**Natubhai V. Patel College of Pure & Applied Sciences**

(Managed by: Charutar Vidya Mandal)

ACCREDITED 'A' GRADE BY NAAC,

RECOGNISED UNDER 2(f) AND 12(B) UGC ACT

Vallabh Vidyanagar,-388120.

Gujarat

Phone : +91-02692-235500

Fax: +91-02692-234111

E-mail: [nvpascollege@yahoo.co.in](mailto:nvpascollege@yahoo.co.in)

Web site: <http://www.nvpas.edu.in>

RESEARCH MATRIX VOLUME 5/ISSUE 5(PART-II)/DEC 2015/ISSN 2321-7073

## Proceedings of NAAC Sponsored Two Day National Seminar

on

**“Empowering educational system through  
quality enhancement and capacity building  
of teachers and students”**



A Special Issue of

## Research Matrix

International Multidisciplinary Journal of Applied Research

ISSN 2321-7073

(E-mail : [editorresearchmatrix@gmail.com](mailto:editorresearchmatrix@gmail.com), Website : [www.researchmatrix.org](http://www.researchmatrix.org))

in collaboration with Charutar Vidya Mandal's

**Natubhai V. Patel College of Pure & Applied Sciences**

Vallabh Vidyanagar

(Website : [www.nvpas.edu.in](http://www.nvpas.edu.in), E-mail : [nvpascollege@yahoo.co.in](mailto:nvpascollege@yahoo.co.in))



### College IQAC Committee

**Dr. Basudeb Bakshi, Chair person**

**Dr. Rita N. Kumar, Co-ordinator**

### Members

**Dr. Urvish Chhaya**

**Dr. Bharat Patel**

**Dr. Shweta Trivedi**

**Dr. Ami Patel**

**Dr. Yachna Jha**

**Mr. Niraj Babariya**

**Mr. Tejas Thakkar**

**Mr. Kartik Jagtap**

**Mr. Sanjay Patel**

**With Best Compliments From :**  
Vijay Scientific & Chemicals (Agencies), Nadiad  
Labtronik, Ahmedabad

### Chief Editor

**KALPESH R. RAKHOLIA**

Block no-7/b, udaynagar society, b/h. godhwani high school,  
Timbavadi-362015 JUNAGADH. 97245 00923

### Editorial Board

Dr. Kishorchandra H. Aatkotiya

Dr. M. P. Tala

Dr. R.K. Mathukiya

Dr.K. A. Khunt

Dr. Dhaval Kathiriya

Dr.P. M. Kasundra

Dr. S.N. Kotkar

Ms. Linda Rose Dennis

Dr.JayeshbhaiBarot

Dr Suneeta S. Chandorkar

Dr. P. M. Doliya

Dr.Shailesh J. Butani

Dr. Bankim Radadiya

Dr.B.K. Sagarka

Mr.Nagendra R

Dr.Yogeesh N.

Mr. Suraj Sawant

Dr. Chakradhar Frennd

Dr. Niharika Udani

Shri Varshaben K. Tandel

Dr. Umesh Patel

Dr. Joydip Sengupta

Rushikesh N. Upadhyay

Dr. Pinal D. Solanki

Dr. Bhavsinh M. Dodiya

DR. P. B. Kanjiya

Dr. Ruchira Bhargava

Mr. Ashok B. Chandera

Mr. Jagrutkumar K. Vasavada

Dr. Dixa Hemchand Savla

Prof. Munshi Sakina Tabbsum A.

Prof. Loknath Suar

DR. Vijaykumar Soni

Dr. Chetan Dudhagara

### Guest Editors

**Dr. Rita N. Kumar** (IQAC coordinator)

Head, Dept. of Biol. & Env. Science,

NVPAS

**Dr. Urvish Chhaya** (Org.Secretary)

Asst. Prof., Dept. of Microbiology,

NVPAS

**Mr. Niraj Babariya**

Asst. Prof., Dept. of Mathematical Sciences,

NVPAS

**Dr. Basudeb Bakshi** (Convener)

Principal,

NVPAS

**Mr. Kartik Jagtap**

Head. Dept. of English,

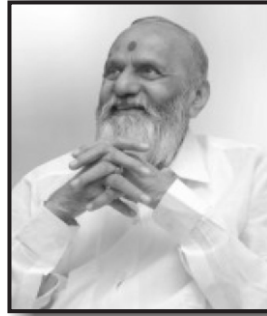
NVPAS

**Mr. Rakesh Patel**

Asst. Prof., Dept. of English,

NVPAS

*From the Desk of Our Management Charutar Vidya Mandal.....*



**Dr. C. L. Patel**  
Chairman, CVM

I feel glad releasing the proceeding on the occasion of NAAC sponsored two day National Seminar on “Empowering Education System through Quality Enhancement and Capacity Building of Teachers and Students”.

The globalized world of the 21<sup>st</sup> century has put a lot of opportunities as well as challenges for sustaining quality education especially in higher educational institutes of India. I hope that the seminar will pave the way for the teachers, administrators, researchers and policy makers for taking novel initiatives in empowering the present process of teaching and learning.

I take this opportunity to compliment the academic and administrative staff of NVPAS and convey my best wishes to them for the grand success of the seminar.

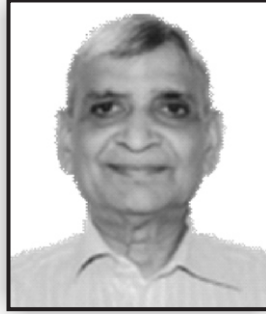


**Prin. S. M. Patel**  
Hon. Secretary, CVM

I am delighted to learn that NVPAS, V V Nagar is organizing a two day National seminar on “Empowering Education System through Quality Enhancement and Capacity Building of Teachers and Students”.

The government has made a lot of efforts to enhance education system exclusively after the independence of India by accepting recommendations of various education commissions. As a result the gross enrolment ratio in higher education has increased. But till now the issue of quality education up to certain extent has not been adequately adressed. I believe that the quality in higher educational institutes can only be enhanced by strengthening the skills and capacity of teachers as well as students.

I am sure that the seminar will help in generating new ideas to impart quality education. I congratulate the organizing team for initiating a noble step in enhancing quality education.



**Dr. J. D. Patel**  
Hon. I/c Secretary, CVM

It gives me immense pleasure to take a note that Natubhai V. Patel College of Pure and Applied Sciences is organizing NAAC sponsored National Seminar on Empowering Education System.

Organization of such seminar is timely and it provides a platform to researchers, academicians and students to build up their own capacity as well as that of the academic institute.

I am sure the participants will have fruitful discussion. The team of organizers need be congratulated for taking up such task. I wish all the best to the conference.



**Dr. Jagannath Patil**

Deputy Adviser & Regional Coordinator (Western Zone), NAAC

I feel profound pleasure to know that Internal Quality Assurance Cell of the N.V. Patel college of pure and applied sciences is organizing NAAC sponsored national seminar on “Empowering educational system through quality enhancement and capacity building of teachers and students” on 6<sup>th</sup> and 7<sup>th</sup> December 2013.

The rapid developments in teaching and learning process have opened new vistas and avenues for the humanity. It gathers enthusiasm for its creative future through such seminars. Such seminars provide an excellent opportunity for the academic professionals to interact and gain new knowledge to enlarge the scope of their teaching learning activities.

I hope that this seminar will provide an extremely useful opportunity for all concern to interact. Fruitful deliberations would take place among the participants attending the seminar besides sharing their experience.

I compliment the organizers for hosting the seminar and wish the seminar and publication of the proceedings a great success.



**Dr. Basudeb Bakshi**  
**Principal**

Natubhai V. Patel College of Pure & Applied Sciences

I feel proud to announce that Natubhai V Patel College of Pure and Applied Sciences, Vallabh Vidyanagar is organizing NAAC sponsored a two day national seminar on “Empowering Education System through Quality Enhancement and Capacity Building of Teachers and Students”.

India has made significant achievements in the past few years including the field of education. But still the issue of imparting quality education has always remained a matter of great concern to educational fraternity. NVPAS has been striving for excellence relentlessly through quality education and research since the inception of the college. There is an urgent need to empower present day higher education system in the global competitive world.

I sincerely appreciate painstaking efforts of organizing team to bring out the proceedings in form of special issue of journal “Research Matrix” with ISSN number.

I am sure that the seminar will help in enhancing quality in higher educational institutes which will be the strong base for becoming India a global competitor. I extend my warmest wishes to the organizing team.

# *Invited Speakers*



**Prof. (Dr.) B.G.Patel,**  
Provost, CHARUSAT University

### **Key Note Address**

*“Education is not the filling of a pail, but the lighting of a fire.” -William Butler Yeats*

Higher Education System in India compared to developed countries needs substantial improvement. The percentage of students taking higher education is hardly about 13 % whereas the same is varying between 28 to 90 %, across the world.

At one end we claim that India would rank 3<sup>rd</sup> among all countries by 2020 in education. If we observe overall ranking of relevant institutions, it is seen that in the year 2000, out of 500 there were 2 Indian Universities / Institutes which were featured in the list, and 1 institution from China.

Now almost after a decade in 2010 the tables have changed with only 1 institution from India being featured and 32 institutions are featured from China!!

This clearly reveals that how much we are lagging behind in terms of overall % of higher educational institutions, number of students pursuing higher education. We are not only beaten in by the developing and developed countries in terms of GDP, Exchange of foreign currency but also in terms of number of students pursuing higher education..

Budget allocation by Govt. of India as per 2012 plan is about 6 % which is not going to be adequate, and therefore allocation must be made appropriately, i.e. minimum 10 % in order to improve the scenario. It is very much desirable that basic education must reach to maximum number of children from different strata of the society so that they are eligible to pursue higher education.

Over and above, higher institutions must also concentrate on giving away quality inputs to the students. Institutions must look into constantly updating the syllabi in order to help students adapt with the changing market scenario. To start with they can look at making education liberal, introduce new practices & applied research work; updating the course curriculum frequently. If such developments take place in its true sense in our country, students would be attracted to pursue higher education which will in turn fulfil corporate expectations. Efforts should also be taken to guide, mentor students and parents to develop and retain interest amongst students.

In addition to above, curriculum should also include sports, hobby classes, vocational skills development program, employability enhancement & soft skills development programs, entrepreneurship development modules, specialization wise clubs and committees of students, practical assignments related to their field, industry interface related modules such as internships, industry visits, guest lectures / workshops / seminars, participation in summits, management quiz etc.. with evaluation / monitoring system so as to ensure continual improvement in the same..

Special emphasis must be given to communication and presentation skills, especially for students coming from rural

background / remote locations and that for students studies in vernacular languages., so that they can perform well in the corporate world, across the globe.

Institutions should also inculcate multitasking abilities amongst students, foreign languages, advanced IT knowledge so that they can perform better in the chosen field. Student exchange, cultural exchange should be encouraged and various ways and means should be found to enhance students interest level & participation.

Government should also provide sufficient funds, annual schemes for unaided institution for enhancing overall support. Some specific programs of higher education should be developed for respective sectors, and companies of these sectors must assure employability through internships / projects and final placements for win-win situation.

These are some of the points if we practice in a near future for increasing percentage of students seeking higher education, the scenario will certainly increase., and students in turn will start adding value to the corporate world and towards the growth of our nation in the near future.

Although India has survived with its higher education system for decades, now as it strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important.

Thus, to compete successfully in the knowledge-based economy of the 21st century, India needs innovative and creative models in higher education system that produces bright graduates to support sophisticated research in a number of scientific and scholarly fields and produce at least some of the knowledge and technology needed for an expanding economy.



**Dr. Sandeep Jain**

Under Secretary

Ministry of Human Resource Development, Shastri Bhavan, New Delhi

### **ACCREDITATION OF HIGHER INSTITUTIONS**

Assessment and accreditation in the higher education, through transparent and informed external review process, are the effective means of quality assurance in higher education to provide a common frame of reference for students and others to obtain credible information on academic quality across institutions thereby assisting student mobility across institutions, domestic as well as international.

Through the accreditation process, an agency or its designated representative evaluates the quality of a higher education institution as a whole or of a specific educational program, in order to formally recognize it as having met certain predetermined minimal criteria or standards. The result of this process is usually the awarding of a status of recognition, and sometimes of a license to conduct educational programs within a time-limited validity.

The process can imply initial as well as periodic self-study and evaluation by external peers. The accreditation process generally involves three steps with specific activities:

- (i) a self-evaluation process conducted by the faculty, the administrators and the staff of the institution or academic program, resulting in a report that takes as its reference set of standards and criteria of the accrediting body;
- (ii) a site visit, conducted by a team of peers, selected by the accrediting organization, which reviews the evidence, visits the premises and interview the academic and administrative staff resulting in an assessment report, including a recommendation to the accrediting body; and
- (iii) examination of the evidence and recommendation on the basis of the given set of criteria concerning quality and resulting in a final judgment and the communication of the formal decision the institution and other constituencies, if appropriate.

Earlier, accreditation was voluntary, as a result of which less than one-fifth of the colleges and less than one-third of all universities had obtained accreditation. The UGC has issued UGC (Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations, 2012 which stipulates mandatory accreditation of each HEI after passing out of two batches or six years whichever is earlier. Mandatory accreditation in the higher education would enable the higher education system in the country to become a part of the global quality assurance system.



**Prof. Raghavendra V**  
(Retired Prof. IIT Kanpur)  
Distinguished Professor  
LNM Institute of Technology, Jaipur.

### **ENHANCEMENT OF QUALITY VERSUS CAPACITY BUILDING**

**In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. (Bernard, 1999)**

Richard Ingersoll, professor of education and sociology at the University of Pennsylvania, found that the major factor in turnover included job dissatisfaction and/or the desire to pursue a better job or career opportunity in or out of education. Of those who depart because of job dissatisfaction, most link their decision to leave to inadequate administrative support, isolated working conditions, poor student discipline, low salaries, and a lack of teacher influence over decision-making. Ingersoll writes, —In short, the data suggest that school staffing problems are rooted in the way schools are organized and the way the teaching occupation is treated and that lasting improvements in the quality and quantity of the teaching workforce will require improvements in the quality of the teaching job.

Teaching is complex work. Teachers need deep content expertise along with knowledge of development and learning in order to make content meaningful to diverse groups of learners. They must understand how students' learning develops within a subject area, the nature of gaps in students' understanding that may arise, and the strategies to connect each learner with deep content knowledge. Teachers make countless complex decisions each day. They need to informally assess how much students know and can do as well as where and why they might be struggling—and modify instruction accordingly.<sup>26</sup> At the same time, the numerous ways to advance student learning require teachers to be able to receive feedback and reflect on their practice with others



**G. Narayana**

Chairman Emeritus, Excel Industries, Vadodara

### **ORGANISATION LEADERSHIP AND WORK EXCELLENCE**

Sincere work and delegating management reinforce each other.

Honest contribution and empowering leadership reinforce each other.

Noble Excellence and trusting pathmakership reinforce each other.

When all Managers transform and transcend to become empowering leaders and noble pathmakers, the work Excellence will shine everywhere. Work is the solution. Work is the way to cross this life. Work is the boon for man. Work is worship.

Excellence at work is the ladder for man to rise to the heights of consciousness.

When Quality and Excellence are your signature, you will shine by the light of Divinity and Excellence. You will then realise that you are that Excellence.

Then, through your Excellence, you will become a reflection mirror of Lord's light.



**D.R. Goel**

CASE, The M.S. University of Baroda, Vadodara- 390002  
goel\_d\_r34@rediffmail.com

### **TEACHER IN THE DIGITAL AGE: ISSUES & CONCERNS**

The talk will address genesis of digital age, properties of digital information, Analog & Digital information & their inter-conversion, and Digital Age Skills. Expected profile of Humane & Professional Teacher in the Digital Age is envisaged. Some of the Innovative Programs emerged in India in Teacher Education have been enlisted followed by Emerging Technologies in the Digital Age. Research Scenario in ET & ICT in Education has also been presented. Challenges & Issues for the Teachers of the Digital Age, viz. Shift to more powerful learning paradigms, ICT Illiteracy, Information Explosion & Knowledge Poverty, Technology Alienated Education, Analog to Digital: Fast Conversion, but, Slow Transition, Thin Population of Techno-Savvy, NET Savvy & Info-Savvy, Rare Expression of ICT Aided Constructivist Approaches in Education, Not Fully Functional Open Education Resources, Rising Digital Learning Resources & Diminishing Creative Production, Digital Learning Resources System & Slow Pace, 3Rs to ICT Literacy, Comprehensive Teacher Profile for Inclusive Education in Digital Age, Rare Info-Savvy Teachers, Teacher as a Techno-Pedagogue, Teacher & Participatory Approach of Problem Solving, Technology Integrated Teacher Education, Media for Equitable Education for All, People with Disabilities & Computer Technology, Teacher & Educational Technology, Developmental Challenges & Technological Determinism, Development of Media Culture & Media Intimacy, Black Board & White Board Dichotomy, Technological Evolution & Teacher Renewal, have been delineated. The Paper also shares some concerns, viz. Techno-Friendly Teacher & Teacher-Friendly Technology, Digital Technology Integrated Teacher Education, Courses & Programs on Digital Technology, Professional Development Programs for Teachers & Teacher Educators on Digital Technology, Employing Management Information System Series in All the Educational Institutions, Choice Based Credit System & Sharing of Credits Between Teacher Education & Faculty /College of Technology & Engineering, Specialization of Teachers on Technology for the Disadvantaged Students, Technology Culture in Educational Institutions, MOU Between Technology Agencies & Apex Educational Institutions, Developmental Challenges & Technological Determinism Educational Technology for Equitable Education for All and Teacher as Educational Technologist.



**Prof. S. C. Panigrahi**

Professor & Head, Department of Education (CASE)  
Faculty of Education & Psychology  
The M. S. University of Baroda, Vadodara-390002, Gujarat.

### **EMERGING TRENDS IN CLASSROOM AND LABORATORY TEACHING**

In the era of globalization, technology has penetrated deep into all aspects of our life. A wide variety of technologies are now being used in educational settings. In a way technologies have brought a revolutionary change in our teaching-learning situations at all levels of education. Therefore, a paradigm shift can be discerned quite clearly. This paper will highlight the scenario of classroom transactions in a technology based situation. The use of online learning, hybrid technology, collaborative models and many other teaching technologies and technological devices have warranted a situation to bring a drastic change in our thinking and transaction. Where does all these will lead to; probably a bright future for our future generation. During the course of elaboration of this paper, it will examine the emerging technologies for their potential impact and issues of using them in classroom and laboratory teaching. The paper will also highlight some emerging technologies that are like to bring a drastic change in our educational setting.

# INDEX

Sr. No.	TITLE OF THE PAPER	Page No.
1.	Assessment and Accreditation of Higher Education Institutions by NAAC: Its Pros and Cons (With special reference to Madhya Pradesh) <b>Dr. Pramod Pandit and Dr. P. Gautam</b>	1 to 3
2.	Importance of Internal Quality Assurance Cell in Empowering . Educational System of India <b>Ms. Niharika Gautam</b>	4 to 6
3.	NAAC: Promoter of Diversification of Education With Quality <b>Mr. Kamal Agal</b>	7 to 10
4.	Awareness of Organizational Leadership in Educational Institutions <b>Ms. Neha Pandya, Ms. Kajal Dungrani</b>	11 to 13
5.	Role of IQAC in Higher Education Improvement Programme <b>Ms. Rupa Pathakji and Ms. Janet George</b>	14 to 17
6.	Role of IQAC in Improvement of Education <b>Ms. Rashmi Varma</b>	18 to 20
7.	Role of IQAC in Education Improvement Programme <b>Ms. Pinki Nenwani</b>	21 to 24
8.	Present Education System <b>Mr. Yogesh Madan Dharangutti</b>	25 to 28
9.	Present Education System - Boon or Bane <b>Dr. Anjali A. Kulkarni and Dr. A. S. Kulkarni</b>	29 to 30
10.	Empowering Education through Quality Education <b>Ms. Pragnya Kansara</b>	31 to 33
11.	Performance Assessment System: Making Students Live and Mobile towards Practicability <b>Ms. Shivangi Shukla, Prof. Kiran Shukla, Prof. Nital Soni</b>	34 to 36
12.	Shifting Paradigm from Teaching to Learning-Moving towards Asynchronous Learning <b>Dr. Ketan Kotecha, Dr, Rucha Mishra</b>	37 to 39
13.	Need for Integrated Approach in Educational System <b>Mr. Anandkumar Shinde</b>	40 to 43
14.	Best Practices in Higher Education <b>Ms. Swapnali Waghole</b>	44 to 46
15.	Present Education System - Friend or Foe <b>Dr. Divyesh Vyas</b>	47 to 48
16.	Merits & Demerits of Present Education System <b>Ms. Bharti Raj, Ms. Manisha Raj</b>	49 to 55
17.	Emerging Aspects in Classroom Teaching and Learning <b>Prof. I. N. Tandel</b>	56 to 59

Sr. No.	TITLE OF THE PAPER	Page No.
18.	Basic Essentials of Curriculum Designing <b>Dr. Shailesh N. Hadli</b>	60 to 61
19.	Implementation of Jigsaw Technique in Higher Education <b>Ms. Jalpa H. Jani and Mr. Jagdeep R. Sonawane</b>	62 to 64
20.	An Analytical Approach in Quality Building in Urbans Vs. Quantity Building in Rurals with Respect to E-classrooms: Challenge in Education <b>Ms. Stella Joice</b>	65 to 67
21.	Changes in the Academic Perspectives <b>Mr. Mushariq Khan</b>	68 to 69
22.	Quality Enhancement in Curriculum Design by Programmed Learning <b>Ms. Kajal Dungrani and Ms. Neha Pandya</b>	70 to 72
23.	Perspectives of Curriculum Design <b>Mr. Mayur Rao</b>	73 to 75
24.	Teaching Trends <b>Mr. Kaustubh Goel</b>	76 to 77
25.	The Impact of E-learning Methodologies and Tools in Higher Education <b>Dr. Chetan Dudhagara, Mr. Hasmukh Patel</b>	78 to 79
26.	Role of ICT in the Capacity Building of Teachers <b>Dr. H. J. Trivedi and Dr. Basudeb Bakshi</b>	80 to 81
27.	Students' perception of the Effectiveness of the Use of ICT in Teaching-Learning Process <b>Ms. Kamini Shah</b>	82 to 86
28.	Career and Capacity Building of Students by Institutional Initiatives: A Case Example of Entrance Exam Preparation Cell of NVPAS <b>Dr. Amit Ballani, Dr. Kundan Kumar Mishra and Dr. Urvish Chhaya</b>	87 to 89
29.	Teacher's Upgradation <b>Ms. Ankita Patel</b>	90 to 92
30.	Quality Enhancement in Higher Education through Performance Appraisal of Teachers <b>Ms. Sima Patel</b>	93 to 96
31.	Opportunities to the Students of Basic Sciences: An Overview <b>A. D. Harkal and V. S. Kale</b>	97 to 100
32.	Employee Motivation and Encouragement <b>Dr. Rita N. Kumar</b>	101 to 103
33.	Affective Pedagogy for the Resistance Learner <b>Dr. Kamalakar Bhat</b>	104 to 106
34.	Effectiveness of Organizational Leadership in Quality Enhancement and Capacity Building <b>Ms. Dipali Purohit</b>	107 to 109
35.	Strategies of Successful Leadership in an Organization <b>Ms. Kaajal Bhasin, Mr. Pratik Mistry</b>	110 to 113



**ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION  
INSTITUTIONS BY NAAC: ITS PROS AND CONS  
(WITH SPECIAL REFERENCE TO MADHAYA PRADESH)**



PRAMOD PANDIT\* AND P.GOUTAM\*\*

Department of Chemistry\* and Commerce\*\*

S.B.N. Govt. P.G. College, Barwani, K.B. State highway, Barwani M.P.

E-mail: ppandit2011@gmail.com

**ABSTRACT**

The thought, thinking and theme behind the establishment of National Assessment and Accreditation Council (NAAC) as an independent agency is definitely an honest commitment and a strong positive step to ensure and maintain the element of quality in higher education institutions of the country. NAAC also provides its after suggestions to institutes who have gone through the process of accreditation.

Since, UGC is the apex body for recognition/affiliation and also for funding to all higher education institutions across the country, all state governments, their higher education ministry and departments are bonded to follow the rules, regulations and compulsions laid down by UGC.

Consequently, almost all state governments are going to make mandatory for the government, semi-government and private institutes to go for NAAC assessment and accreditation in future.

But NAAC accreditation is not an easy task; there are so many hurdles, questions and practical realities before our colleges.

India is always classified and categorized into rural-tribal-semi-urban-urban sector for implementing and examining various issues to get effective results on various socio-economic and educational policies.

This paper is an attempt to raise few essential and probable questions, queries and problems and also to put their possible solutions and answers, which may help to policy makers and also on the part of colleges, specially located in rural-tribal areas which are going to face the challenges of accreditation.

We should not forget that we have more rural-tribal colleges (government) than urban in the country and Madhya Pradesh is no exception.

Paper includes- Same criteria stick of NAAC for all institutions, construction and formulation of peer teams, status and background of peer team members, problems and inability of rural-tribal colleges to fulfill the NAAC criterion on different aspects etc.

**Key words: Mandatory, Rural-tribal-semi-urban colleges, NAAC criteria.**

**Introduction:** After its establishment, in 1994 it is only since last decade (2003-2013) that National Assessment and Accreditation Council (NAAC) is vibrating and noticed by departments of higher education, higher education institutions and colleges of all state governments of India.

The diversified challenges, needs and concerns on the quality and relevance of the higher education in Indian scenario has compelled the policy makers to establish an independent National Agency i.e. NAAC, in 1994 as a subsidiary, autonomous body of the University Grants Commission (UGC). Although its practical impact and effect is visible only after the year of 2003 in urban colleges.

However, the awareness and importance regarding NAAC accreditation reached upto rural-tribal and semi-urban institutions/colleges only in last 3-5 years i.e. since the year of 2009 onwards.

It is a fact that the basic (School) education fulfills the fundamental needs of a common man/person for his livings but higher education is not only essential for advancement and development of person but it also plays an important role in the progress and prosperity of a nation. It generates and provides comfortable and luxurious life styles to nationals. The ultimate objectives of the higher education is to promote welfare of individuals as to strengthen the nation. The goals and purpose of higher education is to provide an integrated and coherent picture of creation.

In India, since independence we had developed a system of providing higher education on the traditional pathway and it was continued till the last decade of the 20th century. But after nineties it was felt that the element of quality "the soul of higher education" is being gradually suppressed by the quantity i.e. number of students and institutes. Also the introduction and interference of private sector in higher education affect the quality of higher education, especially in traditional courses/institutions because of dominance of professional and commercial attitude.

The changing scenario of employment and jobs at international level and also the impact of globalization concept have forced the Indian policy makers realize the international realities regarding the changing roles and

functions of higher education. Consequently the technologically advanced courses/subjects were adopted for Indian institutions and colleges on the public-private participation basis.

Further, to fulfill the norms and bondages of UGC, the supreme apex body of Indian higher education and also to ensure external and internal validity and credibility, almost all state governments are going to make NAAC accreditation mandatory for all their government, semi-government and recognized private institutions/colleges.

### **NAAC Accreditation: Challenges and Doubts (especially for Rural-Tribal colleges)**

Definitely, the implementation and execution of the orders of higher education department for colleges/HEI's is mandatory. But there are a lot of challenges and doubts on the part of college administration, managements and staff members, specially located in rural-tribal remote areas as to whether they are able to face and meet the criteria of accreditation as the urban colleges. There are so many hurdles and unsolved problems especially in the context of rural tribal colleges of Madhya Pradesh which can be summarized as follows:

1. Lack of basic infrastructural facilities in colleges - Many government/private colleges, upto UG level, have started and run at block and it tehsil level not having their own buildings and other infrastructural facilities even after the 10-20 years of their establishment. These are run in private rental buildings or in school buildings. Thus how a college can face and fulfill NAAC criteria in such situations ?

2. Lack of permanent teaching and supporting staffs - Almost every college is facing the severe scarcity of teaching (Asstt.prof./Professor) and non-teaching para-staffs (technician, office clerks, peons etc), on behalf of them contractual basis appointed, temporary staff is working. This makes colleges unable to fulfill the NAAC's teaching learning and evaluation commitment properly.

3. Lack of Head of institute/college principals - A large number of UG/PG colleges are governed by almost powerless temporary incharge principals since last many years. In lack of permanent principal's governance, leadership and management of colleges are severely affected. Because incharge principals have no financial and decision taking powers.

4. Delayed process of promotion - The criteria and process of promotion at each level is very slow and delayed, this downs the working and morals of teaching/non-teaching staff members and they are not giving their best for the institutions.

5. Overburdened District level colleges (Lead colleges) - As far as the number of students are concerned, the student - teacher ratio is greatly imbalanced and violating UGC norms (i.e. 1:40, teacher:student). Thus available infrastructural facilities and number of teacher and para staff are greatly insufficient in comparison to number of students.

6. Introduction of self-financed new professional courses - Many colleges are running new professional courses under the self financed scheme of local Janbhagidari Samiti (JBS) like B.Sc. and M.Sc. in computer science, microbiology, biotechnology, fisheries, geology, seed technology; B.A./B.Com. computer application, foreign trade, fashion designing, B.B.A. etc, but for these courses proper lab facilities and qualified faculties are not available and recruited properly.

7. Tuning between college management and Janbhagidari Samiti - Many times it is seen that tuning between both management bodies is mis-matched; this affects the developmental activities of the colleges.

The above discussed points are the keen problems of an average college of any state.

### **Result and Discussion: (Assessment and Accreditation Methodology)**

It is well known that the NAAC has adopted and identified the seven criteria to serve as the basis for assessment and accreditation of any higher education institution/college of the country, these are -

**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, Leadership and Management 7. Innovations and Best Practices**

But we should not forget that India is diversified country in so many aspects, these may be socio-economic, geographical, cultural and political etc, definitely, higher education is also an integral part of these.

While making the different policies for development, India is always classified and notified into Rural-Tribal, Urban-Semi-urban etc. categories for examining and implementing various issues of social-economic and geographical importance to get effective results and also to reach upto the target groups, properly.

But NAAC implies seven similar criteria for all higher education institutes/colleges of the country equally, without considering their status and level i.e. their regional location, available and provided facilities for UG/PG

standard teaching and research programme.

Further, the constitution of peer teams are done from the panel of retired V.C.'s, Principals and Senior professors of reputed institutes of metro cities, central and regional universities. All peer team members are highly qualified with high educational background. Definitely, their expectations and way of thinking is also high.

They are hardly acquainted with the ground level realities and problems of state government's small colleges, specially located in rural-semi urban tribal areas.

Also, for the colleges (rural-tribal) of north Indian states, the language is another hurdle in the process of assessment and accreditation. Because the whole process of accreditation i.e. from the submission of LOI to the visit of peer team, English language is an essential and dominant factor and the practical fact is that in more than 80% colleges the medium of teaching is Hindi and 90% students-staff members of colleges (Ref. Madhya Pradesh) are not good at English writing and conversation. In such situation, problem starts from the preparation and submission of LOI/Self Study Report (SSR) and it ultimately creates the communication gap between students-staff and peer team members at the time of visit.

**Conclusion:** Definitely, providing of quality higher education to our young is the fundamental duty of the state.

Thus, to meet out the above discussed problems, following suggestions may be adopted by state governments and NAAC also:

1. Sufficient funds should be provided and allotted to the government/semi-government colleges for their infrastructural developments and lab facilities improvements.
2. Regular recruitment of permanent college principals, teaching and para staffs should be done through state level selection bodies i.e. PSC/VYPAM board etc.
3. English language improvement programme should be launched and adopted for rural-tribal colleges.
4. There must be an option of language for LOI/SSR submission. This may be either in English or in Hindi.
5. NAAC must adopt different criteria for rural-tribal and UG/PG institutions/colleges according to their status, level and location.
6. Constitution of peer team members must be according to the level of institute/college which is to be accredited.
7. State/Central government HE departments must constitute the state level inspection and monitoring teams. These teams must visit and watch the developmental activities of the colleges/institutions and should provide suggestions for improvements.
8. NAAC accreditation should not made mandatory for all colleges, after achieving the minimum potential of accreditation, then only colleges should apply for NAAC accreditation by the prior permission of state HE departments.

#### References:

1. NAAC News: Quarterly Newsletter of NAAC, Bangalore, India Vol. XII - issue - 1 January 2012.
2. Dr. MR. Kurup: Accreditation of colleges: special reference to rural colleges and revised NAAC manual 2012. University News of AIU, Vol. 50 (49) Dec. 03-09-2012.
3. NAAC Bangalore: Manual for self study and guidelines for assessment and accreditation of higher education institutions. May 2012.
4. izHkq tks'kh% mPp f'k{kk esa mRd`"Vrk dk Nn~e] ubZnqfu;k lekpkj i=] bUnkSj e/; izns'k] 19 Qjoh 2013
5. Brennan, J. and Shah, T. (2000), Managing Quality in Higher Education: An International Perspective on Institutional Assessment and Change.
6. Agarwal, Pawan, (2009), Indian Higher Education - Envisioning the Future, 2009 SAGE Publications India (Pvt) Ltd. New Delhi.
7. Sanat Kaul, (2006), Higher Education in India: Seizing the opportunity, working paper no. 179.
8. Debkumar Mukherjee, Higher Education in India-concerns and strategies Asia-pacific business and technology report 2010.



## IMPORTANCE OF INTERNAL QUALITY ASSURANCE CELL IN EMPOWERING EDUCATIONAL SYSTEM OF INDIA



NIHARIKA GAUTAM

Amity Institute of Education, Amity University, Noida

E.mail:niharikajee@gmail.com

### ABSTRACT

The concept of IQAC (Internal Quality Assurance Cell) has been set up by NAAC to achieve the long term objectives in improving the Indian Educational Program. The NAAC's advocacy of establishment of IQAC by every accredited as a post-accreditation measure is the first step towards institutionalization and internalization. Institutionalization here refers to making quality enhancement an integral part of institutional functioning. An accredited institute is a sure sign of quality and integrity in the eyes of stakeholders. It will be utilized to generate good practices, ideas, planning, implementing and measuring the outcome of academic and administrative performance of the institution. Present paper explores Objectives of IQAC, its structure and composition, functions, operational features and annual quality assurance report of the IQAC.

Keywords: IQAC, Empowerment, Academic

### INTRODUCTION

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the NAAC proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post-accreditation period, the IQAC will channelize the efforts and measures of an institution towards academic excellence.

### OBJECTIVES OF IQAC

- ? To identify strengths and weaknesses in the process and outcome of teaching and learning.
- ? To improve healthy practices and overcome weaknesses
- ? To evolve a feedback mechanism and employ it for reforms and development.
- ? To create intellectual atmosphere for the benefit of educational systems at grassroots.
- ? To prepare action plans for academic sessions.
- ? To bring overall efficiency in academic programs of the college
- ? To ensure continuous improvement in the entire operations of the University.
- ? To ensure stakeholders connected with higher Education, namely parents, teachers, staff, would be employers, funding agencies and society in general, of its own quality and probity.
- ? To inculcate value systems in students.
- ? To formulate strategies for all round development of the institution.
- ? To suggest measures for improvement.

### STRUCTURE AND COMPOSITION OF IQAC

The IQAC may be constituted in every institution under the chairmanship of head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists/representatives of local committee. The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One or two members from the Management
5. One/two nominees from local society
6. One of the teachers as the coordinator of the IQAC.

The composition of the IQAC will depend on the size and complexity of the institution. It helps the colleges in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities. It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- ? It is advisable to choose from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ? It would be appropriate to choose as (senior administrators) in charge of institutional services such as library, computer centre, estate, student welfare, administration, academic tasks, examination, planning and development.
- ? The management representatives should be persons who are aware of the institution's objectives, limitations and strengths and are committed to improvement. The local society representatives should be of high standing and should have made significant contributions to society and in particular, to education.

### **FUNCTIONS OF IQAC**

1. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the University.
2. Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
3. Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes.
4. Dissemination of information on the various quality parameters of higher education.
5. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
6. Documentation of the various programs/activities leading to quality improvement.
7. Acting as a nodal agency of universities for coordinating quality-related activities, including adoption and dissemination of good practices.
8. Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
9. Development of Quality Culture in educational institution.
10. Preparation of the Annual Quality Assurance Report (AQAR) of the University based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format.
11. Interaction with SQACs in the pre and post accreditation quality assessment, sustenance and enhancement endeavors.
12. In terms of UGC Regulations 2010, IQAC shall act as the Documentation and Record-Keeping cell, including assistance in the development of the API criteria based Performance Based Appraisal System (PBAS) proforma using the indicative template separately developed by the UGC. In order to facilitate the process, all teachers shall submit the duly filled-in PBAS proforma to the IQAC annually.
13. Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement
14. Ensure internalization of the quality culture;
15. Act as a dynamic system for quality changes in the HEIs

## OPERATIONAL FEATURES OF IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for "education" is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinators of the IQAC and the secretary have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

## THE ANNUAL QUALITY ASSURANCE REPORT (AQAR) OF THE IQAC

All the accredited institutions which have established the IQAC will submit a self-reviewed progress report annually to the NAAC, detailing the tangible results achieved in key areas which are specifically identified by the IQAC in the beginning of the academic year by devising a perspective plan. The AQAR is the outcome of the perspective plan of the IQAC.

## CONCLUSION

Internal Quality Assurance Cell can develop the realistic and attainable quality benchmarks for each of the academic and administrative activities such as keeping the institution abreast of and abuzz with quality sustenance activities on a wide gamut of pertinent issues through Workshops, Seminars, Demonstrations, Case studies, Group discussions, Panel discussions, Role plays, Symposia etc. which will expose the students and teachers to new frontiers of knowledge thereby strengthening the moral fibre of the institution leading to holistic development.

## REFERENCES

- Harvey, L. and Green, D., 1993, 'Defining quality', *Assessment and Evaluation in Higher Education*, 18(1). pp.9-34.
- Harvey, L., 1995, 'Editorial: The quality agenda', *Quality in Higher Education*, 1(1), pp. 5-12.
- Nuttall, D., 1992, *The OECD International Education Indicators* (Paris, OECD).
- Van den Berghe, W., 1998, *Indicators in Perspective* (Thessaloniki, Cedefop).
- Vlăsceanu, L., Grünberg, L., and Pârlea, D., 2004, *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* (Bucharest, UNESCO-CEPES) *Papers on Higher Education*, ISBN 92-9069-178-6.
- West, A., 1999, *Vocational education and training indicators project EU priorities and objectives related to VET*, November (European Commission, European Centre for the Development of Vocational Training (Cedefop))
- NAAC,1996. *Guidelines for Internal Quality Assurance Cell Operations*, P.57
- NAAC,2005. *Guidelines for the creation of the internal Quality Assurance Cell(IQAC) in Accredited Institutions*, P.2-6
- Hegde, M.G., ( 2007). *Proceedings of NAAC sponsored seminar on Quest for Quality: Class room Matters*, at kumta, North Kanara, Karnataka, P.10,11
- Hegde, et al., (2006). *Best Practices in Internal Quality Assurance Cell Activities*, NAAC,Bangalore, P.77
- Hegde, G.A.,(2009).*Guest Editorial, University News Special issue on Quest for Quality: Internal Quality System Matters*,vol.47 No.16 April 20-26,P.2-5
- Stella, Antony &Gnamam, A(2004). *Assuring Quality Standard in Higher Education: The Contemporary context & Concerns*, Published by Allied Publisher (p) Limited.



## NAAC: PROMOTER OF DIVERSIFICATION OF EDUCATION WITH QUALITY



KAMAL AGAL

C.P. Patel & F.H. Shah Commerce College, Anand, Gujarat

Email:kamalagal4@gmail.com

### ABSTRACT

“To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and substances initiatives.”

The above vision of NAAC –National assessment & accreditation council itself show the quality, real productivity in higher education in India.

India has one of the largest and diverse education systems in the world. After LPG in 1991 (Liberalization, Privatization, Globalization) a drastic change occur or take place in Indian education system and in the 21<sup>st</sup> century when wide spread of education at global level, we also need to uplift at all. So address these concerns the national policy on education -1986 and programme of action 1992 that spelt out strategic plans for the policies , consequently the national assessment and accreditation council (NAAC) was established in 1994 as an autonomous institution of the university grant commission (UGC) .

Main values of NAAC are as:

- A) Contributing to national development
- B) Fostering global competences among students
- C) Inculcating a value system among students
- D) Promoting the use of technology
- E) Quest for excellence

So we can easily said that such body which have the above values which is automatically shows the diversification of education

Such criteria in which NAAC focused:

- 1) Curricular aspects
- 2) Teaching –learning and evaluation
- 3) Research, consultancy & extension
- 4) Infrastructure and learning resources
- 5) Student support and progression
- 6) Governance ,Leadership and management
- 7) Innovations and best practices

So the above criteria itself reflects that the NAAC aspects include all such parameters of education diversifications which need to be included for all-rounder development of student as well as education institution in all manner

So with that we can say that the practical experience of students when NAAC become part of their institution analysis will be done by collecting data through primary data collection method, in which questionnaire would be made on approximately 50 students would be interviewed on the basis of the questionnaire prepared,there after various statistical devices will be used to analyze the information collected .

## Introduction

More than thirty five years ago, Nobel laureate Amartya Sen analyzed the crisis in Indian education in his Lal Bahadur Shastri Memorial Lectures on the 10th and 11th of March 1970 at Hyderabad. Rather than attributing the crisis in Indian education to the Administrative neglect or to thoughtless action, he pointed out that the grave failures in Policy making in the field of education require the **analysis of the characteristics of the Economic and social forces operating in India, and response of public policy to these Forces** (Sen, 1970). He emphasized that due to the Government's tendency to formulate Educational policies based on public pressure, often wrong policies are pursued. Unfortunately, even today, the education policies (*if any*) - particularly on higher Education, seek to achieve arbitrarily set goals that are either elusive or pursued halfheartedly.

Higher education trains people to take up different economic roles in society and Technological innovation that drives economic growth . It is important that the Country's capacity in higher education is aligned to the demand for skills from the Economy, which would include the demand for teachers from the education system itself . Since higher education itself cannot create jobs; a mismatch between the demand and the supply of quality and number of graduates would lead to unemployed graduates and / or a shortage of graduates with certain kind of skills .

Today, we face the harsh reality of growing unemployment among graduates that co-exist with skill shortages in many areas. While dedicating a public-private partnership Initiative at IIT, Delhi on March 20, 2006, and the Prime Minister noted the fact that '**sector' after sector is facing a supply constraint when it comes to skilled, qualified manpower. According to him, this is unacceptable in a country of over a billion people where many are still unemployed or are engaged in low-income activities.** The emergence of a global economy due to increased trade, investment and mobility of people and, more recently, work across borders has forced nation states to adapt their systems of higher education to the changed global realities. Rather than continuing with their inward looking policies, several countries are reshaping their systems of higher education for making them globally competitive. Pragmatism, rather than ideology, is driving this change. The United States of America (USA) has major Plans for investment in higher education . The United Kingdom (UK) has injected new dynamism in the higher education sector through competition and incentives. China has undertaken a package of comprehensive reforms in higher education for over the past two decades. The government in China has declared education, science and technology to be the strategic driving forces of sustainable economic growth . In contrast to the developments in the above-mentioned countries, India takes a major step in form of NAAC – National Assessment & Accreditation Council

## Problem in higher education:

Higher education in India suffers from several systemic deficiencies. As a result, it continues to provide graduates that are unemployable despite emerging shortages of skilled manpower in an increasing number of sectors . The standards of academic research are low and declining . Some of the problems of the Indian higher education, such as – **the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well known** . Many other concerns relating to the dysfunctional regulatory environment, the accreditation system that has low coverage and no consequences, absence of incentives for performing well, and the unjust public funding policies are not well recognized. Driven by populism and in the absence of good data, there is little informed public debate on higher education in India . Higher education in India has expanded rapidly over the past two decades. This growth has been mainly driven by private sector initiatives. There are genuine concerns about many of them being substandard and exploitative . Due to the government's ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned . The regulatory system has failed to maintain standards or check exploitation. Instead, it resulted in erecting formidable entry barriers that generate undesirable rents. Voluntary accreditation seems to have no takers from amongst private providers and apparently serves little purpose for any of its stakeholders. Despite, its impressive growth, higher education in India could maintain only a very small base of quality institutions at the top . Standards of the majority of the institutions are poor and declining. There are a large number of small and non-viable institutions. Entry to the small number of quality institutions is very competitive giving rise to high stake entrance tests and a flourishing private tuition industry. The stakes are so high that quota-based reservation of seats in such institutions in the name of affirmative action has come to occupy centre stage in electoral politics. Despite some merit, it has resulted in fragmentation of merit space and further intensified competition for the limited capacity in quality institutions. While public funding declined (in real terms), enrolments in higher education institutions grew to meet the surge in demand. This

further deteriorated academic standards. As a result, the institutions were forced to raise their tuition fees to sustain themselves. Emergence of private providers and increase in tuition fees in public institutions without any substantial programme for students' financial aid has made higher education beyond the reach of the poor. So with that NAAC is a way in higher education to uplift the education system in India

### **Vision of NAAC :**

“To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and substances initiatives.”

The above vision of NAAC–National Assessment & Accreditation Council itself shows the quality, real productivity in higher education in India.

India has one of the largest and diverse education systems in the world. After LPG in 1991 (Liberalization, Privatization, Globalization) a drastic change occurs or takes place in Indian education system and in the 21<sup>st</sup> century when wide spread of education at global level, we also need to uplift at all. So to address these concerns the national policy on education -1986 and programme of action 1992 that spelt out strategic plans for the policies, consequently the National Assessment And Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grant Commission (UGC).

### **Main values of NAAC are as:**

- A) Contributing to national development
- B) Fostering global competences among students
- C) Inculcating a value system among students
- D) Promoting the use of technology
- E) Quest for excellence

So we can easily say that such body which has the above values automatically shows the diversification of education

### **Such criteria in which NAAC focused:**

- 1) Curricular aspects
- 2) Teaching –learning and evaluation
- 3) Research, consultancy & extension
- 4) Infrastructure and learning resources
- 5) Student support and progression
- 6) Governance ,Leadership and management
- 7) Innovations and best practices

So the above criteria themselves reflects that the NAAC aspects include all such parameters of education diversifications which need to be included for all-round development of student as well as education institution in all manner.

As we all know that the students are supposed to be the most important stakeholders of higher education system. The interest and participation of students at all levels in both internal quality assurance and external quality assurance have to play a central role. Any higher education institution needs to ensure that students have a voice at various decision making processes, formulating learning and teaching practices and those views of students are to be considered as the primary evidence on which the quality of teaching and learning is evaluated.

So with the above aims NAAC adopted such technique for student and for their education diversification:

- 1) 24\*7 Feedback systems: With this system the institute gets response from the students in the teaching learning process. They develop their skill of critical evaluation. If management and concerned teachers found any mistake in course, they can easily modify and rearrange the course contents and this is transparent communication channel between the students and the teacher.
- 2) Evaluation of teachers by students : This evaluation system helps for getting the strength of each teacher in the teaching.

- 3) Residential system: Hostel life is a remarkable exercise in living together in a spirit of caring and sharing. So with that the students can get the basic human values identified as truth, righteousness, peace, love and non violence.
- 4) Students participation in planning and execution of programs: To provide with an environment for the all round development of their mental , physical , social and spiritual potentials together with the attitudes of integrity, hard work , honesty , fairness and tolerance so that they give off their very best.
- 5) Participatory role of students: In the decisions making bodies of the institution the student council and the enlarged student's council have a special role to play in the fulfillment of the goal and objective of the college.
- 6) Interactive quality education management : To involve a large number of students in organizing different activities which increase their organizing capacity as they have more frequent interactions with teachers. Also a large number of students start participating in different activities in competitive mode.
- 7) Quality assurance through student involvement: To ensure operational efficiency, desired output and perceived quality, the functioning of the college and quality assurance is carried through various committees. The salient feature of the system is that the students are made a part and parcel of the quality management system.
- 8) Students Senate: The student's senate ensures good governance by elected students representatives.
- 9) Open houses : The open house is an activity where all students of a class with all teachers of that department meet once in each semester to evaluate the functioning of the department
- 10) Feedback & Action plan: The collected information undergoes a process of analysis based on the standard parameters of NAAC.
- 11) Students Participation in co curricular activities: Due to this students get motivated in all subjects, improve their communication skill through debate, quiz, writing talents and group discussion. Similarly, NCC & NSS play a vital role in all over development.
- 12) Student's quality circles: To encourage freedom of expression of students and to enable a participatory administration to identify quality gaps and evolve measures to rectify them in the educational programmes.
- 13) Students Feedback and grievance Redressal cell: This is a platform where students feel free to point out their problems, general drawbacks and limitations, give suggestions for improvements.

Some big changes that occur due to NAAC are as follows in the colleges:

All such facilities like administrative, technological, campus grooming are fully maintained in the institute due to ranking system which is adopted by NAAC for the institute. And for good rank and goodwill in the market colleges also adopt all such things due to this students have lot of benefits. So this ensures overall development of teachers as well as the students in all the manner which gives a boost in up gradation of education in India.

**Reference:**

- 1) Quality Assurance in higher Education NAAC Bangalore November 2007, ISBN 978-81-89842-07-9
- 2) Quality indicators for Teachers Education ISBN 978 - 81 - 89842-04-8
- 3) Student Feedback and participation-Case Presentations January 2007, NAAC



## AWARENESS OF ORGANIZATIONAL LEADERSHIP IN EDUCATIONAL INSTITUTIONS



NEHA PANDYA AND KAJAL DUNGRANI

Shree G. H. Sanghavi shikshan mahavidyalaya, Maharaja Krishnakumarsinhji Bhavnagar University,  
Bhavnagar, E. mail:nhpndya@rediffmail.com

### ABSTRACT

Leadership is the ability to inspire motivation in others to move toward a desirable vision. Organizational leadership combines the art of leadership and the science of management with the aim of guiding an organization. Education is a systematic process through which learner acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. Education is the only means for a civilized a socialized society. Therefore organizational leadership is crucial in the field of education. This paper explores concept of organizational leadership, roles of leader, ideal characteristics of organizational leader, key for effective organizational leadership and importance of organizational leadership in academics.

Key words: Organizational leadership, management, academics

### INTRODUCTION

An **organization** is a social entity that has a collective goal and is linked to an external environment. **Leadership** is a process in which one person can enlist the aid and support of others in the accomplishment of a common task. Leadership and management are the terms that are often considered synonymous. **While management is focused on tasks, leadership is focused on the person.** It is essential to understand that leadership is an essential part of effective management. Organizational leadership is a dual focused management approach that works towards what is best for individuals and what is best for a group as a whole simultaneously. Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Therefore organizational leadership is essential for educational institutions.

### CONCEPT OF ORGANIZATIONAL LEADERSHIP

Organizational leadership deals with both human psychology as well as expert tactics. It emphasizes on developing leadership skills and abilities that are relevant across the organizations. It means the potential of the individuals to face the hard times in the industry and still grow during those times. It clearly identifies and distinguishes the leaders from the managers. The leader should have potential to control the group of individuals.

### ROLES OF LEADER

The principal, as the instructional leader of Educational institutions, facilitates the process through which instructional and media personnel cooperatively plan and implement the educational program to meet learner needs. Principals serve as the public face of the institute. A different set of skills rather improvised set of skill is required for leadership candidate in the field of education. Educational leader is also responsible for responding to the concerns of parents and members of the community. Roles of leader in the field of academics are as follows.

- ? **Great communicator:** Principals need to be able to communicate what the school is all about. School leaders don't always do the best in terms of epitomizing effective communication.
- ? **Supporting, Evaluating and developing teacher quality:** Leaders have to be able to adapt the teaching programme to local needs, promote teamwork among teachers and engage in teacher monitoring, evaluation and professional development.
- ? **Human resource management:** Educational leader should be able to influence teacher recruitment decisions to improve the match between candidates and their institution's need
- ? **Address problems:** Strong principals will do the hard, dissatisfying work associated with addressing and removing ineffective staff. This requires addressing problems head on with a positive attitude.
- ? **Cares about students and staff:** Effective principals never give up on learners and their support staff.

They are the epitome of instructional leadership and will show teachers how to become more effective based on evaluative data.

- ? **Instructional leadership:** Building a vision, establishing a shared leadership model, leading a learning community, using data, and monitoring curriculum. The most effective teachers seamlessly use multiple instructional strategies during a lesson and good principals can identify them.
- ? **School climate:** Creating a positive culture, establishing high expectations, adhering to a practice of respect. Establish a climate in which student can develop self discipline.
- ? **Organization management:** Safety, daily operations, facilities maintenance, and securing resources to increase student achievement.
- ? **Collaborating with other institutes:** This new leadership dimension needs to be recognized as a specific role for educational leaders. It can bring benefits to educational systems as a whole rather than just the students of a single institute. But educational leaders need to develop their skills to become involved in matters beyond their institute borders

### IDEAL CHARACTERISTICS OF ORGANIZATIONAL LEADER

- ? An organizational leader should not dominate over others.
- ? He / She should guide the individuals under him, give them a sense of direction to achieve organizational goals successfully and should act responsibly.
- ? He / She should be optimistic for sure. He should be empathetic and should understand the need of the group members.
- ? He / She should not only lead others individually but also manage the actions of the group.

### KEYS FOR EFFECTIVE ORGANIZATIONAL LEADERSHIP

1. A leader must lead himself, only then he can lead others. He / She must be committed on personal and professional front, and must be responsible. He / She must be a role model for others and set an example for them.
2. A leader must boost up the morale of the employees. He / She should motivate them well so that they are committed to the organization. He / She should be well acquainted with them, have concern for them and encourage them to take initiatives. This will result in more efficient and effective employees and ensure organizational success.
3. A leader must work as a team. He / She should always support his team and respect them. He / She should not hurt any employee. A true leader should not be too bossy and should not consider him as the supreme authority. He / She should realize that he is part of the organization as a whole.

### IMPORTANCE OF ORGANIZATIONAL LEADERSHIP IN ACADEMICS

An organizational leadership is essential for desired outcome. The aim of education differs from those of many businesses as it emphasizes upon the maximum (quality of learner) instead of the optimum (efficiency of plant / product). Efficient organizational leadership skills keep education in tune with modern methods and technology. It plays an important role in creating and sustaining the survival of any institute. The kind of leadership culture that an institute chooses can be instrumental in forming the foundation of its purposes, goals and objectives. Teachers who respect and trust in a institute's organizational leadership culture are more likely to be motivated to contribute within a team-oriented, innovative and productive work environment. An organizational leadership team will aim to align the Education with human systems so that they will serve to inspire, motivate within the working environment.

### CONCLUSION

Organizational leadership is a dual focused management approach that works towards what is best for individuals and what is best for a group as a whole simultaneously. It is an important function of management which helps to maximize efficiency and to achieve organizational goals. Organizational leadership involves all the processes and possible results that lead to develop and achieve organizational goals. An organizational leader has got multidimensional traits in him who makes him appealing and effective in behavior. How Leadership Influences Student Learning emphasizes that the most influential educational leaders remain the principal and superintendent, and their leadership is inextricably linked to student performance. Organizational leadership requires leaders to be familiar with the work force and the organizational goals. Such leadership supplies direction and management to accomplish its goals without organizational leadership educational institutions moves too slowly, stagnate and lose their way.

### REFERENCES

1. Anderson, Mark. (1991). Principals: How to train, recruit, select, induct, and evaluate leaders for America's schools. Eugene, OR: ERIC Clearinghouse on Educational Management. ED:337-843.
2. Douma Sytse; Schreuder, Hein (2013). Economic Approaches to Organizations (5th Ed.). Harlow: Pearson Education Limited. ISBN 978-0-273-73529-8.
3. Berkowitz, L. (1953). Sharing leadership in small, decision-making groups. Journal of Abnormal and Social Psychology, 48, 231-238
4. Chemers M. (1997) An integrative theory of leadership. Lawrence Erlbaum Associates, Publishers. ISBN 978-0-8058-2679-1
5. Dasborough M.T. (2006). Cognitive asymmetry in employee emotional reactions to leadership behaviors. The Leadership Quarterly 17(2):pp. 163-178
6. Dewey, John (1916/1944). Democracy and Education. The Free Press. pp. 1-4. ISBN 0-684-83631-9.
7. Knowles, Henry P.; Saxberg, Borje O. (1971). Personality and Leadership Behavior. Reading, Mass: Addison-Wesley Pub. Co. pp. 884-89. OCLC 118832.
8. Mann, R.D. (1959). A review of the relationship between personality and performance in small groups. Psychological Bulletin, 56, 241-270.
9. Montana P.J. and Charnov B.H, (2008) "Leadership: Theory and Practice", p. 253.
10. Smith, J.A., & Foti, R.J. (1998). A pattern approach to the study of leader emergence. The Leadership Quarterly, 9, 147-160.



## ROLE OF IQAC IN HIGHER EDUCATION IMPROVEMENT PROGRAM



RUPA PATHAKJI, ANET GEORGE

R.N.Patel Ipcowala School of Law and Justice, V.V. Nagar, Anand

Email: rupapathakji@gmail.com, janet\_90\_02@yahoo.co.in

### ABSTRACT

The impetus for improving quality of higher education and scrutiny by the accreditation agencies is recently gaining momentum in India. Now people have started realizing that there is no other activity that promise more leverage in the improvement of society than the development of generation that understands quality and remains equipped to improve it. Education in India has always been recognized as a major instrument to achieve the objective of social, economic and political development of a nation. In order to propagate the concept of quality assurance in higher educational Institutions University Grants Commission (UGC) has established the National Assessment and Accreditation Council (NAAC). The core values of NAAC for higher education system in India envisage: national development, fostering global competitiveness, promote use of technology and create an atmosphere and quest for excellence. NAAC proposes that every accredited college should establish the Internal Quality Assurance Cell (IQAC) to continuously improve quality and sustain the good works of the institutions and thus this paper discusses the IQAC's role in being a yardstick to maintain the quality. The first part of the paper gives the insight about the role of IQAC and the second part is dealt with the effective working of the IQAC in the educational improvement program and it concludes whether the implementation of IQAC is an effective measure in the educational improvement program.

### INTRODUCTION

The establishment of quality assurance is gaining prominence in policy making and has become a common phenomenon world wide. India joined this trend in 1994 with the establishment of National Assessment and Accreditation council (NAAC). NAAC proposed to every accredited Institute that they must establish an Internal Quality Assurance cell (IQAC) post accreditation so as to sustain the quality of the institute. The primary aim of the IQAC is to develop a system of conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. The need for IQAC was felt to overcome the quality concerns of education being imparted in our country as the Indian Higher Educational Institutions (HEI) had been impressively growing in numbers without giving prominence to the quality. The IQAC's role is to become a driving force for ushering quality by working out intervention strategies to remove deficiencies and enhance quality.

### ROLE OF IQAC:

As per the guidelines given by NAAC, the function of IQAC involves:

1. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the HEI;
2. Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
3. Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes;
4. Dissemination of information on the various quality parameters of higher education;
5. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
6. Documentation of the various programmes/activities of the HEI, leading to quality improvement;

7. Acting as a nodal agency of the HEI for coordinating quality-related activities, including adoption and dissemination of good practices
8. Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
9. Development of Quality Culture in HEI;
10. Preparation of the Annual Quality Assurance Report (AQAR) of the HEI based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format;

From the above role of IQAC it can be summarized as follows:

**Quality Bench marking:** The NAAC has identified the elements of the best practices that contribute to the efficient and effective functioning of the institution and they are called criterion statements. They serve as benchmarks. The Benchmarks criterion adopted by NAAC includes (1) Criteria I: Curricular Aspect (2) Criteria II: Teaching learning & Evaluation (3) Criteria III: Research, consultancy and Extension (4) Criteria IV: Infrastructure and Learning Process (5) Criteria V: Student Support and Progression (6) Criteria VI: Organization and Management (7) Criteria VII: Healthy Practices of Institution.

**Learner Centric Environment:** The teaching centered pedagogy of the past has now been replaced by learner centered approach because of the advancement of technology which has made several devices for the teachers to actively use for the benefit of the learner this in turn make learner more competitive to face the challenges of complex world. Some instances in which IQAC promotes learning are: (1) Using media facility like Audio-Visual equipment's, Over-head projectors (OHP), Charts, Slide projectors, LCDs etc. (2) Implementing innovative teaching practice such as group work, role play, case study, project work, field visits, etc. (3) Counseling and mentoring students by faculty (4) Introduction of Choice based credit system

**Feedback Responses and Communication of Information:** IQAC initiates feedback activities from its stakeholders to make reforms for continuous improvement. The stakeholder of institution includes teaching and non-teaching staff, students, alumni, parents, management and other external members. Feedback from stakeholder is one such benchmark which maintains a check and balance in the institution. All the activities undertaken are documented by the institute and communicated.

**Organization of Seminars/ workshop on quality:** IQAC offers numerous training opportunities in the field of quality of education, delivered by educators and experts in the field. It also organizes seminars and workshop that focus specific needs which gives a platform for the panel to discuss various issues, challenges and development so far.

**Acting as a nodal agency:** IQAC as a nodal agent is responsible for implementing and ensuring that quality are adequately met. It communicates developments of the institution by proper documentation and coordinates with its agencies and department as per the guidelines. It also initiates various activities as per the guidelines given by UGC so as to adhere to the benchmarks criteria's.

**Development and maintenance of Institutional database:** Database is used to maintain a library of information in a well organized, accessible format. As per 12<sup>th</sup> five year plan guideline agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

**Development of Quality Culture in HEI:** Internal Quality Assurance Cell is conceived as a mechanism to build and ensure a quality culture at the institutional level. The IQAC channelize and systematize its efforts and measures of an institution towards academic excellence. The IQAC is a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. IQAC also infuses best practice to be recognized among the institutions that adds commendable value towards institutions and its stakeholders.

**Preparation of the Annual Quality Assurance Report (AQAR) and Documentation:** Preparation of self report has served as catalyst for institutional self improvement. Annual Quality Assurance Report are prepared, documented, submitted and uploaded in website for ready reference.

The function of IQAC thus involves the Institutions to frame guidelines for the development and application of the benchmarks for both the academic and administrative activities, organization of the workshops, seminars, documentation of the various programmes for the quality improvement and by forming nodal agency to have a quality of the activities carried by Institution and finally preparing annual quality assurance report to NAAC.

### **EFFECTIVE WORKING OF IQAC**

The Internal Quality Assurance Cell are been monitored by

- ? The State Quality Assurance Cell (SQAC) and Affiliating Universities under their jurisdiction.
- ? NAAC and other respective accrediting bodies in universities and other Institutions of National Importance.
- ? NAAC peer teams and those of other accreditation bodies.

The impact of IQAC being established revealed that there have been significant changes in all aspects of institutional functioning – pedagogical, managerial and administrative. The participation of the faculty members, administrative staff, students, parents and alumni has lead to new initiatives. It has triggered many innovative practices and paved way for institutionalizing those practices. One could see that the institutions had become more open and sensitive to the needs of the stakeholders. NAAC continuously fine-tunes the instruments based on field experience and feedback collected from the accredited institutions, at the same time maintaining the consistency of its evaluation framework.

### **ISSUES AND CHALLENGES IN RELATION TO QUALITY AND EXCELLENCE**

According to the 12<sup>th</sup> Five Year Plan (FYP) of UGC some of the quality related issues in higher educational institutions are as follows

- ? Much greater challenges continue to exist with respect to quality and the provision of relevant education.
- ? Curricular reforms leading to regular revision and upgrading of curricula, introduction of semester system, choice-based credit system, and examination reforms are yet to take place in all higher educational institutions across the country.
- ? Exceptions apart, majority of our higher education institutions perform poorly in the area of quality on a relative global scale.
- ? A large number of initiatives have been launched by the UGC for improvement of the quality and promotion of excellence in higher education; the same have so far achieved limited success, largely because the constraints of resource allocation have restricted their reach and impact.
- ? Some of the new initiatives launched during the 11th FYP could not be undertaken during the plan period while a few others did not take off the way they had been planned.
- ? During the 11th FYP, the national debate was pitched on academic reforms i.e introduction of semester system, Continuous and Comprehensive Internal assessment, Choice based credit system. There were various institutions which saw merit in them and introduced these reforms. However, there were also institutions which faced resistance.
- ? One of the serious issues relates to the role of the state governments in higher education. Either because of the lack of resources or absence of political will, several states take minimal interest in providing effective support for innovation and development of higher education. This is a matter of grave concern since a large proportion of students are in the state system.
- ? There is a major structural weakness in our higher education system with the growth of universities in the form of affiliating institutions. Some of the universities have grown beyond limits by having hundreds and thousands of affiliating colleges, which restrict their promotional and developmental role

- ? Shortage of quality faculty coupled with lack of faculty mobility across the regions is a major constraint in the development of Indian higher education system. Faculty development programmes are insufficient and ineffective in nature.

**Conclusion:**

To conclude, the role of IQAC can only be implemented when all the institutions adopt the guidelines in practice rather than merely maintaining on papers. The excellence of higher education is a product of environment which has to be build bit by is bit at all the level which is dependent on the physical infrastructure, quality teacher, effective teaching learning process and promotion of research. However, all these factors are very essential for Institutions provided they are adoptive and implementations are made with the effective working and with the cooperation of all the community engaged in profession of the education as a whole.

**References:**

Guideline for creation of the internal quality assurance cell (IQAC) in accredited Institutions, by NAAC, page 4 (PDF)

XI plans guidelines for Establishing and monitoring of Internal Quality Assurance Cells (IQACs) in higher educational institutions (HEI), University Grants Commission (UGC), Page 4

XI plans guidelines for Establishing and monitoring of Internal Quality Assurance Cells (IQACs) in higher educational institutions (HEI), University Grants Commission (UGC), Page 6

<http://210.212.95.121/facility/iqac/iqac/2012/NAAC%20Publication%20on%20Best%20Practices%20in%20Higher%20Education.pdf> (Date: 15/Oct-2013; Time: 6:50 p.m.)

<http://www.wisegeek.org/what-is-database-maintenance.html> (17/ Oct/2013)

XI plans guidelines for Establishing and monitoring of Internal Quality Assurance Cells (IQACs) in higher educational institutions (HEI) , University Grants Commission (UGC), Page 4

Inclusive and qualitative expansion of higher education 12<sup>th</sup> Five year plan, 2012-17



## ROLE OF IQAC IN IMPROVEMENT OF EDUCATION



RASHMI VARMA

DEPT. OF ENGLISH, C.U.SHAH ARTS COLLEGE, AHMEDABAD

Email: ashishgshah4@gmail.com

### ABSTRACT

It is obvious that the effectiveness of an institution of higher learning is reflected in the quality of education imparted by it. In the NAAC accredited colleges the IQAC, comprising the teaching and non-teaching staff has direct involvement in the educational programme of the institute. The three major ingredients in the field of higher learning are Academics, Finance and Administration. Since an IQAC works precisely on these matters its functions directly contribute to the improvement of education process. This paper intends to discuss how IQAC while functioning for a good accreditation of the institute also acts as a catalyst to improve the standard of education.

### ROLE OF IQAC IN IMPROVEMENT OF EDUCATION

Once accredited by NAAC the institution of higher education works fervently to maintain and to improve upon the received grade. The period of five years for reaccreditation requires establishment of IQAC, i.e. Internal Quality Assurance Cell consisting the teaching and administrative staff. As the NAAC accreditation already creates a quality consciousness the function of IQAC is to coordinate all the quality initiatives towards upgrading the standard of education. Since the IQAC is responsible for preparing the report in the prescribed seven criteria format, it has to collect and document all the data of the institute. As a result IQAC gets involved in reviewing and monitoring each and every development in the institute. Equipped with the first assessment report the IQAC is supposed to keep an eye on all the steps taken to sustain and enhance the quality of education by overcoming the weaknesses as pointed out in the report.

#### Role of IQAC -

The NAAC guideline rightly states "the IQAC has the potential to become a vehicle for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality."\*

IQAC therefore is in a position where it can channelize the efforts of the institute under the labels of Academics, Finance and Administration. These three aspects mutually contribute to the quality of education.

**Academics** – The academic aspect of education will cover three major areas, namely, the teaching-learning, examination and results and encouraging research.

**[1] Teaching-learning**—IQAC will insist on preparations, in form of planning, before the actual classroom-teaching takes place. It will facilitate sincere efforts in teaching through following measures;-i.] Observance of academic calendar, monthly and annual teaching plan. ii.] Encouraging teachers to be involved directly or indirectly in the curriculum design and examination patterns, both at college and university level. iii] Plans for curriculum related activities like organizing seminar, workshops, talks, inter college student exchange programmes

, film shows, education visits to eminent libraries, industries, places of historical significance and research centers. Through the pre-classroom teaching plans, the teacher can properly focus on arranging lecture time for teaching, peer interaction, revision and class test. Similarly the curricular related activities supplement the classroom teaching in two ways- one, it makes teaching learning experiential, in the sense that it adds practical touch to the theory and secondly, it makes teaching learning more interesting and realistic.

**Classroom Teaching**---- Classroom teaching is the core function of an educational institute. The IQAC, both monitors and assesses the three elements of classroom teaching, namely, teachers, students and instruction method.

i) **Teachers**- The IQAC keeps track of the teaching days, teacher's workload and teacher-student ratio. Moreover teacher's competence in their subject is also ensured by their attendance in refresher courses, seminars, workshops and various faculty development programs. The system of teacher appraisal in form of self appraisal and student appraisal also affects the competence of teachers.

ii) **Students**—The IQAC can suggest a provision for assessing the student's aptitude and skills for a particular course

programme. Student's keenness and regularity in attendance, their active participation in classroom activities, the time they spend with the teachers and their grasp of the subject as reflected in their examination results are some of the areas which can be taken as indicators of quality education taking place in classrooms. IQAC's focus on feedback mechanism can entail student feedback on teachers and the curriculum, giving ideas on the required input.

iii) *Teaching Method*- Increased use of ICT in all the function of the institute is one of the goals of IQAC. Nowhere it becomes as fruitful and effective as in classroom teaching. Alongwith the lecture method audio-visual material through ICT brings a sea change in the student learning. Besides motivating the teacher to think of innovative teaching methods, it helps the teacher in repeated drilling for the weak students and in giving challenging work to the advance learners. Moreover interdisciplinary teaching learning also becomes easy. Finally IQAC can help in planning and implementation of Bridge Courses and Remedial Courses to make classroom teaching more effective.

**[2] Examination and Result**---- Systematic analysis of internal and external examination results of students is one of the details required in the self study report prepared by IQAC. The analysis gives a clear picture of both teacher and student performance determining the standard of education. It provides an opportunity for self introspection and leads towards either corrective measures or towards further levels of excellence.

**[3] Encouraging Research**---- Research helps in creating and transmitting knowledge. Through research classroom teaching-learning of the subject gets updated and linked with the ground reality of society. Research also develops a critical and analytical approach in students creating an awareness about problems and their solutions. IQAC can function in three ways in developing a research culture in the institute.

- ? Suggestions for building a rich and user friendly library
- ? Recommendations for workshops and seminars for teachers and students, encouraging them to showcase their research findings and to exchange ideas and concepts with peer groups.
- ? Taking initiatives for knowledge network through Linkages and Mous with eminent centers of research and higher learning.

**Finance**—After Academics, Finance is the important pillar of higher education. It goes without saying that all activities, initiatives and infrastructure, necessary to impart quality education will require adequate funding. The IQAC has to check and ensure two aspects of financial issues of the institute .First, whether the institute is sanctioned all the possible types of grants by government and they are released in time. It can also explore initiatives to generate its own financial resources through consulting or through offer of other services. Donations and sponsorships by industry and community representatives can also be pulled in. Secondly and significantly the IQAC has to ensure full and proper utilization of all the available financial resources .The general headings for utilization can be enumerated in the following ways:-

**a). Infrastructure**—Sufficient number of classroom ,audio –visual room ,auditorium laboratories, library, administration offices, restrooms ,sports room, playground etc. should be available and well maintained.

**b). Library**---Rich library with required number of learning material in form of textbooks ,reference works ,journals ,magazines newspapers ,e-journals, should be available.

**c.) Remedials and Research**---Funds should be allocated for Remedial courses---for weak students whereas advance students and the teaching faculty should be given financial support for research purposes.

**d.)ICT**—A successful IQAC will work towards availability and maintenance of ICT provision for all the functions of institute .Computers with Net Connections, printers photocopiers, smart classes equipped with interactive boards etc. have to be made available enabling the perusal of recent and updated development in the field of knowledge.

**e.)Student Support Services**--- This is one of the features which boost student's involvement in the procedures of learning. IQAC will ensure that financial provisions are there for at least three types of support services.

i) *Scholarships and monetary help*----The IQAC can keep a record and thus facilitate the awarding of scholarships by government and the institute. Awards in form of cash prizes for winning in various competitions and for achievements in examination results will also motivate students.

ii] *Health Counseling*----The IQAC can convince the management to establish a counseling centre with professional guidance available for mental and physical problems. Students have to be healthy and fit to meet the demanding exercise of education.

iii] *Career Counseling*---Career Counseling not only helps students to know their aptitude and interests but also informs them about the emerging trends in the job market or in the entrepreneurial ventures. Such counseling makes education relevant and career oriented.

### **Administration**

Efficient administration of the institute is an important objective of IQAC in its efforts to achieve excellence in education. To ensure the desired changes, the IQAC works as a mediator in bringing together the three aspects of administration, namely, the management, the Principal and the administrative office. The IQAC functions on three levels to build an efficient administration of the institute.

i] *Training*---The IQAC ensures the availability of the IT resources and sees that institute has its manpower trained in working with computerized system.

ii] *Internal Communication*--- The IQAC has to be in constant touch with the Head of the institute to inform him, consult him even advice him about its various plans, procedures, follow-ups ,record maintenance and documentation of the collected data . The Head of the institute can take up things further to the management for approval and acceptance .Then the office staff has to be informed about the policies and decisions made by the management and can be directed to act accordingly. IQAC therefore creates a dialogue and harmony among the Principal, Management and the office staff ensuring a healthy administration which in turn fosters the right atmosphere for education.

iii] *Basis for decision-making*-----Through the collected data and documentation the IQAC performs the need-finding exercise and gets equipped with the recommendations, suggestions, and advices. Keeping in mind the parameters of excellence it provides justifications for its priorities. So that the changes expected appear convincing and persuasive to the management. In other words intervention of IQAC ensures efficient functioning of administrative system in the desired direction.

Taking care of the three basic pillars of higher education, that is Academic, Finance and Administration, IQAC has to strengthen the Extension Activities of institute to achieve student's physical, social and spiritual development. If academics is for intellectual development ,sports activities on the campus is for physical fitness .Availability of physical instructor ,playground sports equipments ,organizing sports events and felicitation of sports students helps in creating a sports culture.

Similarly education remains incomplete without an awareness of social and moral issues. The IQAC can monitor and direct the extension activities like NSS and NCC, to encourage student involvement in social issues .Sensitization programmes about gender and environmental issues should also be a part of such training. The IQAC will make efforts to build a mechanism which not only creates opportunities but also recognizes and appreciates the work of volunteer students and teachers.

Recently, The Aga Khan, the spiritual head of the Ismailiya Sect had observed that a civil society has to be driven by competence as well as by ethics. Certain regular practices like morning prayers and singing of national anthem can inculcate the moral and ethical values in students. Talks by spiritual leaders, film shows on related subject, formal appreciation of student's and teacher's acts of kindness and charity or contribution to social services, these are some of the other means which IQAC can devise for moral education of students.

Finally IQAC will need a confirmation or a reassurance that it is proceeding in the right direction. A feedback from the stakeholders in form of parents and alumni association and representatives of society will present a multidimensional picture of the fact whether the practices advocated by IQAC results in a holistic education of students who grow into responsible citizens of the nation with global competencies.

### **References:**

\* Hegde Ganesh. [2007] Guideline for the creation of IQAC in accredited institutions. NAAC, Bangalore, p.2

\* The Aga Khan's interview with Ranjan Roy in Sunday Times of India, of 18-09-2013, Ahmedabad :TOI



## ROLE OF IQAC IN EDUCATIONAL IMPROVEMENT PROGRAM



PINKIBEN JAYRAMDAS NENWANI

Shri G.J.Patel College of Management and Technology,  
Near Mahadev,subhash Marg,  
V.V.Nagar, Email: nenwani007@yahoo.co.in

### ABSTRACT

The University Grant Commission (UGC) established the National Assessment and Accreditation Council (NAAC) in 1994 at Bangalore. The prime agenda of NAAC is to Assess and Accredite institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. Part A of guidelines of XI Plan of University Grants Commission directs all the Higher Education Institutions (HEIs) to have an Internal Quality Assurance Cell (IQAC). The motive behind setting up of IQAC is to maintain the momentum of quality consciousness which is crucial in HEIs. IQAC is a mechanism to build and ensure a quality culture at the institutional level, and is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the HEIs. Internal Quality Assurance Cell (IQAC), in fact, is conceived as a body which ensures maintenance of momentum created by the accreditation at the institutional level. NAAC has given guidelines to all the accredited institutions to establish an internal quality assurance cell (IQAC) to ensure qualitative growth of the institution. Since quality enhancement is a continuous process, the IQAC has become a part of the institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC has made a significant and meaningful contribution in the post-accreditation phase. During the post-accreditation period, the IQAC has channelized the efforts and measures of an institution towards academic excellence. Main objectives of IQAC is To ensure continuous improvement in the entire academic process of the University. To ensure stakeholders connected with higher Education, namely parents, teachers, staff, would be employers, funding agencies and society in general, of its own quality and probability.

### INTRODUCTION:

Quality of Education now offered in many institutions of higher education, both general and technical, requires a thorough review and correction by the agencies concerned like NAAC of UGC, NBA of AICTE. Many Higher Educational Institutions (HEIs), specially technical and professional colleges offering Engineering, Pharmacy, MBA and MCA are almost forced to shut down as there are no takers. Higher education in India is undergoing a transformation. The reason for transformation is mainly due to the expansion of higher education in India and the new demand on system. Education has always been recognised as a major instrument to achieve the objective of social, economic and political development of a nation.

The University Grant Commission (UGC) established the National Assessment and Accreditation Council (NAAC) in 1994 at Bangalore. NAAC vision and mission statement clearly specifies its functioning highlighting quality assurance mechanism in higher education institutions with the combination of self and external quality evaluation, promotion and sustenance activities and

initiatives. The prime agenda of NAAC is to Assess and Accredite institutions of higher learning with an objective of helping them to work continuously to improve the quality of education.

Internal Quality Assurance Cell (IQAC) is established as a post accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC has become a part of the institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC has made a significant and meaningful contribution in the post-accreditation phase. During the post-accreditation period, the IQAC has channelized the efforts and measures of an institution towards academic excellence.

#### **OBJECTIVES OF THE IQAC:**

- ? To ensure continuous improvement in the entire academic process of the University.
- ? To ensure stakeholders connected with higher Education, namely parents, teachers, staff, would be employers, funding agencies and society in general, of its own quality and probability.
- ? To identify strengths and weaknesses in the process and outcome of teaching and learning.
- ? To evolve a feedback mechanism and employ it for reforms and development.
- ? To create intellectual atmosphere for the benefit of educational system at grass roots.
- ? To prepare actions plans for academic sessions.
- ? To bring overall efficiency in academic programs of the college.
- ? The Primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

#### **COMPOSITION OF IQAC:**

- a) Head of the HEI – Chairperson
- b) Five (in case of a College) or eight (in case of a University)
- d) Director / Coordinator of IQAC – Member Secretary

The members at b) and c) of the above shall be nominated by the Head of the HEI in consultation with the academic body of the HEI (Academic Council of a University or Academic Committee of a College). The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in a quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

#### **FUNCTIONS OF IQAC**

As highlighted in the UGC Guidelines, the goals of IQAC shall be: 1). To develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the HEIs; and, 2). To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. To attain these goals, the functions of IQAC shall be:

- ? Development and application of quality benchmarks/parameters for the various academic and administrative activities of the HEI;
- ? Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- ? Acting as a nodal agency of the HEI for coordinating quality-related activities, including adoption and dissemination of good practices;
- ? Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- ? Development of Quality Culture in HEI;
- ? Preparation of the Annual Quality Assurance Report (AQAR) of the HEI based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format;

- ? Bi-annual development of Quality Radars (QRs) and Ranking of Integral Units of HEIs based on the AQAR;
- ? Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ? Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes; Dissemination of information on the various quality parameters of higher education.
- ? Interaction with SQACs in the pre and post accreditation quality assessment, sustenance and enhancement endeavors.

#### **CONTRIBUTION OF IQAC:**

- ? Development and application of quality benchmark/ parameters in various activities of the institution.
- ? Preparation and submission of Annual Quality Assurance Report to NAAC based on the quality parameters is done every year.
- ? Workshops on quality related theme are organized and promotion of quality circles leads to quality improvement.
- ? Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- ? Optimization and integration of modern methods of teaching, learning and evaluation.
- ? Ensuring the adequacy, maintenance and functioning of the support.

#### **BENEFITS OF IQAC:**

- ? Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement
- ? Ensure internalization of the quality culture;
- ? Ensure enhancement and integration among the various activities of the institution and institutionalize good practices;
- ? Provide a sound basis for decision-making to improve institutional functioning;
- ? Act as a dynamic system for quality changes in the HEIs;
- ? Build an organized methodology of documentation and internal communication.
- ? To a heightened level of clarity and focus in institutional functioning onwards quality enhancement and facilitate internalization of the quality culture
- ? To act as a change agent in the institution
- ? To better internal communication
- ? To the enhancement and integration among the various activities of the institution and institutionalize many good practices

#### **PLAN OF ACTION OF IQAC:**

1. To review the performance of the entire array of academic programmes encompassing the faculty, research scholars and students.
2. To promote research in new and advancing fields of relevance. For this Research and Development Cell and University Research board were instituted.
3. Dissemination of information on the activities of the University for the benefit of general public and elite of the society.
4. Constitution of Quality Circles at all the levels of University to involve the entire cross section of University for the quality improvement.
5. Adoption of a Student Charter in the University to bring awareness among the students of their own responsibilities and the functions of the institution
6. Obtaining Feedback from the alumni, retired staff and students, and making the analytical data available to the concerned teaching staff and administration.
7. To ameliorate the issues concerning the welfare of student community.
8. It was recognized that the academic activities in the University need to be improved keeping the global perspective in view
9. Restoration of Academic year and early publication of results.

**IQAC ACTIVITIES: EXPLORE NEW FRONTIERS**

Planning of IQAC through democratic methods  
 Organizational Arrangements in Internal Quality Assurance Cell  
 Newsletter of IQAC: Quality Initiatives and Endeavours  
 State of the Art Laboratories.  
 Departmental interactions with IQAC and its impact.  
 Research and Development Cell  
 Annual Internal Quality Audit (Academic Audit).  
 Training and Research Centre – Entrepreneurship  
 ICT as Teaching-learning Process  
 IQAC – Tapping Innovative ideas of Faculty  
 Computer Training Programme for Non-teaching staff  
 Non-Teaching Staff Training – TQM Initiative  
 Training of Non-teaching Staff for Automation Process  
 Thrust for Knowledge: 'JIGYASA'  
 Soft Skills / Employability Skills  
 Mentoring / Tutor-ward System  
 Student Orientation Activities  
 Students Participation in Decision Making  
 Feedback Power: A System of Multi-cornered Feedback  
 The Training and Placement Cell  
 Students as Important Stakeholders in Quality Initiatives

**CONCLUSION**

An Internal Quality Assurance Cell has to play crucial role in protecting the quality of education service in India. The establishment of this cell is a mandatory task before every higher education institution that is planning to go for NAAC accreditation. Educational institution, NAAC, AICTE, UGC and state and central governments has to impose certain kind of restrictions on every higher education institution in quality aspects of the service delivery which will place them in certain pressure in different quality dimensions. If our higher education institutions and regulatory bodies failed to maintain quality aspects in delivering the quality education service; those institutions definitely will disappear from the education map of India. Therefore sustaining quality in this crucial sector which will mould the future of our upcoming generations is a prime responsibility of our education system which will be possible only through continuous monitoring with the support of Internal Quality Assurance Cell of every higher education institution.

**REFERENCES:**

1. NAAC,1996. Guidelines for Internal Quality Assurance Cell Operations, P.57
2. Knowledge consortium of Gujarat – journal of multi-disciplinary by Dr.Jagdish R. mahida
3. Knowledge consortium of Gujarat – journal of multi-disciplinary by Trupti J.Patel
4. NAAC News: Volume 12, Issue-1 January 2012
5. NAAC for Quality and Excellence in Higher Education
6. Quality and excellence in higher education, volume 2 by Aruna Goel, S.L. Goel
7. Quality education for IQAC by Davis George
8. [www.ugc.ac.in](http://www.ugc.ac.in)
9. [www.naacindia.org](http://www.naacindia.org)
10. [www.google.com](http://www.google.com)



## PRESENT EDUCATION SYSTEM



YOGESH MADAN DHARANGUTTI

Institute of Law, Nirma University, Ahmedabad, Gujarat

Email: yogesh.dharangutti@nirmauni.ac.in

### ABSTRACT

The purpose of education is not only to produce technicians and job hunters, but to by the way of education we can build the future of the nation. Today education is not serving the actual need of human fraternity.

In the era of globalisation in India, we need to concentrate on the quality of the education as well as the policy makers also adopt a policy which can create better human resources. Today one can't get the research oriented environment in any university either traditional or private. This situation exists in the whole country from the KG to PG. Kothari commission recommended 10 plus 2 plus 3 pattern, we are following the same for little more than thirty years without taking into the consideration the output of such educational system.

Student are failing to acquire a life skills and unable to implement the "knowledge" which he is receiving and hence frustrated. Foreign universities are providing an education which help to inculcate life skills, due to which a commerce student can adopt a course of the music. That means we need to harmonisation of a basic qualities of the student with appropriate knowledge.

Educational system is mainly based on research, teaching and assurance of the job but wrong policies are damaging it. Government has all the power to regulate the education and has been imprudent in framing the policy for it. We always fail to link the global challenges and the increasing demand of students. It is need of time to accept the system which will create knowledge as well as it will give life skills. Moreover like Germany and China, we need to establish a vocational universities which will give a vocational training. "Education is the most powerful weapon which you can use to change the world." - Nelson Mandela

Universities do not exist in a vacuum. Education is an integral part of the society and both are interconnected with each other. Education reflects on face of the society. Significance of the education is not only producing mechanical job hunters but it will be helpful for overall development of the nation and it is a tool by which we can bring equality in real sense. "It is the very foundation of good citizenship. Today, it is principal instrument in awakening the child to cultural value, in preparing him for later professional training and in helping him to adjust normally to his environment." That means real significance of the education is in the future of the nation it will create a nation and ultimately there will be an overall development of the human fraternity. And hence child is the future of the nation. Mr. George Peabody has defined 'education' as "a debt due from present to future generations". That means we have borrowed the future of the next generation. And we need to give this debt with adding some more in it.

Many decades ago, during the time of Mahata Phule, he used to say that lack of education is a reason for the expulsion of the intellectual, money, character and progress. Through 2011's census we can easily find from data that the present literacy percentage of our nation is as low as 74.04, but still we are far away from the quality education and also failing to achieve few basic values through education, we are disappeared in the competition

and any of Indian Universities have failed to make it to the top 200 in the prestigious QS (Quacquarelli Symonds) rankings of the world's leading universities. The assessment was based on the various factors like research, teaching, employability, facilities, internationalization, innovation, engagement and access. All these aspects of the education are very much essential for balanced development of individual and ultimately of society. The lack of these factors again highlighted by recent judgment of the Supreme Court, where it has observed that, "It is unfortunate that today education instead of reforming the human behavior, in our humble opinion, appear to have failed to achieve its objective. Instead we find troubled atmosphere in the society at large, which calls for immediate reformation with the efforts of one and all."

Colonial people introduced an educational system in India, for the purpose of better administration of their rule and still our educational is stick to the same mentality. We are reading books not to create knowledge and to get marks. People borrowing money and still many of them are not satisfied with an educational system, survey has shown.

Today if we look at the scenario of the private schools/colleges then we can easily witness that the condition is really horrible, the students even don't understand the question and answer they are just in hurry to by-heart them and in all the most bad thing is in most of the professional colleges also they don't learn concept and apply them they just simply take guide or material and by-heart the most important questions. This is the way the good planning twisted when it comes to the practical stage. In this developing world we need practical skills and little bit theoretical also but not all theoretical.

Today's education system is not giving life skills to its largest stakeholders. If we give an opportunity to the students to learn skills then that will be deeply rooted for lifetime. The 'information' which we are feeding in their minds will lose after end of the semester. If one student wanted to learn music at the time of doing any conventional cores then its not possible in India. Its time to start vocational universities, which will be eligible to provide a vocational education up to the Ph. D. Vocational courses can give more employability. The experiment of the vocational universities had not seen that much successful in early days as it enrolment of the fresh students in 1998 was only of 6% but it was increased in 2010 upto 34% of total enrolment of students in China. That means we need to bridge between the natural talent of the student and employability. Higher education, as what might be called a 'leading edge' activity, operating on the 'frontiers of knowledge', is constantly confronting basic issues and truths. This, taken on its own, or in conjunction with mundane, day to day concerns, is likely to result in regular crises.

The Indian education system has developed many loopholes. From school onwards children are bound to get into the rat race of percentage game. His percentage defines his abilities while his hobbies are neglected just for the sake of winning this murky race. The problem with Indian education system is that it lacks the procedure of practical education. Theoretical study is obvious but to some extent. Now a days Indian students are more prone to books than practical uses. It should be changed. The real meaning of the education is to learn things in a right way that means it not only refers to only studies but also any other activities that one interested to learn. Simply speaking, for a cricket player cricket coaching is a education and for a chess player playing chess and preparing is an education and to be a graduate academic studies are the education. Also the government is only emphasizing

on the urban areas and development in villages is taking place only in documents so government should think about rural area having proper way of education level as 70% of the people of our nation resides in the villages so we need to think about them also to bring a complete reform and to bring them in streamline. Today we need to emphasize creating an environment for teachers and administrators that encourages experimentation, focus on long-term gains rather than on such immediate goals as raising test scores, and recognize and reward innovation.

The most important thing in the area of education is a policy framing for education. Education subject falls in the domain of the center and state, and center looking towards higher education and primary education both center and state deciding their policies as per their convenience. Instead of taking help and need of the society they took some decisions which will give them political mileage like establishment of the new women's university in Rai Bareli, State of Maharashtra has in process to give recognition to the non-NET SET teachers etc, these kind of policies are hampering the education system.

Today's education system has again lacking in area of research. There is no scope for the research in Indian universities. Still Indian universities are under influence of the colonial rule and only producing unemployable crowd. We need to combine teaching and research. As teaching and research are interconnected and interlinked aspects, teacher should get research incentive. Poor remuneration turns away talent. Moreover, teacher must get functional autonomy to decide a curriculum and pedagogy. That will help to improve standards of the teaching and learning process.

As no private body or company is ready to generously grant and fund the research activity and here is need to attract the private sector that will produce world class students. To facilitate with external funding agency, one should need to give them confidence that research will helpful for the industries and community at large.

At present if we talk about the reforms in education system then teachers should be judged on how students progress, not just absolute standards. And the tests need to be based on material teachers have taught, which is a sore point with critics who complain the state did things backward by implementing the tests before the Common Core curriculum was in place. The education system also needs many things to change into the better. There is a big false idea in the minds of students which is the most important thing in the learning process is marks and to pass the subject by anyway. We should stop here and do anything to solve this problem and say for the students if we learn well we can pass easily with high marks.

At the same time as barriers to reform are being removed, positive conditions for change must be established. They need to emphasize creating an environment for teachers and administrators that encourages experimentation, focus on long-term gains rather than on such immediate goals as raising test scores, and recognize and reward innovation.

For betterment positive conditions for change must be established. They need to emphasize creating an environment for teachers and administrators that encourages experimentation, focus on long-term gains rather than on such immediate goals as raising test scores, and recognize and reward innovation.

Now we need to establish an uniform educational standards throughout the country. Since education is within the province of the states under our constitution, he suggested a private agency financed by all institutions of

higher learning be set up to establish the standards. National standards for the high school diploma, as well as for the scholastic competence of teachers, would be set by this agency. In this way, parents and local groups could tell whether or not schools were giving them a good return for their tax dollar.

### Conclusion

After having an intense research on the topic the researcher came to the conclusion that Indian education system needs to develop a lot. Today we are culturally strong but also we need to be educationally strong. This is not a big deal for the people in India to do this but the support of good governance is also highly needed to make the present education system more efficient. Since the education is the basic foundation for the better society so here the government needs to bring new reforms. Also we need to emphasize on the practical learning rather than teaching only through books and providing theoretical knowledge.

### References:

Philip G. Altbach, Edited by Pawan Agarwal, *A Half-century of Indian Higher Education*, Sage Publications, 2012.  
*Brown v. Board of Education*, 347 U.S. 483(1954).

<http://www.censusindia.gov.in/2011census/censusinfodashboard/index.html>, last visited 13/10/13, at 1.00 pm.

<http://www.topuniversities.com/qs-stars/qs-stars-methodology> last seen on 10/10/2013, at 11.44 am.

*Maharshi Mahesh Yogi Vedic Vishwavidyalaya v. State of M.P. & Ors.*; Civil Appeal No.6736 of 2004

Prof. Avkash Jadhav, *Survey on Government Schools and their Approach to Education*.

[http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Senior-Cycle-/Syllabuses-and-Guidelines/lc\\_english\\_resource\\_materials\\_teaching.pdf](http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Senior-Cycle-/Syllabuses-and-Guidelines/lc_english_resource_materials_teaching.pdf).

Conclusion as per Chinese Education Statistical Yearbook 1997 to 2009,

<http://tongji.cnki.net/overseas/engnavi/YearBook.aspx?id=N2006010311&floor=1>

The Hindu newspaper, published on 12<sup>th</sup> July 2013.

Loksatta newspaper published on 19<sup>th</sup> October 2013.

<http://www.buffalonews.com/columns/rod-watson/educational-reforms-need-to-make-sense-20131023>.

[www.alfiekohn.org/teaching/fdtd-g.htm](http://www.alfiekohn.org/teaching/fdtd-g.htm)., Last visited on 24/10/2013 at 11:00 am.

F. James Rutherford and Andrew Ahlgren, *Science for All Americans*, Oxford University Press, 1991.

<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc4work.htm>, Last visited on 24/10/2013 at 11:00 am.

<http://www.jstor.org/stable/3938912>, Last visited on 24/10/2013 at 11:00 am.



## PRESENT EDUCATION SYSTEM –BOON OR BANE



ANJALI A KULKARNI<sup>1</sup> AND A. S. KULKARNI<sup>2</sup>

1. Assistant Professor, Department of Biotechnology, Genetics, Bioinformatics N.V.Patel College of Pure and Applied Sciences, Vidyanagar, Gujarat
2. Associate Professor, Department of Food Processing Technology, A.D.Patel Institute of Technology, New Vidyanagar, (Email: manisha2878@yahoo.com)

### ABSTRACT

“Education is the most powerful weapon which one can use to change the world” a quote by Nelson Mandela, gives an idea regarding power of education to bring a positive change in society which is a need of the day. Present discussion is aimed to focus on 'Present education system is not a boon but a bane'. It has become bane because of many loop holes in present education system starting from school education to post graduate levels viz- drop out ratio in schools, lower salaries of the teachers adversely affecting quality of education and changed role of teacher from its real motto –“ I am not a teacher, but an awakener”.

Improper implementation of government policies- like mid day meal, change of medium of instruction from one state to another, rigidity in the evaluation system, state wise different systems of assessment, unequal opportunity to the students in cities and villages leading to hidden intelligence going in vain, donation based admission in higher education and many such irregularities are prevailing in the present education system. Today, one of the main focuses in our lives is to get good education and have a sound career to live a happy and content life. The education today is more focused at earning, and not learning. The sole aim is to acquire information, not knowledge leading to narrowing down one's perspective towards things rather than broadening one's mindset. It is which is reflected in terms of increased crime in the country committed by youth.

India which is the youngest country in the world and has more than 50% of its population below the age of 25 and more than 65% below the age of 35, must have sustainable education system which can make India superpower in real sense.

### INTRODUCTION

The objectives of the present article is to through light on 'Present education system is not a boon but a bane' because of many loop holes in present education system viz-drop out ratio in schools, lower salaries of the teachers adversely affecting quality of education in school and higher education. Inter-state and inter-district disparities, rural-urban differences in the access to higher education, mode of system is predominantly academic and theoretical learning doesn't connect to reality, questions of moral and cultural development of students etc (1).

India is the youngest country in the world and has more than 50% of its population below the age of 25 and more than 65% below the age of 35. India's education system turns out millions of graduates each year, many skilled in IT and engineering. This manpower advantage underpins India's recent economic advances, but masks deep seated problems within India's education system. At the top end, India's business schools, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and Universities produce globally competitive graduates, where as primary and secondary schools, particularly in rural areas struggle to find staff, reason might be lower salaries to vidyasahayak, this situation is of great concern as 35 per cent of the population of our country is under the age of 15. In contrast to this there was a time, when India was noted all over the world as a glorious centre of education and culture, where students from all parts of the globe used to pour in. The educational and cultural centers of Nalanda, Takshashila and Prayag attracted students from places, as far as Egypt, Greece, China, Ceylon and Indonesia.(1)

### METHODOLOGY

The present article is a type of review. It is primarily based on secondary information collected from various sources like national reports, articles, UGC reports and websites giving information on present status of education system in India.

### DISCUSSION

A good education system leads to a good society. But there are many irregularities in the our present education system. These turned the system as bane, are discussed under following headings.

- I. More theoretical system of education rather than practical
- II. No concrete efforts for development of socially and morally strong youth
- III. Unequal opportunities to rural and urban students
- IV. State to state variation of medium of instruction and evaluation system.

### **I. More theoretical system of education rather than practical**

The existing system of our education is predominantly academic and theoretical. It is theoretical as a rule and practical by chance. The student is taught lessons by books, but not lessons from life. In other words, he is provided with knowledge, but not with wisdom. He is obliged to know the history of Greece of 200 years ago, but he knows nothing of what is happening in our own country today. He knows more about the English country Council and having no idea of the municipality of his own town.

According to Dr. Annie Basant, the present education system is just "Filling boys head with a lot of disjointed facts poured into the heads as into a basket; to be emptied out again in the examination room, and empty basket carried out again into the world."

The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest; he only crams and therefore they never become his own.

The commonest criticism against our educational system is that it does not help us in earning our bread. Our colleges and universities are like factories that produce graduates in quick succession just as a machine issue forth pins and needles one after these literacy factories, who wander into the wide world in their vain efforts to find employment. In life there is no demand for these university products. The result is that the more our education expands, the more the ranks of the educated unemployed swell. In the last few years, there is no doubt; our education has improved greatly but only quantitatively, not qualitatively.

### **II. No concrete efforts for development of socially, morally and physically strong youth**

Today we can see increased crime in the country committed by youth. What do our universities do for character-building of students? We have to admit sadly that today their functions finish with imparting the students bits of information. Students have no love for learning for its own sake and hence no sense of respect for teacher. The bond between the teachers and the taught is purely economic and official. The problem of growing indiscipline among the student is something which reflects seriously on our educational institutions. Our students are poor not only intellectually, but physically too. The unsound minds live in unsound bodies. Groups of pale, thin youths meet the eye at the portals of colleges and universities. This is so because there is hardly any provision in our college and universities for systematical physical training, games and sports and other extracurricular activities. The want of physical training leads the students to loss in other way also. They don't learn the dignity of labor. They become ideal, ease-loving and extravagant (3).

### **III. Unequal opportunities to rural and urban students**

The rural students are still not under the cover of full education due to lack of awareness, lack of parental education, poverty, lack of infrastructural facilities, etc. Indian institutes of management and technology are world-class in urban areas but in rural areas primary and secondary schools face severe challenges viz- shortage of qualified, dedicated and self motivated teachers, shortage of funds, improper implementation of government policies for example recent incidences of food poisoning by mid day meal in various states. Urban student are getting quality education as well as exposure to various subjects compared to the rural. In general in rural areas poor quality of education is there which also creates difference in confidence levels of students. As a result getting admitted to the world-class IIT and IIM can not be a dream for a rural student.

### **IV. State to state variation of medium of instruction and evaluation system.**

In our country there are many evaluation systems which vary from state to state i.e. CBSE, State board, international board with different levels examination, different curricula and many mediums of instruction. Students passed out from international boards studying globally recognized syllabuses and curricula and Students passed out from state boards syllabus in local languages have definitely having difference in level of knowledge and formers may be qualifying in more number at national level. This should be taken care of by the education system to bring a uniform mediums of instruction and only one evaluation system through out the nation to stand students on same level nationwide.

### **CONCLUSION**

A good education system leads to a good society. We have to devise as-early-as possible a comprehensive national scheme of education which seeks to bring about a complete and harmonious development of all factors of human personality. Government must concentrate on modifying the education system to bring positive desired change in the society

### **REFERENCES**

1. The Challenges for India's Education System Marie Lall, Chatham house asia programme ASP BP 05/03 April 2005. The Royal Institute of International Affairs.
2. Higher education in India strategies and schemes during eleventh plan period(2007-2012) for universities and colleges .UGC report January 2011.
3. Significance of ethics in education system. Justice J.S.Verma, : UGC Golden jubilee lecture series .
4. Scenario of present education system: a comparative Study of haryana and its neighbouring states Kamlesh gakhar; harjeet kour. International Journal of Social Science & Interdisciplinary Research Vol.1 Issue 8, August 2012



## EMPOWERING EDUCATION SYSTEM THROUGH “QUALITY EDUCATION”



PRAGNYA KANSARA

ANAND LAW COLLEGE, ANAND

Email: pragnyakansara@yahoo.com

### ABSTRACT

Change is the nature of the Universe. Everything changes according to the time. The quality of education should also change to meet the challenges of the time. The World Education Forum in the year 2000 made some recommendations regarding improvement of all aspects of quality of education to achieve recognised and measurable learning outcomes for all – especially in literacy, numeracy and essential life skills.

The present study is relating to empowerment of education system through Quality Education.

Research Methodology: Doctrinal and Non-Doctrinal

Whether education system can be empowered by providing quality education to the students?

Current Factors that influence Quality education:

- ? Internationalisation of higher education
  - ? Increasingly broadening the scope of education
  - ? Greater diversity in students' profile
  - ? Rapid changes in technology
  - ? Global competition and economic efficiency
  - ? Need to produce a skilled workforce to meet challenges of 21<sup>st</sup> century
- What can be done for improving quality education?
- ? Access of library by teachers and students through on-line services
  - ? Access of new technology
  - ? Teachers' salary
  - ? Teachers' up-gradation through training programmes

### INTRODUCTION

Few years before, it was found that education should be made compulsory. Now this concept is changed. The talks we are listening nowadays are of “Quality Education”. Quality Education is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions including the effective design of curriculum, course content, a variety of learning contexts (e. g. Independent study, project based learning, experimentation etc., Soliciting and using feed back and effective assessment of learning outcomes. It also involves well adapted learning environments and student support services.

There are two institutions in India for evaluation of higher education institutions. They are National Accreditation & Assessment Council and National Board of Accreditation Agency. Most of the universities are evaluated by NAAC. In the year of 2012, these institutions have amended the standards of evaluation of higher educational institutions.

The amended standards are :

- 1) Contribution of institution in national development.
- 2) To develop in students skill to achieve international competence.
- 3) Establishment of values in students.
- 4) Enthusiasm
- 5) Use of technology
- 6) Anxious for excellence

To meet the above standards quality education is important.

## Methods

The purpose of this paper is to examine how various factors influence quality education and what steps can be taken to improve quality education. For this particular topic I have taken into consideration doctrinal and non-doctrinal methods of research.

The standards of NAAC shows very important qualities that are required in a student. They show various internal qualities that the students need to improve while they receive education. They show values in life of students for being a good human being. Not only that but the values according to the Constitution of India. When the students come to the original world, they need to improve in them the values mentioned in our constitution, like justice, equality, secularism, socialist. Use of e-library, internet surfing. The students must be aware of every thing. For example if a student belongs to agriculture, he must be aware of genetic technology. A student of law must be aware of various laws, software and latest amendment in laws and new judgments. To meet the standards of NAAC, the students must get developed through an institution.

To provide Quality Education, I have examined various reports and being a faculty, on the basis of my own experience at my own institution, I have prepared this paper.

## Result and Discussion

The World Education Forum in Dakar in 2000 did not only emphasis to achieve education for all but also notice the need to improve the quality of education. The forum made recommendations to improve all aspects of the quality of education to achieve recognised and measurable learning outcomes for all-especially literacy, numeracy and essential life skills.

Article 28 of the Convention of the Rights of a child states the child's right to education and the State's duty to ensure that the primary education at least is made free.

According Article 29 of the same convention, States are regulated to recognise that education should be directed at developing the child's personality and talents preparing the child for active life as an adult, fostering respect for basic human rights, developing respect for child's own culture and national values and those of others.<sup>1</sup>

Based on the recommendations in the Dakar Framework for Action and the Convention of the Right of the Child, as well as a number of other international conventions and recommendations, it can be concluded that everyone has the right not only to receive education, but also to receive education of a high quality. A quality education system must manage to provide all children and young people with a comprehensive education and with an appropriate preparation for working life, life in society and private life. This should be achieved without distinctions of any kind, such as those based on parents' income, colour, gender, language, religion, political or other opinion, national or social origin.

Article 21 of the Constitution of India provides Right to Education. The words of this Article are "The State shall provide free and compulsory education to all children of six to fourteen years in such manner as the state may by law determine"<sup>2</sup>. This shows that right to education is a fundamental right and primary education should be provided by the State and it must be free.

### Quality Education defined:<sup>3</sup>

The World Bank has tried to define quality in education in the report of "Priorities and Strategies for Education", 1995. The World Bank dealt with education policy issues and made the following observation concerning quality : "Quality in education is difficult to define and measure. An adequate definition must include student outcomes. Most educators would also include in the definition the nature of the educational experience that help to produce thus outcomes - the learning environment."

The OECD Report on "Quality Teaching" (1994) defines teacher quality in five dimensions:<sup>1</sup>

1. Knowledge of substantive areas and contact
2. Pedagogical skill, including the acquisition and ability to use repertoire of teaching strategies.
3. Reflection and ability to be self critical the hall-mark of teacher professionalism.
4. Empathy and commitment to the acknowledgment of the dignity of others.

5. Managerial competence as teachers assume a range of managerial responsibilities within and outside the classroom.

The above definitions are suggesting definition of Quality Education and what is needed in a teacher for providing Quality Education. Apart from the above factors, other factors like professional ethics should be maintained by the teachers and also they should enjoy professional freedoms. Salary of the teachers and status in the society matters for providing quality teaching.

Quality Education can also be provided by providing learning environment. The institution should provide them e-library. The behavior of the teachers with the students should be informal in a manner that the students can share their learning problems with them. Not only that the education curriculum should be framed in a manner that most of the portion of study must be made of research.

In India, we find that the system of education is made only examination based. A publication is made recently which shows the international ranking of world universities. The first list is made of 400 universities and second list is made of 500 universities. It is very shameful for us that the Indian university is only one in that list and not in the first 200. The international ranking of that Indian University is 252.<sup>2</sup>

Learning experiences can be gained in many different forms of learning environments not to be limited to auditoriums and class-rooms. Learning happens also outside the institution and also from a distance.

Graduates are entering a world of employment that is characterised by greater uncertainty, speed, risk, complexity and interdisciplinary work. Therefore, they need to remain stable emotionally, spiritually and intellectually. Thus they must have all round personality.

The following steps can be taken by institution for teaching development. They are :

1. Organization and management of teaching and learning
2. Support to foster student achievement (e.g. counseling, career advice, mentoring)
3. Students' evaluation (e.g. programme relating to evaluation of learning experiences)
4. Professional development activities (e.g. In-service training for faculty)
5. Teaching Excellence Awards and competitions for remarkable improvements.

### Conclusion

On the basis of above discussions I conclude that quality education can be imparted by the institution only if the new standards that are decided by the evaluating agencies and by the endeavor of teachers, students and institution are maintained. The 30% appraisal of professor is based on research activities. That should also be in the students. In the Information Technology Era, if we want to provide quality education then it must be provided through universities' up-gradation.

### References

- 1 . OECD REPORT, 1994, 2012
2. UNESCO REPORT, 1996
3. DAKAR CONVENTION , 2000
4. VSO REPORT, 2002
5. UNESCO (1996) RECOMMENDATION CONCERNING THE STATUS OF TEACHERS. PARIS: UNESCO

### WEBSITE:

- 1 . [www.ibe.unesco.org](http://www.ibe.unesco.org)
2. [www.Oecd.org/edu/imhe](http://www.Oecd.org/edu/imhe)

### ABBREVIATIONS

- |           |   |  |
|-----------|---|--|
| 1. OECD   | : | Organization for Economic Co-operation and Development           |
| 2. UNESCO | : | United Nations Educational, Scientific and Cultural Organization |
| 3. VSO    | : | Voluntary Service Overseas                                       |



## PERFORMANCE ASSESSMENT SYSTEM: MAKING STUDENTS LIVE AND MOBILE TOWARDS PRACTICABILITY



SHIVANGI SHUKLA<sup>1</sup>, KIRAN SHUKLA<sup>2</sup>, NITAL SONI<sup>3</sup>,

1. C.P.Patel & F.H.shah commerce college, Anand

2. Petlad commerce college

3. F.H.Shah institute of management, Anand,

E-mail: shivangi812@gmail.com, jaymataji\_kiran79@yahoo.com

### ABSTRACT

The research paper on “performance assessment system” is undertaken with the objective of finding out and measure the system of performance of the institutions and to examine and evaluate the Quality level of academic institute as a whole. The study is to be conducted in Anand, Vidhyanagar. Best performance assessment system of any institute will take that institute in quality enhancement and capacity building of teachers and students as a whole. This research paper is going to help that institutes on which this research is going to held up as they can evaluate their level and standard of quality. This research paper is going to help the academic sector.

Performance assessment system should cover the particle situations. A sample size of 100 respondents is to be taken for the study, whose responses are going to be studied and interpreted. The sampling design used is Exploratory and the sampling technique is Convenient sampling. The process of analysis is done through Excel work sheets, percentage analysis etc.

### OBJECTIVES:

- ? To make the performance assessment system of the students more effective
- ? To carry out performance assessment of the students based on more practical tasks rather than just theory
- ? To carry out the real skills of the students by latest performance appraisal system
- ? To make the students aware about the real life situations by assessing their performance through valuable experience.

### INTRODUCTION:

Performance assessment system is used to evaluate the performance of the students as a whole, this assessment of students also affect the prestige of the particular institute also. The latest performance system means to evaluate the students by giving them more real life and practical task.

Performance assessment can be defined as a method of evaluating students' knowledge, concepts, or skills by requiring them to perform a task designed to emulate real-life contexts or conditions in which students must apply the specific knowledge, concepts, or skills (American Educational Research Association, U.S. Department of Education, 1993).

In its simplest terms, a performance assessment is one which requires students to demonstrate their mastered specific skills and competencies by performing or producing something. Advocates of performance assessment call for assessments of the following kind: designing and carrying out experiments; writing essays which require students to think, to integrate, or to apply information; working with classmates to accomplish tasks; demonstrating abilities in using a equipment or a multimedia; building models; developing, interpreting, and using maps; making collections; writing papers, articles, poems, or short stories; giving speeches; playing musical instruments; participating in oral examinations; group discussions; developing portfolios; developing sports skills, etc.

Source: Foreign language frame work

### Authentic Assessment:

Similar to performance assessment is the concept of authentic assessment. Meyer (1992) notes that performance and authentic assessments are not the same, and that a performance is “authentic” to the extent it is based on challenging and engaging tasks which resemble the context in which adults do their work. In practical terms, this means that an authentic task or assessment is one in which students are allowed adequate time to plan, to complete the work, to self-assess, to revise, and to consult with others.

Meyer also contends that authentic assessments must be judged by the same kinds of criteria (standards) which are used to judge adult performance on similar tasks.

Five criteria are used for Authentic Assessment:

- 1) Students apply knowledge and skills to solve the problems
- 2) Depth knowledge of the subject is required
- 3) Connectivity to the world is necessary as problems will be from practical world only
- 4) Teacher-Student conversation should be in two-way form
- 5) Social support to students should be there.

#### **GOALS AND INSTRUCTIONS:**

The learning goals for the instructional unit should be carefully developed:

Decision regarding performance assessment of students learning should be taken

The knowledge and skills must be clearly define for the students for solving the problem

The standards and criteria should be properly determined against which students will be judged

Aware students about your expectations that students have every opportunity to demonstrate their abilities

Design an authentic task that is complex, and practical

Determine which points and components need to be analyzed

Directly observe students or develop a structured student-answer sheet that allows you to evaluate various components of the task.

Match student performance to criteria (standards) and determine which level most closely matches student performance.

Provide student feedback in terms of levels of competence, not numerical scores

#### **DISCUSSION: TWO SIDES OF PERFORMANCE ASSESSMENT:**

Performance assessments provide a way of observing the application of procedures.

Performance assessments emphasize multiple correct answers and creative solutions.

Performance assessments simulate the real-world tasks that scientists, mathematicians, engineers, and researchers encounter.

Performance assessments allow faculty to measure overarching course goals of concept application

However:

Performance assessments address fewer learning objectives than other forms of assessment.

Students who have been successful at memorizing initially find performance assessments intimidating.

Development of clear criteria (standards) that indicate competency levels requires detailing

#### **PROBLEMS:**

- In today's competitive era, it is must that the institute and students both should walk equally towards changes accruing in the world, then only they will able to compete with the whole world

- In our educational system, there is not enough justice for deserving students, as Performance Assessment is done by just grading and numerical marks and numbers

- When in real sense, students go to practical field, they are not aware about the tasks. As during their academics, the performance assessment used to be done through theory examination and few of presentations.

- Our performance assessment system is not developing students to face the real life situations. It is just adding theatrical knowledge

#### **FINDINGS AND SUGGESTIONS:**

- Important cognitive skills should be decided which the students need to have with them

For example, communicating effectively, and giving them real case study and evaluating their performance based on how realistically and logically they can solve the case

- Students' performance should be assessed based on their social skills also. For example, students should be given practical tasks to be performed in field, and how calmly and with proper etiquette they perform the task should be taken in to consideration

- Individual project task should be assigned to students and based on this task, performance of the students should be assessed.

- Education games should be arranged for students and based on their efficiency to solve on the spot problems and quiz, assessment should be done, so that students will be aware with more practicability.

Leadership tasks should be given to students so that the leadership skills and qualities will be developed

- One Survey was undertaken, in which students were divided in to two parts, In part A performance assessment of

the students were merely based on theatrical background and merely solving the question paper; where as in part B, performance assessment of the students were based on above discussed practical tasks.

The result of the survey :

- Students of part B were more effective comparing to part A.
- Part B students could represent themselves more confidently with their strong arguments practically, moreover to that their confidence level was also high comparing to part A.
- Before assessment, part A students were just reading and simply remembering notes, rather than to think strategically to solve anything
- Whereas before assessment, part B students were making themselves more connected with the world, latest strategies and making themselves more fluent in communicating and mannerism, which in fact is needed to survive longtime in profession against competitor.
- After this assessment, when students were actually thrown in practical world, at that time, the students of part B were easily and with confident solving the real life situations, and facing practical challenges were easier for them, where as students of part A, whose assessment system was just based on solving question paper, they were very poor in real life situations and practical field of their job.

The best example which proves this suggestion is; when one student from part A, in his banking exam, he secured highest grades, 28/30, but when in real sense he went to bank, he was not even knowing how to fill up cheque!!!

#### CONCLUSION:

Performance assessment system should be relying on more practical tasks. These changes are needed because in practical world, performance will help to solve the problems and not just knowledge of theory. This performance assessment system is helpful for students as their overall development and for institutions for their prestige as well.

In short, this kind of performance assessment system is there to empower educational system through quality enhancement and capacity building of teachers as well as students both.

So let's .....

“ Make our students live and mobile towards practicability”

#### BIBLIOGRAPHY:

- <https://groups.google.com/forum/#!topic/community-media/bRxYOYtEHDc>
- <https://www.google.co.in/#q=performance+assessment&tbm=bks>
- <http://www.pgcps.pg.k12.md.us/~elc/developingtasks.html>
- <http://fcit.usf.edu/assessment/performance/assess.html>
- <http://federalconstruction.phslegal.com/2013/08/articles/contract-performance-issues/proposed-change-past-performance-assessment-system-is-it-fair/>
- <http://www.flaguide.org/cat/perfass/perfass1.php>
- <http://www2.ed.gov/pubs/OR/ConsumerGuides/perfasse.html>
- [http://www.ascd.org/publications/books/196021/chapters/What\\_is\\_Performance-Based\\_Learning\\_and\\_Assessment,\\_and\\_Why\\_is\\_it\\_Important%C2%A2.aspx](http://www.ascd.org/publications/books/196021/chapters/What_is_Performance-Based_Learning_and_Assessment,_and_Why_is_it_Important%C2%A2.aspx)
- [http://www.pacttpa.org/\\_main/hub.php?pageName=Home](http://www.pacttpa.org/_main/hub.php?pageName=Home)
- <http://readingandwritingproject.com/resources/assessments/performance-assessments.html>
- <http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/1>



## SHIFTING PARADIGM FROM TEACHING TO LEARNING MOVING TOWARDS ASYNCHRONOUS LEARNING



KETAN KOTECHA, RICHA MISHRA

Director, Institute of Technology, Section Head- Humanities

Institute of Technology, Nirma University

Email : richa.mishra@nirmauni.ac.in

### ABSTRACT

One characteristic that clearly divides present generation of learners from any other generation is their technology suaveness. This deeply contrasts with the reality that these digital natives are taught by digital immigrants. The natives are born in the all-pervasive technological driven environment, whereas immigrants are from the generation, which are still doubtful of the effectiveness of the technology. When immigrants teach natives, the divide is not only of the skill and aptitude of technology usage but also of perspective, needs and demands. It creates a problem of effective student engagement. The time demands to have collaborative and innovative engagements suiting to the purpose of these new-millianials. The need is also to bridge the border between the emigrants and the natives. This inference is the basis of usage of web 2.0 as a learning-teaching tool. The technology-driven learning has actually changed the dynamics of learning acquisition. It has helped in bridging the divide between the two generation having very different attributes and characteristics. It has facilitated the creation of learning spaces 'for learners' and 'by learners'. It has also taken out the learning out of the confined of 'mortar and brick' classrooms to that of 'mortar and clicks'. This has helped them in acquiring learning at their own pace, space and time. Keeping all this in mind, a pilot project was launched for a course where the use of hypermedia was used. This paper is a work-in-progress report with 441 participants of Semester- I of Critical Thinking Course of an Engineering college. The concept of the course itself is path breaking, and the pedagogical mode adopted is blended learning. It was decided to have evaluation component also ICT based. Blogging was chosen as platform for information dissemination and submission of assignments. The outcome based upon direct survey and feedback from more than 300 students is encouraging. The engagement tool successfully provided asynchronous, innovative, collaborative and empowered learning to the students. The paper will discuss the methodology and the results from the work elaborately. The paper intends to promote the blogging as successful and innovative tool for learning.

### INTRODUCTION

Higher education institutions are still grappling with the percolation of the education coupled with heterogeneous students in their class rooms. It is a fact that traditional education system is on the verge of collapse and new and reformed system is yet not in the place. In the wake of such dilemmatic conditions the process is on to make learning student centric. The efforts are to shift the paradigm from Teaching to Learning.

In Universities, teaching is a part of the whole learning process; ideally the process gets completed after feedback and information from the students through engagements. It can be observed through class-room interactions, discourses, class- room conversations, journals entries, assignments submissions, viva-voce et al. The traditional teaching method having firm focus on chalk and talk are now impasse, teachers don't have enough dynamism to suit the need of heterogeneous students. Apart from that students need for learning in their own pace, space and time. Students also want 24X7 accesses to the information and mentors.

These digital natives are random and organic searchers. They shift through the abundance of information at ease and find old traditional methods of engagements boring and uninspired.

Nirma University in its endeavor to move towards Outcome Based Learning introduced many new subjects starting from the freshman years and well spread over four years of graduation. The subjects were meant to provide holistic and broad-based education. Critical Thinking is one of the subjects. It is a supplementary course and contains one credit. The teaching scheme was one hour per week per batch. The course was taken by 441 students of different branches of engineering of Semester- I. The concept of the course itself is path breaking, and the pedagogical mode adopted is blended learning. It was decided to have evaluation component also ICT based. Blogging was chosen as platform for information dissemination and submission of assignments.

**OBJECTIVE**

The chosen method of engagement primarily aimed at providing engagement tool which will help in:

- Disseminating information 24X7.
- Notification of new content.
- Formative assessment of the course.
- Summative assessment of the course.
- Uploading of Video and movies pertaining to the content.
- Cooperative E-learning support.
- Storing and sharing information.
- E-portfolio of the students.
- Archiving the teaching material.
- Creating a sense of belongingness.
- Increasing student interest and ownership in learning.
- Providing ways to participate and respect diverse perspectives.
- Empowering students to find their voices and share them with peers.
- Creating a brotherhood among the students.

**ISSUES AND CONCERNS**

Apart from dearth of engagement tools which can read and understand students mind and make them contribute in knowledge generation effectively and innovatively. A course like Critical Thinking demands logical coherent and sound written communication. It is always felt that a subject like this faces many of the potential problems of large, lecture format, lower division university courses: content overload, impersonalisation of material, learner passivity and decreased motivation (Cooper & Robinson, 2000). It has also been proved that Research shows that students in lower division higher education, especially first or 'freshmen' year, frequently suffer feelings of isolation and alienation as they struggle to make the transition to a radically different learning system that can easily seem impersonal and overwhelming (Peel, 2000). Keeping all this in mind it was felt that innovative pedagogical interventions are needed to make learning more penetrative and interesting. Blog platform will provide a platform addressing to all these needs, it is believed.

Among the Web 2.0 tools, blog has emerged as the popular and influential form of online micro-publishing and computer mediated communication (Bruns & Jacobs, 2006). Since last decade blogging has become the transformational technology for teaching and learning (Williams & Jacobs, 2004). In particular, it is claimed that blogging is a useful practice for the development of higher order learning skills, active, learner centered pedagogy, authentic learning, associative thinking, and interactive learning communities (O'Donnell, 2006; Farmer, 2006). Blogs - a contraction of 'web based logs' or 'weblogs' - are essentially online journals where an author (or authors) publishes a series of chronological, updateable entries or posts on various topics, typically of personal interest to the author(s) and often expressed in a strongly subjective voice, on which readers are invited to comment (Brett Farmer, 2008). Blog has emerged as a powerful and robust medium for publishing, information sharing and content generation. It has made writing as a democratic process. A survey showed that Tumblr.com has over 101.7 Million blogs with 44.6 Billion blog posts, WordPress.com has over 63 Million blogs, Livejournal reports to have 62.6 million blogs with Weebly states it has over 12 million blogs whereas Blogster has over 582,754 blogs (Eric Pangburn).

**CONTENT**

Keeping the view of students' inclination to use online portals and interest in learning and engaging at their own pace, place and time, it was planned to post reading material and other resources on the blog. The pilot project also included submission of the assignments which carry marks through blog.

**METHODOLOGY**

A blog was created on the platform of [www.Wordpress.com](http://www.Wordpress.com). Possibility of hosting the blog on an open source learning management like Sakai was also deliberated, but it was felt that at this stage of introducing ICT driven engagement robust support system and easy-to-use attribute will help the faculty member more, [www.Wordpress.com](http://www.Wordpress.com) being a commercial platform which is free, offers lot of blogging services and widgets.

Blog consisted of posts and pages. Learning material along with videos was posted on the posts. Different posts were created to disseminate the information be it presentations, teaching material, modules, handouts and so on. They all were dynamic in nature and served as the repository of the content.

Posts were dynamic in nature and the widget to archive them was used so that students can retrieve the information, learning material and can see the comments/assignments posted by fellow students. The moderation was applied and course co-ordinators and co-teachers were given rights to moderate the content .

Pages, which are static in nature were created, batch wise and assignments were given. The submission was done through the comment box of the pages. The comments were moderated by the course coordinator.

### INSIGHTS FROM THE PROJECTS

Evaluation of blogging is a continuous and continual process and a range of methods are and will be used in reflecting upon and monitoring the usage of blog. Principal data collection method included:

Post-course feedback Statistic.

Statistical calculation of frequency and distribution of use as offered by the blogging software.

Online observation and reflective accounts maintained by teaching staff.

Content analysis of blogs.

Formative assignment/comment based evaluation during the semester

Summative moodle –based questionnaire at the end of the semester.

Summative paper-based questionnaire at the end of semester.

### RESULTS

The feedback survey taken by more than 400 students on SurveyMonkey yield almost similar result to the result mentioned below. The following analysis is of 100 students. The ten question posted to them reinforce the effectiveness of blogging as an interesting and robust tool of engagement as well as a dynamic tool of asynchronous learning.

The questions pertain to the all aspects of asynchronous learning and were given four options: Strongly agree, agree, weak agree, not agree. The four options ensured not to dilute the result as the mid-path usually is not very indicative of the survey-group orientation.

Since this is a work-in-progress paper , the process has been analysing the stats and other aspects elated to datum.

### Conclusion

The outcome based upon direct survey and feedback from more than 400 students is encouraging. The engagement tool successfully provided asynchronous, innovative, collaborative and empowered learning to the students.

### References

Bruns, A. & Jacobs, J. (Eds.) (2006). *Uses of blogs*. New York: Peter Lang.

Brett Farmer, Audrey Yue and Claire Brooks, Using blogging for higher order learning in large cohort university teaching: A case study. *Australasian Journal of Educational Technology* 2008, 24(2), 123-136. <http://www.ascilite.org.au/ajet/ajet24/farmer.html>

Cooper, J. L. & Robinson, P. (2000). The arguments for making large classes seem small. *New Directions for Teaching and Learning*, 2000(81), 5-16. [verified 1 Mar 2008] <http://www.csupomona.edu/~dolce/pdf/cooper.pdf>

Leslie P. Murphy E. (2008) Post-Secondary Students' Purposes for Blogging, <http://www.irrodl.org/index.php/irrodl/article/view/560/1099>

O'Donnell, M. (2006). Blogging as pedagogic practice: Artefact and ecology. *Asia Pacific Media Educator*, (17), 5-19. [verified 3 Feb 2008] <http://incsub.org/blogtalk/images/Odonnell.doc>

Williams, J. B., & Jacobs, J. (2004). Exploring the use of blogs as learning spaces in the higher education sector. *Australasian Journal of Educational Technology*, 20(2), 232-247. <http://www.ascilite.org.au/ajet/ajet20/williams.html>

Eric Pangburn, <http://snitchim.com/how-many-blogs-are-there/#sthash.Dhxutdm0.dpuf>



## NEED FOR INTEGRATED APPROACH IN EDUCATIONAL SYSTEM



ANANDKUMAR R SHINDHE

Assistant Professor in Law, Institute of Law, Nirma University, Ahmedabad

Email: anandkumar.shindhe@nirmauni.ac.in

### ABSTRACT

Looking at present and future needs of society in the era of competition and technological development, we come across various questions in Academic field such as: are our educational institutions catering the needs of society? Are our teachers well trained? Are teachers able to understand the emerging issues and teach them in a method well suited for the class? Presently various institutions are trying their level best to answer such questions. This paper tries to provide insight to the above questions and tries to do an analysis based on the David Kolb's Learning Style and Bloom's Taxonomy. Further the paper discusses about the need of academic-industry collaboration and how far it caters to the needs of industrial research and development and develop teaching learning environment.

David Kolb's Learning Style identifies four stages cycle that is Concrete Experience, Reflective Observation, Abstract Conceptualization and Active Experimentation. The paper tries to analyse how far teachers can use these things in teaching learning processes.

To have a holistic form of education the teacher can depend upon the Bloom's Taxonomy, which divides educational objectives in three "domains": Cognitive, Affective and Psychomotor. The goal of Bloom's Taxonomy is to motivate educators to focus on all three domains.

And to bring education at par with the present technology, can we go for collaboration of industry and academics? Even the president of India had raised this issue in one of his speeches. This paper deals with these and related issues. "Learning is the process whereby knowledge is created through the transformation of experience". -

David A. Kolb

Key words: Bloom's Taxonomy, David Kolb's Learning Style, Academic-Industry Collaboration

### Introduction

With modernization and globalization, the needs and requirements of society and world at large have drastically changed compared to the earlier days. Now the needs of the society can be satisfied only if these things are understood in clear manners. Secured cloud computing, protection of online database, new and improved vaccines for diseases, newer technologies for sustainable development, etc. are few of the examples of modern day needs and requirements. All this can be achieved only by proper education. But the question remains that with the changing needs and technologies are we changing the pattern of education? Are we capable of understanding these new developments and implement them in teaching learning process.

Earning of livelihood through jobs, self-employment or whatever depends on the skills of the person which he/she has acquired through Education.

Various Institutions/Organizations such as UGC, NAAC, etc, are working hard to improve the educational system by providing various kinds of assistance and support to universities and colleges for coordinated development. To avail these benefits the universities or colleges should have such research oriented human resources (faculties).

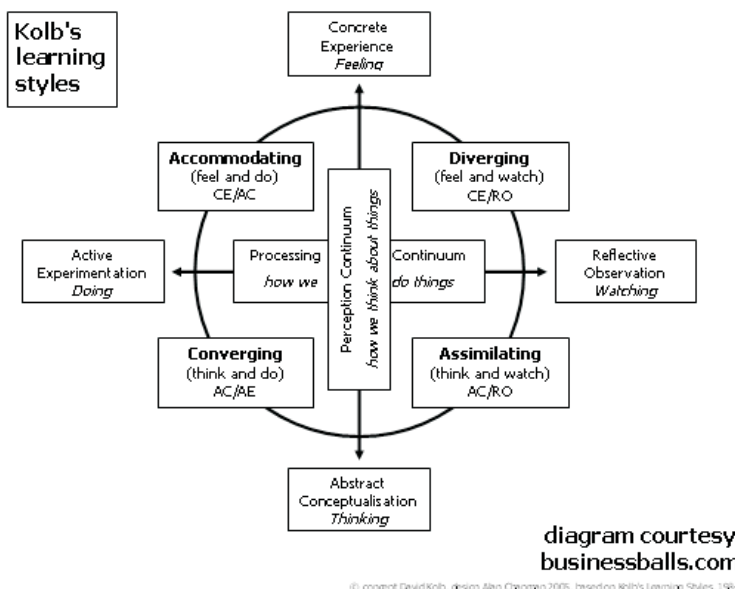
It is a fact that only Central Universities in India lack 2/3<sup>rd</sup> of the faculties, which could have given a proper direction to the efforts of UGC, NAAC, etc. The situation in other universities and colleges will definitely be worse.

Having sufficient human resource is not a solution of proper education but to train them in such a way that they actually act as catalyst in the overall development of nation. This can be achieved if proper training and orientation regarding the teaching learning process is done at a much higher level.

Student learning largely depends on the skills of the teacher who deals with the subject. Teaching-

learning largely depends on the teaching and learning style of both the teacher and student, so it is very important for a teacher to understand the best method of teaching as the students learning style may differ. Therefore the learning style developed by David Kolb needs to be analysed.

### David Kolb's Learning Style:



The above diagram demonstrates Kolb's learning styles. It is rather very important in the educational system to understand both the teacher and the learner so that a proper and effective teaching learning methodology can be adopted.

According to Kolb's theory effective learning is seen when a person progresses through a cycle of four stages:

- (1) Having a concrete experience followed by
- (2) Observation of and reflection on that experience which leads to
- (3) The formation of abstract concepts and generalizations which are then
- (4) used to test hypothesis in future situations, resulting in new experiences.

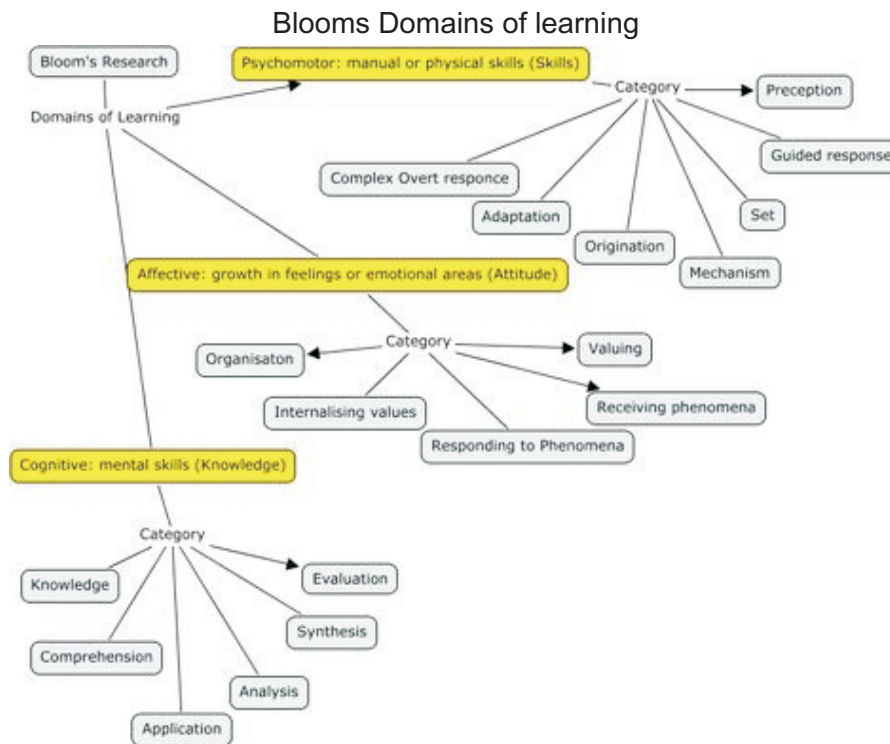
Educators should ensure that activities are designed and carried out in such ways that offer each learner a chance to engage in the manner that suits them the best. Also, individuals can be helped to learn more effectively by the identification of their lesser preferred learning styles and the strengthening of these through the application of the experiential learning cycle.

#### Kolb's Learning Styles:

- a) Diverging (feeling and watching):- Students falling in this category look at things from different perspectives, they are sensitive and they prefer to watch rather than do, tending to gather information and use imagination to solve problems. These people are best at viewing concrete situations from several different viewpoints and perform better in situations that require idea-generation.
- b) Assimilating (watching and thinking):- Ideas and concepts are more important than people for the students having this learning style. They require clear explanation rather than practical opportunity. They excel at understanding wide-ranging information and organize it in a clear logical format.
- c) Converging (doing and thinking):- Learners having this learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems.
- d) Accommodating (doing and feeling):- Students having this learning style relies on intuition rather than logic. Such students use other learner's analysis and prefer to take a practical, experiential approach and carry out their own analysis.

**Bloom's Taxonomy:**

The present educational system is based on outcome teaching-learning methods. Benjamin Bloom's Taxonomy can be adopted which was proposed in 1956. It refers to a classification of the different learning objectives set by educators to their students. They can be identified as Cognitive, Affective and Psychomotor. The objective of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.



These domains are

- ? The cognitive - knowledge based domain, consisting of six levels
  - ? The affective - attitudinal based domain, consisting of five levels
  - ? The psychomotor - skills based domain, consisting of six levels
- a) Cognitive: The domain includes content knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts and concepts that serve developing intellectual abilities and skills. There are six major categories, starting from the simplest behaviour (recalling facts) to the most complex (Evaluation).
  - b) Affective Domain: The Affective domain includes feelings, values, appreciation, enthusiasms, motivations, and attitudes.
  - c) Psychomotor Domain: The psychomotor domain includes physical movement, coordination and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures or techniques in execution.

Educators should plan learning objectives which can result in some outcome in the form of overall development of students.

**Academic-Industry Collaboration:**

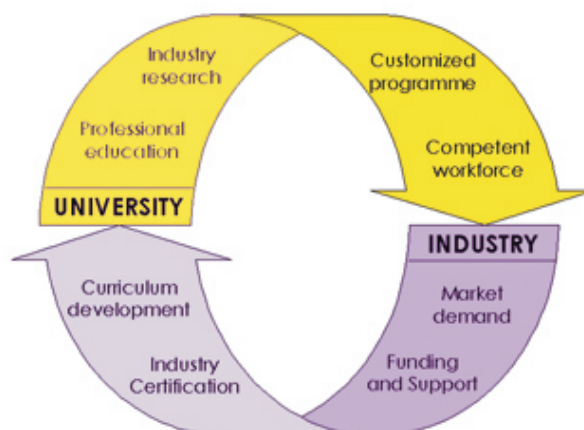
Academic-Industry collaboration is always considered as a win-win situation for both industry and academics. Industry provides recent technological know-how and the students at university analyse them with the best methodologies available and may also provide better and effective alternatives. Both the parties are benefited. But maintaining a long term relationship may be a challenge as the methodology of conducting business and carrying

out academic activities differ largely.

Many universities have started collaborative research and have achieved success. Many betterment of society. By such collaborations the students are exposed to the industrial research activities and are benefited. Universities can develop their curriculum keeping in mind the needs of industry as well as the society and can help in achieving the goal of sustainable development. But such collaboration is not free from challenges as the core interest of both differs. When they collaborate, each party has certain expectations from the other side. The companies expect innovative and state-of-the-art lectures to secure high quality education, valuable knowledge and ground breaking methodologies, while the universities expect their students to be given business experience e.g. through internships and opportunities to put their skills into practice. The academics also expect to transfer theoretical ideas into practical projects and to implement research in the real world which the companies may find difficult and unnecessary. Recent survey of top universities clarified the fact that those universities which opted for collaborative research or industry-academics collaboration are placed at higher rank than others.

**Conclusion:**

It is true that the modern day education system largely depends on integrated education. The understanding of teacher, student, industry and society is required for a meaningful and object oriented education.





## BEST PRACTICES IN HIGHER EDUCATION



SWAPNALI R. WAGHOLE  
A.K.K. New Law Academy, Puna  
starswapnali@gmail.com

### ABSTRACT

Nalanda and Takshashila University are the oldest universities in India wherein pupils are the part of such an updated education system which can be compared with the Modern international education systems.

In India, Constitution Article 21A; Article 45, Article 51A deal with education. Through the Right of Children to Free and Compulsory Education Act (2009) and the Educational Tribunal Bill (2010), Government is trying to make the provision for education.

The present education system is looked only through set rules. A number of measures need to be taken to change the system. The curriculum needs to be changed.

Higher education in India suffers from several systemic deficiencies. The standards of academic research are low and declining. Some of the problems of the Indian higher education are: the unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding.

This growth has been mainly driven by private sector initiatives. Despite its impressive growth, higher education in India could maintain only a very small base of quality institutions at the top. Standards of the majority of the institutions are poor and declining.

Entry to the small number of quality institutions is very competitive giving rise to high stake entrance tests and a flourishing private tuition industry. Despite some merit, it has resulted in fragmentation of merit space and further intensified competition for the limited capacity in quality institutions.

Best practices should be adopted in higher education system mainly based on activities, expectations, cooperation, interaction, diversity, responsibility, learning space, teaching and research Assistants.

### Paper

Nalanda and Takshashila University are the oldest universities in India wherein pupils are the part of such an updated education system which can be compared with the modern international education systems. These universities were the examples of best universities in India. Unfortunately nature of education had changed at the time of British Empire.

What is higher education? In simple terms, it is a stage of learning that occurs after secondary education at the Universities, Colleges and Institutes etc. The aim of higher education is to prepare a person to play his part well, as an enlightened member of society. Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Higher education is very important to national economies both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy. The Task Force on Higher Education in developing countries believes that social returns to investment in higher education are substantial and exceed private returns by a wider margin than previously believed.

The Universal Declaration of Human Rights (UDHR) (1948) suggests that Right of Education is also one of the human rights. Article 26 of UDHR says higher education shall be equally accessible to all on the basis of merit. The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, that

"higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education". In Europe, Article 2 of the First Protocol to the European Convention on Human Rights, adopted in 1950, obliges all signatory parties to guarantee the right to education. The right of access to higher education is mentioned in a number of international human rights instruments.

There are provisions in the Indian constitution which speak about education. In Indian Constitution Article 21A; Article 45, Article 51A are deals with education. The Right of Children to Free and Compulsory Education Act, 2009; The Educational Tribunal Bill, 2010; Government is trying to make the provision for education. University Grants Commission (UGC) set up under UGC Act 1956 is responsible for coordination, determination, and maintenance of standards and release of grants to universities and research organizations. This is the main players in Indian Higher Education.

This is found in the All India survey on Higher Education (2010-2011) Lists of 621 Universities, 32974 colleges and 11095 Stand Alone Institutions have been prepared during the survey. Among 621 Universities, 178 are privately managed. 200 Universities are located in rural area. 7 Universities are exclusively for women.

It should be noted that Indian spends nearly \$4 billion annually to send their children abroad for higher studies and technical training while there is no reason for India not to emerge as a global hub for higher education and technical training. The real challenge therefore, is to expand capacities in higher education to keep ahead of the curve of rising domestic and global demand. Doctors trained in India have been the backbone of the British Medical Service for many decades. Indian scientists have found positions of importance in research laboratories of the US and other developed countries. But it was the IIT engineers who have finally struck gold during the dot.com boom of the 1990s and brought the final recognition and testimony for Indian competence. Of about 140,000 graduates of IIT so far, roughly 40,000 have gone to the US. They have been given the credit of creating 150,000 jobs and \$80 billion in market capitalization. It is said that when a new IT company is launched, investors inquire if there is an Indian in it. In the second meeting of IIT Alumni in the US, prominent persons like Jack Welch of GE, Larry Summers, President of Harvard University, and Tom Friedman, the globalization columnist of New York Times were present. There has been a continuous attempt by the Government to interfere in the working and admissions policy of even the unaided institution notwithstanding Article 30 of the Constitution, which provides for fundamental right to "establish and administer educational institutions of their choice". This has led to a number of landmark cases in the Supreme Court. Chronologically, they are as follows:

1. Unni Krishnan case 1993: Supreme Court and its review in 2002.
2. T M A Pai Foundation Case: Supreme Court (2002)
3. Islamic Academy Case 2003: Supreme Court
4. PAInamdar Case: Supreme Court (2005)

If looked at our education system, a set rule has been observed. But no one has questioned or tried to stop those things. Will the system be changed? No one has dared to do that we just drag in that system called as our curriculum. India has a huge population of uneducated children and the constitution provides for free and compulsory education up to the age of 14. The system of public education at all levels is in advanced stage of disrepair and disarray. Clearly, governments both at the center and in the states need to allocate far more resources and attention on ensuring that future generations are equipped sufficiently to operate in a knowledge economy. During the last few years, universities have increased manifold and colleges have mushroomed all over our country to impart higher education. However whether just the availability of educational institutes doesn't mean that we have a robust higher education system. Unfortunately, we are lacking hugely in terms of quality output from our higher education institutes. This can be confirmed from the fact that barring exception of few institutes mentioned above very little world class research gets published from other institutes, very few new innovations comes from Indian soil.

A study conducted by UNESCO indicates that stronger capacities in educational planning and management may have an important spill-over effect on the system as a whole. In Africa, the New Partnership for Africa's Development (NEPAD) has launched an "e-school program" to provide all 600,000 primary and high

schools with computer equipment, learning materials and internet access within 10 years. Some scholars argue that, regardless of whether one system is considered better or worse than another, experiencing a different way of education can often be considered to be the most important, enriching element of an international learning experience.

This growth has been driven mainly by private sector initiatives. Despite its impressive growth, higher education in India could maintain only a very small base of quality institutions at the top. Standards of the majority of the institutions are poor and declining. The first step towards improvement has to be taken at school level with aptitude tests being introduced to know where the interest of the student lies. These students should then be encouraged to join fields of their interest. Emphasis should be laid on not just increasing the number of higher education institutes but Centre of excellence. Great stress must be laid on good infrastructure and facilities. Achievers in every field should be rewarded adequately. The road ahead for India is directly linked to creation of quality Higher Education Institutions in a big way to meet the challenge of the knowledge Hub, which India is fast becoming.

The Government resources for higher education are simply not enough.

Government supervision of higher education is dismal or the least.

Recourse to quality private higher education at both university and non-university level is essential.

The issue of raising the fees upwards to meet the cost of education is critical if we are to maintain and sustain the quality of our government and aided institutions as private institutions are already using a higher fee structure. In a competitive setting, there is no reason why the fees should not meet a reasonable proportion of the cost of education. A figure of 20 per cent of recurring cost is considered reasonable in the international scale; although in some countries (South Korea) it could go up to 40 per cent.

Entry of foreign universities into India, like foreign investment, should be allowed freely, placing restrictions only on universities and institutions based on religious affiliations. Foreign universities should be welcomed to set up campuses, with or without their own investment, in India. This would also make our universities and colleges more conscious of the current global best practices and more competitive from the demand point of view. Best practices should be adopted in higher education system mainly based on activities, expectations, cooperation, interaction, diversity, responsibility, learning space, teaching and research assistants.

The opportunity to do so is already knocking the doors of Indian universities and institutions of higher learning. It is important that at this juncture to innovate and adopt best practices to revitalize the universities in India and shape them as world class universities of tomorrow.

In conclusion higher education means integrated development of personality which should be imparted through head, hand and heart. Rabindranath Tagore rightly said, "The higher education is that which does not merely give us information, but makes life in harmony with all existence".



## PRESENT EDUCATION SYSTEM - FRIEND OR FOE



DIVYESH G VYAS

Shri P.M.Patel Institute of Business Management, Anand

Email : divyeshvyas28@gmail.com

### ABSTRACT

Without society there is no economy. India is a nation with huge middle class population. They show the real India. Thus we preferred to present our view on higher education system in India through middle class society. Our paper is about the problems prevailed in higher education and solutions to overcome it from the lay man view. The present education system in India mainly comprises of primary education, secondary education, senior secondary education and higher education. Elementary education consists of eight years of education. Each of secondary and senior secondary education consists of two years of education. Higher education in India starts after passing the higher secondary education or the 12th standard. Depending on the stream, doing graduation in India can take three to five years. Post graduate courses are generally of two to three years of duration. After completing post graduation, scope for doing research in various educational institutes also remains open.

**Keywords:** Higher Education, Administration, Globalization, College, University, India

### Introduction

Without society there is no economy. India is a nation with huge middle class population. They show the real India. Thus we preferred to present our view on higher education system in India through middle class society. Our paper is about the problems prevailed in higher education and solutions to overcome it from the lay man view.

### Global Scenario

The concept of recession and depression were only imported to India and it was not our product. When we look at current situation prevailed in the higher education system in the world, it proves to be worse than ever.

Colleges and universities throughout the U.S. are facing financial crisis. The chaos created by Wall Street has slashed endowments and reserves, and presidents and chancellors are more challenged than ever.

Many heads of colleges and universities are doing their very best to protect the interests of their students. However, there are still too many college CEOs acting irresponsibly and offering as the only solutions to again raise tuition and fees, reduce the number of classes offered, and even freeze enrollment for freshmen and transfers. Higher education is rapidly becoming unaffordable for a generation of students. And, too many graduates are forced to start their careers with an almost insurmountable debt.

Senior management in many private sector companies are taking across-the-board pay cuts and foregoing bonuses. And these are companies that are not getting taxpayer bailouts like banks and those on Wall Street. Even some government and nonprofit organizations are asking employees to take pay cuts rather than lay off staff. The irresponsible "leaders" in higher education should take the first step and reduce their own salaries as well as those of senior members of their administration.

### Impact of financial crisis on higher education

Indian middle class society faces global economic recession in many ways. As said before global financial crisis was imported from the developed countries. After 2000's the trend on education system had changed. The art and science colleges which made Indians suitable for government jobs lost their importance gradually.

Students were attracted by the high salary from service sector. But they failed to notice the security in the job. Further many Indian parents had voluntarily forced their children towards IT related education. Though these information are already known by us it is important to emphasize it here. The economists in India during that time

failed to predict the future at those time or their sounds were not taken to consideration at those period.

Indian economists failed to take the higher education as one of the instrument to drive the economy smoothly. The impacts of financial crisis in India on higher education were pointed as follows:

- ? The basic reason for working in IT field was for High salary. But the basic need itself was lost.
- ? Multi national companies who provided jobs for students at high salary failed to do so.
- ? There was a cut down in salary for already employed people.
- ? Many private colleges sending out lakhs of students for a year at present who were not employed.
- ? Students who trained in professional colleges only for white collar jobs but due to global financial crisis they could not able get it.
- ? Students a managerial level too loss their placements as a ll the global companies were severely affected by the financial crisis.

#### Conclusion

- ? A critical review of activities of higher educational institutions as well as their budgets needs to be conducted to phase out obsolete activities and create the necessary space for new activities. The shifting from traditional incremental budgeting to performance based one is now necessary to arrest the erosion in quality inspite of the resource crunch.
- ? Re-organization and integration of various faculties, particularly in social sciences, around interdisciplinary and multi-disciplinary courses can also help in quality improvement in teaching, research and consultancy. UGC, ICSSR and other research funding bodies should encourage interdisciplinary/multi-disciplinary Seminars/ Conferences/ Research projects
- ? Quality of higher education can also be improved by inducting qualityoriented objectivity in merit promotions of teaching faculty. Specification of weightages for teaching, research publications/ supervision would help in making this transparent and credible

#### Bibliography

1. HIGHER EDUCATION IN INDIA : (DEVELOPMENT AND PROBLEMS) By Birendra Deka
2. EXPENDING DOMAINS IN INDIAN HIGHER EDUCATION Written by K B POWAR Association of Indian Universities, New Delhi.
3. <http://www.indianhighereducation.org/introduction.html>
4. <http://www.educationforallinindia.com/>
5. <http://startup.nujs.edu/blog/indian-education-system-what-needs-to-change/>



## MERITS & DEMERITS OF PRESENT EDUCATION SYSTEM



BHARTI D RAJ<sup>1</sup>, MANISHA D RAJ<sup>2</sup>,

1. Shri V.Z.Patel Commerce College, Anand

2. Shri G J Patel College of Management & Technology, V.V.nagar

Email: bhartidraj@yahoo.co.in, manishadraj@gmail.com

### ABSTRACT

*This paper deals with the changing scenario and management responsibilities of higher education in the 21st century in India. Higher education is at crossroads and is passing through exciting times. Increasing competition, widespread educational activities, global character and enhancement of technology are some of the significant factors creating a great impact on higher education. The whole concept of education today is completely changed. Although, globally, Indian students are considered amongst the best brains.. But somewhere in our education system, we kill the spirit of the students. We kill the initiative taking powers of the students. Right from the childhood, children are pressurized to outperform others of their age. Once kids become old enough to enter a school, they need to pass a number of tests even to get admission in nursery standard, because they are supposed to be in the best school. As soon as, he is admitted to a school, he comes under the scanner and is continuously evaluated on the basis of one parameter or the other. All that matters is your marks, your grade, your CGPA. Even when the school is over, one ought to be in the best college. After that best college, best job offer matters. Then, again the same vicious circle of competing, excelling starts in that job surroundings to be one of the highest paid employee. Now, the evil one behind the curtains is, none other than, MONEY. The education today is more focused at earning, and not learning. The sole aim is information, not knowledge. *The long-term consideration in the educational sector requires a clear statement of the direction in which a society wishes to move. Thus it is necessary to visualize the type of society India would like to have in the 21st century and beyond.**

**Keywords:** Higher Education, Administration, Globalization, College, University, India

### INTRODUCTION

Education has been given high priority by India's central and state governments and continues to grow fast. School access has been expanded by investment in school infrastructure and recruitment of teachers. In higher education too, the number of providers continues to rise rapidly. A new law enshrining the rights of all children to free and compulsory education will further lift enrolment, bringing closer the government's goal of universal elementary education, which comprises eight years of schooling. Nevertheless, high drop-out rates and low attendance continues to be a challenge at lower levels and enrolment at higher levels remains modest by international standards. Private sector involvement is on the rise. While it helps expand education infrastructure, particularly in higher education, access has not always been assured and the availability of student loans for higher education needs to improve. Poor learning outcomes amongst school students and mediocre higher education provision call for more effective government regulation and funding arrangements. Expanding resources will help but they need to be deployed more effectively, while incentives and professional development systems for teachers need to be strengthened. In higher education the government has proposed reforms which have the potential to bring about much-needed improvements in regulatory effectiveness. Efforts should focus on reducing micro-regulation and improving institutional autonomy, in order to stimulate innovation and diversity. Increasing the number of institutions subjected to quality assessments will be important for lifting standards across the higher education system, while reform of recruitment and promotion mechanisms could help attract and retain talent in academia.

### OBJECTIVES

Bridges to Higher Education has four objectives:

#### 1. Improving academic performance

To provide enriched learning opportunities that support student readiness for higher education. Increasingly these begin in the early years of primary school, supporting schools to achieve literacy and numeracy outcomes. Programs continue through all years of high school and include summer schools, enriched learning activities to support the school syllabus, study skills sessions, HSC preparation, and tutoring and homework clubs.

#### 2. Increasing awareness, confidence and motivation towards higher education

Activities are delivered on campus, in primary and high schools, in communities and electronically to encourage students to consider higher education and to help them achieve their goals. Bridges partner universities arrange visits to campus and schools, mentoring programs, work experience and careers awareness.

### 3. Building teacher and community capacity

Bridges partner universities engage with school teachers, principals, the New South Wales Department of Education and Communities Community Liaison Officer network, careers advisors, parents, non government organizations and other partners to assist them to increase aspiration to, and potential for higher education.

This includes providing teachers and other school staff with professional development to support curriculum outcomes and a range of resources about higher education pathways.

A number of programs have been designed to meet the needs of specific community groups, parents and community leaders.

### 4. Increasing capacity to access higher education

Bridges is improving routes to university for prospective higher education applicants who have left school, including working in partnership with vocational and further education.

Bridges to Higher Education has developed an evaluation framework, though which the initiative will be evaluated against its outcomes across its four objectives.

## Structure and Statistics of Higher Education in India

**Key players in the Higher Education System in India:** The University Grant Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education. Apart from the UGC here are various professional councils that are responsible for recognizing courses, promoting professional institutes and providing grants to undergraduate programmes.

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) and the Central Council of Indian Medicine (CCIM) are the statutory professional councils of India.

India today is **the second largest** higher education network in the world. Universities in India are set up by the Central or State Governments by means of legislation, while colleges are established by either the State Governments or private bodies / trusts. All colleges are affiliated to some university.

The different types of universities are:

- ? **Central or State Universities** -- while the former are funded directly by the Ministry of Human Resource Development, the latter are set up and funded by the various state governments.
- ? **Deemed Universities** -- which enjoy the same academic status and privileges as a university. Examples are the Deccan College of Post Graduate and Research Institute, Pune; Tata Institute of Social Sciences, Mumbai; Indian Institute of Sciences, Bangalore; etc.
- ? **Institutions of National Importance** -- are university-level institutions that are established or designated by Acts of Parliament and funded by the Central Government. These include the Indian Institutes of Technology, Indian Institutes of Management and the All India Institute of Medical Sciences, etc.

Most universities are 'affiliating universities', which prescribe to the affiliated colleges the admission criteria and courses of study, hold examinations and award degrees.

University departments impart postgraduate education and conduct and promote research in a variety of disciplines.

Undergraduate and, to some extent, postgraduate instruction is imparted by the colleges affiliated to a particular university.

#### ? Classification of Colleges

Colleges in India come under four different categories. This categorization is done on the basis of the kind of courses offered by them (professional/ vocational) / their ownership status( Private/ Government) or their relationship with the university (affiliated/university owned).

#### ? University Colleges

These colleges are managed by the university itself and situated mostly in the university campus.

? **Government Colleges**

The government colleges are few, only about 15-20 percent of the total. They are managed by state governments. As in case of other colleges, the university to which these colleges are affiliated, conducts their examination, lays down the courses of studies and awards the degrees.

? **Professional Colleges**

The professional colleges are mostly in the disciplines of medicine, engineering and management. There are few for other disciplines too. They are sponsored and managed either by the government or by private initiative.

? **Privately Managed colleges**

About 70% of the colleges are founded by the privately owned trusts or societies. But these institutes are also governed by the rules and regulations of the university they are affiliated to. Though initially started up as a private initiative, the state government also funds these colleges.

### The Institutional Framework of India's Higher Education

The quantitative growth of the higher education sector since independence has been phenomenal. In 1947, there were only 20 universities and 500 affiliated colleges in India with a total enrolment of just 2.1 lakh students. The number of universities and university level institutions increased to 556 and that of colleges to 33,023 by 2011 while the total student enrolment went up to 169.75 lakhs. As shown in table:1, the Indian higher education sector mainly consists of 43 central universities, 265 state universities, 80 state Private universities, 130 deemed universities, 33 institutions of national importance and over 33, 000 colleges.

### The Education System of India and the major challenges

**Education in India** falls under the control of both the Union Government and the states with most universities controlled by them. India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. Much of the progress especially in Higher education, Scientific research has been credited to various public institutions. The private education market in India is merely 5% although in terms of value is estimated to be worth \$40 billion in 2008 and will increase to \$68 billion by 2012.

However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. Also, today's education produces only money making machines. The moral values are getting eroded. Social fabric is getting weakened. Students are getting imparted theoretical knowledge based education.

Since Independence, successive Indian governments have had to address a number of key challenges with regard to education policy, which has always formed a crucial part of its development agenda. The key challenges are:

**Improving access at all levels of education:** As mentioned above, one of the key challenges of Indian Education System is the access of education at all the levels. Today also, there are many villages in the interiors of India which do not have a school and the ones which have require several kilometers of walking by the students.

? **Improving quality at all levels of education:** Quality of education is one of the major challenges faced by Indian Education System these days, particularly, in higher education. It has been said that the system mostly produces robots who possess an amazing capacity for storing facts and churning them out at the press of the right button. Qualities like independent thinking, problem-solving ability, initiative, leadership skills and social competence fall by the wayside as getting high grades becomes their only goal.

**Increasing funding, especially with regard to higher education:** In order to increase the quality of education, what the government requires is the funds. Funds are required to improve the infrastructure, to higher more and highly qualified faculty, etc. Visualizing this need, the government has shifted its focus completely on the education sector in its next five year plan.

**Improving literacy rates:** Improving the literacy rates is again one of the major challenges for the government. The challenge becomes more difficult for the government as the people themselves are not willing to provide education to their children due to their backwardness.

Seeing these key **challenges of Education System of India**, it is very important for the government to start acting on these issues as soon as possible to make India's Education system world-class like of other western countries. Currently, while Indian institutes of management and technology are world-class, these are the primary and secondary schools, particularly in rural areas that need to be more importance.

### **The Role of the Government**

In order to make higher education accessible to the underprivileged sections, the Govt. should continue to play a major role. Instead of withdrawing from the scene, the Govt. should be able to enhance its investment in the education sector to establish world class educational institutions and also to systematically improve the infrastructure and teaching learning facilities in the existing institutions. In view of financial constraints of the Govt., private- public partnership in higher education must be promoted.

Recently, the Govt. of India has taken the initiative to permit private foreign providers to open their campuses in India. However, one need not expect much from the foreign investment in higher education sector for increasing the GER of our country. Adequate funding for higher education by both public and private sectors in the country is absolutely essential if India has to sustain its economic growth story by utilizing its enormous human resource potential and to become a global economic and knowledge power.

### **Impact of Globalization on Higher Education**

Globalization "is the flow of technology, economy, knowledge, people, values, ideas...across the borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities." To cope with the 'Globalization', the higher education system has to re-orient its structure and function besides enlarging the scope of its provisions to meet the challenges of Globalization. This re-orientation process is termed as Internationalization. Internationalization of Higher Education is one of the ways a country responds to the demands of globalization.

Thus, the terms 'Globalization' and 'Internationalization' are to be seen as distinct but linked concepts so far as the higher education is concerned. Globalization is the cause and the internationalization is the effect in response. The present nationalistic modes of quality assurance, including institutional and programmatic accreditation will inevitably have to work in conjunction and/or give way to global forms of public protection and educational quality. For serving the global market, it is important that the overall quality and standards of education available in a country must conform to certain threshold levels to become internationally acceptable. At the same time one has to realize that doing more or better of what one has been doing all along may not be enough to be accepted as international education. There must be a certain elements of educational provisions and the institutional basic infrastructure to make the grade as the provider of education for the international clientele. Many institutions are using several generic strategies for this purpose. Implementation of certain activities such as reorienting the curriculum focusing on the international needs and expectations, students and faculty exchanges, technical assistance from others to raise up beyond the national standards and having international students in the campuses to enhance the international ambience for the education they offer are some specific examples. Likewise, emphasis on the development of new skills, knowledge, attitudes and values in students and faculty that will lead to the development of certain identified global/international competencies, promotion of international/intercultural activities in the campus must be given priority. These may be implemented through either integration or infusion into teaching, research and services related activities. These initiatives should be backed up and supported by appropriate policies and processes at the institutional and/or at government level.

### **Recent Developments in Indian Higher Education**

Higher education has received a lot of attention in India over the past few years. There are four reasons for this recent focus. First, country's weak higher education system is being blamed for skill shortages in several sectors of economy. Second, reservation quotas in higher education institutions, particularly the more reputed ones that provide access to high status and best-paid jobs became a highly divisive issue, central to the policy of inclusive growth and distributive justice, and hence politically very important. Third, in the backdrop of the first two developments, it began to be argued that the country would not be able to sustain its growth momentum and maintain competitiveness unless problems with higher education are fixed. Last, demand for higher education continues to outpace the supply due to growing population of young people, gains in school education, the growing middle class and their rising aspirations.

It is widely believed that technological advances and a shift in demographic provide India with a window of opportunity to productively engage its huge pool of human resources, and become a leader in both the rapidly expanding sectors of services and highly skilled manufacturing. This would, however, require revamping the higher education sector. Hence many steps have been taken to augment supply, improve quality and fix many of the problems faced by higher education. The National Knowledge Commission (NKC) that was set up to examine the

higher education sector (amongst other things) made several useful and important recommendations. The Government of India has increased funding significantly during the Eleventh Five Year Plan. Many new institutions have been planned and some of them are already operational. There are many good ideas in the plan document. All these efforts, however, appear to be somewhat disconnected. Some even appear to be at cross-purposes with each other. Several suggestions appear to be merely impressionistic views of individuals, rather than being supported by data and research. Overall, these efforts do not give a sense of an integrated reform agenda for Indian higher education. And in absence of credible data and good analysis, the media continues to perpetuate and exacerbate certain fallacies and inconsistencies.

With ambiguity in defining its purpose and vagueness about its quality, debate on higher education is usually full of rhetoric. As pointed out by Kapur and Crowley, for the higher education 'sector whose main purpose is to train people with strong analytical skills, it is ironical that its own self-analysis is replete with homilies and platitudes, rather than strong evidence' (Kapur and Crowley, 2008). Institutions of higher education today are an integral organ of the state and economy. They are embedded in the history and culture of a nation and are shaped by its contemporary realities, ideologies and vested interests. India's large size, long history and diverse culture and the complicated nature of Indian polity and policy process make Indian higher education a very complex enterprise.

The challenge of the 21st century is a challenge to survive as institutions of quality or excellence.

Universities and colleges will have to build credibility for themselves and make their operations simple, efficient and meaningful.

Universities and colleges will be forced to accept liberalization, privatization and globalization, so that students as clients or customers would choose what they want on the basis of their tastes and needs.

Improving the efficiency of the university and college administration system is more urgent than ever before. One obvious way of doing this will be to impart professional training to those already engaged in educational administration.

Availability of equipment as well as teaching and research facilities of the highest order will become a major concern. New procedures need to be adopted for procurement and maximum returns should be ensured before investment. If the institutions see the fundamental need to go deep with a view to adopting new approaches and processes to bring about changes, they will be equipped to meet the challenges of the 21st century.

#### **Future threat**

We look at the past and present situation of higher education in India which was gradually affecting the middle class society. Now let us point out the future threat if the recession goes on continuing.

- ? Present education system focuses more on scores rather than knowledge.
- ? There is no scope for students to do experiments on their own.
- ? There are some cases that students are giving up their lives as they are unable to cope up with too much pressure laid on them by private schools and colleges.
- ? The rate of unemployment increases again.
- ? The rate of failure in repayment of educational loans will increase.
- ? The rate of poverty will increase.
- ? Middle class society in India will be affected to the worst.
- ? The education system in India will face a serious set back.
- ? Money supply inside the country will be affected.
- ? The demand for government jobs will increase.
- ? When government fails to support the unemployed graduates they may turn into social threat.
- ? Internal law and order problem will be increasing.
- ? Indian labours will become cheaper.
- ? Migration towards city in search of jobs increases.
- ? it will affect the growth of the nation.
- ? When government fail to solve the issue then student community may turn against the government.
- ? The banks in India which has given huge sum of money as an educational loan will suffer.
- ? Banks will become rigid in giving further loans.
- ? Thus the demand for studying professional education will decline.

- ? The profit oriented colleges prefer to go from next booming sector and have a course on that to collect extensive fees.

**Solution:**

Here we give our solution to come over the financial crisis problem affecting higher education in India.

- ? Government controls the economy through monetary and fiscal policy. Higher education policy also has to be taken as one of the instrument in controlling the economy.
- ? A strong committee has to be formed. Prime minister, educational minister, Governor of the reserve bank of India, economists, educationalist and so on should be the members. They have to meet annually and should release a report on higher education. The report should contain the individual study on the every filed of higher education. It should mention the research opportunities, employment opportunities; job security on those fields of study and so on has to be mentioned. Fees structure has to be revised at every report. And government should fix the fees on the basis of the employment opportunity at every field.
- ? Teachers must say the purpose of education to the children of school level.
- ? Teachers must encourage the children to understand the concept and to write it in their own words in exam.
- ? Every theoretical subject must have practicals if possible.
- ? Communication skills and reasoning must be a subject from school level.
- ? There must be seminars and projects from schooling to make students understand the subjects rather than mugging up.
- ? Personality development classes and extra curricular activities must be compulsory.
- ? Jobs should be provided based on knowledge rather than percentages.
- ? In practical examinations, marks should be given for the process rather than output.
- ? The method of teaching and lessons in subjects must be modified. They must be in a way to understand real world.
- ? Career guidance must be there in schooling
- ? This gives the people a clear cut idea about higher education trends. Thus every student can choose a right course at every year.
- ? When fee structure was given by government exorbitant fees collection by the private institutions can be avoided. Government should punish the colleges which collects exorbitant fees and not following government recommendation.
- ? Private institutions also can offer a course on the basis of the annual higher education report of government of India.
- ? Our Education system has to grade the students rather than of ranking the students, thus pressure on students towards exams reduces. They should be motivated towards their interested field.
- ? Thus students can identify and hold on to right studies and related jobs. It reduces the unemployment rate in India.
- ? Government should encourage the educational research. A new innovative idea has to be encouraged. Government should set up an independent body to consider the research ideas. Idea holders have to be given royalty and patent right. More we research and more we innovate more we can grow. Otherwise we have to import the economic effects from other nations.

**Conclusion**

Here, we can't say that education system of India is really boon or bane its consist many factors that impact of growth as well as for supporting of down side system. Govt. must concentrate on modifying the education system to give wonderful life for students. There is a role of educational institutions too to improve the method of teaching. A good education system leads to a good society. The good societies

always provide good citizens in the country which indirectly increase the economy system of India.

As per the saying by Montek singh Ahuwalla, Deputy Chairman, Planning Commission

“Education should also be autonomous and free from politics. The modernization of the curriculum and skilled personnel in the profession would help India to achieve the set goals. Better qualified people should come to the noble profession of teaching to develop innovative mechanisms in Indian education system”

### **Bibliography**

1. Vroeijenstijn, A.I. 'Towards a Quality Hallmark for Higher Education and Towards Mutual Recognition of Quality Assessment Agencies'. Proceedings of the International INQAAHE conference at Santiago, 1999.
2. Frazer, M. Recognition: The Role of Assessment Agencies. Higher Education in Europe, vol.xxi no.4. 1996
3. Knight, J. Internationalization of Higher Education: In Quality and Internationalization in Higher Education. IMHE Publication.1999.
4. The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. QAA, January 2001.
5. <http://www.essaydepot.com/documents/education-system-of-india-past-and-present/1>
6. <http://www.essaydepot.com/documents/education-system-of-india-past-and-present/1>
7. <http://www.authorstream.com/Presentation/samarthmishra71-1558418-educational-system-india/>
8. <http://www.indiabix.com/group-discussion/the-education-system-needs-serious-reforms/>
9. <http://qna.rediff.com/questions-and-answers/education-system-in-india-is-good-or-bad/6569876/answers>
10. [http://prayatna.typepad.com/education/2003/12/thoughts\\_on\\_imp.html](http://prayatna.typepad.com/education/2003/12/thoughts_on_imp.html)
11. <http://www.ugc.ac.in/>
12. <http://mhrd.gov.in/>



## EMERGING ASPECTS IN CLASSROOM TEACHING AND LEARNING



I N Tandel

B.J. Vanijya Mahavidyalaya, Vallabh Vidyanagar

Email: intandel1962@gmail.com

### ABSTRACT

Things are to be changing around us very dramatically, very quickly. The world is becoming more interconnected, the environment is becoming less stable, and the technology is continuously altering our relationship to information. Changing global conditions demand that we rethink what, but even more important, how and where we learn. We need education for the 21<sup>st</sup> century. Reaching today's students requires new tools and strategies the old 'sit and get' approach to learning is not an effective way to reach a generation of learners who are accustomed to active engaged. So, today our education system needs to improve the quality of education through information technology. Technology has revolutionized way we think, work, and play. Technology, when integrated into the curriculum, revolutionizes the learning process. More and more studies show that technology integration in the curriculum improves students' learning process and outcomes. Teachers who recognize computers as problem- solving tools change the way they teach. They move from a behavioral approach to a more constructivist approach. Technology and interactive multimedia are more conducive to project based learning. Students are engaged in their learning using these powerful tools, and can become creators and critics instead of just consumers. Technology integration is the necessity of today's students to have 21<sup>st</sup> century skills. Technology is the mean to enhance teaching- learning quality. One can use technology to better display information, increase access to information, improve information sharing, and organize better class presentations. Technology is not a panacea for educational problems, but by combining technology with applicable learning models, the overall quality of education is enhanced. Students centered and led learning. Educators must discover and develop how to implement new technologies into learning environments.

### Introduction

Things are changing around us very dramatically, very quickly. The world is becoming more interconnected, the environment is becoming less stable, and the technology is continuously altering our relationship to information. Changing global conditions demand that we rethink what, but even more important, how and where we learn. We need education for the 21<sup>st</sup> century. Reaching today's students requires new tools and strategies. The old 'sit and get' approach to learning is not an effective way to reach a generation of learners who are accustomed to active engaged. So today our education system needs to improve the quality of education through information technology. Technology has revolutionized way we think, work, and play. Technology, when integrated into the curriculum, revolutionizes the learning process. More and more studies show that technology integration in the curriculum improves students' learning process and outcomes. Teachers who recognize computers as problem-solving tools change the way they teach. They move from a behavioral approach to a more constructivist approach. Technology and interactive multimedia are more conducive to project based learning. Students are engaged in their learning using these powerful tools, and can become creators and critics instead of just consumers. Technology integration is the necessity of today's students to have 21<sup>st</sup> century skills.

### Emerging new technologies for teaching learning process

One of the basic functions of education is preparation of students for life. This function in 21<sup>st</sup> century may be participation in an information rich society, where knowledge is regarded as the main source for socio-economical development of countries and/or nations. Information rich societies are developed and dominating and they are controlling the information throughout the world. Information encompasses and relies on the use of different channels of communication, presently called information and communication technologies and would be incorporating better pedagogical methods to cope with such emerging situations. These have changed the scenario of education particularly, pedagogy and instruction making teaching learning process more productive creating collaborative, learner centered and interactive global learning environments. Therefore, information technologies are assumed to play a constructive role in education to make the teaching and learning process more productive through collaboration in an information rich society.

Information rich society promotes new practices and paradigms for education where the teacher has to play new role of mentoring, coaching and helping students in their studies rather to play the conventional role of spoon feeding in the classrooms. Students can learn independently having a wide choice of programme selection and access to information. Students can be involved in skill oriented activities in group learning environments for accumulated knowledge. They can interact and share learning experiences with their teachers and fellow learners in knowledge construction and dissemination process. They can receive and use information of all kinds in more constructive and productive profession rather depending upon the teacher. Students use information technologies to:

- ? Participate in a media revolution, profoundly affecting the way they think about and use information technologies.
- ? Improve the way of learning in new learning fashions
- ? Extend the ability and skills of applying their learning in real situation.
- ? Work in groups for cooperative and collaborative learning
- ? Develop self- learning habits at their own pace and time.
- ? Learn with the teacher rather than by the teacher.
- ? Develop inquiry- learning habits
- ? Use right information at right time to achieve right objective.
- ? Review and explore qualitative data
- ? Exchange learning experiences and information with others students and teachers living anywhere in the world.

Teachers use the information technologies to:

- ? Present the material in more interesting and attractive way.
- ? Guide and help students in searching the qualitative material.
- ? Make best use of time.
- ? Coach the students.
- ? Provide individualized instruction.
- ? Direct the students toward cooperative as well as collaborative learning activities.
- ? Prepare learning material for students, rather teaching in conventional situations.
- ? Diagnose the learning problem of students and help them to overcome.
- ? Solve the study problems of student.

Information technologies provide the opportunities of global interactions. Students can learn from interactions with the information, interface, teachers and co-learners using global networks. They can interact at their own and get rid of their routine work. They may review and explore the qualitative as well as quantitative data through computer networks. They can work on group projects participating in peer learning and knowledge building activities. Under the influence of information technologies, teaching and learning occurs in a changed situation. There seems a shift from teacher centered teaching to student centered learning.

These include:

#### **A shift from lecture and recitation to coaching**

Students learn by interactive technologies and teacher facilitates them on how to use and reflect responses. He/ she may be diagnosing learning problems and helping learners to find their solutions. When students work with information technologies, teachers reduce the time they spend directing students; they spend more of their time facilitating student learning.

#### **A shift from whole- class instruction to small group instruction**

Students progress at different rates and pace in their learning process. Teachers can interact with individual students and in small groups. They can become better informed of the individual student's progress and problems in their learning. So they can help and facilitate students individually in more effective way.

**A shift from working with better students to working with weaker students**

Individual differences exist among students at all level of learning. Information technologies enable teacher to cope up with this problem in large classes working with individual students and in small groups. The teacher is then able to aim instruction at one specific target group and to devote time those who mostly need help.

**A shift from all students learning the same things to different students learning different things**

Conventionally, all students had to learn the same things what the teacher intended to teach them in a class. However, now the situation has changed and the use of information technologies has enabled the students to learn what they need, and what they want to learn. There also exists individually in some common attainment. Resources for learning are available through information technologies, it becomes possible for students to recognize and use the appropriate information to achieve the goals under the tutelage of teacher.

**A shift towards more engaged students**

Conventionally, majority of students are passive listeners in the classrooms for most of the time. Teachers carry on delivering lectures without any concern of students' participation in the teaching learning process. Use of information technologies in classroom situation particularly interactive technologies however; ensure attention and active involvement of students.

Well- designed computer- mediated instruction is more likely to engage individuals for effective learning than simple lectures and book reading a classroom.

**A shift from assessment based on test performance to assessment based on products and progress**

Competencies and skills are necessities to live a successful and productive life. These may result from undertaking creative projects rather than repeating of paraphrasing information from lectures and textbooks. The best projects include realistic tasks that generalize the students' learning and its application in new situations. Information technologies actively involve the students in different competency based activities through skill oriented projects in real situations.

**A shift from competitive to a cooperative goal structure**

Collaborative and cooperative learning approach provides learners the opportunities of extensive interaction. Students have access to extensive databases and share their own work through networked communications to work on collaborative projects.

Teachers guide the students on how to share and interact in networked collaborative learning environments. A shift from the primacy of verbal thinking to the integration of visual and verbal thinking.

**Information Communication Technology**

Information and Communication Technologies (ICTs) exemplified by the Internet and interactive multimedia are obviously of great significance for education. It needs to be effectively integrated into the classroom teaching and learning conditions. It is also to be focused in teacher education programmes. The ICTs integration in education in general and teacher education in particular is the need of the day. Its adequate recognition and support of relevant needs is crucial for integration and effective utilization for quality education programmes.

ICTs can be used firstly to enhance richness and quality of teacher education in the classroom and secondly to distribute own developed multimedia resources to others through distributed learning as well as flexible learning. In either case, the selection to technological tools will depend on costs, technology infrastructure, and learner's access to the technology, the support personnel and facilities available to create digitized knowledge resources and individuals commitment to sustaining the venture.

**Scheme and programmes for smart class and quality education****One to one programs**

One to one programs are an element in an international move towards individualizing learning, which can increase independence and self-initiated learning in students, and extend their learning in students, and extend their learning beyond the classroom the classroom. Students who have their own laptop computers have been found to

take greater pride and ownership over the knowledge they create, with a flow on to more flexible forms of schooling.

One to one programs can extend formal learning communities to include parents, siblings and other people important in students' lives. Also, the programs may lead to initiating global communication and collaboration and develop creative expression.

One to one programs are also known as 'anywhere, anytime' or 'laptop for students' programs.

These programs provide students with personal portable computers to enhance opportunities for learning. The devices help schools engage the digital generation by nurturing individual (or one to one) learning experiences. Preparation is the key before launching one to one programs. Most of these steps involve detailed planning and preparation.

Successfully implementing a one to one program in any state relies on an equal focus on:

- ? A strongly supported vision and culture across the whole school community
- ? Effective technical infrastructure and support
- ? Development of constructivist, student- centered pedagogies.
- ? Structured professional development for staff.

### Conclusion:

Technology is the mean to enhance teaching- learning quality. One can use technology to better display information, increase access to information, improve information sharing, and organize better class presentations. Technology is not a panacea for educational problems, but by combining technology with applicable learning models, the overall quality of education is enhanced. Students centered and led learning. Educators must discover and develop how to implement new technologies into learning environments.

### References:

1. Koushlesh, Manisha and Zadgaonkar, A S.(2013).Improving Quality of Teaching and Learning in Classroom. University News,51(29) July 22-28,2013.
2. Dahiya, Surender. S.(2004). ICT: Its integration in Teacher Education, University News,42(22),May 31-June06, 2004
3. Aggarwal, J.C (2005). Evaluation and educational technology management, vinod pustak mandir, Agra, p.33-57, 58-81.
4. Aggarwal, A(2000). Web –Based Learning and Teaching Technologies: Opportunities and Challenges.
5. Barton, P.E. (2000). Staying on Course in Education Reform, Princeton, N J : Statistics & Research Division, Policy Information Centre, Educational Testing Service.
6. Bloom, B. S. Madaus, G .F., & Hastings, J.T.(1981). Evaluation to Improve Learning. New York: McGraw-Hill.
7. Bloom, B.S. (1968). Learning for mastery. Evaluation Comment (UCLA-CSEIP),1(2),1-12.
8. Charp, S(1994).Educational Technological Horizons. Educational Journal 22(8).56



## BASIC ESSENTIALS OF CURRICULUM DESIGNING



SHAILESH N HADLI.

R N Patel Ipcowala School of Law & Justice, V.V.Nagar, Gujarat.

Email: snhadli@gmail.com

Normally a curriculum often means a sequence of lectures, teaching timetables, examination sessions and grading. Occasionally, a curriculum can also turn into a turf battle with different departments vying for increased teaching hours for their particular discipline. But a curriculum is more than just sequences of lectures and timetables. A curriculum is “a planned educational experience”. Hence, the main intention of curriculum design at the tertiary level is to foster the academic development of students. Once a specific group of students is identified for whom the curriculum is to be designed, the purpose for the curriculum design can then be made clear from the outset. To carry out curriculum design and implementation successfully and to prevent conflicts of interests, it is also vital that a coordinator is appointed and full institutional support be made available.

The essential steps in designing a curriculum is to promote critical and creative thinking and must be thoroughly planned, but it is not essential to conduct the development process in a linear manner. Some of the essential steps which is a must, shall be involved in the curriculum design such as identification of valid and operational thinking. There are various ways and theories of thinking stated by various eminent authors but the idea of perspectives and terminology confuse rather than aiding educational planning and, in particular, teaching. Without the clear idea of what is thinking it is uncertain that we will plan teach or assess it systematically. In short the thinking can be of three types Creative or divergent thinking, Metacognition and critical or convergent thinking.

### A. Identification of the Faculty/institution's mission and the needs of its stakeholders

Identification of the types of the thinking for incorporation in learning process. The objectives of the outcome of learning shall identify the ultimate knowledge attained by the student at the end of the course of study. If the objectives are in terms of 'define', 'list', 'state' or 'describe', then there is little opportunity to promote thinking into the curriculum. This is the crucial first step as it is important to understand the mission of the Faculty for which the curriculum is designed. For example, the mission of a Faculty of law is to train advocates for the legal services to society. Consequently, curriculum developers must know and understand the needs of curriculum stakeholders (i.e. students, faculty members, university administrators, professional bodies, government, etc.) that will determine the type of graduate profile the Faculty wants:

- i. possesses a sound scientific basis to practise Law;
- ii. possesses high research competence;
- iii. possesses critical analytical skills;
- iv. is capable of self-directed & life-long learning;
- v. possesses good communication skills;
- vi. Possess compassionate and ethical code.

### B. Needs assessment of the learners

Identification of the types of the thinking for incorporation in learning process. The objectives of the outcome of learning shall identify the ultimate knowledge attained by the student at the end of the course of study. If the objectives are in terms of 'define', 'list', 'state' or 'describe', then there is little opportunity to promote thinking into the curriculum. This step is often neglected. Once the potential students are identified, their needs must be assessed, because curriculum developers must be aware of the learners' strengths and weaknesses. Therefore data on student characteristics are needed (e.g. entry level of competence, ability to meet the prerequisites of the programme, individual goals and priorities, personal background and reasons for enrolling, attitudes about discipline and assumptions about the programme).

### C. Establishment of the curriculum's goals and objectives

Identification of the key areas of subject contents. The focus shall be on knowledge which emphasis on the key concepts, models and various principals which can be helpful for the students in meetings the learning outcome. The important step as goals and objectives determine the instructional philosophy and thus guide the selection of

the most effective learning methods. Moreover, the learning objectives will also determine the design and selection of assessment instruments and procedures. As clear and well-written objectives are absolutely necessary to define the focus of the curriculum, faculty members in charge of curriculum design must be formally trained in writing instructional objectives.

#### **D. Selection of educational strategies**

The selection of educational strategies must be based on three main principles. First, the educational methods must be congruent with the learning objectives. Second, the use of multiple educational methods is preferable to a singular method, as the curriculum should respond to the challenges of the multitude of students' learning styles and varied educational objectives. Finally, the curriculum designer and implementer must verify the curriculum's feasibility in terms of material and human resources.

#### **E. Implementation of the new curriculum**

Designing the curriculum is the most exciting and creative part of curriculum development. However, the ultimate goal is not to design the best and ideal curriculum, but to put it into practice successfully. The many conditions and requirements for successful execution include the promotion of faculty members' ownership of the process of curriculum implementation and the allocation of adequate resources. Unequivocal support from the highest academic authority must be secured before starting to put a new curriculum into operation. Following the first phase of implementation of the new programme, a formal assessment must be carried out in order to adjust the process and to establish a link between institutional goals, courses and curriculum.

#### **F. Evaluation and feedback to improve the curriculum**

Although evaluation of the curriculum is the last step in this practical approach, it is not necessarily the final action. The evaluation data collected must serve as criteria for adjusting the curriculum to the goals of the programme or the mission of the Faculty. The most important message here is that a curriculum must be evaluated, corrected and go through repeated levels of innovation because it is not a static system. Feedback from teachers, tutors and students must continuously be taken into serious consideration so as to enhance the learning outcomes for the students. Assessment is important in terms of analyzing what and how the students learn. Assessment plays a role of mirror and reflects the actual curriculum. Assessment speaks about the standard and amount of work required and what aspects of the syllabus are most important. A variety of methods (including multiple-choice questions) can be effectively employed to assess. The students can be most authentically assessed through activities that require them to display specific types of thinking in applied contexts such as performance tests, projects, case studies, presentations, simulations and workplace assessment. These more authentic forms of assessment will direct both the learning process for students as well as the instructional focus for teachers.

To conclude, a curriculum is an academic plan where:

- a. the aims, objectives and outcome of the curriculum are clarified;
- b. the processes to achieving the same are identified;
- c. it is measured whether success has been achieved; and
- d. systematic review and adjustment are also part of the plan.

In this way "Teaching, learning, and assessment merge into one seamless enterprise."



## IMPLEMENTATION OF JIGSAW TECHNIQUE IN HIGHER EDUCATION



JALPA H. JANI AND JAGDIP R. SONWANE

Education Department, Maharaja Krishnakumarsinhji Bhavnagar University, Bhavnagar

E.mail:jalpajani@gmail.com

### ABSTRACT

Educational methodology is a very important part of teaching learning process. We are moving from teacher centric education method to student centric education method. This study explores a self learning technique Jigsaw in which educator acts as facilitator only. The technique employs groups to work on small problems they collate into a final product. More specifically, class assignment topic is divided into small fragments. Students are then split into groups of four or eight members, typically corresponding to the number of topics in the assignment. Each student is assigned to represent a single topic within his or her group. Working individually, the students learn more about their topic that they present to their initial group for discussion and questions. Next, students change groups to speak with members from different groups who only represent the same topic. In same-topic groups, students reconcile points of view and synthesize information. They create a final report. Finally, the original groups reconvene and listen to presentations from each group member. The final presentations provide all group members with an understanding of their own material, as well as the final findings that have emerged from topic-specific group discussion.

Key words: Jigsaw, educator, facilitator

### INTRODUCTION

Teaching learning is a very important aspect of according to many researches and educationalist. The aim of modern education system is to make a student creative and lead to the solution of any problem it is important to grow up a feeling of cooperation among the students and they can study on their own in this manner cooperative Education becomes more important. There are many systems for cooperative education. 'Jigsaw' system is one of such system is a puzzle game. Under this project student which are distributed in groups and they learns particular contexts amongst them. There are many researches made based on them. But In India ratio of research based on Jigsaw education system is very small.

### OBJECTIVES

- 1) To prepare Jigsaw education project for students in Gujarati.
- 2) To check out an effect upon the rural secondary and higher secondary students of Jigsaw education project.
- 3) To check out an effect on the urban secondary and higher secondary students of Jigsaw education project.

### HYPOTHESIS

- 1) There is no difference of getting marks' average among experimental group and controlled group of village's area school.
- 2) There is no difference of getting marks' average among experimental group and controlled group of urban area school.

### METHOD

Researcher chooses a research system with keeping the thing in mind of research. According to M. J. Munro, to check out an effect of Independent Variable on dependent variable.

### EXPERIMENTAL RESEARCH PLANNING

To experimental research, experiment project is an important aspect. There are many types of projects in existence. Experiment projects have three types:

- 1) Pre Experiment planning.
- 2) Complete Experiment planning.
- 3) Partial Experiment planning.

To keep validity, except independent variable which effects on dependent variable. Other variables also should be controlled. To check an effect of Independent variable on dependent variable's different grades, for comparison. In school, the choice of class was done randomly. After that, from each school; higher, medium and lower these three stages of students were selected with the help of marks obtained in before test.

First, they were divided in two groups of 32. Experimenter made an experiment by Jigsaw method with one group and gave answer test for experiment to the students, and to the other group he taught with traditional teaching system. On the basis of marks they obtained their achievements were measured. This Jigsaw learning experiment held with Jigsaw learning and traditional leaving.

### HIGHLIGHTS OF LEARNING

#### Stage – 1

I	II	III	IV
1	5	9	13
2	6	10	14
3	7	11	15
4	8	12	16

#### Classification of students

17	21	25	29
18	22	26	30
19	23	27	31
20	24	28	32

After that eight group get subject.

#### Stage – 2

After that students gathered with other who have the same subject but different topic. They were discussing about their topics.

#### Stage – 3

Students of same topics gathered here and criticized so group known as Expert group.

#### Stage – 4

Now, students will go in their main group and will argue about the topic and teach the other students the thing what he learned.

### RESULTS

By Researcher, to checkout an effect of Jigsaw learning, he made two groups. Controlled group and experimental group. For the checking of the hypothesis average, standard deviation and T- Value were used.

- 1) Rural area's student's average comparison.

Group	Number	Average
Controlled group	32	40.57
Experimental Group	32	52.53

Rural area Experiment group's student's averages of obtained marks were higher than average obtained marks of controller group students. Thus, Jigsaw system was very effective.

- 1) Urban area's student's average comparison.

Group	Number	Average
Controlled group	32	40.97
Experimental Group	32	52.31

Urban area Experimental group's student's average obtained marks were higher than controller group students. Thus, Jigsaw system was very effective here also.

### CONCLUSION

Comparison of experimental and control group and marks obtained. It can be concluded that the learning work done by traditional system was effective and the learning work done by Jigsaw technique was effective too. But In comparison of traditional system, Jigsaw system was proved very effective. Problem-solving strategies, Project management skills, Self-management skills, Visual skills, Cognitive skills, Character development skills and traits, Tactile skills, Social skills and Collaborative skills found to be improved which may lead to harmonious development of learner and that is true education.

### REFERENCES

1. Aronson, E and P. Shelley (1997). *The jigsaw Classroom: Building Cooperation in the classroom*. 2<sup>nd</sup> ed. New York: Longman.
2. Balfkih. N. M. A. (2003). The effectiveness of Student team achievement division (STAD) for teaching high school chemistry in the United Arab Emirates, *International journal of Science education* 25: 605-624.
3. Best J. W. and Kahn, J. V. (1989) *Research in Education*. Prentice – hall of India Pvt. New Delhi.
4. Bolling, A, (1994). Using group journals to improve writing and comprehension. *J. Excellence college teaching*, 5: 47 – 55.
5. Finkel, D. And Wills, C. E. (1994). Computer supported peer learning in an introductory Computer Science course, *SIGSCE Bulletin, Special Issue*: 55 – 566.
6. Gillies, R. M. (2006). Teachers and students verbal behaviors during cooperative and small group learning. *British journal of education psychology*, 76: 271-287.
7. Jordan, D and Le Metaias, J. (1997). Social Skilling through cooperative learning educational research. 39: 3-21.
8. Maloof, J and K.B.V. White (2005). The team study training in the College Biology Laboratory, *Journal of Biology Education*, 39: 120-124.
9. Peterson E. S. and A. M. Jeffery (2004). Comparing the quality of Students Experiences during cooperative learning in large group instruction, *Journal of educational research*, 97:123-128.
10. Slavin, R. E. (1995). *Cooperative learning theory, research and practice*, 2<sup>nd</sup> edition.
11. Walker, I., & Crogan, M. (1998). "Academic performance, prejudice, and the jigsaw classroom: New pieces to the puzzle". *Journal of Community & Applied Social Psychology*, 8: 381-393.



**AN ANALYTICAL APPROACH IN QUALITY BUILDING IN URBANS  
Vs.  
QUANTITY BUILDING IN RURALS  
WITH RESPECT TO E-CLASSROOMS : CHALLENGE IN EDUCATION**



STELLA JOICE

ANAND LAW COLLEGE, ANAND

Email: stellachacko79@gmail.com

### ABSTRACT

With glazed eyes full of dreams to touch the sky the high tech interactive teaching provides a platform for the overall development of the institution, the teacher and the student as well. The main object of as the study is to examine the comparative condition of the urban and rural areas with the influence of e-class for quality and quantity development. As india being on the threshold of development in literacy entering in its 66<sup>th</sup> year of independence many challenges yet seems to be accepted. In this run of quality building in urban areas we forget to remember our brothers and sisters who still are striving hard to fully accomplish the first primary schooling of their childhood and the teachers toiling day and night to maintain the attendance in classrooms of our Indian villages.

High-standards of living, quality nourishment and support from the family and society, students and the teachers look forwards for quality building through electronic media and information technology in classrooms. But the plight of the villages without proper standard of living, nourishment, and health works as a barrier towards quantity building through frequent presence of children in schools and classroom.

When the dulliest of the students in the city schools arises to learn and understand because of the various e-resources and interactive sessions, the village chap still holds his books in his hands to turns to a new page in class and to his life.

#### Introduction :

According to university of Toronto Survey in India E-learning is becoming more popular as it being very much interactive and offers mobility. According to estimates, India private education industry is expected to grow from \$30 billion currently to \$45 billion by the end of 2015, as the education sector is attracting entrepreneur and investors from the world over.

The e-learning segment is growing at a fast pace of about 27.9% since last four years. More than 100 e-learning companies have started since last few years. Here's a list of a few leading companies that provide e-learning products.

1. Educomp Solutions Ltd.
  2. Core Education & Technologies Ltd.
  3. Edserve Softsystems Ltd.
  4. Everonn Educaito nLtd.
  5. Tata Interactive Systems
  6. Career Point Ltd. Etc
2. The E-learning : Advantage & Disadvantages :
- 2.1 Advantages
- a). Flexibility, convenience and accessibility
  - b). Time Saving
  - c). Reduces overall cost of travel, loading and meals, books, course material etc.
  - d). Possibility to communication and interaction between students and tutors in a better way.
- 2.2 Disadvantages :
- a) Some areas lack technological infrastructure
  - b) High cost of internet connections for initial development
  - c) Students may get confused about learning activities
  - d) Some courses are unavailable on online.
  - e) Lack of human contact or face to face interaction with the instructor and other classmates.
  - f) Some students may fail due to low motivation.

### 3. Quality Building in Urban through E-classroom :-

In urban area, the city schools are developing themselves through online education and through the various electronic media of communication and technology.

The times of India, Pune, reported a news quoting that a new software via Set-Top Boxes (STBs) launched by city-based centre for development of Advanced Computing (C-DAC) in collaboration with Pune University Educational Media Research Centre (EMRC).

According to UNESCO Report, the students and tutors are at an ease with the study material, the students even though the dullest amongst them gets motivated and thus enhances his performance in his studies. The excellence in various subjects is achieved and thus quality is maintained. The students whether in private, public or international schools top the ranker's list due to the availability of e-learning facilities available to them. The teacher and students are exposed to a wide range of information and also find ease to solve the difficult problems.

The introduction of e-patashala is a wide range advanced software technology for improving access, quality and efficiency of basic education in almost all the primary and secondary schools. Due to the introduction of e-patashala applicable in urban and rural areas it has been able to produce administrators, planners and professionals.

In the year 2011, a website called Zocampus was started by Sunil Chalamalasetty, Hyderabad (Report: India Today). The Zocampus enabled many students to e-learning to access for their different subjects, to fill the job forms online, training on job, help professional etc.

Here is a list of e-learning websites in India where the students can have an easy access and the place where lessons are made easy and flexible. They are

- a. kidswebindia.com
- b. chandamama.com
- c. indiaeducation.com
- d. pitara.com
- e. esiksha.com
- f. dimdima.com
- g. ekidzee.com
- h. indiaedu.com

(Report : Mar 26, 2013 : Times of India)

The immense use of study materials, flexibility in study modes, vast information has made the students in urban areas to compete with the present world competition with specialized skill and excellence of brains, through the confidence and motivational values.

### 4. Quantity Building in Rural through e-learning :

Rural education in India is still struggling due to various reasons. According to a survey conducted by CRY (A NGO) working for under privileged children there are more than 13000 government schools in India, amongst which at least 780 are upper and primary government schools. According to survey "Learning Blocks" the important provisions of Right to Education are still lacking in various facilities.

- ? More than 1/3<sup>rd</sup> of schools have degraded and unhealthy toilet facilities.
- ? 63% have no playgrounds.
- ? 60% have no boundary walls of schools
- ? 39% of primary and 52% of upper primary schools have no classrooms.
- ? 80% of schools did not provide admission on the appropriate age of the child.
- ? Over 60% of schools asked for age proof.
- ? 46% asked for transfer certificate.
- ? Around 58% schools had no separate room for teachers.
- ? Non mid-day meals or unhealthy meals.
- ? Inferior and unhealthy quality of drinking water.

In such unhealthy and insufficient educational atmosphere, how can a student attend his basic educational class. The teachers strive very hard to maintain the quantity of the basic attendance, requirements in some areas.

In some rural areas the introduction of providing sufficient provisions for learning and teaching have been supported by the various state governments or the various NGO's.

As per ASER 2012 Report : The quality in these schools is alarmingly low due to less teachers per students. The teachers are also assigned duties ranging from administrative to government assignment and thus teachers lack motivation, skills and techniques needed to build India's future.

Various experiments in various rural parts of Maharashtra, Gujarat and Rajasthan have shown that technology supported quality education to support and equip the teachers.

The students try to absorb technology very fast and the use of audio visuals scientifically developed and standardized methodologies of teaching have brought the quantity back to classroom.

The Eduyonet, the first Tele classroom network in India to stream world-class Educational Courses to Tele classrooms in any remote area on real time basis through live, interactive sessions. Tele-classroom are thus the digital transformation of the traditional classroom with the teacher being tele-screened from a studio.

In rural education, wireless cloud computing has been applied which means the use of multiple wireless computers through a digital network through they work as individual single computer useful for agriculture, farming, climate forecast etc.

The Rohanki village in Varnasi has also boosted up by the implication of online education in various subject of education like agriculture, poultry farming, weather forecast etc.

The villagers and the farmers are equipped to the usage of this e-learning process and helped in the development of the village and bringing it on the world map. The students are also availing the facility of e-learning in classrooms and thus maintaining attendance in schools.

#### **Conclusion :**

The introduction of the e-learning and e-classrooms have helped maintain the excellence in brains and confidence amongst students in urban and rural areas.

But there still remains a part of India without even basic facilities to elementary education. But hoping to develop the future of India, this research paper aims to educate the young generation of the present era to provide a helping hand to the still remaining to be developed children of our India.

#### **Bibliography :**

- ? [www.wikipedia.com](http://www.wikipedia.com)
- ? [www.edunet.com](http://www.edunet.com)
- ? [www.ugc.ac.in](http://www.ugc.ac.in)
- ? [www.google.com](http://www.google.com)
- ? [www.yahoo.com](http://www.yahoo.com)
- ? [www.articles.com](http://www.articles.com)



## CHANGES IN THE ACADEMIC PERSPECTIVES



MUSHARIQ KHAN

F.H. Shah Institute Management & Information Technology, Anand, Gujarat

Email: mushariqkhan@gmail.com

**Introduction:** Research in teaching and learning has given a variety of concepts, methods and findings of theoretical interest and practical relevance. It has tried to show students' approaches to studying and their academic bent of mind. It has also provided different tools for developing a perception for learning and teaching in particular contexts and increasing students' experience on specific courses.

**Conception of Teaching:** Different teacher try to adopt different approaches to teaching which can reflect a different mode of conceptions of teaching.

**Kember(1997)** has suggested five different conceptions:

1. Teaching for information
2. Teaching for joining a fixed kind of knowledge
3. Teaching for interaction
4. Teaching with understanding
5. Teaching which can bring about

Conceptual and intellectual development among students . Surveys of university teachers in the United States have found that teachers teaching in different disciplines could get variations whereas teachers teaching the same disciplines had a similar conceptions of teaching. Thus, teachers, who focuses more on students and learning are likely to adopt a student centered conception of teaching, to which, any institution could learn for healthy competition and progress.

**Conceptions of Learning:** students apply different approaches to studying depending upon their own perceptions as learners. The reason it happens is the students who adopt deep approach, take an active role, whereas, others take a passive role and wanted to see learning as something that just happens to them Saljo (1979) of Sweden found five different conceptions:

1. Learning as the increase of knowledge
2. Learning as memorizing
3. Learning as the acquisition of facts or procedures
4. Learning as the abstraction of meaning
5. Learning as an interpretative process aimed at the understanding of reality.

**Approaches to studying:** During 1970 in British & Sweden Interview based research carried out their approaches: a deep approach based upon the meaning of course materials: a surface approach –based upon understanding the meaning of course materials; a surface approach based upon memorizing the course materials for the purpose of assessment; and a approach- based upon the highest grades. Eely (1992) found consider variation in how different students perceived the demand of same courses. Different approaches will not be able to work effectively unless students' perceptions are to be molded.

**Approaches to Teaching** Research in to Teachers' approaches in imparting knowledge is directly modeled on the

concepts, methods and findings of research into students' approaches to studying. Trigwell and Prosser (1993) have identified five different approaches of teaching which were different in terms of their intentions and their teaching strategies. Some methods were useful only in sharing information; and others were student focus to bring a conceptual change among them.

**Conclusions:** Research is the main tool or a method that has provided with different concepts, methods and findings of theoretical and practical importance. It is responsible in developing understanding of learning and teaching at the same time side, it is useful in assessing and increasing students' experience on particular courses. Further research requires to focus more on changing the students' perceptions, make them competent to handle any academic situation, to make or mould them towards more need-based situations which can sustain their interests and enthusiasm in learning and at the same time can regain their interest with full vigor and strength. Certain unavoidable factors have dampen students' confidence to such an extent that, now it is a high time to focus more on those areas of research which will bring a new horizons of learning among students

**References:**

Richardson, J.T.E (1983) students learning in higher education

[j.t.erichardson@open.ac.uk](mailto:j.t.erichardson@open.ac.uk)

Kember, D (1997) A reconceptualisation the research into university academics conceptions of teaching

Saljo, R (1979) learning in the learner's perspective

Eley, M.G. (1992) Differential adoption of study approaches within individual students.

Trigwell and Prosser (1996) changing approaches to teaching.



## QUALITY ENHANCEMENT IN CURRICULUM DESIGN BY PROGRAMMED LEARNING



KAJAL DUNGRANI AND NEHA PANDYA

Shree G. H. Sanghavi Shikshan mahavidyalaya, Maharaja Krishnakumarsinhji Bhavnagar University, Bhavnagar

Email: kajal.dungrani@yahoo.com

### ABSTRACT

Present paper focuses on quality enhancement through programmed learning. Ever since the term curriculum was added to educators vocabularies, it has seemed to convey many things to many people. Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning. Process of curriculum development is essential for successful achieving educational goals. Programmed learning is a learning methodology or technique of human learning under controlled conditions. It has three elements; delivers information in small bites, it's self-paced by the learner and provides immediate feedback. It typically consists of self-teaching with the aid of a specialized textbook or teaching machine that presents material structured in a logical and empirically developed sequence or sequences. Incorporation of programmed learning in curriculum will lead to learning by doing approach. This paper contains concept of programmed learning, five principles of programmed learning, types of programmed learning, merits and demerits of programmed learning.

Key words: curriculum, programmed learning, teaching machine

### INTRODUCTION

Curriculum is not only the core of the teaching-learning process, but it is also the life-blood for student - teacher development. If it is true that the students can be as better as their teachers are, it is also true that the teacher is as better as the curriculum he / she teaches. The term Programmed learning has been coined from principles of operant learning or conditioning developed at the psychological laboratories on the basis of experimental studies conducted on animals by B. F. Skinner of Harvard University. This concept was used to development of self learning material or programmed learning and teaching machines. "Programmed learning is the process of arranging the material to be learned into a series of sequential steps that is from known to unknown" - Smith and Moore. One of the best and easy ways to design curriculum is to promote programmed learning. It is proven by various researches and projects that programmed learning has positive impacts on the process of learning.

### CONCEPT OF PROGRAMMED LEARNING

**Programmed learning** is a teaching technique where a learner is given information sequentially in bits. Once the learner studies the first bit of information, he/she is asked to answer a question and if the answer is correct, he / she may move to the next bit of information. It is an educational technique in logical sequence with much repetition of concepts and based on small steps principle. The methodology involves self-administered and self-paced learning, in which the student is presented with information in small steps often referred to as "frames". Each frame contains a small segment of the information to be learned, and a question which the student must answer. After each frame the student uncovers, or is directed to, additional information based on an incorrect answer, or positive feedback for a correct answer.

### FIVE PRINCIPLES OF PROGRAMMED LEARNING

- ? **Principle of Small Steps:** Set small steps in order to prevent a learner from stumbling as much as possible. When he/she makes a mistake, there is the risk of being labeled a failure.
- ? **Principle of Active Response:** To what extent a learner can understand is judged by making him / her answer questions. The extent of a learner's understanding is ascertained from what is demonstrated in the responses.
- ? **Principle of Immediate Confirmation:** Let a learner know whether his/her answer is correct or incorrect immediately. Give the learner the subsequent question after he/she knows whether his/her response is right or wrong.

? **Principle of self-Pacing:**

Let the learner decide the speed of learning so that he/she can learn at his/her own pace. Consider that an appropriate speed varies from learner to learner.

? **Principle of Learner verification :**

Whether the program is good or bad is judged not based on a specialists' opinions, but whether learning is actually established or not. To that end, get learners who have yet to learn the subject matter to try the program under development. Based on the trials, improve the material as necessary.

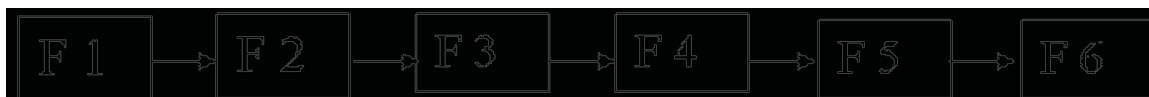
### TYPES OF PROGRAMMED LEARNING

There are two basic types of programming are used: linear, or straight-line programming, and branching programming.

1. **Linear Programming:** This was developed by B. F. Skinner and his associates. It immediately reinforces student responses that approach the learning goal. Responses that do not lead toward the goal go unreinforced. All students work through the same sequence, and a low rate of error is necessary to ensure continued positive reinforcement of correct responses.

- In this method the subject method will be divided into very small steps each of which is called as frame.
- In each frame student have to do something.

After giving the answer for the question immediately he can check weather his answer

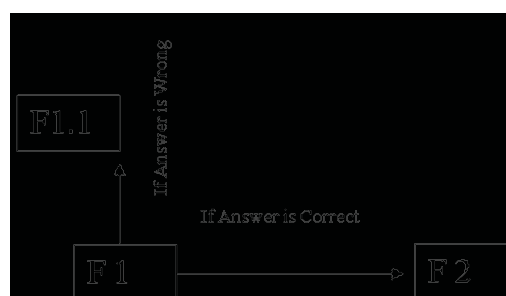


(Fig. 1: Flow diagram of linear programming)

1. **Branched Programming**

This was developed by Norman A. Crowder (1960) and it was called as intrinsic programmed also. This technique provides the student a piece of information, presents a situation requiring a multiple choice or recognition response, and on the basis of that choice instructs the student to proceed to another frame, where he or she learns weather the choice was correct or not. This process is repeated at each step throughout the program, and a student may be exposed to differing amounts of material depending upon errors made.

- In this method the subject should select the answer for the question (Objective Type).
- If subject's answer is correct he will lead to the next frame.
- If subject's answer is wrong he will lead to the remedial frame
- After the remedial frame he will directed to the main frame



(Fig.2: Flow diagram of Branched programming)

### MERITS OF PROGRAMMED LEARNING

1. Learners will work individually.
2. Students can proceed at their own pace and at time convenient to them. A slow learner is not embarrassed.
3. This offers a method of teaching project leaders and others in local communities.
4. Those who setup programmed instruction units may be motivated to plan their efforts more deliberately and more thoroughly than with traditional teaching.
5. It may be less complicated to keep materials in current Programmed Instruction unit than it is to update in a textbook.
6. Programmed Materials can be prepared for and adapted to fit almost any local situation related to nationality, economic or cultural variations in a community.
7. Material can be exchanged from country to country and from state to state, giving flexibility and variety to extension offering.

### DEMERITS OF PROGRAMMED LEARNING

1. It does not eliminate competition
2. It restricts the learners' freedom of choice and the teacher-learner relationship may lose.
3. Personal values of the students cannot be evaluated.

### CONCLUSION

Implementation of programmed learning in curriculum design will help the students for learning by doing and also provide the situation to learn at his/her own speed. It helps the student to learn without the presence of teacher and present the mater in a logical manner too. It provides an opportunity to study by him / herself and evaluate him / herself by compare his / her answer with the key. It helps us in giving space for self-learning along with the changing the role of teachers as facilitators. Quality of teaching - learning found to be improved among the students via programmed learning which is innovative and differs from traditional teaching methods.

### REFERENCES

1. Barad, D. P. (2012). Creativity in curriculum design: Designing curriculum to promote blended learning, an international multidisciplinary peer reviewed and journal 1(2): p.p 53-64, ISSN 2278-120X.
2. Finch, C.R. and Crunkilton, J. R. (1999). Curriculum Development in career and technical and Technical Education p.p. 3-22.
3. Jones, Susan J. (2003) *Blueprint for student success: a guide to research-based teaching practices, K-12* Corwin Press, Thousand Oaks, California, [page 105](#), ISBN 0-7619-4697
4. Pritchard, Alan (2009) *Ways of learning: learning theories and learning styles in the classroom* (2nd edition) David Fulton, London, [page 12](#) ISBN 978-0-415-46608-0
5. Ravenscroft, Andrew (2001) "Designing E-learning Interactions in the 21st century: revisiting and rethinking the role of theory" *European Journal of Education* 36(2): p.p. 133-156.
6. Schramm, W. (1964). The research on Programmed Instruction: An Annotated Bibliography. Washington D.C.: U.S. Office of Education (OE-34034)
7. Tyre, Terian (1 April 1990) "Integrated learning systems: extending their reach" *THE journal: technological horizons in education*.



## PERSPECTIVES OF CURRICULUM DESIGN



MAYUR RAO

JHPCMT (MBA), Dahemi, Anand

Email: mayurrao89@yahoo.in

### ABSTRACT

Education prepares students for the real life and real problems. When we talk about education, it is necessary to take into account the ability, attitudes, habits, all appreciations and forms of knowledge. Education improvises our raw mind; it opens various avenues of free thinking, mature attitude and sensible decision power. We can carry forward our interest by leading career in field, which we wish to be in. This has been possible due to lots of advancement in education, with the help from number of universities, colleges and courses operating pan India Curriculum plays a very important role in any education course. Curriculum can refer to the entire program provided by a classroom, school, district, state, or country, which helps in developing the student's mind in right direction. Curriculum of every course has its objectives, which can be achieved by deciding subjects, topics and contents covered.

Curriculum design is an important part in education. There are several aspects that are important while designing a curriculum for any course. It is important to consider capacity of students of different age groups to learn about certain information. The paper focuses on Curriculum design, its importance, principles considered in design, and various perspectives of design. The Paper justifies various points with examples of Gujarat Technological university- MBA Curriculum, to strengthen the explanation.

The main objective of the paper is to emphasize the importance of curriculum design in education as one fact of "Make or Mar" clearly goes with the challenging task of curriculum design, which means Efficient and Proper design of curriculum will ensure the positive development of youth mind giving them bright future.

### Introduction

Possession of relevant knowledge, creation of new knowledge, and the capacity for its application has become the determinants in the strength of a nation. Education is a dynamic phenomenon that must recognize the changes in the environment and respond to the growing demands and challenges, as education is the only way to convert the raw thinking to become civilized and reduce the narrow mindedness, which has been injected due to orthodox mindsets. This can happen when the Curriculum designed for education fulfills these motives. So designing of curriculum calls for immense efforts and smart planning on the shoulders of designers.

### Curriculum design –concept

Curriculum can refer to the entire program provided by a classroom, school, district, state, or country which helps in developing the student's minds in right direction. Curriculum Designing involves consideration of the subjects, its contents, time schedule, session planning, and books or references.

### Importance of Curriculum design:

Curriculum design is an important part in education. There are several aspects that are important while designing a curriculum for students. It is important that all students receive the same level of education. and whether Students of different age groups have the capacity enough to learn about certain information. In other words, it must be considered what information is appropriate for them to know? Establishing these aspects will help one to determine design of curriculum together. The purpose of teaching must be integrated into the curriculum.

A teacher's insight is the most important when it comes to curriculum design. He/she realizes when the curriculum needs to be changed. Their opinions are the most critical ones when it's time for a change. Teachers know how the classes need improvement.

The curriculum design is not only important to teachers to know how and what they have to teach, but also for the students themselves to have insight on what they will be learning in the upcoming weeks.

### Principles for curriculum design

The curriculum should be designed on the basis of the following principles:

1. Challenge and enjoyment
2. Progression
3. Depth
4. Relevance.

The principles must be taken into account for all children and young people. They apply to the curriculum both at an organizational level and in the classroom and in any setting where children and young people are learners.

1. **Challenge and enjoyment :**  
Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential.
2. **Progression :**  
Children and young people should experience continuous progression in their learning from age 3 to 18 within a single curriculum framework. Each stage should be built up on earlier knowledge and achievements. Students should be able to progress at a rate which meets their needs and aptitudes,
3. **Depth**  
There should be opportunities for students to develop their full capacity for different types of thinking and learning. As they progress, they should be able to explore and achieve more advanced levels of understanding.
4. **Relevance**  
The students should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

#### Result & Discussion

##### Perspectives of Curriculum Design

Curriculum Design involves various perspectives and all the viewpoints should be considered in design of curriculum, giving the best assemblage not only for the students but also for teachers, who will follow this for the whole academic year

The following several perspectives should be considered in curriculum design. The Examples of **Gujarat Technological University's MBA curriculum** is involved to strengthen the explanation.

1. Practical Approach
2. Current Market / Environment
3. Real life Cases
4. Student's Capacity level
5. Universality
6. Novelty
7. Quality

Below is the justification of points:

1. **Practical Approach**  
This Approach calls for inclusion of live projects of corporate in curriculum to provide opportunity for students to get the feel of corporate environment, so that they can know the applicability of theoretical concepts learnt by them.  
*E.g. Inclusion of Summer Internship Project (SIP) as a subject to be undertaken between II and III semester of MBA, where students are supposed to visit the company for 6 weeks duration and have to prepare project report by gathering data from the company on topic specialization, which is beneficial for the company and for students too.*
2. **Current Market/ Environment:**  
Curriculum Design should also be seen from this perspective, where such subjects should involved which satisfies the demand in market. Actually every subject has its connection with market/ environment in its own way, while this perspective correlates with all types of environmental changes taking place in the world. This will update students with current things viz. PESTEL. But for this, syllabus modification has to be done every year, as market varies regularly.  
*E.g. Subject like Business Environment in MBA SEM II covered all types of environment affecting corporate life, : immensely useful and interesting for the students by which they can be aware of the minute to big changes taking place.*
3. **Real life Cases:**  
Real life corporate cases should definitely be followed by the theoretical concepts of the subjects, this will increase interest of students  
*E.g. GTU has included one separate module in each subject for MBA, which makes the students to undergo study of real life cases of their concerned topic of subjects studied in first 4 modules. Students learn this with seriousness as it has separate marks and viva voce too. For fulfilling this, teacher should also handover the cases attached to the concerned taught topics.*

4. **Student's capacity level:**

As Curriculum design will decide the growth of student's mind, it should surely consider the level of study and student's capacity to grasp concept and understand, it should be neither lower level nor of higher level, but as per the requirement.

*E.g. MBA is professional course, so degree expects student's higher level of understanding. GTU gives subjects like QA (Quantitative Analysis) in semester I, lower version of which they might have studied before, in HSC or graduation as "statistics". But, at MBA level, the subject's technicalities gets raised to justify the degree and also to make student aware of subject thoroughly, which will be useful later own.*

5. **Universality:**

Perspective of Universality calls for designing curriculum in such a way so that students don't regret off for selecting the course from one university forgoing the other. Means Curriculum should try to cover such useful things which can be universal and can be used in any place.

*E.g. GTU involves design of curriculum in such way where each subject consists of perfect mix of reference books and textbooks from prominent Foreign and Indian Authors, so that students do not suffer loss and can get opportunity to enhance knowledge, which can become all pervasive.*

6. **Novelty:**

Novelty can create uniqueness in curriculum designed for course which gives students, something new and interesting to learn. This separates them from the crowd. This perspective of curriculum design is also very important to be considered.

*E.g. Initiative taken by GTU of introducing one new and unique project for MBA semester III and IV- Global Country Report (GCR) Which lives with the objective of making students to study a foreign country for one year – starting from basic profiles and normal basics in SEM III and Sector/industry study of that country in SEM IV. The Main motive behind that is to identify the relations of India and that foreign country in every context plus business potential /opportunities in that foreign country, which is not only useful to students but also for colleges, researchers & Businessmen.*

*GTU also have provision for students to visit the foreign country, where they get chance of exploration and understand the country very well. At the end different groups of students are supposed to prepare GCR report on the selected sectors of the foreign country.*

7. **Quality:**

Quality comes out with correct blend of logical subjects, topics, references involved in curriculum. It is rightly said, Today's age is of quality not of quantity in every field and curriculum is not the exception for it. By increasing subjects and topics in curriculum will not increase level of any professional course, but course gets uplifted if the design takes place by proper and efficient planning to put fruitful mix of subjects.

*E.g. GTU's design of curriculum involves 9 functional areas and specialization in MBA. With HR, Marketing, Finance, students have Information systems management, International business, Banking & insurance, Rural & Agro based management, Asian Business and sustainable Global businesses available for specialization. This will surely sustain quality in education as options available are rich, where they can go for. Apart from this, It have options of several elective subjects for students, which changes as per the market requirement.*

### Conclusion

Curriculum is the guide for lessons, and also helps to keep all the information organized. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for student success at the next level. Also a curriculum gives the students an understanding of what must be accomplished in order to obtain a degree. Proper design of curriculum will justify the knowledge enriched by studying degree and will shape mindsets of students in matured direction. So any related factors should not be left out in designing curriculum, as thinking of youth will be depending on things, taught and learnt by them. Finally our future of India, rests on the shoulders of youth, so one saying should be always remembered **"Gold in gold out & Garbage in garbage out"**

### References

**Publication:**

- ? "Curriculum Design - A General Perspective " by G. K. Lal ,Department of Mechanical Engineering, Indian Institute of Technology, Kanpur, Volume 3 No. 4, July 2000



## TEACHING TRENDS



KAUSTUBH GOEL

kkstbh792@gmail.com

### ABSTRACT

We have always been observing the teaching methods that are used in the classroom sessions or Laboratory Sessions of our Institute or college. The methods are varying in type and also it varies from teacher to teacher. Some teachers apply a straightforward goal oriented method while some apply a logical content oriented method.

But the major trend that runs everywhere is to fetch the results and target which in its way is very narrow way of teaching. The teaching must not be only a way to fetch the results and task completion but also should focus on at least the concept clearance of the BASICS of any subject.

For now, the trends that work in the direction of teachings for straightforward goal oriented teachings must adopt and accept the method to teach and completely make the student thorough with the basics and apart from that the related concept clearance must be present.

### INTRODUCTION:

“THOSE WHO KNOW DO THE THINGS, THOSE WHO UNDERSTAND TEACH THE THINGS”

The above mentioned phrase helps us to clearly understand the difference between the meaning of doing the things and understanding the things.

Many people just do the things without understanding it, without taking into consideration about the matter and apply the things just for the sake of doing it. This is an incomplete way of learning the things.

One cannot get the true knowledge behind the matter and cannot interpret with the related content despite reading everything.

Likewise many teachers in the various institutions run the course content without teaching it properly.

Many students have the complaint that they could not learn properly because they had no proper guidance.

Students also complaint that teachers do not take their subject seriously and do not complete in time.

But there are many such institutes that are having a distinctive and systematic way of working over everything.

They follow a complete 'full of sense' method to complete the task force. They actually do as well as understand the things properly and execute it in the right direction.

Teaching trends are ways to understand the various methods employed to overcome the problem of teachers and the students. The best way to teach is to focus always on the basics of any subject and if the students complaint about not knowing the basics then they should be made thorough with the same. There are many ways by which

students can get their basics strong enough to understand the related concepts. The following are some of them:

Taking the concept to the basic level

Helping the students to clear the meaning

Parallely running the course content with FAQs

Using 3D models and artistic diagrams to clear the meaning

Making use of Power-point Presentations that show working of the concepts

### METHODS:

Classroom Interaction;

Question-Answer Session;

Repeated Classroom Tests;

Visual Learning;

Smart Discussion and Smart Learning;

Updating Students with Current Information related to Subject;

Questionnaire on BASICS;

**RESULTS:**

Our education system is such that if a candidate studies with all his/her will and interest; he/she is to reach the top of the world in his/her respective field. But the only trouble is the transparency of the system despite being diverse.

Above mentioned methods are surely to help the students and also the teachers to make it a success for every candidate.

**Classroom Interaction** is a way to remove the inner fear of getting interacted with everyone. It not only helps to develop speech but also sharpens the ways to talk with different people. Self Interaction among the students and that with the teachers helps to open the closed doors of the mind.

**Question Answer Session** is a way to help the students to remember the very small things of the subject which we know as the BASICS. A five minutes question answer or inbuilt way along with teaching can help to remember a lot many things. Also weekly written tests can assure the strengthening of the basics.

**Repeated Classroom Tests and Visual Learning** teaches how to understand the right meaning of the concept.

Ex: Molecular Formula of Methane is  $CH_4$  and visually seen structure on a power-point presentation or blackboard presentation or 3D models can help to remember this structure very correctly.

**Smart Discussion and Smart Learning** is a way to know the difference between what an individual knows and what a classroom knows. “Teaching must be always to revise the very basics of the subject.”

Ex: To study Carbohydrates, the first thing to know is the structure of 'Glucose'.

**Updating** helps to know what you know and what is to be known more. It seriously helps to enhance the competitive edge of the student. He/ She is now knowing few things more than that is known to everyone. Updating can be done by the teacher in the last few minutes of the class so that it also refreshes up the mood of the students.

**Questionnaire** is such a thing that improves the writing ability of the students. An weekly practice of the same can help to boost the theoretical knowledge of the subject.

**CONCLUSION:**

I finally conclude with this topic and would like to only say that our educational system is a 'BOON' to our society such that if the proper methods are applied and the classroom session is made more and more diverse and interactive then, students will gain maximum benefits.

A fully interactive session and methods mentioned above if applied, I assure that all educational institutes of our country can teach a QUALITY EDUCATION along with meeting all their targets and goals.



## THE IMPACT OF E-LEARNING METHODOLOGIES AND TOOLS IN HIGHER EDUCATION



CHETAN R. DUDHAGARA, HASAMUKH B. PATEL.

Computer Science Department, Natubhai V. Patel College of Pure and Applied Sciences,  
Vallabh Vidyanagar.

Email : crdudhagara@gmail.com, h\_patel002@yahoo.com

### ABSTRACT

e-Learning = enhanced learning. The e-Learning is a very wide concept. It is the technological learning mechanism via Internet. It is the use of technology to enable people to learn “anytime” and “anywhere”. It can include training to the learner, to deliver the information immediately and also guidance by the experts. It has become very popular learning approach day by day in higher educational institutions due to the rapid increase usage of Internet technologies. It allows users to find and collect the fruitfully knowledge, information and education both by asynchronous and synchronous methodologies. It includes all forms of electronically supported learning and teaching. It captures a broad range of different electronic media such as Intranets, Extranets, Internet, Broadcasting, Satellite Communication, Audio/Visual Devices, TV and CD/DVD ROM to make the learning procedure more flexible and user friendly. This review paper is focus only synchronous and asynchronous methodologies. Asynchronous learning includes fax, newsgroups, email. Synchronous learning includes telephone, chat, online seminar.

**Keywords :-** e-Learning, Knowledge, Asynchronous, Synchronous, Satellite, Internet.

### 1. Introduction

e-Learning is a new tool, which is used to enhance and support the traditional learning system. It becomes the integral part of learning tools used by every educational institute. The education institutes, the universities and the other autonomous body related to education are forced to respond to the emerging developments in information and communication technology (ICT). The Internet is fast becoming an everyday tool for daily life activities. The use of internet for teaching and learning is becoming a normal extension. Students also have high expectations about the use of ICT in their education.

### 2. What is e-Learning?

e-Learning is an education through the PC, Network, Intranet or Internet. E-learning is basically the network-enabled technology. E-learning refers to using electronic applications or electronic devices and processes to learn something new. E-learning applications and processes include Web-based learning, Online Learning, Distance Learning, computer-based learning and virtual classrooms. In e-Learning, the content is delivered through the Audio/Video Tap, CD/DVD ROM, Satellite, Intranet, Extranet or Internet.

e-Learning is mostly about learning and not about technology. It exploits the interactive technologies and communication systems to improve the learning experience. It can be useful to increase the standards of education. It cannot replace faculties but it improves the method of teaching and enhances the quality of education.

E-learning has the potential to transform how and when employees learn. Learning will become more integrated with work. E-learning delivers content via electronic media through the information and communications technologies (ICTs). It involves different methods such as computer networks, audio and video conference, websites and many more. It increases the possibilities for how, where and when they can learn.

### 3. Concept of e-Learning

The learning process required the tools and techniques for representing the knowledge and information from different sources and interacts with it and shares this information with others also. Mostly all the educational institutes and universities adopted some types of e-Learning in its learning system.

The following different types of term are used for e-Learning:

**3.1 Online Learning :** In an online learning the contents and instruction are delivered over the internet. It does not use printer based or hard copy based correspondence, audio/video cassettes, stand alone educational software or broadcasting by TV/radios in education. Online learning programs offer different online courses over internet.

**3.2 Distance Learning :** It is a way of learning remotely without being in regular face-to-face communication with a faculty in the classroom. It provides access to learning when the source of information and the learners are





## ROLE OF ICT IN THE CAPACITY BUILDING OF TEACHERS



H. J. TRIVEDI and BASUDEB BAKSHI

N. V. Patel College of Pure & Applied Sciences, Mota Bazar, Vallabh Vidyanagar

Email: hjt1571@hotmail.com, bbakshi04@hotmail.com

### ABSTRACT

In the present era when knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time, teaching is becoming one of the most challenging professions in our society. The rapid advances in information and communication technology (ICT) have had a profound impact on educational policies, contents, structure and methods of delivery. They have greatly expanded learning opportunities for all age groups and have displayed a powerful potential as tools for teachers. Meanwhile, they pose new challenges to education communities for capacity-building and policy change in achieving Education For All (EFA) goals in new technology-facilitated learning environments in the emerging information society.

Due to the evolution in strategies and methodologies of teaching teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. To use the ICT tools effectively and efficiently, teachers need visions of their potential, opportunities to apply them, training and just-in-time support, and time to experiment. Only then can teachers be informed and confident in their use of new technologies. On one hand, modern developments of innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching. So in the present studies we have tried to identify the challenges and also to explore the possible tactics which can help teachers meet these challenges.

### INTRODUCTION

Though the information and communication technology (ICT) is not a panacea for all educational problems, still it is a matter of fact that teacher education empowered by ICT driven infrastructure can ensure academic excellence, quality instruction and leadership in a knowledge based society. Despite of having many teacher training institutes, various education commissions and expert committees, the teacher education and capacity building has not been able to live up to the expectations. Actually they have become the agencies for conducting stereotype examinations and degree awarding centers. This is also partly due to the lack of skill, attitude towards the modern teaching techniques and aptitude and authenticity of the resources of knowledge on the part of teacher students. The explosion of knowledge bases and the rapidly changing and developing scenario of ICT add to the problems. In such situation the teacher students are haunted with many questions like, how to learn, how to grow in future, how to develop study skills, how to conduct research, how to examine, how to evaluate and also how to dismantle unauthentic structure of knowledge.

In this perplexing scenario, ICT can serve as an ultimate savior. The meaning and applications of ICT are continuously modified now-a-days which gives rise to new applications of information technology thereby introducing new possibilities of teaching and learning. It makes learners to be more independent and makes the curricula to be more dynamic. The teacher is also expected to keep pace with these changes by updating their knowledge and skills. They need to familiarize themselves with possibilities, approaches and applications in the use of ICT.

### BUILDING CAPACITY THROUGH ICT

Teacher education programs have ample scope for inducting pedagogic skills to enhance the efficacy of transaction. Teacher educators need to integrate teaching related practices with the existing methodology and introduce specialized course to equip the student teachers with skills to operating and maintaining hardware, acquiring and utilizing software of different kinds, e.g., structured textual materials, teaching aids, audio-visual aids, multimedia, CD ROMs, LCD projectors, web browsing and searching etc.

As technology has created change in all aspects of society, it is also changing our expectations of what student must learn in order to function in the new world economy. So the teacher education programs also need to be revamped in light of the same. Thus ICT has created a paradigm shift in teacher education. Some of the important points in this regard are : Teacher centric, stable designs learner-centre, flexible designs, Teachers direction & decisions Learner autonomy, Passive reception in learning active participation in learning

and Learning within the classroom learning in the wider social context.

ICT is helpful in fulfilling many objectives of education. For example, the all round development of new observational skills can be developed by establishing learning resource centers equipped with audio-visual aids. The integrated and holistic approach needed for inculcating social, moral and scientific values in the society can be achieved through multicultural setting, training of cooperation among teachers and seminars and expert discussions. Empowerment of teachers for the self study, reference skills, critical thinking, adopting various methods such as project work etc, can be achieved by developing electronic information resources like e-journals, e-conferences, global classrooms, e-libraries, etc.

## CONCLUSION

Based on the above discussions we can now arrive at few points which suggest what role ICT can exactly play in the development of student teachers. Planning of lesson prior to using ICT in the classroom is inevitable. Without which the content will be unfocused and cannot give desired results. ICT should be used to help teachers create a 'learner-centric' environment. Inclusion of ICT for the benefit of student teachers is more than just technical skills. The use of ICTs to promote 'computer literacy' is seen as less important than in using ICTs as teaching and learning tools. Teaching with ICTs takes more time. Incentives must be developed to promote effective teacher participation in continuing professional development. Teachers' subject knowledge influences how ICTs are used. Teacher content mastery and understanding of student comprehension make ICT use more effective. ICTs can aid teacher self-learning in subject matter. A variety of changes must be implemented to optimize teacher use of ICTs. Functioning technical infrastructure is (obviously) crucial. Introducing ICTs takes time. Support from administration and the community can be important.

## REFERENCES

1. Building Capacity of Teachers/Facilitators in Technology-Pedagogy Integration for Improved Teaching and Learning [UNESCO 2003].
2. Raju Narayana Swamy, Towards improving the quality of education by integrating ICT in teacher education. CSI Communications, p.19, March 2012.
3. Ranjan, N and Naimur, R, Role of Teacher in Enhancing Learning Achievements of Children and Emphasis on Teacher Skill Development Knowledge Building and ICT', [www.dhsekeralagov.in](http://www.dhsekeralagov.in)
4. Sein, M K and Harindranath, G, Conceptualizing the ICT Artifact: Towards Understanding the Role of ICT in National Development' (2004), *The Information Society*, 20(1).
5. Yves, P. et al. (2006), A Review of the Impact of ICT on Learning', Working Paper for DGEAC, [www.futurelab.org.uk](http://www.futurelab.org.uk)
6. Teachers, Teaching and ICTs : A Knowledge Map on Information & Communication Technologies in Education, *Excerpted* from infoDev's Knowledge Maps: ICTs in Education, [www.infodev.org/infodev-files/resource](http://www.infodev.org/infodev-files/resource)



## STUDENT'S PERCEPTION OF THE EFFECTIVENESS OF THE USE OF ICT IN TEACHING-LEARNING PROCESS



KAMINI SHAH

SECOM College, V.V.Nagar

Email : kshah@semcom.ac.in

### ABSTRACT

Higher education in recent years has undergone important paradigm shifts, especially shift from the teacher-centric to a learner-centric system. The process of teaching and learning has resulted in crossing the boundaries of a country and evolved international competition among HEIs. The learners of today now enjoy many options regarding their choices of institutions and courses. In this scenario, it is imperative for HEI's to offer quality programs and satisfy their learners completely. If HEI's fail to address and consider the stakeholder needs, these institutions will lose their credibility and soon they will be out of business. Quality of service and customer satisfaction is key concerned area in today's business. When considering education, quality of educational service and stakeholder satisfaction should be given utmost importance. An educational institute need to identify and understand the needs and wants of stakeholders as well as the organization's needs and wants from its stakeholders. The purpose of the study is to review the role of stakeholders in ensuring quality in higher education. It presents the interrelation between stakeholder need, organizational capabilities, existing process, strategies and stakeholders' role. The study observed that in an academic institution the process should start from identifying stakeholder needs, then formulate strategies using existing capabilities, process and finally deliver better value with the support of all stakeholders in the system.

**Keywords:** Higher Education Institution, Stakeholders, Quality

### Introduction:

Higher education is developing fast with emerging new trends and subjects. It is a matter of common knowledge and belief that sustainable development through Higher Education Institutions (HEIs) in the country depends on the quality of teaching, research and extension services. These seeping terms include infinite number of tasks that the teacher must perform. Teachers are the backbone of the education system that creates the most important knowledge resource in the society. Therefore, educational institutions must have high quality teachers because only enlightened, emancipated and empowered teachers can lead our society and nation towards progress (K, 2013). Mission of any institution of higher education must be the pursuance of "Knowledge Management" in its best form and spirit (Kasetwar, 2008). Stakeholders are involved in maintaining the relevance and quality in higher education and the ultimate goal of the higher education should be better knowledge management.

Higher education institutions stakeholders can be defined as the groups or individuals who can affect or are affected by the institutional activities such as academic activities (academic staff and students), administrative (academic and non-academic staff), research work ( academic and non-academic staff, funding agencies, government, students, industry and society as a whole), financial support (government and other financial supporters), students activities( students, parents, graduates, alumina, training organization) etc. Quality and relevance of education and stakeholder satisfaction can be taken as the most important concerns (Susima). This paper also identified the key stakeholders, each of identified stakeholders' wants and needs, what type of role the organization expect from each stakeholder.

**NAAC has identified the following 'Stakeholders' (beneficiaries) of HE, namely**

1. Students,
2. Teachers,
3. Parents,
4. Managements of HEIs,
5. Employers,
6. Patrons, Supporters, Donors
7. Society at large,

- 8. Universities, and
- 9. Government/s.

The quality of any HEI is determined by these stakeholders. The expectations of all stakeholders keep on changing time to time and the HEI that satisfies the just expectations of all the stakeholders is progressing in the desired direction. The continuous communication with stakeholders and their cooperation to HEIs is of utmost importance (V, 2008). An educational institute must address following questions:

- ? Who are the key stakeholders and what are their needs and wants?
- ? What strategies do we need to deliver value to stakeholders?
- ? What processes do we require to deliver these strategies?
- ? What capabilities do we need to operate and enhance these processes?
- ? What contribution do we require from our stakeholders?

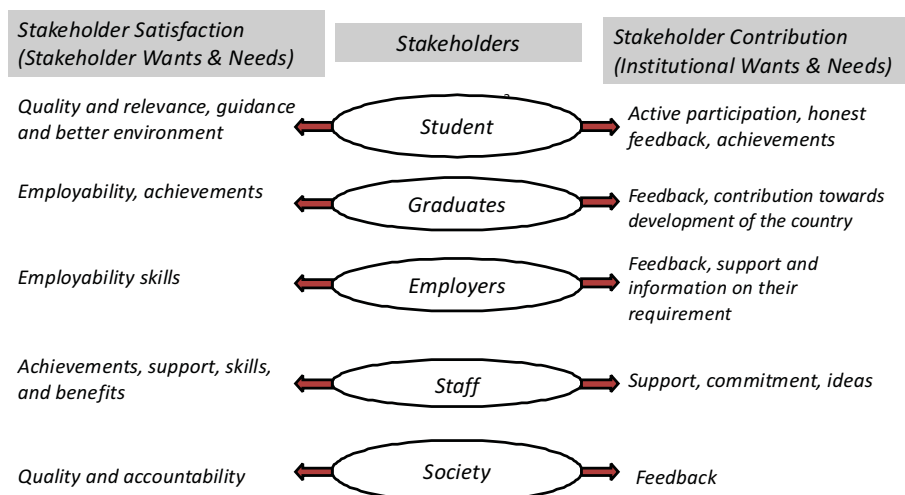
Various types of stakeholders are involved within the system of higher education. Kasetwar (2008) has identified main stakeholders from higher education institutions point of view and their role in improving quality of institutions. They are namely parents, students, educationalist, faculties, head of institution, academic heads of the universities, statutory bodies, industries, trainers, educational loan providers, researches and academic scientists, society, politicians, judiciary.

**Stakeholder Analysis:**

The first step of stakeholder analysis is to identify the relevant stakeholders. In an education institution, a stakeholder analysis should start by identifying the key stakeholders such as students, faculty, and administrators. At the same time educational institutions need to consider, among others, their alumni, the parent body, the community where they are located, and the entities--both public and private—that will be employing their graduating students. The important stakeholders can be identified as students, academic staff, non-academic staff, employers, training organization, graduates, government, professional organizations, and parents, funding agencies, other interesting parties, administration and society. Most important key stakeholders are students, staff, administration and employers.

What are the want and needs of stakeholders of higher education? Students want quality service and facilities which can make them as responsible and employable graduates. Academic staff wants better teaching and working environment with appreciation of work quality and benefit. Employers want quality graduates with knowledge, skills and attributes who can contribute to their organizational success. Government wants smooth functioning of the universities with the facilities provided by them.

The figure given below present the selected stakeholders in the higher education institutions and their wants and needs. However pointing out the specific need and wants from each stakeholder is not an easy task when considering the higher educational institutions. Because educational institutions consist of multiple stakeholders and each stakeholder is having multiple needs and wants.



Source: Singh Karamjeet and Weligama Susima : Thinking Towards Stakeholder Satisfaction in Higher Education: An Application of Performance PRISM

Formulating strategies to add value to stakeholders and to fulfil stakeholder needs are more important. Higher educational institutions need to look into existing and required institutional processes and institutional capabilities. At the same time strategies, processes and capabilities need to be linked to each other. The HEIs should identify what they expect from their stakeholders. They expect proper involvement from the students' side in teaching, learning process and functioning of the activities and also feedback to enhance the process. Employers need to provide their expectations and needs and also the proper feed back on existing students employed by them. Academic staff also need to provide their contribution, innovative thinking on improvement of the program, commitments towards working. Then after examine the reciprocal relationship with each stakeholder.

#### **Role of Stakeholders:**

Quality literacy among all stakeholders is the secret of optimum pleasure of accreditation/re-accreditation. It is a matter of establishing 'quality identity' in the society in the competitive atmosphere of proving the sincerity, impartiality and accountability of the HEI concerned. The present role of stakeholders of HEIs has been summarized as follows:

##### **Students:**

The students must know HEI's vision, mission, objectives, rules and regulations, procedures, courses, evaluation methods, flexibility etc. They should take part in decision-making process actively through representation in students' council. Students are expected to attend classes regularly, observe discipline, take internal examinations, tests, project work, seminars, assignments etc sincerely. Students are expected to take part in extra-curricular and cocurricular activities for integral personality development. They are expected to increase their employability by acquiring additional skills and provide honest feedback to the HEI which can help in qualitative improvement.

##### **Teachers:**

The role of teachers assumes utmost significance in HEI for creating and maintaining quality identity in the society. Teachers are expected to upgrade subject knowledge, teaching methods and skills, undertake research, and publish papers. They are required to offer their services for administration, governance of HEI and participate actively in extension work. Teachers are also required to contribute in developing curricula and conduct remedial/bridge/add on courses as and when necessary.

##### **Parents:**

Parents are expected to take active interest in the development of HEI by making meaningful suggestions and giving innovative ideas. Parents can form 'Parents Association' and provide their honest feedback for all areas of HEI and offer necessary help in the placement, training, etc. of the students.

##### **Management:**

The role of management is very significant in the development of any HEI. The vision of management will decide direction and pace of growth of the HEI. The management of HEI is expected to provide good infrastructure, learning resources, facilities for creating health centre, grievance redressal cell, placement cell, alumni association, parents association, counseling centre, sports facilities, extension work etc. There should be MOUs with industry, foreign universities and NGOs for academic advancement and community upliftment. A proper feedback mechanism should be in place for teaching and non-teaching staff. There should be master plan for the continuous development of HEI in line with global requirements.

##### **Universities and Colleges:**

There should be direct interactions of universities and colleges with students in higher secondary schools. Seminars, extension lectures of experts, various competitions etc. can be arranged for exploring possibilities of new areas where these students can seek admissions. Universities and colleges can start short term vocational courses viz., Yoga, Bakery, Nursing, Beauty Parlour etc. to encourage them to start their own business at a small scale along with their university degrees which can also make them employable. The collaborations with industries enable universities to understand nature of jobs availability for offering need-based courses. These industries can offer

required training to the students to prepare them as per their requirements. Industries can also encourage students to join research-oriented jobs by offering good pay packages and other incentives. Universities and colleges can also take different issues of society like environment, health, female feticide to inculcate knowledge among students for community orientation. New professional courses like photography, script writing, technical knowhow of electronic gadgets, computer courses on hardware and software development etc. can also enhance employability of students. Research and innovation are known sources of idea generation. Knowledge memorized in brains is important but more important is the ability to discover new knowledge, new theory and evolve new ideas. Colleges should create sufficient infrastructure for encouraging research activities. Research conducted in colleges for UG, PG and PhD often results in publication. This is good but it is better if it is exploited commercially. Unfortunately thesis, UGC research projects etc. remain on shelf of library. No conscious effort is made to obtain economic value from them mainly because vision and commitment in this direction is lacking (M, 2011).

Alumni:

“Alumni are found to work as catalytic agents to enhance innovation culture in alma mater.” Alumni are important stakeholders of any college. They are ambassadors and lifelong family members of college. They work in diverse fields and at various geographical locations. College must utilize the strength of alumni to upgrade and navigate the institutional advancement to excellence. Alumni are link between industry and institutes. Giving feedback on college teaching, research, innovation and technology transfer to match market needs can be best understood by alumni. The college can help organizations for which alumni work for upgrading skills of employees, sponsored research and innovation. All world class institutes have effective engagement with alumni and alumni associations. Alumni give market orientation to make education more meaningful. Colleges can incorporate changes in the curriculum according to market requirements based on the feedback provided by alumni. Alumni can be involved in the management/Board of the colleges. The colleges should have active alumni association which is an independent body having separate bank account, separate office bearers etc. The principal is usually a member in the governing body of the association to maintain bond between the two. Usually college gives land/space to association. Alumni meets are joyful brain storming events. Alumni can help college to conduct surveys, technology transfer etc. Possibility of sponsored research and participation in innovation may be explored jointly. The colleges can come out with e-Newsletter for sharing important events/activities information with alumni. The alumni entrepreneurs can be instrumental in setting up centers of excellence like Patent and IPR, Incubation center, Research Park, Venture fund etc. Thus, mobilizing alumni support for institutional development does not cost money, it generates. Productive contact between alumni and college energies both and create synergy (M, 2013).

Employers:

Industries should collaborate with HEI for getting trained human resources. They allow use of their facilities for research work, make arrangements for 'on-the-job training' for students and provide relevant feedback regarding the performance of their employees recruited from the HEI. They should offer paid consultancy to the HEI.

Patrons, Supporters and Donors:

Such persons, institutions, agencies should extend their support for funding research, sponsoring programmes, provide land, equipments, scholarship to the students etc. They should evaluate genuine needs and quality of the HEI on a continuous basis.

Society:

Education is one of the important pillars of the society. Education is seen as a means of knowledge and skill transmission from one generation to another in any given society. Education has the power to influence and bring change in the society. The student centric approach focuses on students for content development, pedagogy etc. in the learning process. Students develop skills and gain knowledge in the process which is instrumental in societal

transformation. Society centric approach focuses on keeping society at the focal point. The education system addresses the needs of the society; it identifies the changes in the needs of the society and modifies itself to cater to those needs of the society. Here the society leads the education system. But there are various instances where the power of education has resulted into changes in societal norms, customs and traditions also (Mishra P N, 2013). HEIs should remain away from politics of any kind – caste, creed, party, students union, etc.

#### Conclusion:

The education system should change in accordance with changing times and it is high time that the teachers, students, government and other intellectuals realize their responsibilities to ensure sustainable development. The aim of HEIs should be producing an individual who is socially responsible, globally aware and useful to the nation. In order to support knowledge sharing, enhance curriculum development and promote more valid and reliable ways of sustainable development, interactions among researchers, teachers, NGOs, govt officials and other stake holders should be encouraged at management, university and college levels. Identifying all stakeholders' needs and creating value to all stakeholders are key concern areas in the field of education. Hence, understanding the needs of higher education institutions stakeholders, satisfying those needs and incorporating those needs into the institutional strategy after consideration of capabilities of the institutions are important. The higher education institution needs to understand the stakeholder perspective in making their decisions

#### References:

- K, P. S. (2013, June 24-30). Sustainable Development: Role of Higher Education Institutions. *University News* (51(25)), pp. 12-16.
- Kasetwar, R. B. 2008, May 19-25, Quality in Higher Education : Role of Stakeholders, *University News*, 46 (20), pp. 6.12
- M, N. B. (2013, JANUARY 07-13). Alumni Energise Alma Mater and Alma Mater Energises Alumni: A Win-Win Game. *UNIVERSITY NEWS* , pp. 10-15.
- Susima, S. K. (n.d.). *THINKING TOWARDS STAKEHOLDER SATISFACTION IN HIGHER EDUCATION: AN APPLICATION OF PERFORMANCE PRISM*. Retrieved October Tuesday, 2013, from <http://www.kln.ac.lk/uokr/ICBI2012/15.pdf>
- Siew Fun Tang and Sufean Hussin, Quality in Higher Education: A Variety of Stakeholder Perspectives, *International Journal of Social Science and Humanity*, Vol. 1, No. 2, July 2011, pp. 126-131
- V, D. H. (2008, NOVEMBER 17-23). Role of the Stakeholders in Re-Accreditation. (D. S. Pani,



**CAREER AND CAPACITY BUILDING OF STUDENTS BY INSTITUTIONAL INITIATIVES  
- A CASE EXAMPLE OF ENTRANCE EXAM PREPARATION CELL OF NVPAS.**



BALLANI AMIT<sup>1</sup>, MISHRA KUNDAN KUMAR<sup>2</sup> AND CHHAYA URVISH<sup>2</sup>

Email: amitballani@gmail.com, urvishchhaya@rediffmail.com, kkmbt@yahoo.co.in

N. V. Patel College of Pure and Applied Sciences, Vallabh Vidyanagar, Gujarat.

**ABSTRACT**

With the advent of competitive entrance examinations for admissions in Post graduate courses, it is now imperative that educational institutes must motivate and orient students to prepare, participate and clear such examinations. One such initiative is Entrance Exam Preparation Cell (EEPC) of Natubhai V Patel college of Pure and Applied Sciences (NVPAS), which initiated as an academic experiment, proved to be very significant to accelerate the success ratio of students to get admission in reputed institutes and universities through national level entrance exams. With proper training, orientation and continuous lecture schedule coupled with concise study material by the committed faculty members, students become capable to crack these exams.

The Niche success of this academic initiative was well appreciated by NAAC peer review team and recognized by the Gujarat State Biotechnology Mission, Department of Science & Technology, which created a network of six capacity building cells (N-BT-CBC) throughout Gujarat to train students for PG entrance examinations, of which NVPAS is also one.

Our experience suggests that such initiatives streamline the thought process and efforts of the students to learn their curriculum with more seriousness and understanding. The mock tests, invited guest lecture series, extra classes, crash workshops, additional books and reference material ignite their minds to accept and win challenges in the form of exams. We endorse the creation of such cells which truly helps in capacity building of the students and helps their *alma-mater* to send her brand ambassadors to institutes of national importance.

One of the spin-offs is the increasing ratio of students clearing NET and GATE exams. Students credited their success to strong foundation and orientation during graduate studies.

**INTRODUCTION:** With the increase in Gross Enrolment ratio at school level, an unprecedented growth is seen in higher education also. Particularly, the premier institutes of the country are being flooded by applications for post graduate courses and to select the best among these aspiring students, institutes are conducting entrance examinations. Keeping this in mind, it is the need of the hour, to develop a mechanism or strategy by undergraduate colleges, to train their students. Our experience of developing Entrance Exam Preparation Cell at NVPAS led us to conclusion that, small steps in this direction by the institute become giant leaps for the students towards achieving their goal. This initiative has delivered more than what we had expected.

**Overview of EEPC and Modus operandi:** Entrance Exam Preparation Cell is an initiative to make the students of NVPAS more competitive to clear entrance exams for the admission in various P.G. courses (e.g. M.Sc. Biotechnology, Microbiology, Biochemistry, Bioinformatics, etc) at few of the India's most privileged and premier institutes like IIT, IISc Bangalore, TIFR, and some Central Universities through JNU Combined Entrance Examination for M.Sc Biotechnology. EEPC is the result of combined efforts and conviction of Principal, Coordinators and teachers of the college to impart competitive edge to students so that they can get admission in most premier institutes of the nation.

EEPC regularly conducts extra classes of various subjects and topics, which are of utmost importance from the competitive exams point of view. Classes are conducted after the regular college schedule generally from 6:00 to 7:00 PM. The objective of EEPC is not just theoretical rote learning but also to provide them a practice of attempting question papers with multiple choice questions and negative marking. EEPC has also arranged various Multiple Choice Question Bank books and collection of previous years papers for the students in the library so that they can practice in a better manner. EEPC also acts as the platform where students can ask some of the important questions about various courses, universities, scope and career in a particular field. One of the major objectives of EEPC is also to provide necessary information about various institutes offering P.G. courses in the relevant field and the important dates of application submission and entrance exam etc. Total 65 plus students are selected for the programme and are given lectures, books, question banks and related information for better preparation

**Objectives of EEPC**

1. Better preparation for various entrance level competitive exams
2. More information about various courses being offered by various universities, colleges and their important dates with regard to exam dates, pattern of exam and related Information
3. Displaying various admission notifications, advertisements of various universities and colleges offering P.G courses
4. Regular practice test session in the same pattern as that of various entrance exams of premier institutes
5. Collection of books, CDs, question banks and previous years papers and related information in the library for greater access.
6. More and more students getting admission in reputed institutes and universities for higher studies
7. Creating an atmosphere that generates feeling of healthy competition and awareness for the career avenues.
8. Organising various events, test, lecture series, crash workshops and scholastic orientation programs for students.

**EEPC Activities :**

- ? Selection of hard working and meritorious students through a screening test
- ? Regular one hour extra classes after the college schedule (on topics of utmost importance from competitive exams point of view & syllabus of those exams)
- ? Conducting regular tests on the topics taught in those extra classes based on the same pattern as that of JNU, I I Sc or TIFR etc.
- ? Displaying the marks, correct answer key and giving the answer sheets back to the students
- ? Discussions about the questions being asked, right answers and further guidelines about the same topics.
- ? Awarding the topper of each such practice test with a book to motivate him/ her for consistent better results and preparation
- ? Collection of approximately 100 plus question banks, 250 plus books for competitive exams, previous years papers (last 4-7 years), and information broucher of various universities/colleges offering P. G courses and related necessary information.

**SIGNIFICANT EVENTS AND ACTIVITIES:**

1. **Invited Lecture Series:** During this one day event, organized mostly on holidays, resource persons are invited, to deliver lecture on a particular topic. Both technical (syllabus based) and non technical topics (accessory) are covered.
2. **Scholastic Orientation Program:** This program is meant for discussing non syllabus based yet important issues such as concentration, life skills, stress management, time management, relaxation techniques etc.
3. **GSBTM sponsored CRASH WORKSHOPS:**  
The Crash Workshops are an intensive period of training with some of the best available resource persons delivering more than 60 formal lecture sessions, with ample informal sessions, psychological orientation sessions, mock tests, etc. Aspirants should be ready for an intensive period of learning spanning more than 12 hours a day. The timings of these crash workshops are 8:00 AM to 8:00 PM and intense series of lectures and mock tests are scheduled in such a way to cover as much syllabus as possible. The participating students are from different colleges of the region and are selected on the basis of screening test or recommendation by the respective head of the department. Till date seven such workshops have been organized. These workshops are funded by GSBTM and to ensure that the enrolled aspirants maintain an attendance of over 90%, a refundable deposit from each aspirant has been decided to submit.

**4. Felicitation Program of N-BT-CBC OF GSBTM:**

GSBTM organizes felicitation cum valedictory program for students and awards successful students from various BT-CBC centres with memento and medals. A motivation lecture is also arranged for the participants to boost their morale for upcoming exams.

**5. Co-hosting BAT EXAM and BAT Felicitation Program :**

EEPC co-hosts Biotechnology Aptitude test (BAT) conducted by PCI, which is an internet based state level online aptitude test. EEPC also makes required efforts to organize felicitation program for winners of the BAT exam.

**6. EEPC Web Portal:** EEPC has launched a website, ([www.eepcnvpas.com](http://www.eepcnvpas.com)) for better preparation and rapid propagation of information throughout the year. The website contains information about various target universities, entrance exams, courses, syllabus, sample papers, practice test papers and proposed activities.

**Success So Far:** Right from the inception i.e year 2005, the results both in quantitative as well qualitative terms are very encouraging. The EEPC is proud of having almost 60% success ratio. During this tenure students have got admissions in IIT through IIT-JAM, JNU through JNU-CBEE, BHU, MSU, Loyola, etc and also cleared the preliminary rounds of TIFR and IISc. The ripple effect of this initiative is that more and more students now clearing CSIR NET and GATE exams either during or after their post graduation. In terms of collaboration also it has been instrumental to bring various government (GSBTM) and non government agencies (Pharmacare society) to provide support in terms of funding as well as arrangements for resource persons and other activities. The efforts in this direction gave confidence and capacity to authors to publish one book and one booklet for entrance exam preparation.

**Conclusion:** Preparing for competitive exam is completely different from your regular exams. University exams are normally aimed for everyone to score marks, but competitive exams are different in terms of objective and outcome. Various staff members from college and government agencies such as GSBTM are participating in this effort to increase the competence and have contributed in terms of delivering lectures, preparation of question papers, assessment, analysis, exam duties, data entry and planning. These efforts are being well appreciated by NAAC peer committee, students and parents.

**References:**

<http://btm.gujarat.gov.in/btm/network-biotech-capacity-building.htm>



## TEACHER'S UPGRADATION



ANKITA PATEL

Anand Law College, Anand, Gujarat.

Email: patelankita55@yahoo.com

### ABSTRACT

India is going through a revolution in the recent past. This revolution is against illiteracy which is being run at a fast pace. With globalization, parents now aspire for their children to be knowledgeable and educated in varied fields. New technologies and methods of curriculum delivery are assisting the spread of this revolution across the nation and not limited only to metros and large cities. Schools and Teachers alike are facing a difficult situation dealing with the rapid paced change and finding themselves short on skills and high on demand from parents, students and the system itself. This provides an opportunity to focus on this subject.

This paper focuses on the importance of teacher's upgradation and problems in teacher's upgradation in the quality education. The basic dimensions of quality education are learners, content, processes and environments. This paper focuses only on one dimension of quality education. Data used in this paper are from secondary sources.

This paper reveals various areas like essential soft skill, exposure to new technologies, planning & reporting, exposure to new delivery methodologies, managing stress & negative emotions, understanding the emotional needs of the students etc. and also about the various issues or problems face during teachers upgradation like lack of resources or money, irrelevant curriculum, lack of involvement, lack of supportive environment etc. in which teachers upgradation is required.

### INTRODUCTION

It is universally acknowledged that quality education is an effective mean for social reconstruction and to a great extent it offers solutions to the problems a society is facing. Since the teachers play a major role in quality education of children, their own education becomes a matter of vital concern.

In the current status of Indian education, a striking pattern emerges in the form of the lack of relevance teacher's upgradation. Teacher education & up gradation create necessary awareness among teachers about their new roles and responsibilities and how they tackle the current evolving requirements of students and society. Time is constantly changing and the only way to keep up with it is to keep growing and evolving and this is also applicable to teachers.

Upgradation of teachers needs to strengthen and stress upon the main attributes of a profession such as rigorous training over a specified duration in specific areas and generating knowledge through research and specialization. Upgradation on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct.

### RESULTS AND DISCUSSION

Children have a right to an education, a quality education.

Quality education includes:

- ? Learners who want to participate and learn
- ? Environments that are healthy, safe and provide adequate resources and facilities
- ? Content that is reflected in relevant curricula and materials for the acquisition of basic skills especially in the areas of literacy, numeracy and skills for life
- ? Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce inequality.

This paper discusses about only one of the content of quality education i.e. Processes which cannot be performed without teachers. In recent years more attention is required to pay towards educational processes – how teachers make use of inputs to frame meaningful learning experiences for students.

In current time the obsolete ideologies and methods of teaching do not work. Time is constantly changing and the only way to keep up with time is to keep growing and evolving and this is also applicable to teachers. In order to relate with children, teachers need to keep themselves upgraded with new ways of teaching and required to

develop themselves continuously to meet the evolving situations.

#### **Exposure to new technologies**

Today is the age of technology and children can easily learn through this interactive media and hence teachers of current India need to keep up with the current technology. Teachers need to learn how to operate the computers and integrate them effectively into their teaching.

#### **Exposure to new delivery methodologies**

Old methodologies of delivering lectures with help of textbook, material, blackboard, chalk stick etc do not give same impact on students now a days. Teachers have to look beyond textbooks and take help from audio and visual aids of teaching to make a subject more interesting.

#### **Ongoing Professional Development**

There are three main concerns in the professional training of teachers: the inculcation of a value system appropriate to a career in teaching; the imparting of specific new skills and knowledge; and to enable teachers to keep pace with new trends in education. Schools and universities in India need to provide opportunities for training program for teachers to upgrade their teaching skills. There is no harm in doing that as one should be open to learning new things. Learning never stops all your life, and for teachers to evolve as a good teacher, need to explore themselves and try innovative educational measures to teach children about the subject matter. Ongoing development is important with regard to teachers and it enables teachers to keep abreast of the latest developments in their subject and skill areas. Workshops is just one of the aspects of the teachers professional development. There are several affiliated colleges and institutes that offer teacher education programs.

#### **Participating in research and projects in a group with fellow professionals / individual**

Research increases teacher's knowledge and understanding related to the subject. It helps to shape their thinking. Research activities typically consist of an opportunity for a teacher to develop a new idea or a new way of working. The ability of self – evaluation or engagement in research for self-development is not easy but essential for continuous development. Research benefits teacher at all stage of their careers by exploring their knowledge.

#### **Integrated Teaching**

Teachers need to expand and deepen their subject knowledge in order to use integrated teaching. At present most teachers are expert in only one teaching subject. To promote the integrated teaching, it may be useful to consider at least two teaching subjects.

#### **Communicating and connecting with Children and Parents**

When parents are involved in school, their children's achievement improves. Teachers need to learn the best ways to share information and build a strong relationship with the students and parents. Teachers need to strengthen the bond between teacher and parents by various ways like send a personalize postcard which contain information related to their child, make a phone call to inform the progress of their child, or plan parent meeting. By doing so, teacher comes to know about various different aspects which require further improvement, this will be considered as a self evaluation procedure for teacher. This will help the teacher in quality and behavioral upgradation.

#### **Planning & Organizing**

Planning and organizing are major part of any teacher's job. If a teacher is effective at planning their lessons, they will find that their day-to-day teaching tasks are much easier. Unfortunately, many teachers do not have the time to create effective and unique plans for their classes. However, every teacher should attempt to upgrade a couple of lessons each semester. This will keep them and their material fresh.

### **CRITICAL ISSUES**

#### **Lack of Resources and Technical Support:**

In many schools, technology is not easily accessible to teachers. Computers may be located in labs instead of in each teacher's classroom, and Internet connections may be limited to certain designated computers. Without sufficient resources and continuous technical support, technology integration in the classroom will never be satisfactorily achieved. When teachers try to use technology in their classrooms and they encounter difficulties, they need immediate help and support.

#### **Lack of supportive environment:**

There are several affiliated colleges and institutes that offer teacher education programs but their standards vary. Some institutes are simply making money and having incompetent teachers. The National Council for Teacher

Education (NCTE) is a regulatory body doing good job but a lot has to be done to improve the status and quality of teachers in India.

**Lack of Involvement:**

All teachers are not motivated for ongoing development due to the lack of time and insufficient incentives. Research, workshops, training programmes etc require extra efforts and time which cannot be managed by teachers due to multiple types of work.

**Irrelevant curriculum:**

Curriculum should emphasis on the current situation, emerging issues and the future need of the society so it help students as well as teachers to upgrade themselves and cope up with the changing environment. But in our education system, curriculum is very out dated and not fulfilling the current requirement of society.

### CONCLUSION

The current goal of the Indian Government is to provide education for all. Teacher upgradation is important as efficient teachers can shape an efficient future society. A lot of planning and resource has been spent on education in India and at the same time for improving the quality of education. One simple way of uplifting the standard of educations is by improving the quality of teachers. A great teacher can make a huge difference to the life of children. A lot of stress is given on teacher training course in India; unfortunately there are several loopholes in the system. There is a high need of teacher's upgradation to meet the changing scenario.

### REFERENCES

? **Web links:**

- ? <http://www.ncte-in.org/teacher-training/12-innovations-and-teacher-education>
- ? <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te200.htm>
- ? <http://www.edthai.com/publication/0005/fulltext.pdf>
- ? <http://www.unicef.org/education/files/QualityEducation.pdf>
- ? [childology.in/Grade-School.aspx](http://childology.in/Grade-School.aspx)



## QUALITY ENHANCEMENT IN HIGHER EDUCATION THROUGH PERFORMANCE APPRAISAL OF TEACHERS



SIMA PATEL

B.F.Shah Institute of Commerce & Mgt., Anand

Email : see\_sfp@yahoo.com

### ABSTRACT

Performance appraisal systems are always the essence of any organization/institution while managing its human resources. Teachers are the source of knowledge. They play vital role for students' learning & development. A systematic performance appraisal system is essential in order to administer, evaluate and enhance teacher's performance. The purpose of this study is to explore various aspects of performance appraisal systems used for teachers in higher educational institutions and to address the question of how appraisal can play its role in improving performance of teachers in higher education in general. Researchers have study the subject using primary & secondary data.

Findings have shown the appropriate performance appraisal standards, methods & structure of review. The study also considering potential issues and challenges while implementing performance appraisal system in higher education institutions.

**Keywords: Performance Appraisal, Teacher, Quality**

### Introduction

Education is sanctified to national growth. Higher education has made a significant contribution to economic development, social progress and political democracy in India. It has also provided a beginning for the creation of a knowledge society. It is said that "Teacher is a Friend, Philosopher & Guide". Looking at the youngster of this generation, in Higher Education, faculty is the backbone. They play a high degree of role, which is highly significant and multi-dimensional. Performance Appraisals is a method of evaluating the behavior of employees in the work spot, normally including both the quantitative & qualitative aspects of job performance. It is the process of obtaining, analyzing and recording information about the relative worth of an employee to the organization/institution. It is also an analysis of an employee's recent successes and failures, personal strengths and weaknesses, and suitability for promotion or further training. It also provides a necessity for the training requirements with a motive to enhance the efficiency, effectiveness and/or productivity of faculty. It is both an on-going constructive process and a system for the periodic measurement of performance. Faculty effectiveness & efficiency can be judged by doing their performance appraisal by self, by govt. bodies, by institution, by Board of Trustees or most importantly by students.

Higher Education Institutes in the country are passing through a crucial phase because of many reasons. One reason is lack of availability and retention of the competent faculty. Career incentives based upon the systematic appraisal of faculty can play highly significant role in the building of a pool of good faculty thereby attracting the good students and thus, helping the institute by way of making it qualitative & through that competitive humans to the nation. The recent, hefty pay hike for college teachers in the state has come with a price tag – accountability. The state has issued a government resolution to ensure that college teachers' performances are appraised on an annual basis from now on. This paper discusses about the importance of Teachers' appraisal in Higher Education.

### Objectives of the Study

1. To study the needs of performance appraisal
2. To understand the importance of Quality Enhancement through performance appraisal.
3. To study the standard & methods for Teachers in Higher Education
4. To elaborate the problems faced by teachers during Performance Appraisal.

### Research Methodology

To study the performance appraisal system for teachers in higher education and to explore the problems that are associated with this system exploratory research was supported by survey strategy has been conducted to study. Primary data has been collected through personal interview with Head/Dean & Teachers. Stratified sampling method has been used in this research. Three strata were selected as Trust Board, Head/Dean and faculty. The sample size determined by researcher is 25.

### Needs of Performance Appraisal

1. Promote teacher development & encouragement

2. Maximise student learning & growth
3. Improve Quality instruction, Professional learning
4. Provide remedies for deficient performance that fail to contribute to productive professional.
5. Provide a measure of accountability to the students, parents & institution.
6. Promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance
7. Identify both strengths and challenges among teachers.

#### **Quality Enhancement through Performance Appraisal**

Quality enhancement is taking deliberate steps to bring about improvement in the effectiveness of the learning experiences of students. This can be possible with Total Quality Management (TQM). It is creating an institution committed to the continuous improvement of skills, team work, processes, customer satisfaction and product or service quality. Both the quality management and performance appraisal/evaluation are focused on increasing the productivity through continuous improvement. They both facilitate the systematic management of all the processes, actions and practices at all levels in the institutions. There are lot of benefits of both like, improvement in the performance of the teachers, brings quality consciousness, better utilization of resources, commitment to higher quality which satisfy stakeholders etc. Both differ in their fundamental nature, characteristics. It impossible to combine them. Both **together can sometimes encourage an employee to focus on organizational goal rather than personal goals. Therefore, the suitable practice should be chosen carefully by the top management and the leaders of the organizations/institutions.** In education institutions, a satisfied faculty makes an impact on the quality of the institutions where satisfaction can be monitory or non-monitory. So faculty satisfaction is must to maintain and manage the quality of an institution.

#### **Methods of Performance Appraisal**

Literature mentions two methods of performance appraisal, which are as follows:-

1. Traditional Methods
2. Modern Methods

The major practice for Performance Appraisal was managed by objectives (MBO) which allows the managers to know what is being expected from them (Walters, 1995). However, critics argue that MBO focuses on results and fails to notice the job behaviour (Greer, 2001; Stafylarakis and Eldridge, 2002). Afterwards, performance Appraisal systems were introduced in the 1970s. It is believed that Performance Appraisal is used to create learning environment and to motivate the employee to enhance his performance. Armstrong (2006) maintained that creating a culture of high performance where all members are responsible for continuous improvement of business processes and their own skills is the aim of Performance Appraisal system. Milliman et al. (1994) maintained that 360-degree appraisal system is more effective as compared to the previous systems that were one sided and could be biased at times. In 360-degree appraisal system, information is obtained through several sources. It includes the boss, top management, assistants, co workers, customers, dealers, advisors, and community officials. All these can be classified into internal and external parties. In 360-degree appraisal system, information can be obtained from anyone who interacts with the employee and can tell how that employee behaves with him. Similarly, Antonioni (2002) supported the idea that 360 degree feedback encourages teamwork and smooths down the work relationships between employees and managers.

#### **Performance Standards**

Researcher has set the following performance standard through literature review & personal interview with strata.

- 1. Specialized Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
- 2. Strategic Planning:** The teacher plans curriculum, effective strategies, resources, and data to meet the needs of all students.
- 3. Methods of Delivery:** The teacher effectively engages students in learning by using a variety of instructional strategies using audio/ visual in order to meet individual learning needs.
- 4. Assessment of and for Student Learning :** The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the year.
- 5. Positive Learning Environment:** The teacher uses resources & procedures to provide a respectful, positive,

safe, student-centred environment that is conducive to learning.

**6. Professionalism:** The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

**7. Student Academic Progress – Accountability:** The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

### Measuring Performance

On the basis of survey, Researcher has divided Performance Evaluation and Review in following three parts.

#### 1. Surveillance of Teaching Skills

The Team Leader/Reviewer is required to observe the teacher's classroom performance on at least one occasion during each term and there from gather the information for completing this section of the instrument. Observation can be possible through Planning made by teacher & the Teaching skill specifying Communication, know-how of subject matter, teaching according to students' ability, Motivational nature, Student Participation, use of strategy. Classroom Environment is also a part of observation. Supportive, Courtesy & respect, Positive Attitude of teachers & students can be considered.

**2. Teacher Specialisation & Professional Development:** The Team Leader/Reviewer is required to observe/monitor the teacher's performance over the review period and make an assessment of the teacher's readiness or preparedness for the profession. It can include Professional Characteristics like Timeliness, Punctuality, Decorum, Attires, Level of Output, Development attitude, Trustworthy. Interpersonal Skills like Reporting, Rapport with students & parents, Team work, positive influence, harmony are main elements. Professional Development can be judge through SWOT analysis. Goal oriented, ready for change, Research ability can be the element of SWOT analysis.

**3. Leadership Control** This section is designed specifically for senior teachers, who hold such a position of responsibility should be actively engaged in a supervisory or coordinating role relative to the work of others.

- Describe the teacher's strongest attributes
- *Demonstrates supervisory skills in carrying out coordinating role.*
- *Ensures that performance management goals and strategies are consistent with organisation's strategic objectives.*
- *Actively participates in monitoring and evaluation of teacher performance including constructive feedback.*
- *Makes appropriate decisions about deployment of staff taking into consideration individual teacher strengths.*
- *Promote a culture of accountability*
- *Manages change effectively*

#### Problems faced by teachers during Performance Appraisal.

Researcher found different problems faced by teachers in performance assessment processes. Performance Appraisal process is subjective and no benchmark performance numbers are set in advance. Uncertainty can cause many employees high levels of anxiety weeks before the process. Sometime one way communication result into not correct feedback. **Self-assessment is a rosy picture & not possible** an ideal solution. Most processes do not allow an employee to be notified midstream should their performance change to the point where it was suddenly dramatically below standards. Although there are a few exceptions in most cases, unlike with 360 reviews, employees are not allowed input into who does their assessment. In most cases, employees also have no input into the factors that they are assessed on, how often they are assessed, and what type of feedback they can receive. It is even rare for a process manager to routinely survey their users for suggestions on how to improve it. Sometimes, employees who disagree with their appraisal are rarely given the opportunity to challenge the results with an unbiased party. The ultimate cost of an inequitable assessment may be that it actually drives top employees away. Because of all these, many teachers suffer through many emotional consequences.

### Conclusion

In Higher Education institutions, performance appraisals provide teachers an opportunity to discuss areas in which they are expert & in which they need improvement. It should be conducted on a regular basis, and it should not be directly attached to promotion opportunities. It will definitely give an immense affect on the overall

quality and will support the enhancement of the total quality management of the educational institutions. By evaluation or performance appraisal, board of trustees motivates the teachers and motivated employee always gives the over expected results. For gaining more positive results, it is suggested that faculty appraisal or evaluation must be 360 degree with arguments against 360 degree appraisal because it is the major supporting factor for the overall quality development and management of any higher education. Before Performance Appraisal process, setting up of Performance standard play a very important role.

### References

Andrews and Hans A, "TQM and Faculty Evaluation", Eric Digest: ED408004

Antonioni, D (2000). 360 degree feedback. Indust. Manage.

Armstrong, M (2006). Key strategies and Practical Guidelines. 3rd edition. Kogan Page. London.

Farana, Radim, "Total Quality management System Application to the Faculty Management System Improvement" Technical University of Ostrava, Czech Republic.

Gupta, S.P., India Vision 2020, Report of the Committee on India Vision 2020, Planning Commission, Government of India.

Greer R (2001). Strategic Human Resource Management. A general managerial approach 2nd edition. Printice Hall. London.

Licata, C.M., and Andrews, H.A. "The Status of Tenured Faculty Evaluation in the Community College." Community College Review, 18(3),1990, pp.42-50.

Milliman J Z. (1994). Companies Evaluate Employees from All Perspectives. Pers. J.,73 (11):99-103.

P.Subba Rao, Essentials of Human Resource Management and Industrial Relations, 2008, Himalaya publication, pp602

Stafyarakis M, Eldridge D (2002). HRD and Performance Management. MSc in Human Resource Development Reading 5. IDPM University of Manchester.

Veronica Lotkowskia A., Steven B., Robbins, Tichard J. Noeth, "**The Role of Academic and Non-Academic Factors in Improving College Retention**", Act Policy Report.

Walters M (1995). The Performance Management Handbook. Institute of personnel and development. London.



## OPPORTUNITIES TO THE STUDENTS OF BASIC SCIENCES: AN OVERVIEW



HARKAL A. D. AND KALE V. S.

New Arts, Commerce and Science College, Ahmednagar

E-mail:harkalananta@gmail.com, vijayk\_nsk@rediffmail.com

### ABSTRACT

Government of India is providing opportunities to the students of basic sciences in the form of scholarships, fellowships, workshops, summer and winter school trainings. To attract and engage quality students in basic sciences leading to quality research is the main objective behind such incentives. INSPIRE fellowship initiated by DST is attracting bright students towards basic sciences. KVPY has also succeeded in diverting quality pool towards such UG/PG academic programmes. Indian Academy of Sciences, Bangalore is playing vital role in exposing quality students to advance scientific techniques and instrumentation in the basic sciences. TIFR, NCBS, JNCASR, IISC, CCMB also seems to be committed in changing the mind setup of engineering and medical aspirants.

Recently introduced five IISER centers spread all over the country are also in the conquering list of the genius students. Their interdisciplinary framework is adding to the qualities of students. Five years integrated BS-MS program designed by various institutes like IISc, TIFR are inculcating research approach among students of basic sciences. Introductory workshops conducted by NIUS in basic sciences provide the opportunities to think big and visit quality institutes of higher learning. Various avenues opened in the field of industrial and scientific research in the country are challenging to the intellectual cream. Initiatives taken in this direction will help in reducing the brain drain, foreign exchange crisis and shortage of expertise at national level in coming future.

*Key words:* Basic sciences, fellowship, research.etc.

### INTRODUCTION:

Science is the intellectual and practical activity encompassing the systematic study of the structure and behavior of the universe through observation and experiments (ICSU, 2011). Research and statistics on student enrolment show that relatively few students are interested in pursuing careers in classical scientific disciplines. (UNESCO, 2005) The number of factors responsible for this could be listed as below-

1. Most of the students are not aware about the scope and applications of basic sciences.
2. In developing countries earning in early age is must, so professional education is preferred by the students.
3. Basically average students, who fail in getting admitted in professional courses join the undergraduate programmes, this naturally affect the curriculum designing. Curriculum is also one of the factors in the enrollment of bright students.

Presently Indian Government has realized the importance of pure and basic sciences. Simultaneously it has also realized hidden talent in rural and economically disadvantaged sections of the society.

A number of programmes funded by the Government of India have begun nurturing curiosity of young undergraduates and postgraduates about careers in scientific disciplines. To encourage further development as well as enhance excitement about the potential of careers in scientific disciplines steps taken by certain national agencies are found to be useful. These initiatives taken are providing examples of interventions with success at the national or international levels, and could serve as models for other programmes to be developed in the future.

Keeping this in mind there is an urgent need to improve the orientation of the scientists of tomorrow. It could be achieved through widespread access to quality instructions, facilities, and research opportunities for all the students. In addition it requires the motivation to the students so that the best of them move towards scientific careers.

This paper provides the information about the opportunities for the undergraduate and post graduate students of basic sciences who wish to shape their career differently in renowned Higher Education Institutes (HEI) in India.

### INTEGRATED FOUR/FIVE-YEAR BACHELOR'S AND MASTER'S PROGRAMS:

Indian Institute of Science Education and Research (IISERs: Bhopal, Kolkata, Mohali, Pune and Thiruvananthapuram), Institute of Science (IISC: Bangalore), and Tata Institute of Fundamental Research (TIFR: Mumbai) offers Integrated five-year bachelor's and master's programs. Students can select these programmes on the basis of various criteria like 12<sup>th</sup> standard rank and percentage, National Entrance Test conducted by the host institute, merit list of IIT-Joint Entrance Examination (JEE) and Kishore Vaigyanik Protsahan Yojana (KVPY) score.

The National Institute for Science Education and Research (NISER), Bhubaneswar, in coalition with the Department of Atomic Energy (DAE) offers five-year integrated M.Sc. programmes in physical, biological, chemical and mathematical sciences. ([www.niser.ac.in](http://www.niser.ac.in)). The University of Mumbai and Department of Atomic Energy (UM- DAE) Centre for Excellence in Basic Sciences (CBS), offers five-year integrated M.Sc. programmes in physical, chemical, mathematical and biological sciences. The degree is awarded by the University of Mumbai. (<http://cbs.ac.in>).

#### **FELLOWSHIPS FOR STUDENTS ADMITTED TO THE UNDERGRADUATE'S - BASIC SCIENCES.**

Department of Science and Technology (DST), Government of India under INSPIRE programme provides Scholarship for Higher Education (SHE). This scheme offers 10,000 scholarships worth Rs.80, 000 per year for each awardee for pursuing Bachelor and Master level education in the natural and basic sciences. Aspirants must be among the top 1 percent in 12<sup>th</sup> standard at their respective Board Examinations and are pursuing courses in natural and basic sciences at the B. Sc. or Integrated M. Sc. levels or students who have secured top 10,000 ranks in the Joint Entrance Examination (JEE-Advance), JEE-Main (top 10,000 ranks) plus those clearing NEET (top 10,000 ranks), and who also opt to study natural and basic sciences or the students admitted to the IISc, NISER, DAE-CBS(Mumbai University) or scholars of KVPY, NTSE, JBNSTS or Science Olympiad Medalists who select courses in the natural and basic sciences.

#### **INTEGRATED M. SC. -PH. D. PROGRAMMES:**

Undergraduate students willing to perceive their higher studies in institutes of national importance can admit for the integrated M. Sc. - Ph. D. programmes offered by various institutes. **Tata Institute of Fundamental Research (TIFR)** conducts **Graduate School Admissions every year. The score of this examination is applicable for admissions in the six centers of IISER**, Centre for Cellular and Molecular Biology(CCMB) Hyderabad, Centre for DNA Fingerprinting and Diagnostics(CDFD) Hyderabad, National Brain Research Centre, Manesar; National Centre for Biological Sciences, Bengaluru; National Institute of Immunology, New Delhi; Institute for Stem Cell Biology and Regenerative Medicine, Bengaluru; National Centre for Cell Science, Pune and Department of Biological Sciences, TIFR, Mumbai. Each participating institution has its own admission procedure however test scores of the TIFR examination (JGEEBILS) are common. Students need to apply separately to the concerned institution indicating the TIFR Entrance Test Reference Code. The S. N. Bose National Centre for *Basic Sciences*, Kolkata, conducts the *integrated M. Sc. - Ph. D.* programme in physical sciences for graduates. The Birla Institute of Technology and Science (BITS) Pilani offers integrated M. Sc. (Hons.) programmes in biological sciences, chemistry, physics and mathematics. Selection is based on BITS Admission Test. The IISc, Bengaluru, provides excellent opportunities for first-class science graduates to pursue integrated Ph. D. programmes in physical, chemical, biological and mathematical sciences. Selection is based on Joint Admission Test (JAM) conducted by IITs. The Jawaharlal Nehru Centre for Advanced Scientific Research (JNCASR), Bengaluru, also provides integrated Ph. D. programmes in material science, chemical science and biological science for meritorious graduates in science and engineering. ([www.jncasr.ac.in/admit](http://www.jncasr.ac.in/admit)). Indian Institute of Astrophysics (IIA), Bangalore has launched integrated M. Sc.-Ph. D. Programme in Physics and Astrophysics in collaboration with Indira Gandhi National Open University (IGNOU), New Delhi. JNCASR, Bangalore conducts Integrated Ph. D. in Materials Science, Biological and Chemical Sciences.

#### **OUTREACH ACTIVITIES FOR THE BASIC SCIENCE UNDERGRADUATES AND POST GRADUATES:**

Jawaharlal Nehru Center for Advanced Scientific Research (JNCASR), Bangalore offers Project Oriented Chemical Education (POCE), Project Oriented Biological Education (POBE). These programmes are conducted periodically to encourage first year graduates in basic sciences. **National Initiative on Undergraduate Science (NIUS)**, a major initiative of **Homi Bhabha Center for Science Education (HBCSE), Mumbai** concerning tertiary science education in India conducts various workshops for undergraduates to nurture their involvement in the basic science research and education. IISc, CCMB, JNCASR, TIFR, National Institute of Science and Technology (NIST) and many more invites basic science students for two months summer research fellowship which aims to provide world class research facilities and platform to the college and university students. Indian Academy of Sciences (IAS), National Academy of Sciences, India (NASI) and Indian National Science Academy (INSA) jointly organizes summer research fellowship programme for the young students and teachers of basic sciences.

#### **Ph. D. PROGRAMMES:**

All the universities in India conduct research / Ph. D. programmes. For opting admission postgraduate

students have to clear the Ph. D. Entrance Test (PET) conducted by the university. Apart from this the tests conducted by CISR NET / JRF, SLET and valid GATE score is also considered for the admission. Every institute also conducts own entrance test and interviews for the enrolment. Every student admitted for research in these institutes is provided fellowship. IISC, DBT-JRF, TIFR, IISER, ICMR –JRF, ICAR-JRF, NCBS, JNU, National Brain Research Centre, AIIMS Ph. D., BARC, Shyama Prasad Mukherjee Fellowship awarded by CSIR are some of the avenues of international reputation, securing any of these mentioned fellowships will make one eligible to apply for Ph. D. programmes in institutes that don't hold a separate entrance test for Ph. D. admission. GATE-JRF fellow are eligible for Ph. D. in any of the CSIR laboratories, all IITs and state and central universities. While top 100 DBT-BET qualified students are eligible to register for Ph. D. in any of the Indian Institutes, the next 100 are eligible for the same but only in the DBT specified institutes. Overall, fellowships are activated upon successful registration for JRF/Ph. D. positions. DST-SERB provides prime minister's fellowship for doctoral students. University Grant Commission provides fellowship to the students opting for doctoral studies in science. These fellowships under various heads like Maulana Azad National Fellowship for Minority Students, Post-Graduate Merit Scholarship for University Rank Holder, JRF under Major research project are some of the avenues for aspirants.

**Table I: List of institutes working in basic sciences along with their websites.**

SR. NO.	NAME OF THE INSTITUTE	PLACE	WEBSITE ADDRESS
1.	All India Institute Of Medical Sciences	New Delhi	<a href="http://www.aiims.ac.in">www.aiims.ac.in</a>
2.	Bhabha Atomic Research Centre	Mumbai	<a href="http://www.barc.gov.in">www.barc.gov.in</a>
3.	Centre For Cellular And Molecular Biology	Hyderabad	<a href="http://www.ccmbr.res.in">www.ccmbr.res.in</a>
4.	Centre For DNA Fingerprinting And Diagnosis	Hyderabad	<a href="http://www.cdfdi.org.in">www.cdfdi.org.in</a>
5.	Centre For Scientific And Industrial Research	Bangalore	<a href="http://www.csirhrdg.res.in">www.csirhrdg.res.in</a>
6.	Department Of Biotechnology	New Delhi	<a href="http://www.dbtindia.nic.in">www.dbtindia.nic.in</a>
7.	CR Rao Advanced Institute Of Mathematics, Statistics And Computer	Hyderabad	<a href="http://www.crraoaimscs.org">www.crraoaimscs.org</a>
8.	Department Of Science And Technology	New Delhi	<a href="http://www.dst.gov.in">www.dst.gov.in</a>
9.	Harish-Chandra Research Institute (HRI)	Allahabad	<a href="http://www.hri.res.in">www.hri.res.in</a>
10.	Homi Bhabha Centre Science Education	Mumbai	<a href="http://www.hbcese.tifr.res.in">www.hbcese.tifr.res.in</a>
11.	Indian Council Of Agricultural Research	New Delhi	<a href="http://www.icar.org.in">www.icar.org.in</a>
12.	Indian Institute Of Chemical Technology	Hyderabad	<a href="http://www.iictindia.org">www.iictindia.org</a>
13.	Indian Institute Of Science Education And Research, Bhopal	Bhopal	<a href="http://www.iiserbhopal.ac.in">www.iiserbhopal.ac.in</a>
14.	Indian Institute Of Science Education And Research, Mohali	Mohali	<a href="http://www.iiser Mohali.ac.in">www.iiser Mohali.ac.in</a>
15.	Indian Institute Of Science Education And Research, Pune	Pune	<a href="http://www.iiserpune.ac.in">www.iiserpune.ac.in</a>
16.	Indian Institute Of Science Education And Research, Tiruanatpuram	Tiruanatpuram	<a href="http://www.iisertrm.ac.in">www.iisertrm.ac.in</a>
17.	Indian Institute Of Science Education And Research, Kolkata	Kolkata	<a href="http://www.iiserkol.ac.in">www.iiserkol.ac.in</a>
18.	Indian Institute Of Science, Bangalore	Bangalore	<a href="http://www.iisc.ernet.in">www.iisc.ernet.in</a>
19.	Indian Institute Of Space Science And Technology	Thiruvananthapuram	<a href="http://www.iist.ac.in">http://www.iist.ac.in</a>
20.	Indian National Science Academy	New Delhi	<a href="http://www.insaindia.org">www.insaindia.org</a>
21.	Indian Statistics Institute	Calcutta, Hyderabad, Chennai, Pune, Bangalore	<a href="http://www.isical.ac.in">www.isical.ac.in</a> etc.
22.	Institute Of Chemical Technology	Coimbatore, Mumbai	<a href="http://www.ictmumbai.edu.in">www.ictmumbai.edu.in</a>
23.	Institute Of Mathematical Sciences	Chennai	<a href="http://www.imsc.res.in">www.imsc.res.in</a>
24.	Jawaharlal Nehru University, New Delhi	New Delhi	<a href="http://www.jnu.ac.in">www.jnu.ac.in</a>
25.	Jawaharlal Nehru University, New Delhi	New Delhi	<a href="http://www.jnu.ac.in">www.jnu.ac.in</a>
26.	Ministry Of Earth Sciences	New Delhi	<a href="http://www.moes.gov.in">www.moes.gov.in</a>
27.	Ministry Of Environment And Forest	New Delhi	<a href="http://www.envfor.nic.in">www.envfor.nic.in</a>
28.	National Centre For Cell Sciences.	Pune	<a href="http://www.nccs.res.in">www.nccs.res.in</a>
29.	National Chemical Laboratory	Pune	<a href="http://www.ncl-india.org">www.ncl-india.org</a>
30.	National Institute For Interdisciplinary Science And Technology (NIIST)	Thiruvananthapuram	<a href="http://www.niist.res.in">www.niist.res.in</a>
31.	National Institute Of Immunology	New Delhi	<a href="http://www.nii.res.in">www.nii.res.in</a>
32.	National Institute Of Science And Education	Bhubaneswar	<a href="http://www.niser.ac.in">www.niser.ac.in</a>
33.	National Institute Of Undergraduate Studies	Mumbai	<a href="http://www.nius.org.in">www.nius.org.in</a>
34.	National Institute Of Undergraduate Studies	Mumbai	<a href="http://www.nius.hbcese.tifr.res.in">www.nius.hbcese.tifr.res.in</a>
35.	National Physical Laboratory	New Delhi	<a href="http://www.nplindia.org">www.nplindia.org</a>
36.	National Brain Research Centre	New Delhi	<a href="http://www.nbrc.ac.in">www.nbrc.ac.in</a>
37.	S. N. Bose National Centre For Basic Sciences	Kolkata	<a href="http://newweb.bose.res.in">newweb.bose.res.in</a>
38.	Tata Institute Of Fundamental Research (TIFR)	Mumbai	<a href="http://www.tifr.res.in">www.tifr.res.in</a>

**CONCLUSION:**

Initiatives taken by all above mentioned world renowned institutes will prove advancement in the development of manpower and expertise to meet ever increasing demands of industrial sector in India and abroad. Newly launched scholarships have received good response and appreciation.

**REFERANCES:**

1. ICSU (2011). Report of the ICSU Ad-hoc Review Panel on Science Education. International Council for Science, Paris.
2. Shukla, R. *et al.* (2005). India Science Report, National Council of Applied Economic Research, New Delhi.  
<http://www.insaindia.org/India%20Science%20report-Main.pdf>.
3. UNESCO (2005): Current Challenges in Basic Science Education, briefing paper, *Chatham House 1-10*.



## EMPLOYEE MOTIVATION AND ENCOURAGEMENT



RITA N KUMAR

N.V.Patel College of Pure and Applied Sciences, Vallabh Vidyanagar, Anand

Email : ritankumar@yahoo.co.in

### ABSTRACT

Motivation drives individuals to accomplish personal and organizational goals. The objective of motivating employees is to lead them to perform in ways that meet the goals of the department and the organization. In present times, the employee motivation and encouragement seek prime attention with increasing competition in professional world and availability of ample job opportunities. It has been experienced that many a times its difficult to keep faculty enthusiastic and eager to accept the tasks with willingness. To maintain the quality level of Higher education, the faculty need to be motivated in order to have spirit of zeal, enthusiasm and dedication to work. Encouraging the faculty with new ideas and initiatives and involving employee in decision making are some of the good steps of authority. Recognition of their talents, felicitating with proper reward and promote them as per work based performance are the desirable actions. The motivation of college faculty with particular case studies is discussed in paper.

#### Introduction :

"Opportunities don't happen, you create them" -*This statement of Chris Grosser rightly justifies the true spirit of exploring new avenues.* Present time brings increasing gas and petrol-diesel prices, the higher cost of living, more job competitions in market and many such bare realities. In such turbulent, often chaotic, environment, institutional success depends on employees using their full talents. In order to get successful results, keeping morale high for those employees who are with the institution is one of the top priorities. The employees who feel they are being treated fairly and honestly by an organization will be more inclined to stick it out, through good or bad financial times. Therefore, in today's down economy, motivation of employee is more important than ever to have a contented employees. Contented and motivated employee is loyal employee who wants to do his best to see the institution succeed. He is a productive employee and a productive employee is a more profitable employee. When people aren't motivated, they become less productive, less creative and of fewer assets to organization. There is a need of motivated employees in order to sustain the quality education.

Motivation drives individuals to accomplish personal and organizational goals. Motivation is important for success which leads them to perform in ways that meet the goals of the department and the organization.

**1. Motivation provides good start:** When a person is motivated about something, he can work on it effortlessly. It doesn't require to force or tell the employee to do the work. It creates the willingness within the faculty to carry out the task. Nobody needs to force him to work. Nobody needs to tell him to move. Since getting started is perhaps the most difficult part of getting things done, being motivated is tremendously helpful for employee.

**2. Motivation provides keep it up spirit :** To initiate the work is one thing and to continue doing is another thing as there are number of hurdles on the way which can hinder him from achieving success. But the motivation keeps him going in spite of discouragements and failures. That's why motivation often makes the difference between winners and losers. Winners are those who can go through challenges and difficulties. Losers, on the other hand, are those who can't go through challenges and difficulties since they lack the necessary motivation.

#### **3. Motivation provides enthusiasm to do more work :**

The person with motivation will voluntarily do more about it than what is required from him. While other people will only do what is necessary. This also creates an opportunity to be more successful than others.

**4. Motivation provides stress free atmosphere:** Motivation enables the person to look at things with different perspective. The journey to success is long and difficult but an enjoyable journey. Of course, there are always times when things aren't good, but motivation enables to endure such difficult times.

In present times, the employee motivation and encouragement seek prime attention with increasing competition in professional world and availability of ample job opportunities. Employee satisfaction is a factor in employee motivation, employee goal achievement, and positive employee morale in the workplace. It has been experienced that many a times its difficult to keep faculty enthusiastic and eager to accept the tasks with

willingness. To maintain the quality level of Higher education, the faculty needs to be motivated in order to have spirit of zeal, enthusiasm and dedication to work. Encouraging the faculty with new ideas and initiatives and involving employee in decision making are some of the good steps of authority. Recognition of their talents, felicitating with proper reward and promote them as per work based performance are the desirable actions. Motivation drives individuals to accomplish personal and organizational goals. The objective of motivating employees is to lead them to perform in ways that meet the goals of the department and the organization.

**Methods:** Motivation leads to good performance when it is accompanied by skills and abilities such as leadership, decision making, problem solving, etc. **The following are several ways for faculty motivation which are practiced by us and found to be worth helpful.**

**(I) Recognition:** Upon a good success or accomplishment of work, the employee needs to be appreciated for that achievement. Our institution has provided the recognition to the faculty members who are involved with successful accomplishment of institutional certification and accreditation. The faculty have been awarded with **cash prize** of Rs. 20,000/- and a specially designed **memento** alongwith the name of faculty and his/her role as teacher and researcher and counselor.

**(ii) Applause / Award:** Whenever a small work of any special task is done with care and skill, it forms a good impression. The small things matter a lot, for it is the beginning of Big things. A round of applause for specific achievements or Award or trophy is another effective way of applauding faculty. The faculty can be felicitated with applause during any common staff meeting or special meeting.

Apart from teaching at U G level, number of faculty members are involved in research activities. They are recognized guides in various subjects and they beg sanction of major and minor research projects from National agencies. Our institution acknowledges such researchers and they are felicitated with a memento by the management during the Annual Day celebration.

**Majority of the faculty are working as counselors for various group of students. They are the mentors and guardian of those students. They are assigned the task of monitoring their attendance (their absence / presence), communicating to parents, and conducting regular meeting with them, assessing their performance in weekly tests, solving their problem and helping the students to have improved academic performance. The accountability of counselors is checked by institution. The institution announces Best Counselor Award in various categories.**

**(iii) On-the-Spot Praise:** This too is associated with recognition but the key here is timing. When there is a reason for praising someone, a prompt action should be taken. Promptness equals effectiveness. Praising the staff when the achievement is fresh on everyone's mind is more impressive. Praise the faculty promptly for what they have accomplished or achieved! Don't allow time to creep in and snatch away any ounce of the positive impact that praise can have when it is delivered promptly. Our faculty members are given such on the spot Praise by management. For example, the College activities news was given good coverage by media. Majority of news papers as well as T.V. channels highlighted the institution in magnificent way. The credit of course goes to the Convener of Press committee Portfolio. It was her painstaking efforts to contact all media persons and provide them Institutional information and see to it that it gets published in time. Her efforts were recognized by management and she was given a special Appreciation Letter for her impressive role. This not only boosts the morale of faculty but also encourages other members to work with same zeal and enthusiasm.

**(iv) Leadership Role: Provide leadership role to faculty to reward their performance. Most of the faculty is stimulated by leadership role even in small gatherings. Make them different committee heads or Conveners or ex officios. That helps to know the future promotable people. Allow the faculty to lead brief meetings / activities. This helps them to know own strength and skills. This has been done at our institution by forming various committees and assigning each faculty some leading role in various portfolio so that each faculty gets exposure in one or other activities and puts best efforts to make the given successful.**

**(v) Regular training: Regular effective training and workshop is most important and good motivator. Training is always desirable to keep faculty abreast with latest development on the subject and if proper and consistent performance is required from faculty, then they need to be equipped with the tools for the same. If they are given good quality training that covers the topics and issues they are faced with, then they will respond to it and will stick with what they have learnt.**

**(vi) Support for Co/Extra curricular activities: Participation in** outside the campus academic activities is a stimulating break. The paper presentation during conference or symposia, or attending any workshop or training

program is essential part of individual's academic growth and progress. Encouraging them to participate and attend such activities is a great motivation by institution. The seminar attendees are asked to give a brief report of their event. Moreover, encouraging and supporting them to conduct such events at own institute for the sake of other faculty is one step forward to the progress of institution and individual. Our institution is always keen to see that our faculty must participate in such events and is always supportive to conduct such national level and state level events in our own institution every year.

**(vii) Contests/events focusing faculty:**

Overall the most successful contests seem to be those affiliated with different themes. Cultural events, festival celebrations, sports event, teacher's day, staff club are some of such platforms to arrange some contests on. Sports, without a doubt, provide the largest opportunity for a wide variety of contests. Male and female faculty enthusiastically take part in all events such as running, table tennis, Badminton, carom, chess, volley ball cricket etc. The winners are awarded with prizes by institution.

Cultural events and teacher's day celebration provide the opportunity for staff to exhibit their talents in singing, debating, sher and shayari, mimicry, dance and theatre etc. Such programs are long awaited by everyone to take part.

**(viii) Additional Responsibility:** There are definitely employees in organization who are begging for and can handle additional responsibility. The institution needs to identify who they are and if possible match responsibilities to their strengths and desires.

**(ix) Personality development programs for faculty:** For academic as well as overall growth of faculty and institution, the institution needs to organize some programs which will help the faculty to learn and improve their own life style. Generally the lull time period when the teaching is over and faculty is relatively free is chosen for such purpose by our institute. The seminar on stress Management is one such example which proves to be much useful to faculty. The seminar on teaching skills and methodology, information and communication, language empowerment can also be arranged for newly joined faculty.

Moreover, the faculty can always be encouraged and motivated by:

- ? Accepting their ideas and initiatives,
- ? Their involvement in decision making,
- ? Promoting them as per work based performance
- ? Offering good training.
- ? Timely incentives
- ? Soliciting employee feedback regarding
- ? Responding to employee needs and complaints

**Conclusion :**

Employee motivation is a constant challenge. What motivates one employee may not be motivating another. Research indicates that while treating employees nicely is a factor in motivation and happy employees are also a factor in employee motivation, more is needed for a successful organization. After all, an institution of happy employees is great, but it doesn't guarantee quality products to be delivered on time or delighted customers, or profitability. Factors such as demanding goals, success measurements, and critical feedback ensure the organization's success.

Let us not forget that the facets of employee motivation and satisfaction may vary from institution to institution. Lastly to close with the quote of Danielle Luedtke "Some people dream of great accomplishments while others stay awake and do them ". Let us be the doers.



## AFFECTIVE PEDAGOGY FOR THE RESISTANT LEARNER



KAMALAKAR BHAT

Postgraduate Department of English, Ahmednagar College, Ahmednagar, Maharashtra

Email : tellkamalakar@gmail.com

### ABSTRACT

The paper entitled "Affective Pedagogy for the Resistant Learner" concerns with the question of how to make classroom teaching effective when the learners are resistant to learning. Pedagogical thinking has only recently begun to take seriously the complexity posited by resistant learners. In fact, the very concept of learner's resistance is new in the field of educational philosophy. As long as a mechanistic view of education as a simple and direct communication between the teacher and learner conditioned our view, the possibility that learners are anything other than passive receivers of pre-determined educational content was never really appreciated. Educational policy makers and educational philosophers have seriously begun to explore classroom as a site of negotiation. One of the main issues anyone working in the field of education has always encountered is that of the student who fails to learn. One of the answers to this question is that learners may resist learning. There are a range of reasons for this resistance. But, this paper concerns with the question of how classroom pedagogy might engage with this resistance.

It is argued in this paper that one of the productive ways to deal with resistance is through affective pedagogy. Excessive reliance on rational approach to pedagogy and the restricted sense of 'rationality' has rendered our classrooms a sort of clinical places which rarely accommodate any emotional engagement between the educator and the educatee. Affective pedagogy deviates from the theory of the teachers' detachment and proposes a pedagogic practice that factors in the emotional context of learning as much as any others. Affective pedagogy aims at creating the right emotional context for the learners to receive their education. In doing so, it hopes to affect positively the level of motivation among the learners. If the classroom activities can go beyond their content-fetishism and give more space to motivating the learners, the quality as well as quantity of learning can improve among the resistant learners.

The paper addresses the issue of learners' resistance and how it can be dealt with in the classroom through affective pedagogy. The problem has been delineated in general first and then defines the operative concepts and finally presents 'dramatic classroom' as a form of affective pedagogic model suitable for dealing with resistant learners.

Changes are made in the content and structure of education periodically in response to newer discoveries and developments in the fields, transformations in economy, technology, and way of life, among others. But one of the important reasons for reforming education has been the gap between the expected goals of education and what is realized. In order to help the educatee cope with the extent of learning set for him/her, various changes are made in the structure of the courses, the evaluation system, teaching techniques and classroom activities. A wide variety of student-centric or subject-centric changes have been implemented to improve the extent of learning by the educatee. Progress has been made on the front of reducing the gap. It appears that as students from more and more diverse backgrounds enter the field of higher education, there is larger percentage of students who fall behind in terms of expected levels of learning. Very often this is then attributed to the students' inability to cope. But serious considerations of the issue have repeatedly revealed that the system of education has to find better ways of dealing with such lack of learning. In this context, one area that has received very little attention is learner resistance. The paper concerns with the resistant learner and how classroom pedagogy might be able to deal with it productively.

Education may be seen to swing between an external and an internal orientation. External orientation refers to the instrumental view of education as serving to make the educatee suitable for something external to him or her while the internal orientation refers to the organic view of education as to make the educatee be empowered to realize their potentials.

Under the capitalistic economic dispensation and especially market economy, the instrumental view of education – where individuals (human beings) are turned into human resources – has come to be dominant, normative and pervasive. The decline of general humanist education and the rise of job-orientation (employability-orientation) is a mark of this. The result is that education has tended to set aside the internal orientation and thus the growth of the individual has tended to adopt ways of imbibing in the individuals a

restricted self-perception. It is in the context of this discordance and this struggle between the instrumental and the organic view of education that the issues of resistance are examined and how issues may be overcome through affective pedagogy.

Educators need to find the best ways of empowering motivated students without reducing them to human resource. Another big challenge is with students whose motivation levels are low. The focus is on one type of lowly motivated students i.e. the resistant learners. A resistant learner may have one or more traits mentioned below:

- i. finds required learning difficult
- ii. remains absent from classes
- iii. gets low grades in exams
- iv. uses substandard resources (guides)
- v. sits in the classroom with the least comprehension
- vi. doesn't share with the educators the goals of a course
- vii. refuses to be changed by the prevalent pedagogy
- viii. refuses to submit to the expected behavior or worldview implicit in pedagogy

In short, a resistant learner is every student who can't be taught. Such students are those who fail in exams or who show lack of comprehension in classes as resistant learners, and not as unintelligent students.

#### **Why resistance?**

James Atherton in an essay titled "Resistance to Learning" defines as symptomatic of a situation where the learning is experienced as 'supplative' rather than 'additive'. These qualities are not the attributes of the material to be learned, but aspects of the experience of the learner – the product of the interaction between the learner and material. Most learning, even in the case of adults, involves simply adding to one's stock of knowledge or skill, hence the label 'additive'. The single most defining characteristic of resisted learning is supplative nature in which the material replaces or threatens knowledge or skills which have already been acquired.

While this description of resistance strictly focuses on its source in the content of learning, we may need to also take into account a variety of other factors. It would be useful here to refer to Stephen D. Brookfield who lists the following reasons for resistance to learning in his book "*The Skillful Teacher*":

1. Poor self- image as a learner
2. Fear of the unknown
3. The normal rhythm of learning
4. Lack of clarity in teachers' instructions
5. Students' personal dislike of teachers
6. Mismatch between learning and teaching styles
7. Apparent irrelevance of learning activity
8. Fear of looking foolish in public
9. Danger of committing cultural suicide
10. Level of required learning is inappropriate

Brookfield's list has many emotional causes. In addition to these one may add some more affective causes to resistance:

- \* Learner being a victim of domestic violence
- \* Learner disturbed by economic crisis of the family
- \* Learner burdened by family responsibilities more than he/she can bear
- \* Learner under stress for personal or domestic crisis

Brookfield points out that the intensity and longevity of learner resistance may be reduced if the teacher follows the pedagogic practice of "...making a deliberate attempt to create diversity in your teaching, regularly trying to get inside students' heads, making sure you try to balance credibility and authenticity, creating learning communities." It is quite evident that in India too, it is time to address the issue of learner resistance seriously and revise our approach to pedagogy so as to make it a comprehensive teaching-learning process rather than a content-delivery mechanism.

#### **Resistance to learning and classroom pedagogy**

In a society like ours, a classroom consists of students from diverse backgrounds. Perhaps educational philosophy in India hasn't seriously responded to the need to build the education system keeping the diversity in mind. Until recently, textbooks as well as teachers in their classrooms used to operate on the assumption that students are a homogenous group – the normative such group being upper caste middle class. Such an assumption therefore could safely function taking the levels of motivation, the economic, emotional, moral, and

ideological backgrounds of students as being the same. Much of the classroom pedagogy practiced till today is based on such assumptions. The examples of two such practices are content-fetishism and the rational and impersonal nature of pedagogy.

A rationalized pedagogy impoverishes the dynamic relation between the teacher and the student. For a student whose presence in the classroom is itself a part of her daily struggle, a teacher who allows only the content-related exchange can enable very little context for learning. Content fetishism reduces the classroom to an exchange of information on the subject minimizing the focus on delivery and reception. The context within which each student conducts learning is critical and ignoring it would potentially make teaching-learning a ritual. The excessive focus on syllabi and on re-presenting information in exams reveals content fetishism. Students with bruised minds or undergoing stress of any kind may not benefit at all from such a classroom. In *“Emotional Intelligence”*, Daniel Goleman notes: “The extent to which emotional upsets can interfere with mental life is no news to teachers. Students who are anxious, angry, or depressed don't learn; people who are caught in these states do not take in information efficiently or deal with it well.” (p.78)

This results in poor performances. There is a spurt in enrollments leading to demands for mending the situation. To a large extent the phenomena of poor results are handled by reducing the benchmark in exams and the quality of education in general. The former includes introducing orals, practicals, objective questions or multiple choice questions as secret roads to awarding marks in the name of improving the system of evaluation. The latter is seen in the way syllabus is diluted and the manner in which examinations are becoming less and less rigorous. Perhaps it is required to arrest this slide and begin to address the issue of learner resistance.

Much of the malaise diagnosed in education system relate in one or the other way to learner resistance. Therefore, if we try to develop pedagogic practices to deal with resistance rather than pretend that it doesn't exist, or that it is external to the system, then the difference will perhaps be made. One of the strategies suitable for dealing with learner resistance in higher education is affective pedagogy.

Affective pedagogy is a term used to refer to:

- i. an empathetic classroom where the existential realities of the students are recognized
- ii. reduced content fetishism in the classroom, so that the teacher doesn't merely spew out subject information all the time, ignoring its reception
- iii. teacher is also a counselor – thus requiring teacher training to be more a training of teachers not just subject experts.
- iv. teacher uses the classroom to negotiate between the students preparedness to learn or its lack and the objectives of the course
- v. classroom as a space for dramatic relationship

#### **Dramatic Classroom**

In conceptualizing a classroom within the parameter of affective pedagogy, one may draw from the concept of dramatic friendship as conceived by Michael Oakeshott. He describes friendship as a relationship which not merely convenient and useful, thus utilitarian, but as one in which the friend is “who engages the imagination, who excites contemplation, who provokes interest, sympathy, delight and loyalty simply on account of the relationship entered into”. Applying this concept to a classroom the teacher can conceive – student relationship as being less mechanistic. Unless the teacher also becomes a bit of a counselor helping the students to cope with their societal or emotional issues, the relationship between them would be very clinical. Such a relationship based on utilitarian idea produces alienation whereas one based on mutual value produces respect and companionship. When the classroom is conceived as a dramatic relationship, and when teaching-learning sets aside content-fetishism, teaching becomes more humane and can involve issues of not only acquiring knowledge but also absorbing it into the specific existential context of the learner.

According to Allan Patience, it is important to remind ourselves that affective pedagogy is not simply about producing compliant workers and obedient consumers. It is mostly about contributing to the nurturing of citizenship in democratic cultures. Democratic citizenship takes root where individuals and groups are able to participate, intelligently and responsibly, in making the decisions that affect their lives. It requires informed people with well-developed capacities to cooperate sympathetically, tolerantly and with understanding across a wide range of cultural, religious, language and gender barriers.

#### **References:**

- James Atherton, “Resistance to learning: a discussion based on participants in in-service professional training programmes”, in *Journal of Vocational Education & Training*, 51:1, pp.77-90.
- Stephen D Brookfield, *The Skillful Teacher*. Jossey-Bass: San Francisco, 2006.
- Stephen D Brookfield, *The Skillful Teacher*. Jossey-Bass: San Francisco, 2006.
- Daniel Goleman, *Emotional Intelligence*. Bantam Books: New York, 1995.



## EFFECTIVENESS OF ORGANIZATIONAL LEADERSHIP IN QUALITY ENHANCEMENT AND CAPACITY BUILDING OF STUDENTS



DIPALI ANILKUMAR PUROHIT

Anand Law College, Anand.

Email : d\_purohit63@yahoo.com

### ABSTRACT

A leader is a person who brings to the situation a clear and compelling sense of the future as well as an understanding of the actions needs to get there successfully. Organizational leadership relate with management. It has general features like vision, strategy and people. There are two leadership theories that have had the most effective in education are transformational and instructional leadership. Transformational leadership enhances the motivational, morale and performance of followers through variety of mechanisms. Instructional leadership is those actions that a principal takes, or delegates to others, to promote growth in student learning. The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realisation. In new lime light, change the term "learning leader" to "instructional leader". It removes the barriers to leadership by eliminating bureaucratic structures and reinventing relationships.

***"The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant." Max DePree (Leadership is an Art)***

### INTRODUCTION

Organizational leadership is a combination of the art and the science in order to give a company direction. Organizational leadership is the ability of management to understand its employees and company goals enough to bring everyone together. All current higher education reform efforts aim to improve teaching and learning. For example, attempt to influence the overall approach to teaching and learning within an education institution, focus on innovative curriculum; typically address one part of a higher education's program and aim for widespread implementation, while innovative approaches to instruction, such as cooperative learning, hope to change teachers' practices one teacher at a time etc. This all reforms depend for their success on the motivations and capacities of leadership.

### METHODS

In this research paper, objective methods i.e. descriptive, co-relational, explanatory and exploratory are used. The descriptive research attempts to describe systematically a situation, problem, phenomenon, service or programme and condition of students, and describes attitudes towards a leadership. Moreover co-relational research attempts have been made to discover or establish the existence of a relationship between organizational leadership and what also to find out the role of organizational leadership in quality enhancement and capacity building of the students. In explanatory research, an attempt has been made to clarify why and how there is a relationship between them. In exploratory research, an area of organizational leadership is undertaken to explore and how it affects the students.

### Effectiveness of Organizational Leadership in Quality Enhancement and Capacity Building of Students

The successful leadership can play a highly important role in improving student learning when leaders are thought in formal administrative roles. The greater the challenge, the greater impact of their actions on learning is felt.

Generally **six qualities require that can make a student leader great. They are as follows:**

1. **Integrity**
2. **Autonomy**
3. **Group dynamics**
4. **Human relations**
5. **Positioning**
6. **Trust effectiveness**

The two leadership theories that have had the most effective in education are transformational and instructional leadership. Instructional leadership and transformational leadership have emerged as two of the most frequently studied models of school leadership. Instructional leaders focus on school goals, the curriculum, instruction, and the school environment. Transformational leaders focus on restructuring the school by improving school conditions.

### Instructional Leadership

In 1980 the Instructional leadership model emerged in the research on effective schools. This

model focused on the manner in which leadership improved educational outcomes. Indispensably the principal's role was to focus on the teachers as the teachers focused on helping students learn. The leadership of the school principal is instrumental in providing an explanation for school effectiveness. School leaders are intended to focus on the behaviours of teachers as they help teachers engage their students in learning activities. According to Hallinger (2003), conceptualization of instructional leadership recommends three dimensions:

1. Defining the school's motive
2. Operating the instructional program
3. Emboldening a positive school-learning climate

Dimmock in 1995 noted that instructional leadership is too prescriptive and relies on a top down process of management. This type of structure supports the notion that when principals execute essential tasks, teaching and learning improve. He also suggests that schools are characterized by "loose coupling and autonomy" and a better strategy would be a bottom-up approach. The proposed "backward mapping" would begin with student outcomes and then progress up through the following: learning styles and processes; teaching strategies; school organization and structure; and leadership, management, resources and culture/climate.

According to Dimmock, "The traditional top down linear conceptions of leadership and management and their influence on teaching and learning have become inappropriate". He also suggests that research findings indicate only a minority of principals that would find instructional leadership a reality.

But there is some problem with instructional leadership. In many schools, the principal is not the educational expert. Moreover, there are some principals who recognize their role to be administrative and, as such, they purposely make distance themselves from the classroom environment. Moreover some time the ultimate authority exists with the senior administrators in the district or divisional office. The principals are politically wedged between the expectations of classroom teachers, parents, the senior management team, and the members of the community. It has become a challenge for principals to work with the various educational stakeholders to maintain some sense of balance between the competing and often conflicting demands from various interest groups. Devolution and decentralization also diverts the principal's attention from the technical core of the college. Many principals are so absorbed in the managerial and administrative tasks of daily life, that they have no time to lead others in the areas of teaching and learning.

#### **Transformational Leadership**

Transformational leadership has its origin in James McGregor Burns's 1978 publication in which he analyzed the ability of some leaders, transverse many types of organizations, engage with staff in ways that inspired them to new levels of energy, commitment, and moral purpose. He said that this energy and commitment to a common vision transformed the organization by developing its capacity to work collaboratively to overcome challenges and reach ambitious goals.

Burns's theory was escalated further by Bass and colleagues who developed survey instruments to assess transformational leadership. Several of these instruments have been used in many published empirical studies of transformational leadership in education, though few have investigated the impact of such leadership on students' academic or social outcomes.

There are four elements of transformational leadership:

1. **Individualized Consideration** – The degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks.
2. **Intellectual Stimulation** – The degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.
3. **Inspirational Motivation** – The degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and believe in their abilities.
4. **Idealized Influence** – Provides a role model for high ethical behavior, instills pride, gains respect and trust.

Transformational leadership refers to that type of leadership which draws unusually high levels of commitment, loyalty and energy from followers, particularly under conditions of radical or transformational change. The influence processes associated with strong transformational leaders include high levels of individual consideration, intellectual stimulation. Transformational leadership appears to furnish the most all engrossing description and generate the most beneficial results. Transformational leadership seems to seek genuinely to benefit followers. Transformational leadership offers followers three critical areas:

1. Committed service
2. Charisma
3. Intellectual stimulation

There is tremendous difficulty and debate in determining exactly when and where to exercise transformational leadership. Transformational leadership is grounded in meeting higher-order needs within individuals in an attempt to motivate and inspire more success than previously thought possible.

Transformational leadership is also not without critics. Many transformational leaders fall victim to seeking their own desires and interests. It contends that many transformational leaders fail to produce their intended outcomes due to the inability of most leaders to sustain a motivational pattern. When such selfish desires occur, the transformational effort is reduced to transactional leadership. Transactional efforts reduce the impact of the leadership effort (Bass, 1990). Transformational leadership, however, is not intended to permanently replace transactional leadership. Nevertheless, the transforming effort seeks to improve morale and foster an atmosphere of continuous improvement. The atmosphere of continuous improvement sparked by transformational leadership provides an outstanding theoretical framework for student success reform efforts on college campuses.

#### Conclusion

The instructional leadership results in a collaborative learning environment where learning is not confined to the classroom and is the objective of all educators. Instructional leadership is an important departure from the ancient model of administrator as authoritarian. Inherent in the concept is the idea that learning should be a top-down process. Those students who learn to be instructional leaders acquire many characteristics that are beneficial to their schools and communities. Instructional leaders exhibit a clear sense of direction for their schools and prioritize and focus attention on the things that really matter in terms of the work of students. **Transformational leadership** enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance.

#### References

- [http://en.wikipedia.org/wiki/Transformational\\_leadership](http://en.wikipedia.org/wiki/Transformational_leadership)  
<http://www.umanitoba.ca/publications/cjeap/articles/stewart.html>  
<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf>  
<http://www.wallacefoundation.org/pages/executive-summary-how-leadership-influences-student-learning.aspx>  
[http://www.ied.edu.hk/apclc/roundtable2010/paper/paper%20\(viviane\).pdf](http://www.ied.edu.hk/apclc/roundtable2010/paper/paper%20(viviane).pdf)  
[http://prezi.com/jpb\\_qkrm\\_z5t/copy-of-the-impact-of-leadership-on-student-outcomes-an-analysis-of/](http://prezi.com/jpb_qkrm_z5t/copy-of-the-impact-of-leadership-on-student-outcomes-an-analysis-of/)  
[http://www.ehow.com/about\\_6567493\\_organizational-leadership-definition.html](http://www.ehow.com/about_6567493_organizational-leadership-definition.html)  
<http://www.wisegeek.com/what-is-organizational-leadership.htm>  
<http://www.practical-management.com/Leadership-Development/Role-of-an-Organizational-Leader.html>  
<http://www.russellconsultinginc.com/docs/Leadership.htm>  
[http://en.wikipedia.org/wiki/Transformational\\_leadership](http://en.wikipedia.org/wiki/Transformational_leadership)  
<http://www.e-lead.org/resources/resources.asp?ResourceID=14>  
<http://www.k-12leadership.org/4-Dimensions-of-Instructional-Leadership>  
[http://notebook.lausd.net/pls/ptl/docs/PAGE/CA\\_LAUSD/FLDR\\_ORGANIZATIONS/FLDR\\_INSTRUCTIONAL\\_SVC S/INSTRUCTIONALSUPPORTSERVICES/INSTRUCTIONAL\\_SUPPORT\\_SERVICES/ISS\\_RESEARCH/BLASE%20ARTICLE.PDF](http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVC S/INSTRUCTIONALSUPPORTSERVICES/INSTRUCTIONAL_SUPPORT_SERVICES/ISS_RESEARCH/BLASE%20ARTICLE.PDF)  
<http://peoplelearn.homestead.com/PrincipalInstructLeader.htm>  
<http://www.lhmartininstitute.edu.au/insights-blog/2013/06/132-leadership-in-vocational-education-and-training-institutions>



## STRATEGIES OF SUCCESSFUL LEADERSHIP IN AN ORGANIZATION



KAAJAL BHASIN, PRATIK N. MISTRY

General Department, Laxmi Institute of Technology, Sarigam

Email : pratik.lit@lvs.co.in

### ABSTRACT

“The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.” (1)

**-John Maxwell**

Before knowing about what is organizational leadership let us clear the concept of a “Leader” and its “Leadership qualities which comes first.

As Barac Obama quote: “Change will not come if we wait for some other persons, or some other times. We are the ones we've been waiting for; we are the change that we seek.”

Thus a person who leads, influence, commands and guides, whose actions inspire others to dream more, learn more, do more and become more, is said to be a “True Leader”. There are several types of leaders such as Laissez Faire, Autocratic, Participative, Transactional, and Transformational with example.

Such a leader at the end is required for an organization, and the qualities of such leaders help the organization and its employees to grow, flourish achieve its goals and get success in their vision and mission.

It boils down to this: that a successful leaders share the following characteristics or views which is said to be organizational leadership qualities as it is rightly said that:

“The single biggest way to impact an organization is to focus on leadership development. There is almost no limit to the potential of an organization that recruits good people, raises them up as leaders and continually develops them.”

Thus a person who has the organizational qualities concentrates on the following points which make him a true leader of an organization.

**“Mission, Vision, Goal, Competency, A strong team, Communication skills, Interpersonal skills, A "can do, get it done" attitude, Inspiration, Ambition.”**

Thus we can conclude that an organization can be set up if the leader has the above mentioned points.

### Introduction:

**Leader:** The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.<sup>1</sup>

This above-mentioned statement of John Maxwell itself reflects a true picture of a lead when we hear the word 'Leader' the first thing that comes to our mind is as who is a Leader? The answer to it is a person who leads, influence, commands and guides, whose actions inspire others to dream more, learn more, do more and become more, is said to be a “True Leader”. But, how far is it true.

We see a person who puts a Vision, Mission and Motivation ahead of everything else, who follows the values of Justice and Ethics, by serving the needs of the people they lead. A person who has the Character, Ability to concentrate & Observe who has the qualities of self-discipline, integrity, courage, sensitivity towards others, humility, and selflessness, which has the ability of disciplined planning, disciplined people, disciplined governance and disciplined allocation of resources.

We get inspired by such a person these are the qualities that actually creates our interest in the particular work we do and we tend to follow such as person and choose them to be our leader. Yes he is the one who actually lead us and guide us, whom we can trust and achieve our goals.

### Qualities of Leadership:

To explain the concept of leadership a new concept of a leader is introduced as well to the students where the person is segregated as a “Contributor” and a “Non Contributor”. Where to be a leader a person should posses the factors of Values + Effectiveness. To know whether a person possesses the leadership qualities of being a contributor he/she should posses a checklist for one's own self.

Further to make the difference more clear let us see the different types of leaders first

### Types of Leaders

- ? Leaders by the position achieved
- ? Leaders by personality and charisma (e.g. Bill Clinton)
- ? Leaders by moral examples (e.g. Dalai Lama)
- ? Leaders by power held (e.g. Narendra Modi)
- ? Intellectual leader (e.g. Rajiv Gandhi & Barack Obama)
- ? Leaders because of ability to accomplish things (e.g. Sardar Vallabhai Patel)

Failure to apply your leadership power usually prevents you from realizing success in the workplace. The organizational chart may not show you as a leader but you can act like a leader if you choose to do so. Leadership power is the primary cause of successful outcomes, great achievements and evolutionary progress.

Power Principles are Invest in your Infrastructure!, See Hope in Visionary Ways! Strategies are for Drivers, Do You Speak The Language?, Be Congruent, Consistent, And Cooperative!

### Difference between Responsibility, Accountability & Authority:

It is necessary to have brief understanding of three terms intimately connected with the concept and process of [delegation](#).

#### Responsibility

According to **Davis**, "Responsibility is an obligation of individual to perform assigned duties to the best of his ability under the direction of his executive leader." In the words of Theo Haimann, "Responsibility is the obligation of a subordinate to perform the duty as required by his superior".<sup>4</sup>

**McFarland** defines responsibility as "The duties and activities assigned to a position or an executive".<sup>5</sup>

#### Authority

According to **Henri Fayol**, "Authority is the right to give orders and the power to exact obedience".<sup>6</sup>

According to **Mooney and Reily**, "Authority is the principle at the root of Organization and so important that it is impossible to conceive of an Organization at all unless some person or persons are in a position to require action of others."<sup>7</sup>

#### Accountability

According to **McFarland**, "accountability is the obligation of an individual to report formally to his superior about the work he has done to discharge the responsibility."<sup>8</sup>

When authority is delegated to a subordinate, the person is accountable to the superior for performance in relation to assigned duties. If the subordinate does a poor job, the superior cannot evade the responsibility by stating that poor performance is the fault of the subordinate. *A superior is normally responsible for all actions of groups under his supervision even if there are several layers down in the hierarchy.* Simply stated, accountability means that the subordinate should explain the factors responsible for non-performance or lack of performance.

### Authority, Responsibility and Accountability are Inter-related

They need proper consideration while introducing delegation of authority within an Organization. In the process of delegation, the superior transfers his duties/responsibilities to his subordinate and also give necessary authority for performing the responsibilities assigned. At the same time, the superior is accountable for the performance of his subordinate.

### Review your performance as a Leader:

#### 1. Assess yourself as a Leader

- Conduct a SWOT Analysis

This is very important steps in preparing for job interviews. A candidate should prepare his or her SWOT analysis objectively and analytically. A SWOT analysis is a statement showing once's Strength, Weaknesses, Opportunities, and Threats.

A candidate should ask himself/herself that

- ? What skill does the organization need?
- ? What skills, education, training, it will need in future?
- ? What are my strength?
- ? What are my major weaknesses?
- ? If I continue with the same weakness, will they become a major threat to my carrier goals?

Thus, as it is rightly said that we are the best critics of ourselves and for a person to possess a good leadership

qualities. He should undergo such SWAT analysis.

**Organizational Leadership:** Organizations can be structured according to its hierarchy. In an organizational hierarchy, there is a single person or group with the most power and authority, and each subsequent level represents a lesser authority. Most organizations are structured in this manner, including governments, companies, militia and organized religions. The units or persons within an organization are depicted hierarchically in an organizational chart.

In a reverse hierarchy, the conceptual pyramid of authority is turned upside-down, so that the apex is at the bottom and the base is at the top. This model represents the idea that members of the higher rankings are responsible for the members of the lower rankings.

### **Organizational Leadership**

Talking about Organizational leadership, Field Marshall Sir William Slim states "Managers are necessary; **leaders** are essential. Leadership is of the Spirit, compounded of personality and vision. Management is of the mind, more a matter of accurate calculation, statistics, methods, timetables, and routine."<sup>1</sup>

### **Styles of Leadership**

There are mainly three styles of leadership

#### 1) Autocratic leadership

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group.

Bal Thakre

#### **Characteristics of Autocratic Leadership**

Some of the primary characteristics of autocratic leadership include:

- ? Little or no input from group members
- ? Leaders make the decisions
- ? Group leaders dictate all the work methods and processes
- ? Group members are rarely trusted with decisions or important tasks

#### 2) Democratic leadership

Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most effective and lead to higher productivity, better contributions from group members, and increased group morale.

Under democratic leadership, the people have a more participatory role in the decision making process. One person retains final say over all decisions but allows others to share insight and ideas.

Abraham Lincoln, Mamta Banerji

#### **Characteristics of Democratic Leadership**

Some of the primary characteristics of democratic leadership include:

- ? Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions.
- ? Members of the group feel more engaged in the process.
- ? Creativity is encouraged and rewarded.

#### 3) Laissez-faire leadership

Laissez-faire leadership, also known as delegate leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members.

#### **Characteristics of Laissez-Faire Leadership**

Laissez-faire leadership is characterized by:

- ? Very little guidance from leaders
- ? Complete freedom for followers to make decisions
- ? Leaders provide the tools and resources needed
- ? Group members are expected to solve problems on their own

Situation Approach to Leadership (Theory)

Command and control (traditional) leadership model—Taylor and Weber

Transformational leadership model—Tichy and Devanna

Charismatic leadership model—Conger

Self-leadership model—Manz and Sims

Mainstream approach

*Rationality of organizations*

*Efficiency and achievement of organizational goals*

Critical approach

*Applying historical, contextual considerations of sociological concepts to discover the in-process ways in which power, control, conflict, and legitimacy affect leader–follower dynamics.*

The Constructivist Approach

Suggests that accounts and interpretations of what the leader and the situation are perceived to be result from the interaction of the examined leader and the researcher in a shared context.

**Leader-member relations:** refers to group atmosphere and members' attitude toward and acceptance of the leader.

**Task structure:** refers to the extent to which tasks performed by the group are defined, involve specific procedures, and have clear, explicit goals.

**Position power:** is the extent to which the leader has formal authority over subordinates.

**Change in Leadership**

**Charismatic Leaders:**

- ? The ability to inspire.
- ? Motivate people to do more than they would normally do.
- ? Tend to be less predictable than transactional leaders.
- ? Create an atmosphere of change.
- ? May be obsessed by visionary ideas.

**Transactional Leaders:**

- ? Clarify the role and task requirements of subordinates.
- ? Initiate structure.
- ? Provide appropriate rewards.
- ? Try to be considerate.
- ? Meet the social needs of subordinates.

**New Method of Leadership**

A large number of interview respondents felt that many methods – such as content-heavy training – that are being used to develop leaders for the 21st century have become dated and redundant.

While these were relatively effective for the needs and challenges of the last century, they are becoming increasingly mismatched against the challenges leaders currently face.

- ? Increased focus on 'vertical' development (developmental stages)
- ? Transfer of greater developmental ownership to the individual
- ? The decline of the heroic leader – the rise of collective leadership

**Conclusion:**

Thus to conclude the entire content of Organizational Leadership we may say that the organization and its leaders should have to follow the vision, mission, goals, competency, communication skills, interpersonal skills.