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Three Day National Conference of Association of Indian College Principals On

Rejuvenating Higher Education for Global India

February

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Three Day National Conference of Association of Indian College Principals

On

Rejuvenating Higher Education for Global India

(6th, 7th & 8th February 2020)

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Abstract

The new framework of NAAC brings more objectivity in its assessment and accreditation process in order to avoid certain ambiguities and malpractices that were likely to enter in the course of time. It involves the active participation of all the stakeholders of higher education i.e., management, principal, teachers, society, government, alumni and students. A & A process takes into consideration the performance of teachers, students and alumni in terms of research, merit and attachment. However, it does not evaluate the performance of principals. The present paper highlights the lacuna in the PBAS –API method and suggests a modest format for the same as it directly affects the performance of the principals and thereby the quality of colleges in assessment and accreditation.

Key Words: A&A, (Academic and Administrative), PPI, KPI, HEI (Higher Education Institution), NAAC (National Assessment and Accreditation Council), UGC, PBAS-API (Performance Based Assessment System-Academic Performance Indicators)**.**

Introduction:

The higher education sector in India has been being evolved as an industry. It is likely to become a commodity where society and students are the customers and HEI is the service provider. The payer should receive what s/he pays for. It has compelled the governments as the key protector and monitor of the system to see that quality is maintained in the higher education sector as it transforms the human energy into human resource. NAAC and likes of it have been the result of this approach of the government. It evaluates the performance of the HEIs with its

prefixed parameters and grades them accordingly for the better convenience and choice for the learners. In the course of time, NAAC has made a good number of revisions in its functioning and parameters. The present new framework is one such change. It is well proven fact that time bound pay revisions of the employees in the HEIs are made in tune with the requirement of quality enhancement. The PBAS-API is one such appraisal method for the teachers, librarians and directors of the physical education at the various stages of promotions under career advancement scheme. However, the evaluation of the performance of the captain of the HEIs has escaped the attention of the policy makers in HE in India. ***The present paper attempts to suggest one such system and parameters to judge the performance of the college principals.***

The fifth pay commission for the university and college academic staff had the self-appraisal system for the fresh/direct appointments and promotions under Career Advancement Scheme (CAS). This self-appraisal system did not have the method of assessing the performance of the academic staff in terms of numerical marking, it only considered the stipulated span of service and participation in the training programmes like Orientation Programmes and Refresher Courses. The contributions in research and publication have mere mention in the form; therefore, it has become a matter for formality for the teachers and screening committee members involved therein.

The sixth pay commission introduced in 2006 replaced the prevailing system with the Performance Based Appraisal System and devised the Academic Performance Indicator format. It devised a format divided into three major categories- ***Teaching, Learning and Evaluation Related Activities,Professional Development, Co-Curricular and Extension Activities, Research and Academic Contributions*** - and having a good number of sub-categories having allotted fixed marks for each sub-category and fixed a minimum number of scores to be earned by the employees for the promotions at various levels. The third category received maximum focus and the academic staff particularly engaged in teaching began to devote more efforts thereon. In the course of time since the introduction of the PBAS-API, it faced various inadequacies and challenges, and consequently, it underwent minor and major changes. To this date, UGC has introduced four major amendments in its guidelines.

Need of the Evaluation Method and Parameters:

It is a quite interesting fact observed herein is that UGC has devised separate PBAS-API formats for college/university teachers, librarians and directors of the physical education. However, the key person of the higher education, the principal of the college and director of a higher education institution (isolated posts in the college /institutions like that of librarian and director of physical education) has been deprived of any method to assess his/her performance as principal/director. These administrators face demand of high expectations from the stakeholders of the higher education system. The State Government of Maharashtra had introduced a novel idea of KPI in discussion for the assessment of university administration (vice chancellors and other officers of universities) in the state in the month of Aug 2011, which has been into abeyance since then. At present, the principals and directors have to present their performance in the same format devised for the teachers despite the fact that the principals and directors discharge a quite different type of duties from the teachers.

The stipulated eligibilities for the post of principal/director laid down by UGC make it explicit that it expects principal/director to be an academician of highest merit. These eligibilities are paramount to that of a professor in university (long standing of 15 years, designation as an associate professor, and minimum 400 score from the category III-Research and Academic Contributions and some universities expect him to be a recognized guide**.** In nutshell, the person desirous to be principal/director has to prove that he is an acclaimed and experienced academician through his CV. However, once the person becomes a principal/director, s/he failsto spare time for his academic and research activities, as s/he has to devote most of the time for administrative duties that includes everything under the sky of the college/institute campus apart from statutory commitments towards university, state government, UGC and society. It may be because UGC pay revision guidelines have made no provisions of performance appraisal for the principals. Therefore, there is no separate PBAS-API for the principals. On the other hand, the professors of the university have opportunity to be promoted in the grade pay of Rs 12,000 when they work for three years in the grade of Rs. 10,000. Therefore, the teachers working as the principal find the post of the principal as the final/last position and finally find themselves in the lethargic stage, as they have neither time nor inclination for developing their CV in terms of PBAS API format. Consequently, very few principals find themselves in the higher posts like registrars and vice chancellors for the appointments of which research performance is weighed more than the administrative skills. Their administrative achievements/performance is not duly assessed as there has been no proper method for this purpose. Incentives in terms of promotions under CAS, special increments instead of allowances and prospects for future opportunities are the universal methods employed to increase the efficiency of the employees. This needs to be applied to the principals too.

Considering these facts, the college principals/directors do need a separate evaluation method based on the nature of duties they perform and expectations of the higher education stake holders they serve. A modest attempt is made here to present a format to evaluate the performance of the principals. Less weight need to be given to his teaching, research and publication while assessing his/her performance as the principal.

Performance Indicators for Principals

I A	Whether the college/ institution is accredited by NAAC or equivalent agency? If Yes,	
	Grade A++	50
	A+	45
	A	40
	B++	35
	B+	30

	B	25
	C	20
	SSR submitted	15
	IIQA submitted	10
	LOI submitted (discontinued)	05
I B	Whether the college/ institution is included u/s 2(f) & 12 (B) of UGC? If Yes,	
	Whether it is included in your incumbency period	25
	If applied in your period	10
I C	Whether the college/ institution has received grants from UGC? If Yes,	
	Has the college received College Development Assistance? If yes	20
	If applied	04
	Has the college received grants for IQAC? If Yes	10
	If applied	02
	Has the college received grants under Sports Development Scheme? If yes	20
	If applied	02
	Has the college received special grant for the construction of women's hostel?	20
	If applied	02
	Has the college received grants under remedial coaching classes Scheme? If yes	10
	If applied	01

	Has the college received grants to establish chair under Scheme of Epoch Making Thinkers? If yes	10
	If applied	01
	Has the college received grants to organize seminar/conferences? If yes	10 per event
	If applied	02
	Has the college received grants to undertake major research projects? If yes	10 per project
	If applied	02
	Has the college received grants to undertake minor research projects? If yes	05 per project
	If applied	01
	Has the teacher of college teachers availed teacher fellowships under FDP? If yes	05 per faculty member
	If applied	01
ID	Whether the college/ institution is recognized as CPE? If Yes,	
	If awarded	25
	If applied	10
I E	Whether the college/ institution is recognized as an autonomous institution?	
	If recognized	50
	If applied	10

IF	Whether the college/ institution has received an ISO certification?		
	If Yes,	10	
	If applied	02	
I G	Whether the academic audit of the college/ institution has been made?		
	If Yes,	10	
	If applied	02	
I H	Whether the Green audit of the college/ institution has been made?		
	If Yes,	10	
	If applied	04	
I I	Whether the energy audit of the college/ institution has been made?		
	If yes		
	Till June of the next financial year		10
	If not		00
I J	Annual Accounting		
	Annual accounting completed and reports received		
	Till June of the next financial year		12
	Till Sept of the next financial year		09
	Till Dec of the next financial year		06
	Till March of the next financial year		03
I IA	Students' performance		
	Performance in university examination		
	Percentage of results	Above 90%	15
		Above 80%	12
		Above 70%	09
		Above 60%	05

		Less than 60%	05
IIB	Performance in sports events		
	Position earned in national level events	Winner	15
		Runner up	12
		Participation	06
	Position earned in state level events	Winner	10
		Runner up	08
		Participation	06
	Position earned in inter collegiate level events	Winner	05
		Runner up	03
		Participation	02
IIC	Performance in cultural events		
	Position earned in national level events	Winner	15
		Runner up	12
		Participation	06
	Position earned in state level events	Winner	10
		Runner up	08
		Participation	06
	Position earned in inter collegiate level events	Winner	05
		Runner up	03
		Participation	02
IID	Performance in co-curricular activities		
	Position earned in national level events	Winner	15
		Runner up	12

		Participation	06
	Position earned in state level events	Winner	10
		Runner up	08
		Participation	06
	Position earned in inter collegiate level events	Winner	05
		Runner up	03
		Participation	02

IIIA	Faculty Development		
	Teachers promoted under CAS		
		100%	20
		80%	15
		60%	10
		40%	05
		Less than 40%	00
	Research encouragement through local funds	If Yes	10
		If No	00
	Whether the service books of the college employees are updated	If yes	2 marks per employee
		If no	00
	Pension Cases	Submitted within 6 months before retirement	10
		Within 3 months before retirement	05
		In the month of	02

		retirement	

IIIB	Student welfare schemes		
	Whether the placement cell for students is established	If Yes	02
		If No	00
III C	Whether the earn and learn scheme for students is implemented		
		If Yes	10
		If No	00
IIID	Innovative schemes for students	If Yes	10
		If No	00
	Students adoption scheme	If Yes	05
		If No	00
	Fee waiving scheme	If Yes	05
		If No	00
IIIE	Whether the college publishes Prospectus every year		
	Students adoption scheme	If Yes	05
		If No	00
IIIF	Whether the college publishes annual issue every year		
		If ten issues	10
		If five issue	05
		If One issue	01
IIIG	Whether the college conducts elections to the Students' Council		
		If yes	10

		If No	00
III H	Whether the college has taken measures towards ensuring safety of girl students		
	Anti –ragging committee	If yes	5
	Committee against sexual harassment	If yes	5
	Suggestion box	If yes	5
	Sanitary napkin vendor	If yes	10

III-I	Special Achievements of the college		
	Award to college	Award to College from University	15
	Award to teacher	from university	5
		From NGO	2
	Award to principal	From the state	10
		Award from university	5
		From NGO	02
	Academic award to students	From the state government	20
		From the university	10

IIIJ	Contribution to University Management		
	Individual contribution	As a Dean	15
		As a Member of Management Council	10
		As a Chairman of BoS	5
		As a member of Academic council	4
		As a Member of BoS	3

		As a Senate Member	2
	Teachers' contribution	As a Dean	5 per teacher
		As a Member of Management Council	4 per teacher
		As a Chairman of BoS	3 per teacher
		As a member of Academic council	2 per teacher
		As a Member of BoS	1 per teacher
III K	Contribution to Social/Corporate Management (excluding political)		
	Individual contribution		2 marks per position
	Teachers' contribution		1 per teacher

This is to admit here that the present format is an attempt at primary level, and not exhaustive. This is the first step in the direction of devising a format to assess the performance of the principals/ directors as the administrators. It needs additions, deletions and editions too. Here the stress given on the Research and Academic Contributions needs to be reduced and to be laid on the administrative achievements. Suggestions and positive criticism from the sincere academicians and administrators are expected on this write up.

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2. BEST PRACTICE OF THE TRIBAL GOVERNMENT ARTS COLLEGE,JHAGADIA (RANIPURA) GUJARAT: A CASE STUDY

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Title of the Practice:

Student Support and Progression for Competition Success.

Goal:

- We believe that academic success is not only related to get good progression in job but also it's related with further study as well self-employment or to equip the leadership skills democratic nation for better society. We encourage the students to take competitive advantages of every opportunities from the competitive globe.

The Context:

- Learning resource centre provides a large number of books and magazines for competitive exams.
- Majority of students' issues are solved for the competition success.
- Career news magazine and employment news magazine are available at the college library.
- The journey of this vocational guidance/cell begins from 2011.
- The college of this vocational guidance/cell is located at one of the tribal areas of Gujarat state, Jhagadia (Ranipura).
- The financial instability of the tribals also adversely affects the practice.

The Practice:

- Arrange induction program for Student Start-ups and Innovation Policy (SSIP).
- Induction program and training for self-employment.
- Finishing school training for competition success. Under the label of finishing school there are four components. i.e. Life Skills, Employability, Functional English and Computer skills.
- Government Arts College, Jhagadia has also started a 'Center for Competition Success' for the primary preparation of competitive examination.
- Frequently arrange experts' lectures for preparation of competitive examinations.
- Regularly arrange placement activity for the tribal students with the help of placement cell.

Evidence of Success:

- All the staff members are always ready for the sustainable development for student progression.
- With the help of Government of Gujarat institute/university we arrange induction program for Student Start-ups Innovation Policy (SSIP) for regular students and alumni.
- State Government also arranges training for entrepreneurship and start-ups.
- Students get benefit of finishing school training for competition success in which students learn interview skills, stress management, personality development for competition success.
- A large number of books are available for competition success in LRC (Learning Resource Centre).
- Qualified permanent staff members are appointed through (GPSC) Gujarat Public Service Commission. So, students of the college get benefit of the knowledge for competitive examination throughout the year.

Problems Encountered and Resources Required:

Sr. No.	Problems Encountered	Resources Required
1	Electricity supply.	• Use of gadgets like laptop, mobile, tablet, etc... • Provide photocopy of needed materials for competitive examination.
2	Students have limited knowledge regarding the competitive examination.	• To conduct seminar/lectures for the competitive examination. • On the students demand faculty of the college provide guidance for competition success
3	Insufficient Transportation	• Public and private transportations are required more frequently.
4	Financial instability	• If required college library and faculty members provide the hard copy of study materials to the students.
5	Communication Skills (especially in English)	• Language labs or modern gadgets with an expert in the field.

Notes (Optional): Government Arts College, Jhagadia is situated in tribal area though we strongly believe that student support and progression for competition success is the best practice for tribal society and institution. As per our alumni feedback it is a proper example

ofbest practice for competitive success. So, we can say that through above practice one can progress for a better future for the family, society, nation and the world as well.

3. RURAL AND URBAN HIGHER EDUCATION, CHALLENGES AND HUMAN RESOURCES

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Abstract:

Education plays a vital role in shaping the personality of students. There has been amazing progress in Indian higher education system, but there are a number of problems plaguing our system and one of them is that of inequalities, more specifically between rural and urban systems of higher education. There are a number of problems facing rural higher education. The gross difference is obvious when we compare the urban and rural higher education. While the GER in case of urban higher education is somewhat higher than the minimum prescribed as a pre-requisite for socio-economic development, the rural areas depict a depressing picture. The gross enrolment is even bad in case of females. Rural HEI's have great accountability to build up quality HR. HEIs' have many challenges to supply the quality Human Resources. Present paper is a study of these challenges faced by Indian rural HEI's and it also suggests some remedies to overcome it. Government, public & private industries and HEI's have to take certain initiatives separately and jointly.

Key Words: Rural and Urban Education, HEIs, HR, Quality of Institutions; Dropouts, Remedies

Introduction:

Education is crucial for the progress and prosperity of both the society and the nation. It supplies skills and development for efficient employment in future. India's higher education displays notable development over the last decade, to become one of the chief systems in the world. However, there are a number of problems plaguing our system of higher education and one of them is inequalities. This paper tries to look into the troubles of higher education in the rural areas, and in brief it touches on the current system of rural higher education, looks into the problem of rural dropout and proposes remedial measures to counter the same. One, of the most important problems of rural higher education in India is lack of good quality institutions. There exists a lot of difference between the rural and urban areas. In the villages a number of colleges are situated in remote, backward and hilly areas. In addition there is almost total absence of technical higher educational institutions.

The gross enrolment ratio (GER), measures the access level by taking the ratio of persons of all age groups enrolled in various programs, to the total population in the age group between 18 and 23. The gross enrolment ratio in the rural areas is much lower than that in the urban areas. This is evident by the fact that while 3.7% of males and 1.6% of females are graduates in the

rural areas, 15% males and 8% females have graduation degrees in their urban counterparts. Therefore, the most important problems is that of dropouts. The dropout rate refers to the percentage of students deteriorating to complete a particular school or college course. It simply means leaving a school, college, university or group for realistic reasons, necessities or disappointment with the system by an individual, without completing the agreed course of study. In India as the school dropout is above average very few children seek higher education. In higher education life factors such as load of family, poor infrastructural facilities, lack of financial support and wrong attitude towards higher education result in high dropout rates.

There is the problem of equity. On one hand GER is low as compared to the overall population, while on the other there are extensive disparities such as rural-urban disparity, occupation disparity, gender disparity, inter-state disparity etc. In India, according to our structure each and every individual has the basic right to education. However, due to provincial disparity in economic development and also on account of uneven division of institutions of higher education, higher education facilities are not equally available to all sections of society.

There are harsh quality restrictions in rural education. According to the NASSCOM report of 2005 just 15% of graduates of general education and 25-30% of technical education are employable. This could be credited to the following factors:

A) Quality norms cannot be maintained by these institutions. Indian system in the rural areas lags way behind in terms of quality. Criteria have to be laid down to evaluate the quality. Individual institutions find it difficult to maintain the norms.

B) Absence of rigorous enforcement procedure. It is very easy to lay down diverse policy choice. What is more important, however, is that they have to be forced and India lacks a rigorous enforcement process.

C) Political intrusion and dishonesty hamper this process. There is too much political interference and technical inactivity in Indian higher education system. These act as barrier to the process.

The very important difficulty is the high cost of education. The problem is worse in case of technical education where it is only a dream for the rural people mostly needy living on farming. The lower middle class families cannot even afford ordinary education. Another obstacle is that there is absence of adequate infrastructure. This is a major hurdle. Most of the rural institutions are devoid of proper classrooms, lighting facility, frequent power disturbances, drinking water, ill stocked libraries and under-equipped laboratories. There also exists the problem of good faculty. The quality of teaching depends on the quality of teaching faculty. One of the necessary conditions for quality education is the existence of ample and qualified faculty. Quality teachers always prefer better colleges in terms of better input, standard teacher student ratio, better physical facilities, etc. This dissuades knowledgeable and qualified faculty in search of employment in rural areas.

Position of higher education in rural areas:

Higher education plays a vital role in modern society as it is approved with the building up of the future generation. The urban-centric nature of our education system can be seen from the following table.

Table 1: Gross Enrolment Ratio (DER):

	Total figure	Rural	Urban
Total	12.59	7.51	23.79
Male	14.42	9.28	24.77
Female	10.57	5.67	22.56

The above table shows that the general enrolment Ratio is 12.59, the GER is higher in case of males, as compared to females. The second row we see a dismal picture. The Gross Enrolment Ratio in the rural areas is 7.51, while in case of males it is 9.28, the situation is much worse in case of females standing at 5.67.

The situation in the urban areas is much better. The GER in urban areas is 23.79, with the ratio being 24.77 for males and 22.56 for females. The picture clearly depicts the disparity that survives between the urban areas and the rural areas when it comes to higher education.

Recommendations:

With the rise of Globalization along with Liberalization and Privatization there is a vital need for building accessible different policies, programs and facilities in higher education and this necessitates giving equal attention to the rural areas. It is therefore necessary that we take a feed-back from the rural students, about the alertness and use of amenities introduced from time to time, as also to check the position of the accessibility of these facilities in the institutions where they are registered. As seen earlier Indian system of higher education has augmented by leaps and bounds, but unfortunately it has not been coupled with the improvement in the quality imparted. The circumstances are worse in the rural areas. All plans for development must lay stress on cultivating the quality of education. In this context, one can talk regarding the need for set up high quality in higher educational organization in respect to universal education, skilled education and agricultural colleges in the rural areas. Teachers must be developed with skills for improving teaching learning situation, producing a favourable educational surroundings, improving infrastructure, and introducing technology enabled learning wherever possible.

Poor financial condition is another significant obstruction distressing higher education in general and rural education in particular. Education is basically an advantage. With rising demand for higher education the government may not be in a position to provide all the needs. So, steps have to be taken to increase government efforts. Keeping in mind the humble

backgrounds of rural students efforts have to be made to offer education accessible at subsidize charges. This will help in tackling two vital issues, access and equity.

The most significant challenge is that of handling the problem of rural dropouts. This calls for the formation of a social consciousness and carrying out higher education and its consequence on the future generations. A sense of awakening has to be generated, where the rural population is made to realize the significance of female education and the resulting employment prospects. This will help us in tackling the two basic problems of poverty and population explosion.

Research plays an important role in the economic development of any country and rural higher education is no exception to the rule. Providing for comprehensive study and innovation is a necessary ingredient of progress of a nation. Therefore the need arises for the establishment of research centers in the rural areas.

Conclusion:

Thus, though there has been massive expansion of higher education in India, it has not been able to cope with the task of catering to India's teeming millions. Today rural higher education is characterized by low enrolment, poor completion rates leading to large scale dropouts. According to UNESCO a minimum GER of 20% is required for rapid socio-economic development. While the urban sector fulfils this condition, it is woefully short in the rural areas, where majority of Indian population resides. Therefore special efforts have to be made to address this problem. There has been growth in the number of educational institutions, but the gap in rural-urban disparities, regional disparities, inadequate infrastructure etc. seem to be widening. Thus, a number of problems are inflicting our system of higher education. Resolving these issues is a Herculean but not an impossible task. Various Committees have been appointed in India to look into India's system of Higher Education. If we start implementing these recommendations, a way can be initiated for moving higher education in the correct direction with the passing time.

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4. DEVELOPING READING HABITS AMONG USERS

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Introduction:

'Library' to a college is something like 'Subconscious Mind' to a human body. Sigmund Freud says that real man exists in his subconscious mind and that it controls man's behaviour in real life. 'Reading Hall' provides a platform for users where college students in particular have access to knowledge for library keeps stack of books, internet services, and social networking services. Stack of reference books, subject books, journals, and reading hall makes up a library. The present scenario in colleges and schools is beset with the problem of diversion of interest of students from reading because of the addiction of mobile sets and internet games. In such state of affairs students play truant with the teaching classes and keep themselves away from library facilities. Something must be done to inculcate reading habits among the library users.

Aims and Objectives:

The objective of this essay is to define the present problem of students' internet addiction and negligence towards study & unawareness of professional skills for development of career. It aims at providing action plan to overcome the above referred problem taken for analysis and interpretation.

Methodology:

The methods adopted for collection of the data regarding the problem are: 1- Observation, 2- Interpretation, 3- Discussion, 4- Interview, 5- Experts' opinions flashed in newspapers and journals, 6- Practice of 'Loud Reading' and 'Silent Reading', 7- Consulting social workers for their expertise, etc.

Genesis of the Problem:

The aberrance of students' mind from study and career poses to be a serious social problem for it involves students in various types of crimes and offences. The main cause lying at the base of this problem is fall in the standard of education. Today schools and colleges have become centres for obtaining degrees and certificates of qualification where quality is miserably missing. Blame cannot be labelled to anyone but to the social situation

Fall in the Standard of Education:

Today, there is overall fall in the standard of education and it is the offshoot of modernity. Our academic circle is under the process of change where 'Traditional Values' are being replaced by 'Greed for Money'. Apart from private sector especially in government and co-operative sectors quality is at stake in terms of nepotism and favouritism. Consequently, the

unfortunate students reel under frustration and become passive in study. Looking upon such cases, in general, average students begin to lose interest of reading & writing.

Expert's Opinion:

Nelson Mandela, the Nobel Laureate, says "Destroying any nation does not require the use of atomic bombs or the use of long range missiles. It only requires lowering the quality of education and allowing cheating in the examinations by the students." Dr Read says "A good work of art grows exactly with the growing age of man." In fact the sense of appreciation and quality education go hand in hand. There cannot be development of appreciative value in absence of reading habits.

Justice Denied:

The academic interest of our students has been badly affected in the wake of the social, political, academic predicaments prevalent in our country. Meritorious students fall in marginalized category and are rejected from employment in government and co-operative sectors. They are left with the option of private sector where they are exploited at lower wages.

Importance of Reading Habit:

The habits of 'Reading' and 'Listening' function as stimuli in formal education that generate personal responses in the mind of a student. 'Stimulus & Response Theory' occupies a place of importance in pedagogy. A good listener can become a good speaker and a good reader can become a good student. This habit keeps one updated with regard to the knowledge of world happenings in general and subject knowledge in particular. It is a trite saying that knowledge is power and it imparts a prestigious position to student.

Remedies:

It is paradox that today youths are educated but they miserably lack in basic knowledge of the subjects. Only certificates of qualification cannot guarantee employment in private sector which is, today, ever expanding and generating more potentials of employment. Mahatma Jyotirao Fule had attached great importance to education saying that lack of education robs one of every opportunity of progress. Today our youths are educated, but there is a wide gap between the standards of their certificates and knowledge. Following measures could be of greater help in bringing our disillusioned students out of the wretched & gloomy situations.

1- Reading & Writing Competitions:

Competitions develop in students the feeling of togetherness and sense of alertness. Such competitions would fill competitive spirit among students and they would work hard for appreciation and awards. They must be given sufficient time for preparation and the previous winners must figure in the talk of the college.

2- College Brand Ambassador for Reading and Writing be Appointed:

Local Models carry greater appeal to the students; therefore those who have excelled in the previous competitions must be declared brand ambassadors. The qualities in their skills of

reading and writing must be highlighted and these qualities must be impressed upon the minds of the rest of the students.

3- Use of Audio-Visual Aids:

Formal programs must be organized in which 'Video Clips', 'Audio Records of Good Reading', 'Guest Lectures for guidance', 'Model Demonstrations of Good Reading &Writing' must be formally presented before students. Students are imitative and definitely they would imbibe the style and practice with it.

4- Bio-Pic, Auto-Biographies & Biographies must be stacked in libraries:

Bio-pic, Auto-Biographies & Biographies must be available in abundance in the college libraries. Every student has certain role-model, and he is interested in knowing more & more about him. Inculcating in students the habit of reading biographies may prove to be an effective breakthrough in the present scenario of students' lack of response to reading.

5- Impact of Motivational Speeches:

There are many professionally trained motivators available in our vicinity; their lectures may be organized in the college. The impact of such speeches is marvellous. If such lectures are arranged in the college library, soon after the lecture motivated students would crowd at the library counters. Others would also feel like borrowing books.

6- Display of Books under Boards: 'Must Read', 'New Arrivals', 'Best Selling Books', 'Prize Winning Books':

This is the age of marketing where sale is increased by the way of advertisement. Art of advertising generates in onlookers the need to buy the commodity being advertised. This practice will definitely develop in students the attitude favourable for reading & writing.

Conclusion:

Students are like hungry birds; the more they eat the more they feel hungry. The duty of college head is to channelize their energy for the activities of reading and writing. The carrying out of the above discussed remedies in academic institutions would definitely change attitude and ultimately fate of the students.

5. VALUE EDUCATION IN INDIA: IT'S RELEVANCE IN HIGHER EDUCATION

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Value or virtue has been regarded as a priceless possession of human life. In ancient India, our Gurukul system revolved round, moral education that led to decent and pious living. It was never thrust on learners because the whole ambience was charged with the fragrance of dutifulness and holy atmosphere.

In contrast, the Western method of inculcating morality was undertaken by the church through their Sunday schools spanning centuries. It was a sort of imposition, an artificial burden levied on the young mind. As a result, this moral education did not penetrate the psyche of the learners. Instead of becoming good citizens, many turned up with devotion to laxity in leading an immoral life and we now see their evil consequences in shape of violence, drug-addiction and scant regard for anything noble, breakdown of families and so on. The cause is attributed to the wrong ways of exposing the youngsters to an education that is only materialistic in attitude and devoid of any spiritual depth. They are unconsciously groomed to be mostly atheistic and agnostic and the whole atmosphere is vitiated and even polluted in the process.

Our preachers including Swami Vivekananda who led a highly virtuous life based on the ethical and moral principle were exemplars of what they felt to be true, good and beautiful. They followed it and as a result their message got through the adamantine layer of brain and percolated into the blood stream. This is not to say that aberration in our society is not seen. There may be stray cases of indecency in the development of citizenship. But, exceptions are not rules and our educational system thrives on scientific outlook steeped in moral values.

In a world of our interdependence and high connectivity, it is difficult not to be swayed away by the easy life, spiced with materialistic charm. We fail to produce a generation of true leaders who would become icons to lead the common mass to an exalted life. Science, devoid of human values like fellow-feelings, empathy, regard for others peaceful coexistence, etc., hardly provides the basis. In turn, it sends out robot-like human beings shorn of the minimum of human ethics; yet it is all pervasive and growing in stature. Here, we cannot hope our future citizens to cultivate an appreciation for our grand values, bequeathed to us since time immemorial.

It is worth recalling that the peers in the past left for us some invaluable tips. Swami Vivekananda said, "Our personal happiness springs from our service rendered to others". This message has its relevance in our society where the scenario is full of tendencies to get more out of life without doing the least of activities. Mahatma Gandhi said, "the true and a successful living is to live simply so that others may simply live". Neglecting these ethical values drives

us to the self-centred, self-opinionated and self-seeking human fiends. No one thinks beyond his or her own well-guarded narrow self.

Since our children are occupied with many fold sovereign subjects, it may not be necessary to reintroduce moral education as a subject of perusal in their curriculum. The spirit of courage, selflessness, tolerance and team-work can be achieved beyond the curriculum by organising inter-institutional camps like the NCC, NSS, Scouts and Guides Meets as well as youth festivals and other intellectual competitions, where the youths gather and interact, debate and discuss, to arrive at meaningful results.

India's pluralism in language, literature, and religious culture presents itself diversified. Any internal conflict that is bound to arise widens the gap and strikes at the very foundation of our national unity and integrity. In this case, the spirit of harmonious living has to be developed and this can be promoted within the sphere of theory and the ambit of practice. It is not wise to segregate the spirit of science from the faith of religion. Both are not antagonistic but are complementary to each other. Their goal is the same, mainly to arrive at Truth while seeking different routes. The role of Vedanta aims at perusal of a practical life rooted in the fundamental truth, namely, all life is precious and everybody needs a space to grow according to one's own nature.

Every life has manifold requirements from lower to higher stages. At the lower state, it is food, clothing and shelter for every citizens and the higher levels deal with other values like tolerance, dignity, beauty and compassion. These values are not to be measured in terms of the price of a commodity. The price is only a number and it has no other sanctity or values; it is an abstract symbol. But the innate values have lasting appeal and aim at ennobling life in its diverse paths.

Gandhiji adopted the eternal values of Satya and Ahimsa which are the fundamental aspects the Ultimate Reality. This is called Brahman or Supreme Godhead. It was the ingrained faith of the Mahatma in the fundamental values that instilled in him an unequalled power to move the hearts of men even exciting them to go for supreme sacrifice in life and to change the course of our history.

Individualism, like patriotism, is not enough; it has to develop to community welfare by expanding our narrow self. Unfortunately, we tend to become individualistic and pay scant regard to our source of evolution from which the fruits of labour nourish us. It again calls for a harmoniously blended society, where the gap between the poor and rich is not widened but only narrowed. In our world of mounting tensions and distress, peaceful coexistence is the only way of our survival.

The U.N. has designated 1995 as the Year of Tolerance and outlined, "Diversity is crucial to the survival of man." Taking a cue from our diversified system of education, the UGC aimed at establishing "a countrywide classroom". It emphasises the breaking of barriers that prevent the free flow of thought and knowledge springing from every corner of the country, thereby enriching our scope of knowledge. Through this widened Knowledge, blended and intermingled in a broad base, our existence becomes safe and assured. Walls are to be

demolished and the streams of values are to be allowed to flow without interruption on its course.

The UGC has designed a curriculum in Higher education and research a mandatory course with title "Research and Publication Ethics". It is aimed at developing an ethical standard based on moral values in research. We Indians, at times justify our growth in quantity, citing them as increase in our avenue of research. Mere numbers are not enough. Most of our research papers thrive on plagiarism, duplication, often conducted surreptitiously. The new study on publication ethics may improve our quality research and diminish public misconduct thereof. Again such courses open access to research and database-citations and help develop the ethics of research integrity and publications.

In the recently concluded 107th Indian Science Congress gatherings, one of our foremost chemists, Bharat Ratna C.N.R. Rao was dismayed at poor quality of research outputs, published in national and international journals. He was frank and bold enough to spell out that our neighbour, China which was at our level in Science and Engineering publications, till a decade or two ago, now excels far beyond us. Surprisingly, China beset with many internal crises like population growth, rise in illiteracy and poverty, projects itself as a super power almost at par with the great U.S. Sorrowfully, our contributions to the growth of knowledge is confined to 2 to 3 % of the global output. Rao called for an overall change in our methodology and ethics. In order that we would not indulge in any chest-thumping rhetoric that we contribute stupendously to the growth of human knowledge and welfare, he advised researchers to go for quality publication of their findings while at the same time maintain higher quantity in publications. Resting on the past glory and laurels merely end up in our stagnation.

In this case, we go back to our roots and stand firmly on the ethical foundations with the eyes opened to what is happening around us. This is the only way to improve our system of higher education and research and stand not only as a populous country but also as nation to be looked upon for innovation, guidance and harmonious living. Erosion of such values poses a threat to our ageless culture, which we inherited and precariously ignore their precious impact.

6. VALUE BASED EDUCATION: PAST AND PRESENT

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Abstract:

Values and education are expected to go hand in hand. Education without values is of no use. Wealth maximisation should not and cannot be the sole purpose of the education system. Now-a-days, unfortunately, education, employment and examination have become synonyms. Concerted and integrated efforts should be made by all the stakeholders concerned with the present education system for instilling values in it. If an environment is created for blending age-old values go with the present education system, the present day society can benefit a lot.

Key Words: Values, value based education, wealth maximisation, erosion of values.

Prelude:

The word education is derived from the Latin root word '*educare*' meaning to nourish, to bring up. Thus, the very purpose of the education is to nourish the values in the human beings. Time and again, the education assumed part and parcel of human existence. It is as old as human existence. Though the pattern of education changed with changing times, it remained an indispensable part of human existence. Moreover, the changing nature human needs also proved to be instrumental in changing the pattern of education. In ancient times, the purpose of education was centred-around 'awakening' and 'awareness' processes, but in modern times, the purpose of education is to satisfy the mundane needs of human beings. In olden times education was spirituality-oriented, while in modern times, it remained as a tool to satisfy economic needs of human beings. Thus, the face of education went on changing from spirituality-oriented to economic-oriented. Even though nature of education changed with changing times, the importance of education remained unaffected. Society, all over the world at all times, emphasize the importance of education. Thus, education plays an instrumental role in properly moulding the life of human beings.

"Values represent stable, long-lasting beliefs about what is important. They are evaluative standards that help us define what is right or wrong, good or bad, in the world". (Miner 124) They are the general beliefs which are usually lasting in nature, though they may change marginally according to changing times. These values always change in relation to in some social or cultural changes. Thus, the stature of values changes according to the social changes

and changing times. Thus, the values can be/ should be considered as moving wind rather than stagnant water. Though there are different types of values, only theoretical, aesthetic and religious values are considered as most important ones and they are related with education.

Values purify our thoughts and show us the proper way of living. They lead us on the path of humanity. They tell us how to behave and how not to behave while playing different roles at different times. Time and again, values have proved to be an integral part of human existence. They have played an important role in modelling and exposing the suavity and humanity in human beings. Values always dominate education as far as relative importance is considered. An uneducated person may not prove to be menace to the society but an ill-cultured and valueless person surely creates havoc and bane in the society through his misdeeds.

Need of Cohesiveness of Education and Values:

Though education and values appear to be different, they are expected to go hand in hand for the betterment of mankind. One cannot be alienated from another. Education leads us towards means of living and values lead us towards end and reality of life. Thus, values give meaning to our life. A person cannot depend upon only one of these two factors. If only (mundane goal-oriented) education is pursued, we can satisfy only physical and economic needs, but our morality and ethical standards remain eroded. On the other hand, if a man indulges in imbibing moral values, by side-lining education, his day-to-day needs remain unfulfilled. Both these conditions are detrimental. Therefore, life becomes meaningful and worth living only when education and values and go hand in hand. "Value-based education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic achievement" (Ledberg, web)

Education in Ancient India:

In ancient India, the education was purely value-based and was aimed at cultivating values like sincerity, salvation, self-awareness, non-violence, obedience, sacrifice etc. In those days, imparting of knowledge by the preceptor (Guru) was considered to be an indispensable responsibility. The preceptor was held in high esteem not only by the pupil but also by everyone in the society. Strict rules and regulations were prescribed for the pupil for being able to receive knowledge from the preceptor. He was to be at the service of the Guru to get knowledge. Utmost obedience of the pupil towards the teacher was indispensable and expected. Usually, religious knowledge involving primordial idealisms was given utmost importance. The learned was not expected to swerve from the accepted path of honesty, sincerity and non-violence. The thoughts and deeds of the teachers of those days were so unique that they were considered to be worth imitating by everyone in the society. In those days, wealth-maximisation and fulfilment of mundane needs were not the main aims of education system. The education system, in those days, used to give importance for metaphysical and religious matters. Unlike in the present days, there was no formal education in ancient India. Saints, hermits and sages used to impart education in their hermitages.(Culturetrip, web) Thus, the education in ancient India was purely value-centric.

"In those days, joint family system was in existence. The values like taking care of young ones, respecting the elders, sacrificing one's own interests for making others happy… were present." (Shrivastava 2013) Sanskrit was the medium of instruction. The education was centred-around learning and imbibing of ideals contained in scriptures and epics like Vedas, Upanishads, Ramayana, Mahabharata etc. It is very important to note that, in those days, values (through education) passed on from generation to generation without any minute erosion. One more important thing to note is that the sense of equality played an indispensable role particularly among those who used to stay in Gurukuls for having education. Thus, in those days, education was purely value-centric.

Education in Modern Times:

With the changing times, the role of education and also the role of values in educational system went on changing. Values, which are expected to be an integral part of education system, are continuously eroding. Unfortunately, education, examination and employment have become synonyms. In the race of finding jobs through education, the values have been made to lose their relevance. If this are not a dangerous and disastrous developments what else then? Instead of unearthing humanity in human beings, the education in these days is being considered as a tool of wealth–maximisation. Thus, the present day education can aptly be called as job-oriented and not-value oriented. With joint family system giving way to nucleus family system, the values relating to and arising out of joint family system have been eroding fast. The erstwhile 'sacrifice' and 'obedience' have given way to 'selfishness' and 'recalcitrance'. If this tendency continues unabated, the mankind will definitely feel the heat of dangerous repercussions arising out of valueless education in the coming years. The present day education is systematically and silently destroying the age-old and unique value-based education. If the purpose of the education becomes wealth maximisation, one can conclude that the mankind is moving on the path to nowhere.

Some Suggestions: In view of the aforesaid discussion, following suggestions can be offered.

1) An integral approach should be made for creating an environment for imparting value-based education. All the stakeholders should be made to involve in this process.
2) Value based education should be made as an integral part of curricula by all the Universities and other educational institutions.
3) An atmosphere should be created so as to enable the learner to spontaneously imbibe the cultural values.
4) Parent can play an important role in inculcating the values in their wards. Such values, if instilled in their wards during in their childhood, can become a solid base in their future life.

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7. FRAMEWORK FOR CURRICULUMDESIGNING FOR HIGHER EDUCATION

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Abstract:

Knowledge is the new currency of the 21st century. There is no doubt that there paradigm shift in education, where the greater emphasis is on skills and employability. In India, at one side there are efforts to increase the gross enrolment rate while on the other side, there is greater and genuine concern of graduates are not being employable. There are various evidences to indicate our graduates need to be more employable through skill enhancement. The following research attempts to envisage various educational models/ theories of curriculum designing to make education relevant. Based on these models, the author discusses the initiatives taken by Parvatibai Chowgule College, Goa- India, to impart quality education. Even at higher education institutions offering non-professional undergraduate degree course, outcome based education framework needs to be looked at with clear learning expectations and means or mechanisms of measuring these learning outcomes. Finally, the author appeals that many more curriculum frameworks in the Indian context need to be deliberated, to adopt "Best fit Model" for institutions of higher education

Key Words: Curriculum Designing, Employability, Skill-enhancement, Outcome Based Education.

Introduction:

"Higher education is in the midst of a revolution. Institutions, processes, providers, delivery and financing models, student demographics, and even societal and political perceptions of the value of higher education are, and have been, changing rapidly." (Murdock Maggi and Wendler David, 2019) However, there is conscious agreement that the undergraduate curriculum have evolved in significant ways, and the same is applicable in the Indian context but the argument is whether the present curriculum provides necessary skills to make our graduates employable? Therefore, Higher Education (HE) essentially needs to provide opportunities to acquire the knowledge, skills that they will need to survive and be competent in changing demands.

Undoubtedly, in India there have been several significant strides to improve the quality in Higher education but India is a diverse country, where the students' landscape is varied and heterogeneous in multiple dimensions. Therefore, universal curriculum will not benefit and it is imperative to suggest an array of curriculum framework. In this context, the task of curriculum designing should be viewed from multiple angle considering aspects of skill development and knowledge garnering amongst students.

Objective:

The present study is theoretical in nature that attempt to envisage the possibilities of evolving curriculum that would meet the needs/demands of the present higher education.

Research design and methods:

The present research is descriptive in nature. Mixed method is used by blending quantitative as well as qualitative data through survey and personal interviews. The sample population studied included 368 students of graduate programme of Arts and Science streams of Parvatibai Chowgule College, to build opinion of the present education. Further, insights have also been taken through personal interviews of academicians and Industrial professionals. A few insights have also been encompassed from the research undertaken by the faculty of the college.

Results and Discussion:

The present research paper starts with certain basic questions. What is curriculum? Why do we need to change and how do we do and what will the outcomes?

What is Curriculum?

According to Deborah Dezure (2000), "Curriculum includes goals for student learning (skills, knowledge and attitudes); content for learners (the subject matter in which learning experiences are embedded); sequence (the order in which concepts are presented); instructional methods and activities; instructional resources (materials and settings); evaluation (methods used to assess student learning as a result of these experiences); and adjustments to teaching and learning processes, based on experiences and evaluations." This is indicative that curriculum involves the whole process of formulation and execution of course where as on the wider societal context within which universities operate. Shay and Peseta (2016) argue that we need to question: "In what ways does our curricula give access to the powerful forms of knowledge that students require not only to successfully complete their degrees, but also to participate fully in society?" This definition takes a wider perspective of education, directing that the students need to not only acquire skills and knowledge to seek employment, but also add value to the society.

Presently, we are in the age of technology and the knowledge is growing at exponential rates, creating new information and possibilities. This is the world our students are entering. Thus the need is to evolve a Curriculum that will enable the students to think, learn, and grow, and prepare for successful lifetime learning.

Relook at Curriculum:

There is ample evidence why the curriculum needs to be relooked and changed. Employers' opine that graduates are unemployable as they lack desired skills. Survey made by McKinney Global Institute (2015) indicates that 25% of the engineering and less than 15% general Graduates in India are globally employable as compared to 80% in Germany, UK and Japan

and 81% in US. Bhawani. S (2015), Vice President of Jetking Infotrain Limited, says "Major problem a fresh graduate faces is insufficiency in understanding of basic concepts, lack of in-depth understanding and knowledge." Mohit Suri at KPMG financial service in an "Open letter to Indian Graduates" that appeared in New York Times in 2012, says, "The students are misled by an illusion that the Indian education system is capable of producing the talent that we, companies will hire you, most crave in today's environment." According to him, there are six key attributes employers typically seek and would enrich graduates professionally (Fig. 1).

i. **Fluency in English language**: To develop comprehensive English skills, both written and oral and to communicate effectively.
ii. **Good at Problem Solving** - Become innovators and seek to do the usual in a new way. Use your learning and knowledge to become more application oriented and constantly think of doing things differently by getting away from stereotypes.
iii. **Engage deeply by asking questions** – Indian graduates are passive. They like to follow orders and don't like to question the higher authority even if they don't know.
iv. **Taking responsibility -**of one's career, and learning.
v. **Invest in new skills**: In India education is seen as a one-time investment. In fact, things are changing and one has to make learning life-long. With trends of changing jobs very often, one needs to constantly invest in learning new skills.
vi. **Being professional and ethical**: Understanding the value of time, code of conduct, meeting deadlines, stretching working hours when required.

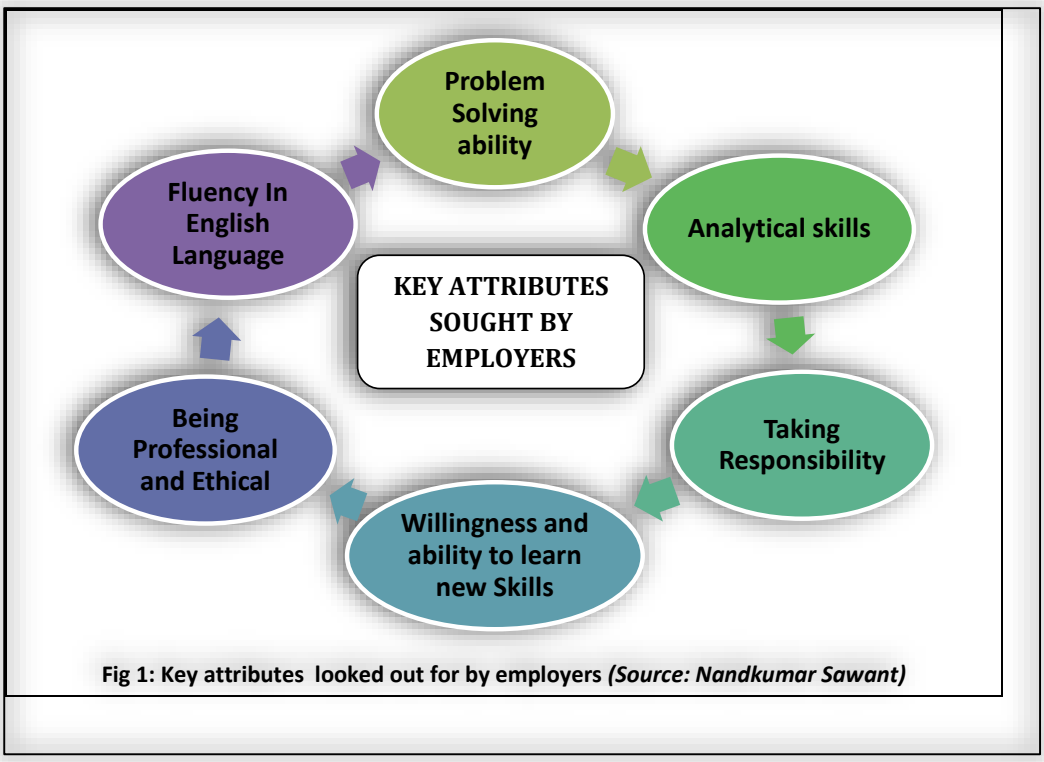

Fig 1: Key attributes looked out for by employers *(Source: Nandkumar Sawant)*

While on one side, the employers are arguing about the skills amongst the students, there is also a need to change the teachers' approach towards teaching and evaluation. The reason for low employability of graduates/engineers is owing to the fact that the subject is taught in a very theoretical manner in the colleges. Sixty percent of the teachers of higher education do not teach application of concepts to the industry or job market (Agarwal V, 2019).

Reason for unemployable graduates can be discussed as:

a) Our education system is more academic oriented. It gives more emphasis on academic book oriented knowledge rather that understanding and its application.

b) Parents are more interested in degrees than skills. One of the challenge is that the parents want their children to get an academic or university degree, rather than a vocational skill.

The present study conducted at Chowgule College showed that 93 percent of the graduate students want to purse post-graduation because they don't feel confident enough to enter the job market and have a typical strong belief that only post graduate degrees will fetch them a job. Therefore, the fault lies with our present education system, which doesn't provide opportunities to students during the course of their study to develop skills. In fact, Skill development in South Asia has been rarely addressed as a cross cutting issue (Jacob E, 2012). From this discussion, it is clear that employers are looking at graduates who have a strong basic knowledge of the domain subject and also have cross-cutting skills such as critical thinking, problem solving, oral and written communication, and team work. According to Andrade M (2019), these skills can be developed in programs of study. However, institutions of higher education like universities must review current courses and program offerings to determine their effectiveness, both in terms of cross-cutting skills and discipline-based knowledge, and identify new programs to address changing workforce needs. Although employers continue to rate these skills highly and consider them more important than area of study, they do not feel that recent college graduates have attained these skills, thus a gap exists between what higher education institutions are providing and what is needed.

Models in curriculum designing: There are various models that have been put forth by various researchers. Concurrently, there were great strides in research on effective college teaching and learning, with shifts in emphasis from what teachers do to what students learn. It is apparent that there has been pressing demand to shift the curriculum from "teacher centric" to "Student centric". In the last two decades there has been significant emphasis put across on the curriculum designing and framework.

The Miller Pyramid (1990): In 1990 psychologist George Miller proposed a framework for assessing clinical competence which could be a frame work of curriculum. At the lowest level of the pyramid is knowledge (knows), followed by competence (knows how), performance (shows how), and action (does). In this framework, Miller distinguished between "action" and the lower levels. "Action" focuses on what occurs in practice rather than what happens in an artificial testing situation. As a framework it distinguishes between knowledge at the lower levels and action in the higher levels. It argues that to truly know whether our learners are

achieving what we want them to achieve we should assess them in the setting that we expect them to be delivered. (Norcini, 2003) Further, According to Miller, 'to increase professional competencies, amongst the students, cognitive and behavioural skills of the students can be achieved through knowledge , skills and Attitudes . This model is widely used for clinical competencies."

Biggs J (1996) proposed Constructive alignment model where the focus was towards "the learner". A model that stressed towards curriculum design that pays unambiguous attention to students' learning and students' engagement. However, this framework assumes that the teacher retains responsibility for identifying learning outcomes and the ways in which assessment, teaching and evaluation will align. The focus on learning outcomes enables universities to state the specific (and more generic) knowledge and skills that students should develop by the end of their courses, programmes and degrees to meet the needs of the employment market (Bovill and Woolmer, 2019). Biggs truly focused on Outcome Based Education (OBE) wherein the ultimate objective is to impart the skill required by students in their education process. However, The process of OBE started in Western Universities in around mid-nineties but dismally in the Indian context it only commenced in engineering college after more than a decade. There is an urgent need to shift from input-based indicators of educational progress like gross enrolment ratio (GER) to an outcome-based approach (Kapoor 2017).

Bernstein (2000) proposed curriculum that focused on Valid knowledge and Framing. The process would be: a) selection (the content of the curriculum), b) sequencing (what order/progression), c) pacing (how much time/credit), d) and evaluation (what counts for assessment). Bernstein also discussed the idea of a pedagogic device based on three fields of discourse: a) The field of production where new knowledge is created b) Field of re-contextualization where knowledge is transformed into the curriculum and c) Reproduction of knowledge taught to the students. In short, it encompasses Knowledge creation, knowledge transformation and subject teaching to the students. However, Shay (2013) emphasizes the importance of analysing the connections between theoretical and practical knowledge within the curricula. Here, the teacher has a vital role to play as there is greater role to create the content and transfer it to the students.

Barnett and Coate (2005) opined that the current education is more focusing on employability rather than being a social being - graduates with human value dimension. They put forth a curriculum frame work "Knowing, acting and Being" which vary with disciplines. Their research underlined that the arts and humanities tended to pay most attention to knowing, followed by being and then acting. In science and technology subjects, knowing was again the primary focus, followed by acting, and finally being. In contrast, in professional subjects, attention was given foremost to acting, with knowing and being given less, but relatively similar levels of attention.

Bovill and Woolmer(2019), strongly believe in involvement of Student-staff co-creation in and of the curriculum, where the focus is more upon "learning processes rather than just outcomes", and that curricular structures need to include space for innovation, creativity and ensure relevance to learners .In this context, motivations and outlook are critical to co-creation.

Participative engagement in the class would create the environment, ensuring development of skills and also creation of knowledge. For this, the faculty needs to pay explicit attention to course/lesson planning and execution, where in the shift is from "information" giving to "knowledge creation".

In the technologically driven 21st century, **Andrade MS (2019),** in the article "A Responsive Higher Education Curriculum: Change and Disruptive Innovation" states that disruptive innovations inflexible learning, including technology-enhanced and work-based/work-place learning, which provides choice in "how, what, when and where" to learn and "the pace, place and mode of delivery". Progressive educational institutes should aim to provide on line courses, web based learning and use various on-line platforms for student's engagement in learning processes.

Table 1: Model and Theories of Curriculum Framework

Models / Theories	Researchers	Focus
Millers pyramid of Knowledge, skills and attitude	Miller, 1990	Integration of theory (intellectual skills), psychomotor skills and professional attitudes.
Constructive alignment	Biggs , 1996	Focus more on learning, Outcome Based Education(OBE)
Valid knowledge and framing	Bernstein , 2000	a) Selection (the content of the curriculum), b) Sequencing (what order/progression), c) pacing (how much time/credit), d) and evaluation (what counts for assessment).
Knowing, acting and being	Bernett and Coate , 2005	Professional & social skills , similar to Miller Pyramid
Student-staff co-creation	Catherine Bovill and Cherie Woolmer, 2019	Learning processes rather than just outcomes.
Technology Based Education	Andrade Maureen , 2019	Technology-enhanced and work-based/work-place learning.

Source: Nandkumar Sawant

As we have a cursory look at the various models of curriculum designing, It can be summarized:

a) All the curriculum model highlights the teaching- leaning process, with focus on student's learning. Curriculum design of each Programme or course has to be aimed with a specific educational purpose in mind.

b) Curriculum should have clear vision, well supported with the mission. Essentially there has to be course objective and outcomes that need to be streamlined and mapped. The demand is the it has to be outcome Based Education
c) Institutions of higher education have to move away from the traditional method of imparting education. It has to be innovative, independent, experimental and flexible. Further, technology assisted learning provides higher degree of flexibility in learning.
d) Curriculum should just not focus on content but the pedagogy of teaching- learning and evaluation. Methods of Student's participation in learning and developing skills, where Teacher – students collaboratively work towards "Knowledge creation rather than knowledge transfer" holds the key for good curriculum.
e) Apart from academics, Focus on soft skills to make students "Industry Ready". On a broader sense, students should be lifelong learners and imbibe on only professional skills but also life skills and social skills.

Considering the above discussion, it is evident that there is a serious need to look at the redesigning of the curriculum, by taking certain measures like interaction with the stake holders, understanding the need of the students, viability and future trends.

There are two challenges in framing the curriculum a) Creation of time for helping students to be learners b) components of Curriculum framework.

a) In the Indian context, on an average, college students spend around 30 "Contact hours" per week. If we put these 30 hours per week in perspective, it is equivalent to a full time job in Japan, Canada, UK and Australia which is around 32 hours per week. A full time job in Germany is around 28 hours a week. How a student being in classroom for all that time can is expected to acquire the life skills to be compatible to the needs to the society. This analysis helps in inferring that reduce the quantum of classroom teaching, and increase the time available for students to take responsibility of their learning. The curriculum can be redesigned in the following manner:

i. Creating 'Time' for students: At Chowgule College, the following initiatives were taken to address this issue of creating "time". The classroom contact hours were brought down to 20–22 hours per week through implementation of the Choice Based Credit System by making specific changes in the curriculum.
ii. Reduce the quantum amount of information that teachers disseminate and increase the amount of information students research, analyse and conceptualize for themselves and most importantly able to communicate ideas in a meaningful manner to others.
iii. In Britain, the average contact hours is 14 hours per week. However these same students are required to spend equal if not more time in preparing for the contact hours. As an experiment, during this academic year we did it in the department of Chemistry, where in the number of practicals were reduced from 14 to 8. Owing to this, the students were engaged in practical work deeply as there was an increase in time by almost 80 per cent.

Secondly, what are the components of curriculum? In-house research at Chowgule College, described four point strategies to make graduates more employable (Sawant NN and Fernandes NV, 2019). This study also emphasized on (a) Redesigning curriculum, (b)Relooking at the T-L-E processes, (c)Training and orienting faculty to understand their changing role and

(d)Creating conducive environment for learning. In this study curriculum redesign framework was suggested, which emphasizes the need for holistic approach for making graduates skilful (Fig. 2).

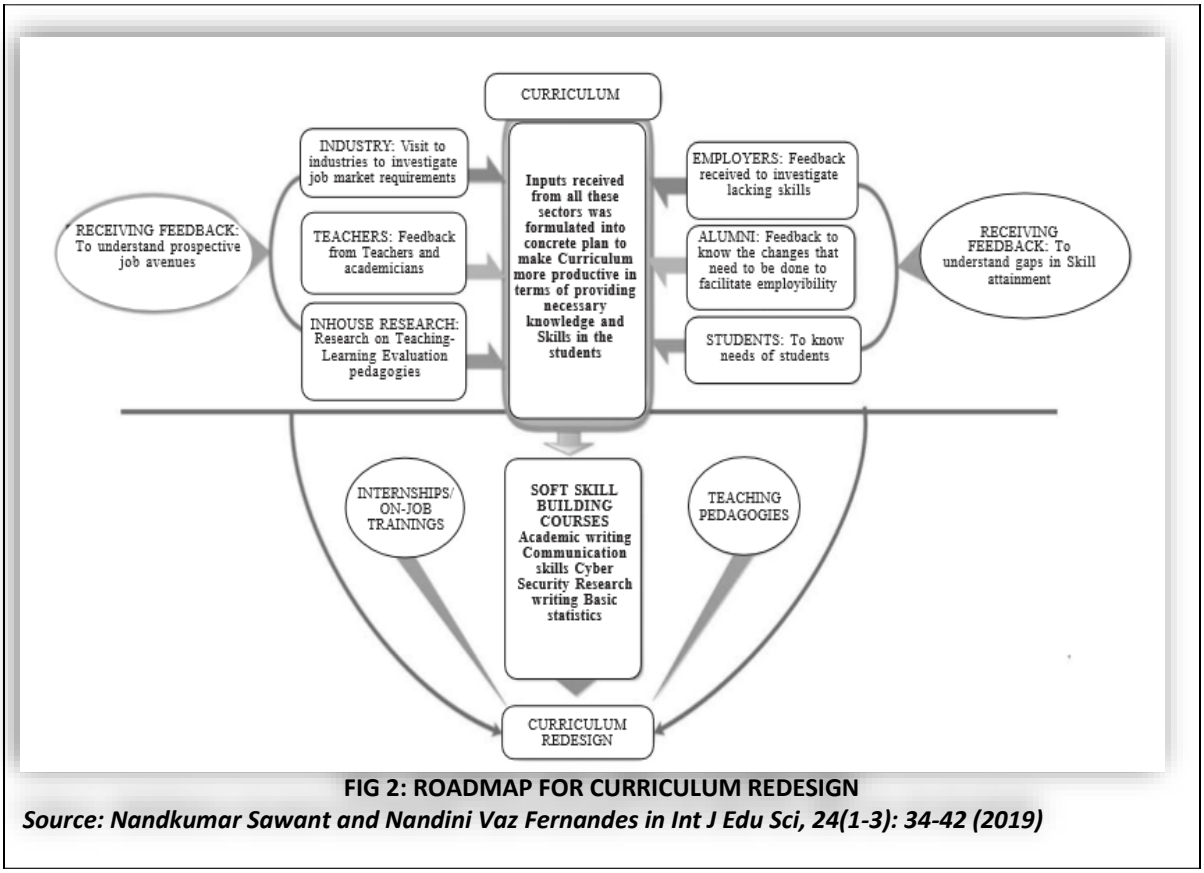

FIG 2: ROADMAP FOR CURRICULUM REDESIGN

Source: Nandkumar Sawant and Nandini Vaz Fernandes in Int J Edu Sci, 24(1-3): 34-42 (2019)

a) Using Berstein's Model (2000) of Valid knowledge and framing, there has to be a structured programme (credits, modules , learning outcomes etc),where the students are given the choice of subject (Core , electives, cross discipline and inter discipline) . Some courses which are crucial for all graduating students can be made mandatory irrespective to the programme. For example at Chowgule college: Academic writing, research writing, statistics, cyber security and communication skills are compulsory courses. In-house research by Sequeira V F et.al. (2016) indicated that the Academic Writing course has shown a positive impact on students in terms of understanding writing skills, coherent style of expressing ideas and a greater knowledge on avoiding plagiarism. Further, Academic assignment writing not only helps in shaping the student's writing skills but in bargain it teaches the students various other skills at a professional level like computer skills, team work, mutual understanding, understanding viewpoint in different perspectives (Sawant et. al, 2017).

ii) Feedbacks: The present study also states that redesigning the curriculum of the courses or introduction of new Programmes, should be based on the needs of the employment market. Suggestions received from the employers, alumni and investigation of prospective job avenues

in the industrial/employment sector for the graduates helps to design good curriculum and fill the industry-academia gap. Course feedback from students and alumni is also important to know the requirements of students and lacunae existing for increasing employment opportunities. In the recent survey of the students (2019), the response was more practical and field based courses should be introduced.

iii) Apart from academic credits, Non-evaluative credits component were introduced where students get opportunity to participate in international exchange programme, involve in community outreach programme initiated by the college or departments, undergo training programmes like public speaking and self- management, or engage in extracurricular activities by being part of various clubs like photography, dance and music. For example, the College initiated international collaborations with Sweden, Japan, Srilanka and Portugal. Many of the students who participated in International exchange programmes are now pursuing their master's degrees in France, Canada, Australia and UK. Therefore we see value in such initiatives. The College also introduced "Social credits" as part of the curriculum, basically to inculcate social value and make students sensitive to issues and challenges in the society. Every student has to invest 60 hours in social work or community service activities. Other non-evaluative credit component included the NCC, NSS, personality development and foreign languages

Internship as non-evaluative credit component: Internships are compulsory and integral part of undergraduate curriculum of Chowgule College. On completion of four weeks of internship, a student earns four credits. Students take up internships at various commercial and non-commercial organizations, research centres and industries. The Internships/on job trainings were made compulsory, considering the inputs received from industry, community organizations and stakeholders (Sawant & Fernandes, 2019). The college has given these opportunities to the students by developing linkages for internship programmes. Internships provide hands on training required in the employment sector and enhance their domain knowledge skills as well as interpersonal skills.

Execution of the curriculum:

Design of a good curriculum should be accompanied by execution of the same in effective manner. For this, focus should be on the T-L-E pedagogies and to do this, the teachers need to be trained accordingly. Need for innovative and interactive T-L-E methods: Fortunately, this century has ensured multiple sources of information and knowledge thereby witnessing a paradigm shift from teaching centric to learner centric. Accordingly, the role of a teacher should not merely involve a simple transfer of knowledge to students. What is required is a transformation of teaching methodologies which will facilitate and influence the process of active learning. The Core focus is critical thinking, problem solving, and team work, encouraging students to be lifelong learners and preparing them for the global market etc. In-house research by faculty of Chowgule College, has proposed 'Multiple teaching Mode' (MTM), as more effective mode of teaching which caters to the needs of all types of learners Research (Fernandes NV, 2016).

c) Faculty training: Faculty training is a continuous process and institutions of higher education need to invest. It is of utmost importance that the faculty needs to be exposed to various challenges of higher education and be trained to meet these challenges. In fact to make education more relevant, the faculty not only needs to upgrade their skills in teaching learning but also have an industrial outlook. In view of this, internship is also recommended to faculty to bring in industrial experience in the classrooms. Chowgule College established 'Centre for Teaching Learning' for training faculty members in various aspect of T-L-E processes, like using Bloom's taxonomy, developing content for web based learning, mapping of course out comes and course objectives.

Conclusion:

The curriculum is core of higher education and the 21st century demands making education relevant and the focus what is learnt .Various models on curriculum designing have indicated how learning can happen. Therefore it is just not the syllabus but the teaching learning and evaluation that will ensure learning of skills set to make the adaptable to the dynamics of the future, professionally as well as socially. Future curriculum will require constant dialogue with stake holders and up gradation. Parvatibai Chowgule Colllege used some these models to create their model that could suit their needs .However, It has to be considered that India being a diverse country, there is no single best fit curriculum. Curriculum has to be tailor made as per the regional needs and uniqueness.

The suggestion would be many more institutions of higher education would evolve their curriculum design over the years, enabling other educational institutions to replicate, modify or innovate new models. Lastly A student-focused learning ecosystem should be formulated with the perspective of students should become lifelong learners, rather than looking at education as one of the certificates or degree programmes.

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8. TECHNOLOGICAL INFLUENCE ON TLP-TEACHINGLEARNING PRACTICES

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Abstract:

The Shifting trends of education with technological up gradation and Industry requirements of skill based professionals have made it mandatory to reconsider our traditional teaching learning practices. In educational organizations usually the more focus is on teaching pedagogy. Learning is considered as by default outcome. But the same is to be evaluated from learner's effectiveness point of view. Technological evolution would be more effective and useful if education organizations start thinking from learners' aspect instead of teaching aspect. What learner wants? Who all are my learners? With advancement of Information communication and Technological trends lot many e-learning concepts are popping up in education market. Google class rooms, MOOC are booming Learning Management Systems. A booming e-learning concept is Massive Open Online Course – MOOC. In India different MOOC modules are developed and launched by IITs, NPTEL, SWAYAM, mooKIT and are approved by the Government. This paper is an aim to provide the information about impact of technological change in educational environment. Teachers can opt various technology Medias to bring creativity in their teaching and it can be based on learner centric. With this approach the teaching learning will be more effective and productive also.

Introduction:

Teaching and learning is the basic component in any educational system. To make it more effective proper education planning and teaching learning methodology is to be adopted by teachers. Despite of dedicated and full efforts given by teachers by completing syllabus in time as per the University guidelines the results and learning outcomes are not qualitatively good. Innovative and creative teaching is mandatory. It is an immense need to change the teaching learning pedagogy with focus on learning instead of teaching. E learning has become an integral part of quality assurance system by many educational organizations. Incorporation of e learning certifications has increased the flexibility, accessibility, interactivity and skill based knowledge certification availability among knowledge seekers. Technology has provided many online platforms in teaching learning mechanism. Popular LMS – Learning Management Systems are MOOC and Google classrooms.

The term MOOC concept was brought by Dave Cornier of Island and Bryan Alexander of National Institute of Technology in 2008. MOOCS are open online courses available to all those who have access to an internet connection and are self-motivated in learning anywhere

and anytime environment. Open indicates that no specific pre-qualification or eligibility is required for doing these courses. Many Universities and colleges have initiated with MOOC courses. These are made available as free of cost for learners. Government of India has initiated with launch of SWAYAM – (Study Web of Active Learning for Young Aspiring Minds). UGC has made it mandatory to all courses by introducing various credit scheme for all curses. The aim of all such transformation is to increase the skilled workforce in India. There is an acute need of skilled based experts in Industry and to fulfil these demand upcoming graduates should be equipped with skilled based knowledge and education. MOOC provides course material in form of videos, presentations, notes free of cost to all learners. MOOC works in cloud based environment.

Benefits of Online Learning Systems:

MOOCs are helpful to **learners** to understand a certain topic and apply it **in** real life. Such e learning modules are based on open source so no licensing is required. Very much cost effective and are feasible to all. Technology can improve learning. According to a study at MIT (RELATE- Research in Learning, Assessing and Tutoring Effectively) University, MOOC students learned a bit more than students in a traditional University course. But how much and how effective learning occurs through MOOCs with thousands of students remained an open and debatable question. MOOC should be used in blended format with traditional classroom pedagogy.

Table 2: MOOC Vs. Traditional TL Pedagogy

	MOOC	Traditional Pedagogy
Technology	Support Open source	Class room teaching
Learning Effectiveness	How much learning occurs remained an open question.	Various approaches can be applied to understand learning outcome. Can be measured in varied ways
Instructor support	No Direct Instructor support	Direct Instructor support
Evaluation	MOOC evaluations are limited. Evaluation based on limited response from Students	Evaluation on varied scale by Instructor
Pedagogy	Integrated and good blending of video lectures and quizzes	More towards monotonous approach
Structure	Usually fix. All module follows four quadrant approach	Depends upon Instructor
Involvement	Students' less involvement in discussion forum	Instructor presence can make student involvement in interaction mandatory.

Students Engagement (Attention Span)	Students viewed all the videos in MOOC classroom with full attention span	In class room student is attentive for maximum 15-20 minutes.

MOOC Approach

The syllabus and the course structure is changing but at the slower pace in comparison to the industry demand. Traditional teaching "the classroom teaching" now has many different alternatives. MOOC is a popular learning medium on World Wide Web environment. It is a concept of virtual classroom anywhere in any environment in Internet world. Now-a-days teaching trend is shifted towards more learner centric. With technology touch to teaching methodology and learner focused approach makes the TLP more effective.

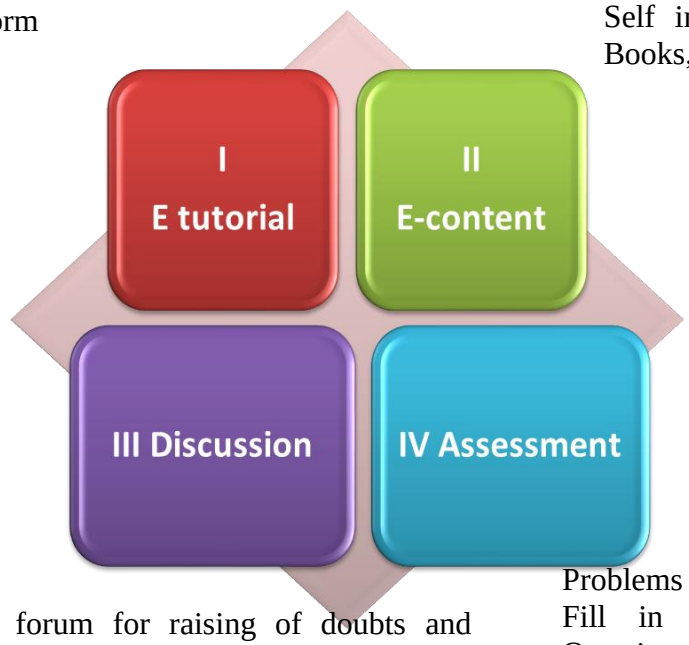
MOOC modules can be developed by any expert by following certain defined guidelines. Every MOOC module developer should identify the following:

- Identify the purpose of course.
- Know your targeted audience
- Decide the course time frame
- Define learning outcomes
- Decide Assessment strategy

Massive Open Online Courses are developed as per the UGC defined pedagogy and by following the four quadrant approach. Any Educational Institute recognized as Host Institute can offer MOOC, can conduct examination and issue certification. These are applicable for both the Credit Course (A course which is taught for at least one semester as a part of as subject/programme) and Non Credit Course (Like awareness programme, continuing education programme or training of specific skill set as independent course, which are not part of any set curriculum and can be of shorter duration). The four quadrant approach says that such e-learning module should have – E Tutorial equipped with video, audio clips in an organized form, E Content with self-explanatory material, illustrations, cases, presentations, Discussion Forum for clarifying doubts in real time environment and Assessment through Multiple problems and solutions, quizzes and assignments.

Video, Audio contents in an organized Form

Self instructional material, e-Books, illustrations, case



Problems and Solutions, MCQs, Fill in the blanks, Matching Questions, Short and Long

Discussion forum for raising of doubts and clarifying them on a near real time basis by the

Fig.1: Four Quadrant Approach

MOOC Platforms in India:

The main intention of promoting the e learning approach is to reach out to maximum number of students. The basic concept is that "If learner cannot come to class room then class should reach to every learner". In India many higher educational and Technical Institutions took active initiation in imparting MOOC courses. Some of such platforms are: NPTEL, MooKIT, IITBX and SWAYAM.

Table 2: Comparison of MOOC Platforms in India

	NPTEL	MooKIT	IITBX	SWAYAM
What is it?	National Program on Technology Enhanced Learning Program funded by MHRD	MOOC by Kanpur IIT	IIT Bombay	Study Web of Active Learning by Young and Aspiring Minds
Initiated by	Initiated by seven IITs and IISC – Indian Institute of Science Banglore	By IIT Kanpur Computer Science department	Developed by IIT Bombay	By MHRD and AICTE with support of Microsoft
Year	2003	2012	2014	2016
Areas	Engg. & Science	Education	For Life long learning, Job	Diploma, school level, graduate,

		&Research	and technical skill set,	post graduate, law, skill courses
Aim	Record the lectures and made them available to all under open source environment	Learners are allowed to participate in twitter/face-book forum.	Hybrid MOOCs with advantage of flipped class room, online talk and live sessions	credits can be transferred on to the academic record of the learners for the course completed on SWAYAM
Language support	English	English, Hindi, Kannada, French, Russian, Ukrainian	English	English, Hindi
Weblink	nptel.ac.in/	www.mookit.co/	Iitbombayx.in/	swayam.gov.in
System	CourseBuilder	Drupal	Open edX	Microsoft support
Platform	Open Source Platform			

Google Class Rooms:

Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.Google Classroom can be used as a free Learning Management System. Google took an initiation in online education by providing the Google class room concept. Its aim is to make effective paperless classrooms available all over the world. Teachers can invite parents to the Google Classroom where they can share the student progress and other announcements. Google classrooms are available only on Google app. Its main purpose is to facilitate paperless communication between teachers and students and streamline educational workflow. Such Classroom allows teachers to create classes, post assignments, organize folders, and view work in real-time.

Advantages of Google classrooms are:

- Google classrooms are easy to use and accessible from all devices like mobile, laptop.
- Google documents are saved online on Google drive and can be shared effectively with any number of people.
- It speeds up the assignment process by providing quick submission and quick feedback mechanism.
- Provide online support by effective feedback.
- Paperless classroom

- Available from anywhere and for any one. No specific qualification is needed.
- Supports user friendly interface.

Limitations:

- Google doesn't allow access from multiple domains. One has to enter through Google apps from education. You need to create a separate account for google class room even if you have gmail account.
- Google has limited integration problems.
- Learners can make editing on owner's document.
- It does not provide automated quizzes and tests for learners. Google class rooms are more suitable for blended learning instead of fully online learning.

Opportunities and Challenges:

MOOC can be used as a very effective learning resource. MOOC requires high level of motivation and time commitment. Though MOOCs are open and free for students who enrol in public offering, MOOC providers restrict their use in terms of environment. One of the biggest challenges in MOOC system is validation of learners. MOOCs does not have fool proof system to check and valid the advancement of learners. MOOCs are helpful as they give new information skills and knowledge. But, MOOCs makes assessing the quality and effectiveness difficult. MOOCs have no established evaluation criteria. Traditional course evaluation methods do not easily apply to MOOCs as they are based on classroom teaching. In MOOC completion rate is less. Require lot of motivation to complete the course. MOOC cannot make individual attention towards learner and so learner disconnected with course very frequently.

Conclusion:

MOOCs are rapidly becoming the popular e learning mechanism in India. Various MOOC platforms are available for students like NPTEL, MooKIT, IITBX, SWAYAM which offers various online curses. Student can opt for certification by paying nominal examination fees. SWAYAM has gained the popularity by registering the maximum number of students since its launch. SWAYAM has become an integral part of many Universities and colleges. With minimum cost any one can learn any course through these MOOC platforms. Google classrooms are very useful for remote places where students found difficulty in reaching to classrooms. They can be effectively used with blended approach.

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9. VALUES: A PARADIGM SHIFT IN EDUCATION-VOICING IN TODAY'S PLANETARY CRISIS

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Introduction:

The fundamental aim of education is to impart good conduct, good intellect, truthfulness, duty mindedness, devotion, discipline and determination. In other words – to develop a value which is meaning for man's own existence and also to inculcate social upliftment? But, what is value? In the words of Sri Sathya Sai baba, value is "an attitude of generosity, of fortitude in the presence of sorrow and loss, a spirit of enthusiasm to do well and to be of service to the best of one's capacity which builds up the mind as well as the body".

It is an infallible truth of today that education and value based education is sanctified for achieving purity of body, mind and soul. 'The crisis of education is peripheral and not fundamental, skin deep and not soul deep' – Human life is chaotic and miserable, we are all running to seek happiness leaving peace behind say Justice V.R. Krishna Iyer. Today, when we are laminating for degeneration of values, it is time to go back to what Swami Vivekananda said "I cannot ask everybody to be totally selfless: it is not possible. But, if you cannot think of humanity at large, at least think of your country. If you cannot think of your country, think of your community. If you cannot think of your community, think of your family… For heaven's sake do not think of yourself only." However, why human misery? Human misery is not an exclusive problem, it is also an educational problem. It involves redefinition of many of our basic ideas of life. "The idea of knowledge is not accumulation but contribution, not acquisition but elevation, not only materialistic but holistic, the idea of life is not limited to worldly but divine" Joy Vazheyil.

Thus, what is value?

Etymologically, value is derived from a Latin word 'Valare' meaning to be strong. In English, value has a different tone. In the words of Ramje – "A value is what is desired or what is sought. Values may be operationally conceived as those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture." Actually, from psychological point of view value is a complex cognitive disposition which the children imbibes through teaching, evolutions, and experiences. Value is not static it changes with the changing times with sentiments as pre-disposition of mind. As G.W Allport rightly said "Values are centralized systems of psycho-physical dispositions capable of making a larger portion of the environment functionally

equivalent to the individual and generating in him appropriate type of adaptive and impressive behaviour".

Value Crisis:

In the modern world, planetary crisis is value crisis. Todays' youths are suffering from –

(a) Social Value Crisis – An era of digitalization and mobile accumbency, the youth have segregated themselves from the society and social denial has let their values to different tangent. On the other hand, social manifestation through social media has an universal plethora of emotional debutant which gives to most popular cry sometimes side tracking the Somniferous values.

(b) Economic Value Crisis – Common man is basically materialistic oriented. They go by the pleasure principles of life and their status is determined by economic yardstick. Man establishes his own value system on the basis of his economic disposition and where in children are highly motivated to this value dispensation. War and peace is determined by the economic value imbalance leading to extreme planetary crisis.

(c) Bodily value crisis: Especially the youth are a pawn to this physical attribute of body. Body development initiates power building and adolescents are too anxious to show their muscle power leading to disoriented morality, thereby creating value crisis in the physique domain. A lot of crime, sexual disarmament gives rise from this acquired body power.

(d) Psychological value crisis: Mind and body make the man if we leave alone the soul. So, mind plays a major decisive role in developing value and acceptance and rejection of moral codes. Hence, to correct degenerated psychological values is an uphill task which is today's planetary crisis. We find psychological crisis in morality and value disposition which has an in-depth relation with aesthetic and exquisiteness in entertainment. Even cognitive development is also influenced by morality leading to value calculation and vice-versa.

(e) Religion and Value crisis: The world is set apart due to religious belief relating to value system and value belief with differences in individual being. Our constitutional value is in crisis seeking refuge in justice, liberty, equality and fraternity. Our country is divided by religious crisis in the form of iceberg where tip of it only reveals tolerance and at the grass route religious belief, propaganda crisis is at its behest.

The Human Values and Education:

There are two types of education. One type is worldly education and the second type is what is referred to as 'Educare'. Education will equip a person with knowledge that will enable him/her to earn a living. Education can help that person to become great with name and fame. However, 'Educare' will bring out the latent human values from within and will transform the individual into a good person with character. Education is related to educating the head whereas 'Educare' is related to education of the heart. Both Education and 'educare' are necessary. However, Education in human values (EHV) takes a Holistic approach to educating the child

and recognizes, five values as an integral part of the human being. These values are recognized by all major religions. Adopt a multipath approach, allow and encourage each child to follow his or her faith and are simply conducive to application in diverse cultural conditions. These values are love, peace, truth, right conduct and non-violence.

Types of Values:

They are Proximate & Ultimate Value, extrinsic and intrinsic value. Proximate value developed by an individual which is on one's experience from livelihood, societal disposition, faith in concurrence to living which may be beneficial for one's self but may not be good for others existing in the society and by large to the environment. Proximate value are ever changing. In proximate values extrinsic values is the portion of the worth that has been assigned to an item by external factor in commercial terms.

Ultimate valuesare universal and static. We talk of love, brotherhood of man, co-operation, honesty, and such virtues. In Maha Upanishad the Sanskrit phrase – '*Vasudhaiva Kutumbakam*' means the world is one family is a burning truth. Hospitality towards guests, duty to our parents, society and country which is good for the individual and also good for others including all flora and fauna have an universal appeal which is the criteria of ultimate value all over the world. In ultimate value intrinsic value has traditionally been thought by philosopher to lie at the heart of ethics. It lies 'in itself' or 'for its own sake' or 'as such' or in its own right.

Value Building & Students:

A lot of National and International Seminar pose for innovative approaches in school to inculcate value based education, where in the words of Einstein we pledge stating – "A hundred times every day I remind myself that my inner and outer life based on the labour of other men, living and dead and that a I must exert myself in order to give in the same measures as I have received and am still receiving". But, we see different bonding where the youth is lured and carried away by the celluloid realms causing death, pelting stones, intolerant and exposed to his own cause. Some of the measures we should adopt to develop values among students are through interaction. Teachers should interact with the students. They should give a patient hearing to the voice of the students. A lot of problem can be solved if we listen to our students, their plea, their anguish their frustration, their innovativeness, their discovery and thus their emotional outburst can be reached and teachers can take the role of being their mentor.

Secondly, celebration of important days in the institution would evoke the students' patriotic feeling and they will develop as good citizen of the country. This can be done simultaneously by including in the co-curricular activities of the institution. Value building can be strong where teachers and students go for excursion which not only enable students the element of cooperation and congregation but also to know the richness of one's country.

The adolescent are bubbling with energy and development of positive value can be done through the element of spiritualism. It is not harbouring one's religious manifesto upon another, but spiritualism is to know that one belongs to this universe and as a member of this universe, realise oneself through deed and thought. In Vedic spirit it is – *"Sarvam Khalidam Brahma".*

Meditations and yoga should be practised right from childhood in school which will make the mind stable.

Value System and Vedic Education:

Having realized the practical appliance of value system emancipating the behaviour of our students' fraternity the teacher and incidental learning from the happenings and from societal upheaval, we have taken refuge from our rich heritage of the yester years. From the Vedas and Upanishad we trace the equal importance of the 'giver' and 'taker' that his *'guru'* and his *'Shravans'* – the teacher and his pupil. Therefore, it is essential that the teachers also should be exposed to the traditional values and ethics of education through training programme from time to time. Vedic guru states "*Sa Vidya, Ya Bimuktaye*" - Only true knowledge can lead to wisdom. Now what is that knowledge we are talking about? The knowledge that will lead us from ignorance to truth; from darkness to light and from death to immortality. "Om *Asato ma Sadgamaya, Tamso Ma Jyotirgamaya, Mrityorma Amritam Gamaya,"* That knowledge is supreme knowledge. Although the connotations of "Supreme Knowledge" is "*Para Vidya"* which is to know the ultimate in the Vedic Philosophy. But, here it is restricted spiritualism and divine knowledge – one that enriches one's mind towards virtue, towards moral and subsequently develop value which permeates from body, mind and soul.

On Teacher pupil relationship, the Vedic mantra from The *Twaitteriyo* Upanishad reflects an ideal, congenial & peaceful coexistence in education.

Om Saha navavatu, (Om, May we all be protected)

Saha nau bhunaktu, (May we all be nourished)

*Saha Viryam Karavavaha, (*May we work together with great energy)

*Tejasvi navadhitamastu, (*May our intellect be sharpened)

*Ma vidvisavahai, (*Let there be no Animosity amongst us)

Shantih, Shantih, Shantih (may our study be effective)

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Philosophers and Educationists:

The crisis of value system today in our Indian panorama can be meted out by the value education perceived by philosophers & educators. We have discussed the crisis of economic value. In the 20th Century Educationist John Dewey, quotes – "Education is investment and Investment demand return". When value of education is essential through money transaction it would be foolish to search for soul development. Nonetheless, our mental development can be enriched by the teachings and preaching's of Great Educators of yesteryears." Swami Vivekananda right said - "Education is not the amount of information that put into your brain and runs riot there undigested all your life. We must have life building, man making, character making, and assimilation of ideas …… "The end of all education, all training should be man-making. The end and aim of all training is to make the man grow". By character building, Vivekananda clearly states that every man with cognitive development thrives for his value which will in later life make him grow. To coin up we cite Vivekananda, quote – "Every man has a little bit of divinity and a little bit of satanity in him ; it is the work of education and education alone which will bring out the divinity in him and kill or control the satanity in him". Even Mahatma Gandhi says, - "The end of knowledge must be the building of character", by education I mean – all round drawing out of the best in child and man-body, mind and spirit"……The education result not in material power but in spiritual force.

Tagore replenished the development of values from Upanishadic system of Gurukul Education which saw it emergence at *Shantiniketan* – an abode of peace, and named it as Vishwa Bharati. Here, not only education lies in core learning of the subject but, co-curricular learning through dance, drama, music, poetry, painting, sculpture and all the finer elements would manifest the aesthetic sense of education bringing out the vitality of virtue endured in life time. Like our Vedic gurus, even today's Rishi Aurobindo insisted on Development of Body through – "physical education", "development of social and emotional through elan vital through – "vital education", for cognitive development of mind through – "mental education" and lastly to develop the divinity of man through – "spiritual education". The four attributes can be propitiated from four pillars of truth – Love, Knowledge, Power and Beauty to be imparted and realised through education. He gave prime importance to Yoga & Meditation.

The National Commission on teachers also known as Chattopadhyay Commissions observed that "the teachers must earn status through achievements. The closer the teacher the more he is able to link himself and his vocation with the mission for the nation, the more relevant he will be become and more revered by students, parents and society". Nowadays we are confused, contradicted and complemented the essence of education with literacy. Literacy and its prodigy may make us rich virtually and or artificially from womb to tomb ; but when we truly educate ourselves we are strong in our morality and to the value based education which is good for the

individual and for the society – a planetary crisis which if not overcome completely but can sow the seed of universal peace.

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10. E- LEARNING IN HIGHER EDUCATION IN INDIAN CONTEXT

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Abstract:

With the increase in global competition, countries attract human capital from across the world, and hence, education is imperative to gain competitive advantage. Education is also a key indicator of lifetime earnings. In order to cope up with the technological changes, it is necessary for individuals to improve their skills and capabilities through education. Traditional methods of learning have become outdated and are being replaced by technology enabled education or 'e-learning.' The most important feature of e-learning is that it enables individuals to learn anytime, anywhere. Such flexibility makes learning faster, easier and more attractive by creating a student-centered learning environment and by offering newer methods of teaching. This paper aims to discuss the role of e-learning in the higher educational environment in the digital age, along with comparing the costs associated with traditional face-to-face and e-learning methods.

Introduction:

Education has been considered as one of the most important aspects of nation building. We can connect education with human development indicator, for e.g., female education influences the size of the family and health of children. The new era of integrated 'one world' has made it necessary to bring about a coordinated system in the teaching – learning environment for higher education. Technology enabled education or e-learning is now displacing the outdated methods of learning. The internet has become indispensable to make available resources for research and learning for both teachers and students in order to share and acquire information (Richard & Haya, 2009). The major challenge we face by e-learning is that it cannot replace actual human beings and hence, while designing e-learning packages, it is of utmost importance to ensure that the students are not isolated with technology.

Current State of E-Learning in Higher Education in India:

In India, both the government and private players participate in the higher education market. Given the internal competition as well as the competition from the foreign institutions, the less effective educational institutions are forced to exit the market and the strategy of 'survival of the fittest' prevails. E-learning, though reached India late of course, is being fast accepted in a big way. Many institutions have started extending the teacher-led programmes to include more content-rich e-learning modules. Government initiatives are also picking up speed. E-learning is being strongly supported by the government and the Department of Electronics and Information Technology (DeitY) has been actively developing tools and technology to promote

it. Diet Y has supported various R&D projects focused on e-learning at various academic institutes. This includes technology initiatives, content development, HRD projects, and faculty training initiatives to impart education through e-learning (Imran, 2012). In order to increase the practical applicability of higher education, new applications are increasingly seeking colleges which can offer flexibility and diversity in terms of course offerings. Students are seeking e-learning experiences. The proliferation of mobile devices has produced an anytime, anywhere expectation for access to information.

Complete modernization in areas of learning, research and innovations, improvement in coordination and flexibility in adapting to the needs of society is considered most important for the development of higher education. Hence, educational institutions should recognize e-learning as an opportunity to transform the people, skills and performance of the system, and should accordingly advance online learning capability in a rapid way.

Tools for E-Learning:

Regular classroom teachers have started to incorporate the Internet into their modules in a variety of forms. For e.g., web pages may be used as illustrations in face-to-face classes, online discussion forums can be used to continue discussion after class, and students may be asked to do web searches as part of their studies, either in class, or outside class (Bates, 2008). Following e-learning tools are used in higher education.

I. Internet Forums: An internet forum is an online platform where individuals can communicate in the form of posted messages. A user can post a topic for others to review, and other users can view this topic and post their own comments one below the other. These have been modeled after the real-world prototype of bulletin boards, which were extensively used before the Internet was born.

II. Weblog: A blog allows users to discuss and exchange information on the Internet with the help of discrete text entries known as 'posts'. Users can generate their own website and the discussions are presented in reverse chronological order. Blogs provide comments or news on a particular subject, which can be a great source of e-learning (Pande, Wadhai, & Thakre, 2016).

III. Social Bookmarking: Social bookmarking helps in referencing resources by linking them to bookmarked pages. It is a centralized online service which is very different from file sharing. It allows users to add, annotate, modify, and share bookmarks of web documents. Users can store useful lists of Internet resources in a social bookmarking system.

IV. Instant Messaging: Instant messaging allows users to communicate over the Internet on a real-time basis. It offers privacy to the users to chat more openly as compared to a blog or an Internet forum. Over the past few years, there has been a considerable increase in instant messaging services and platforms. Some of the applications which provide instant messaging facility are GTalk, Skype, ICQ, Yahoo! Messenger, MSN Messenger, etc.

V. Text Chat: Text chat or Internet Relay Chat (IRC) is an online chat technology that allows users to communicate in a chat room. People from around the world can join a chat room and exchange information in a group discussion forum. In addition, it can also be used for one-on-

one private communication as well as data transfer. Some of the examples of IRC clients are mIRC, XChat, ChatZila, etc.

VI. Rich Site Summary (RSS): RSS is a type of web feed thast publishes frequently updated content like news, blog entries, etc. it is presented in the form of a news aggregator on which users can track different websites. It automatically checks the RSS feed for news aggregator on which users can track different websites. It automatically checks the RSS feed for new content, allowing the content to be passed from website to website or from website to users. Users of RSS content use software programs called 'feed readers' or 'feed aggregators'. The user subscribes to a feed by entering a link to the feed into the reader program. The reader can then check the user's subscribed feeds to see if any of those feeds have new content since the last time it checked and if so, receive that content and present it to the user.

VII. Virtual Classroom: A virtual classroom is an online learning environment and it perhaps the most suited application of an e-learning system. It is an audio-video interaction, text-chat, and interactive whiteboard enabled class-room, which makes learning more interesting and attractive for the students. It allows students to communicate with one another, view presentations or videos, and engage with resources in work groups.

Comparison between Traditional Learning and E-Learning:

Cost element	Traditional Learning	E-Learning
	Costs to the Institution:	Costs to the Institution:
Fixed Costs	-Construction/rent of building - Administration System -Equipment(furniture, boards etc.) -Utilities Costs to the student: -Learning Fees - Books and related materials -Travel and accommodation	-Learning platform (services, software etc.) - Administration system Costs to the student: -Learning Fees -PCs/Laptop and related technologies, -high speed Internet
	Costs to the Institution: -supplies (workbooks, pens etc.) - Course development experts	Costs to the Institution: - suppliers (knowledge management sites) -web development designers -support (coaches, help desk etc.)

Variable Costs:	- course delivery instructors Costs to the student: -Education Loan - Opportunity cost during period of education	Costs to the student: - Education Loan -Health related issues due to excessive use of computers (eye sights etc.)

The above table summarizes the cost elements of e-learning as compared to traditional face-to-face learning. TC = FC + VC Where, FC = Fixed cost VC = Variable Cost TC= Total Cost. Thus, TC –FC + (VC per student*Number of students). The average Cost (AC) per student is then given by: AC = TC/Number of Students = FC /Number of students + VC/Number of students = FC /Number of students + VC per student. In strategic decision making, average cost is used to evaluate economic viability of education methods, where economic viability refers to the ability of all participants to finance an e-learning environment over a period of time. Economies of scale are said to exist if there is an inverse relation between the long- run average cost and the output produced, that is, when each additional cost than the previous unit. Economies of scale in higher education sector help increase the welfare for all participants (Chakrabarty, Rahman, & Khanam, 2014)

Advantages of E-Learning:

1. **Flexibility:** E-learning is very flexible with respect to time and place. E-learning empowers the learner to access online library resources, and since it is possible to replay recorded sessions, absentees can learn the lessons as and when it is convenient. Also, slow and fast learners can take their own time to learn, which helps reduce the overall stress in the classroom environment.
2. **Integration:** E-learning can integrate all students, teachers, researchers, universities, and regulatory bodies at a regional, state, national, and international level. This will facilitate efficient utilization of available resources through sharing of knowledge, experience, infrastructure, and technology.
3. **Access to Best Resources:** Availability of faculty is not restricted by geography or time and hence a few good teachers can be scaled up with the introduction of e-learning. In addition, a larger group of students can benefit from the same quality study material across geographies.
4. **Enhanced Learning Experience:** E-learning increases opportunities for collaboration among students, since discussion of study material is no longer limited to the physical classroom. Students participate in discussions in online forums, blog about their learning experiences, and share online information with their classmates that supplements course materials.
5. **Wider Reach:** Another advantage of e-learning is that people living in smaller towns and cities can get access to the best possible learning resources from across the world, at a very affordable price. This helps create a level-playing field for all.
6. **Learning by Doing:** E-learning is an active experience with the emphasis on interactivity and 'learning by doing'. Difficult or dull subjects can made more

interesting, easier, and more appealing through e-learning as compared to traditional learning.

7. **Cost Effectiveness:** E-learning reduces the overall cost for both the institutions and the students as the best knowledge products are available on the web without any additional travel or lodging expenses.

Challenges Faced by E-Learners:

1. **Lack of Personal Touch:** Face to face interaction and eye contact are some of the stimulating and motivating factors in the learning process. Elimination of peer-to-peer learning and reduced social and cultural interactions are the major drawbacks associated with e-learning mechanism.
2. **Reduced Effectiveness:** The e-learning may The e-learning method may be less effective than the traditional method of learning with respect to clarifications, way of explanations, as well as interpretations. In some cases, the learning process is the easier with the face to face encounter with the teachers.
3. **Poor Social Skills:** E-learning may deteriorate the role that institutions play in socialization amongst teachers and students. It may also have a negative impact on development of effective communication skills due to limited human interaction.
4. **Limited Application:** E-learning may have limited applicability since it is not possible for all fields or disciplines to employ e-learning technique in education. For instance, in purely scientific fields, practical work sessions in the laboratories cannot be substituted by web based methods.
5. **Technological barriers:** Severe limitations of technology infrastructure may also hamper enthusiasm and the widespread use of e-learning technologies. These may range from insufficient network speed and bandwidth capacity to incomparability across different platforms and between different content materials (Imran, 2013).

Steps Taken by the Government for Promoting R-Learning:

The Central Government has taken up a lot of initiatives in the e-learning sector and has launched new services and campaigns in the past few years. One of the most important is the Digital India campaign, which aims at digitalization of all important government services. It will also facilitate education through its innovative plans about e-learning. The campaign initiatives include providing broadband services. It will also facilitate education through its innovative plans about e-learning. The campaign initiatives include providing broadband connectivity, wi-fi services, etc. to various schools all over the country. Another flagship project to provide web based training is the National Programme on Technology Enhanced Learning (NTPEL), which is being funded by the Ministry of Human Resource Development (MHRD).The course content trains teachers and through them improves the quality of students. In addition, these course materials (both web and video) can be accessed freely by everyone independent of their geographic location. As in February 2016, NPTEL had 994+ courses with more than 19k online video lectures, becoming the most viewed education channel (Department of Higher Education, Ministry of Human Resource Development, 2016).

Scope for Further Research:

The above analysis concerning the current state of e-learning in the higher-education system in India, along with its advantages and limitations, makes it apparent that this is an important subject for a better future of the country. The concept of e-learning is that of a technologically enhanced learning mechanism through the Internet. Because of its benefits, the demand for e-learning is on a continuous rise and hence, it is becoming necessary to improve the overall quality of the e-learning system in India. However, there are numerous challenges which the governments face in their attempts to develop new e-learning mechanisms, some of them are:

- Poor availability of e-systems in India
- Lack of training amongst individuals to use ICT
- High economic cost of data and broadband services in India
- Insufficient laws for a strong security system to protect online data..

As already discussed, human interaction is crucial for successful learning. Hence, while designing e-learning packages, it is necessary to ensure that the learners are not secluded with the technology. Faculty-to-student as well as student-to-student interactions should be encouraged through audio or video-based web conferencing may also help remove potential drawbacks to some extent (Nelasco *et al.*, 2007).

The present study is limited in terms of the official estimates for the actual size of impact of e-learning on higher education in India. Owing to the limited scope of the study and time constraints, the analysis was restricted only to the level presented above. However, it would be more interesting to conduct studies which can estimate the effectiveness of e-learning methods more accurately by using some quantitative techniques. It could also be of interest to discover new e-learning tools and techniques, especially in the context of a developing country like India.

Conclusion:

Internet connectivity and the rapid increase in its use has been an important catalyst for the growth of e-learning. The development of new information technologies is widening the range of services and is facilitating the creation of a global informational and cultural space in the higher education system. Information and communication technologies provide numerous opportunities for capturing and representing real-world scenario.

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11. RETHINKING: PRACTICAL PEDAGOGY IN EDUCATION

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ABSTRACT:

Rethinking on practical education is very important in the present era in order to impart proper and in-depth learning amongst the students. The change in redesigning practical approach while teaching will benefit learners to be creative in thinking, developing skills, experiencing and experimenting on real life problems. Moreover, implementation of rethinking on practical design in education will minimize mugging habit, implement interactive education, motivate team work and help in transformation of difficult content into easy one in learners understanding compatibility. This will really bring up higher education to a greater level in New Education Policy.

1. **RATIONALE**:

Practical teaching is more interesting than theoretical studies and easy to learn the concepts involved in any subject area. A balance should always be maintained between the two. Most academic institutions across the globe in their curriculum found to have theoretical aspects and practical exercises to be performed in the laboratories. Educators may have differences of opinion on implementation of theoretical and practical teaching in classes. But it is believed that education including practical module will certainly have a lot deeper impact on students to understand and retain the knowledge forever.

2. FACTORS DEVELOPED AFTER IMPLEMENTATION OF PRACTICAL APPROACH:

a. **Promote or Activate process of thinking:** Quite a few people have an inborn talent of remembering all that they read, even if it is once. However, many of us have less retention capacity of what we read and thus have to read it multiple times in order to keep it in their memory book. Hence education involving practical approach distinguishes between teaching science and doing science.Most theoretical teaching builds a lot of pressure on the brain of students. Thus, practical teaching will enhance and activate the process of thinking amongst student community by doing science.

b. **Better Understanding**: Some of the concepts are very difficult to understand, involvement of practical session will help students to understand the topics in better and simpler way. Be it understanding the phenomenon of sciences, art or literature.

c. **Value added and Skill development**: Practical training and exercise will help to improve skills which cannot be obtained by just learning theoretical knowledge. Theory can raise fundamental knowledge of the subject and bring expertise and proficiency but it can never deliver improvement in skills that are only obtained from practical education.

d. **Group work**: Most of the practical activities involve team projects or programmes where students are required to work in a group or as a team. This will help to improve a student's ability to interact with his/her subordinates' students and encourage them all for team work. It also makes the learning process more fun as students are able to grasp more knowledge while learning it in a group. Thus, total process of teaching becomes less boring and more fun.

e. **Learning through Interaction:** Practical education is always interactive than theoretical. It not only involves teaching and lecturing process to understand the concepts but promote, inputs from students which necessitates involvement of interactive sessions, experiments, interactive exercises, etc. The important features of practical education ensure the involvement of students, making them learn and understand more.

3. THE MAJOR DRAWBACKS OF PRACTICAL EDUCATION:

i. Students are not taught how to use the techniques in the scenario they are going to be requiring them, and teachers teaching practical spent a long time telling them to verify known scientific facts, but not much about the actual processes involved in making these verifications. Hence the disconnect in creating full-fledged researchers.

ii. Instead of making practical's, learning by mimicking, students should be given with a particular real-life context, an application, which can be motivating and hence pathbreaking. Thus, introduce epistemology (the way knowledge is acquired) by mainly imparting practical education by distinguishing between teaching science and doing science.

iii. Gorst and Lee (2005) suggests that the "hands on" approach has the potential to stimulate student interest in the subject matter, teach laboratory skills, enhance the learning of knowledge, give insight into the scientific method and develop scientific attitudes such as objectivity.

iiii. According to Meester and Maskill (1995) practical work gives students the opportunity to learn and practice all the activities involved in working in their profession.

v. The practical examination traditionally assesses how much the students have learned in the practical classes in terms of practical skills and knowledge. And generally, an end of course practical examination may not provide students with the best opportunity to demonstrate the skills they have developed during the course (Bennett and Kennedy 2001).

vi. It is also observed that the time constraint of a practical examination is a significant cause of anxiety among students. Students are not just being assessed on what they know and how good their practical skills are, they are also being assessed on how well they work under pressure. Gorst and Lee (2005) argue that the learning experience of "working under pressure" should not be introduced at the time of the examination. The practical examination also duplicates the

assessment of laboratory skills. E.g., The best dissections are often done when a student works carefully and precisely. Kirschner and Meester (1988) argue that if a goal of the practical examination is to assess acquisition of skills, then penalization for mistakes does not advance the learning of those skills especially for an end practical examination.

vii. Assessment which is perceived as threatening and which provokes anxiety may encourage students to take a surface learning approach (Gibbs 1992). Thus, practical examination would fall under the category of "threatening and anxiety-provoking" and we all know that a large proportion of students think memorization is the appropriate method of study.

viii. Divergent laboratory approach introduced by Lerch (1971): This approach can be regarded as a realistic compromise between the experimental and the academic laboratories. There are parts of the experiment that are predetermined and standard for all students, but there should be many possible directions in which the experiment can develop after the initial stage. This it provides the student with tasks similar to those encountered in an open ended or project (experiment) laboratory within a framework that is compatible with the various restrictions imposed as a result of the wider system of instructional organization."

ix. Paulo Freire, one of the most important critical educators of the twentieth century believed that all education in the broadest sense was part of a project of freedom, and eminently political because it offered students the conditions for self-reflection, a self-managed life, and particular notions of critical agency.

4. RETHINKING ON PRACTICAL DESIGN COULD BE BASED ON:

1. Application based practical research.

2. Practical laboratory work carried out should be reproducible for peer reviewed journal submission.

3. Impart training for obtaining precision and reproducibility in the data.

4. Effective use of video clips, models and documentaries during course work.

5. Problem solving approach towards day to day life skill experiences.

6. Formatting and converting ideas or thoughts into equational parameters.

7. Creation of database of the earlier work for the prospective future.

5. OUTCOME OF REDESIGNING PRACTICAL APPROACH IN CURRICULUM:

1. Break or stop the monotonous trend of surface learners.

2. Produce concrete researchers with a thorough research mindset.

3. Reduce formal practical examination to cut down the category of threatened and anxiety-provoked students.

4. Develop ongoing practical assessment to build a strong positive research with an affinity for research rather than a superficial approach.

5. Information could be transformed into knowledge.

6. CONCLUSION:

It is the need of the hour to rethink: practical pedagogy in education to bring about an approach that shall improve manual dexterity with changing teaching and learning outcomes. Practical Pedagogy is viewed as an essential component of studying mainly because it has the potential to stimulate the students' interest. Practical Pedagogy from a students' academic viewpoint can be regarded as a bridge between theory and practical learning. The curriculum should be developed in Social Sciences, Humanities and Business Management studies and imbibed in upcoming New Education Policy (NEP).

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12. RESTORING INDIGENOUS VALUES IN YOUNG MINDS THROUGH HIGHER EDUCATION- A CONTEMPLATION OF CURRENT ISSUES AND PRACTICES

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ABSTRACT

In the era of technological advancement and information technology, the society has undergone major transformation. The rapid social and economic changes have created disequilibrium in the social structure of society and the value system has also degenerated. The decline in social, cultural and ethical values may be attributed to the influence of globalisation and excessive exposure to media. Moreover, lack of sex education and ethical values to our youth has indeed weakened our age old social structures. Today, we have a misguided and confused population who doesn't know what to do with their life. In order to restore our indigenous and pious values, the vital institutions of society should take the responsibility to restore the equilibrium and to ensure the maintenance of indigenous social fabric. As education plays the role of training and shaping the minds, it can take the lead to do so. This study focuses on how the rapid social changes and resulting inequalities have transformed the value orientation among youth. Some of the peculiar issues in the contemporary society among youth are emphasized. By incorporating various co-curricular methods as suggested in the study, higher education can facilitate in procuring, promoting and practicing the traditional Indian value system.

Objectives and Study Plan

The present study is a descriptive one which aims to explore the ways and means to instil and restore indigenous values amongst our youth through higher education.

The study is divided into two sections. The first section introduces the concept and the second involves discussion and suggestions.

SECTION I

1.1 **INTRODUCTION**:

Moral values and graciousness, in the past, were prominent in most teenagers. Majority of the youths then learnt respect, courtesy, consideration, decency, propriety, honesty and righteousness from a young age, and had enough self-discipline to hold on these values. However, these moral values and self-discipline are slowly diminishing over the years, as most of the younger generation are gradually disregarding these ethics. One reason for this is that many teenagers lack the self-discipline to resist the temptation, and their raging hormones overpower their ethics. Another reason is that many teenagers lack the courage or self-discipline to stop themselves from breaking under peer pressure. Under western influence, subjects such as sex are no longer considered taboo. Therefore, youth feel that it is thus okay for them to be promiscuous, which is a clear lack of principles. Another lack of propriety can be seen in the fact that the multitude of juveniles today are turning to less ethical forms of activities. Some such examples are drugs, smoking, drinking and shoplifting. As the younger generation is becoming more and more materialistic, numerous teenagers are slowly putting aside their morality to make way for their desires. Thus, actions such as shoplifting are not uncommon anymore. These young adults have strong desires for material objects, which drive them lose control of their impulses to get whatever they want. The apparent lack of morality and self-discipline leads to teens failing to stop themselves from committing crimes. Furthermore, drugs, smoking and drinking are unethical activities that can prove to be harmful. In the rapidlytransforming world today, the importance of ethics and morality among youth seems to have decreased drastically among teenagers in the world. The market driven system plays a huge role in misleading the youth with advertisements that seem to ruin the moral fibre of the society. The society needs to invest on the welfare of the future generation so the future of our world will be better. Thus, the importance of moral values among youth also can help them discover and develop into a good human being too. Those who value good morals get the privilege of modifying and altering their lives for the better. However, the issue of loss of values among youth is evident and may be attributed to rapid rate of social change and consequent inability to handle the feeling of relative deprivation among masses.

1.2 RAPID SOCIAL CHANGE AND CONSEQUENTIAL RELATIVE DEPRIVATION: LITERARY REVIEW

Functionalist Theory views society as being in a constant struggle to maintain a state of equilibrium. Thus, a change in one sector of society triggers adjustments in other sectors so as to maintain the equilibrium (Parsons, 1964; Rocher, 1992). According to this theoretical framework, a society is undergoing social change when the entire system is disrupted or modified at once. So social change does effect each and every aspect of life. However, the results can be positive or negative depending upon the social status, class, talent and capabilities of affected person or group of persons.

Specifically, based on the functionalist theory in sociology, we define dramatic social change as the "profound societal transformations that produce a complete rupture in the equilibrium of social structures because their adaptive capacities are surpassed" (de la Sablonnière, Taylor, Perozzo, &Sadykova, 2009, p. 325). Further, the ongoing process of technological innovation and advancement takes place in a context of inequalities, among people, firms, regions, and

nations. In practice, it often reinforces or widens those gaps (Cozzens, 2010). The widening disparities are resulting into feeling of deprivation in context of the have's and have' nots.

Relative Deprivation (RD) Theory suggests that resentment, injustice and anger emerge from individuals and groups following disadvantageous comparisons (Crosby, 1976; Runciman, 1966, 1968). Feeling relatively deprived has been negatively associated with well-being (Crosby, 1976). Accordingly, the more one feels dissatisfied following disadvantageous comparisons, the greater the negative impact on well-being. RD is also posited to be a central motivator behind collective action and mobilization towards achieving positive social change for disadvantaged groups.Traditionally, RD researchers focused on the impact of RD on group movements (Guimond&Dubé-Simard, 1983; Tyler & Smith, 1998). The majority of research on RD has been performed on the basis of genuine social comparisons, that is, comparing the in-group to a distinct out-group (Walker, 1999).More recently, researchers have focused on another form of RD, temporal RD, which represents the feeling of dissatisfaction that emerge among group members following disadvantageous comparisons of their group conditions at a given point in time to perceived conditions at another point in time.It has been proposed that people tend to use temporal comparisons to re-evaluate their status amidst periods of change (Albert, 1977). Indeed, research has shown that temporal comparisons become salient when individuals and groups are forced to adjust to a new reality (Brown&Middendorf, 1996; de la Sablonnière, Hénault, &Huberdeau, 2009). Thus, it is assumed that the comparisons that give birth to deprivations are temporary and often compel people to adjust to new social reality without appropriate orientation.

The technological advancements, economic development, innovations, enormous dissemination of information and emerging inequalities have resulted into disturbance in the established and desirable ways of doing in the society.This is especially relevant in case of youth as this is the age of aspirations, expectations and unprecedented emotions which require sensible outlets and appropriate interpretations. The rapid social changes have brought new social roles and channels of socialisation which may mislead the youth towards the wrong path. Many times even the parents and other family members are not able to anticipate requirements of newly emerging roles in life and perhaps may notunderstand the kind of training this age requires in the current scenario. Further, continuously increasing the social and economic gap among different social groups is contributing immensely towards adopting undesirable path towards achievements and progress. However, education as the medium of training and shaping minds can play the key role inrestoring the balance in the society.

Section II

2.1 HIGHER EDUCATION IS THE KEY:

Undoubtedly, youth can play more effective and reliable role in the process of nation building by virtue of their physical and psychological powers. That is why *Benjamin Disraeli* says- "The Youth of a nation are the trustees of posterity". But the waves of globalization, ups and downs in stock markets, economic slow-down, less emphasis on moral and value education, increasing threats and violence by extremists and terrorists, frequent natural and man-made disasters and attraction towards luxurious life has forced man to drift away from the ethical ways. Here,

Higher education can take the responsibility to ensure positive contribution of youth towards society by maintain their value system. Strengthening national educational systems is a common recommendation for effective response to rapid technological change (Romer, 2019). Knowledge production is treated as a key factor of production in New Growth Theory, the object of the most recent Nobel Prize in economics. That theory makes rising skill and educational levels central to economic growth, along with scientific research and technological innovation. Further,Higher education is usually the last level of formal education that ensures a person's preparedness to work in society to achieve not only personal goals but also national ones.

Before indulging into the required practices in higher education, following critical issues should be discussed in context of social change, the emerging relative deprivation and consequent disturbance in value system.

2.2 GLOBALISATION TAKING OVER INDIGENOUS CULTURE:

Ojha (2002) asserted that the process of globalisation has brought structural transformation in Indian Society and affected almost all aspects of life. The indigenous market and value system both have been hurt by the globalisation which involves the cultural flow and free flow of information. In this scenario, Indian youth has been exposed to enormous information and they are perplexed about the extent of information they should absorb. They see people using high end commodities and living luxurious life. This generates in them a feeling of competition and fast attainment of this lifestyle. In this race, they often forget the right path to be taken and fall prey to wrong methods. They are committing crimes of theft, prostitution and murder to meet needs of their high end lifestyle. The Indian society is constantly under threat of imbibing foreign and alien values of materialistic accumulation and wealth as prime objective of life (Naidu, 2006). The brand culture which has grown its root in India lures our youth to show off their rich belongings. It has also impacted negatively our indigenous industries related to textiles, footwear. The McDonaldization of culture has changed the food habits and preferences of developing countries (Ritzer, 1993). Theyoung generation in India even don't realise that cutting cake on special occasions of life is not integral part of Indian culture and this has taken the place of fresh nutritious sweets those used to work as an expression of love and warmth in relations. The relevance of homemade food has been almost lost in the era of fast delivery system of junk food.

2.3 UNCHECKED USE AND EXPOSURE TO SOCIAL MEDIA:

Excessive usage of Social Media is associated with emotional, health related and performance problems among youth (Xiong *et.al* 2019, Vieno and Spada 2018, Griffiths 2000, 2012) Technology has brought with it great revolution for humankind but its negative effects are also far reaching. The youth have become so addicted to social media that they spend a large proportion of their day online. They surf internet aimlessly visiting one website after another. The online shopping has emerged as a mental disorder diverting youth's energy to futile exercises and increasing desires for things. Our youth has been distracted from its social interaction to social media relations. They are living in a virtual world on these platforms and forgetting about the actual reality. Social media has become a place for refuge for them where

they find ease in expressing their feelings. Improper regulation of websites by Government has led to flourishing of porn websites, which are harming our youth. Darknet is another danger that houses all illegal activities on internet and internet users are falling prey to it.

2.4 LACK OF PHYSICAL ACTIVITY AND STRESS:

According to a study by Indian Council of Medical Research in 2014(Anjana *et al.,* 2014), a large proportion of Indian Youth population is inactive with fewer than 10% engaging in recreational physical activity. Technology has pushed the youth into the traps of laziness and inactivity. They are living in the times of Alexa, a virtual digital assistant developed by Amazon, where artificial intelligence has taken over the activities of people. They are accessing all facilities from their couch through remote control. Advanced technology is making the people handicap and preventing them from involving in physical movements. This lifestyle of inactivity is subjecting people to cardiovascular diseases, increased risk of diabetes, cancer and other disorders. Machines can be slave as well as master depending on their usage. The more people become dependent on technology, the more they are enslaved by it. With inactivity and poor health comes immense stress. Further, in today's world of cut throat competition, youth is usually under performance stress and sometimes succumb to it. Increasing cases of suicide are enough evidence for this societal disorder. According to a report by Times of India in February 2019, the suicide rate among young adults is more than three times the national average.

2.5 LACK OF SEX EDUCATION AND ETHICS IN HIGHER EDUCATION:

The lack of sexual education has negative consequential outcomes (Tripathi, 2013) and there is crisis of values among youth (Ghosh, 2019). Sex education is a taboo in our Indian society and it is high time to address it, considering increase in cases of sexual violence. Rapes, molestation cases often find place in headings of newspaper now a days. Impact of western culture has to be handled with the tool of sex education. Prevention of sex related diseases like AIDS, STDs needs to be taught. Today, teenage pregnancies have arose at a fast pace which can be attributed to western culture's impact on Indian society. Our youth needs to be safeguarded against projected dangers of unhealthy relations and eventual mental depression. Ethics is taking a back seat in behaviour of our young generation. They are more aggressive and insensitive to pain of others. Stress may be one of the reasons for such an aggression may lead to unwarranted activities. The value of family and joint family system is decreasing. It leads to increased number of marital conflicts and consequent divorces and suicides.

The above mentioned discussion indicating that the identity of Indian culture and value system is under constant threat and the vital institutions of society have to take the responsibility of restoring the equilibrium in the Indian Social structure. According to Mahatma Gandhi, education is directly connected with training of mind, body and soul. Thus, the institution of education has to contribute by reshaping the young minds with the help of various co-curricular practices. Here, higher education is the key as the youth is more vulnerable towards being affected by social transformations, innovations and advancement in the society (Meusel, 2012).

Keeping in view the various issues mentioned above, following curricular practices may be suggested for higher education:

2.6 SEXUAL EDUCATION AND ETHICS AS A SUBJECT:

The present era of internet has flooded the youth with inappropriate content on sexual life. Further, at college level the students don't study ethics and moral studies as a subject. However, at school level they have studied as per the syllabus of NCERT (National Council for educational research and training). We must understand that the youth needs constant reminders of propriety, morality and ethical values. It is strongly recommended that Sex education and ethics should be part of curriculum in higher education to attend the excitement, inquisitiveness and uncertainty in the minds of youth properly. Though, teachers' training in the subject and availability of resources is crucial here. Considerable amount of international experience and material resources are already present in the subject which can be referred. All stakeholders involving parents, teachers and decision-makers must be sensitized so as to prevent any future risks for the students. Various initiatives in other Countries can be mentioned here.

- China has been involved in long-term and extensive cooperation with multilateral, bilateral and international non-governmental organizations for sexual education in schools.
- In Mexico and Jamaica, there is extensive experience, respectively in training teachers in sexuality education and in family life Education.
- Since the late 1990s, expansion of young people's access to family life and HIV education has been the education sector's main response to preventing new HIV infection and to mitigating the impact of AIDS in Nigeria.

2.7 YOGA AND MEDITATION (ART OF LIVING):

A recent review of the impact of meditation in schools combined the results from 15 studies and almost 1800 students from Australia, Canada, India, the UK, the US and Taiwan (Waters *et al.,* 2015). The research showed that meditation is beneficial in most cases and led to three broad outcomes for students: higher well-being, better social skills and greater academic skills. Yoga and meditation should be practiced in the colleges as a compulsory part of internal assessment by the colleges for all students.

- 10 minutes muscle relaxation and stretching every day in the morning can be done before commencement of classes.
- Art of living sessions should be conducted from time to time so as to imbibe in students, spirit for life.
- Meditation techniques should be taught to students and sessions for it should be organised more often.
- Various physical activities like sports should be organised in educational institutions once in every 6 months for all students with mandatory participation.

2.8 HANDLING MEDIA EXPOSURE:

Internet has revolutionised almost all walks of life. It is indispensable to provide training to youth in handling of internet as it contains huge dissemination of information that need to be tackled efficiently.

- Students should be taught about threats and risks involved in using social media platforms and utilising it without risking one's privacy.
- Periodic survey should be conducted by college authorities in a friendly manner to probe how much time the students are spending online, websites they are visiting and the impact of it in their studies and life.
- Parents can be involved so that their role can be ensured to save the youth from indulging in the anti-social websites like the ones brainwashing youth's mind.

2.9 PROMOTING INDIGENOUS CULTURE:

Culture is a way of life so the only solution to rejuvenate our traditional Indian Culture is to present the core values among the youth through various methods.

- Practices such as havan, folk songs, stories and dance, theatre dances, traditional art forms which promote indigenous culture should be practiced.
- Skill training in traditional art forms will help in reviving the old dying art forms which were specialties of our rich diverse culture. Gandhiji advocated the act of skill training to students so that they can develop a habit of self-reliance and use the traditional knowledge for financial independence. He said that every student should learn at least one skill based activity along with the formal education.
- The habit of reading should be promoted amongst youth. There is an ocean of valuable knowledge lying hidden in libraries. The habit of reading should be inculcated at a young age. A person who has read good books in young age will never go astray.
- The joint family system should be nurtured and retained. In today's world of nuclear families and professionally occupied parents, children are lonely, unguided and unguarded. Grandparents can add immense value to the life of a child. Children reared in joint families have rare and unique character traits.

CONCLUSION:

In the era of value crisis among youth, higher education can play a significant role to guide and train the minds with the strategies to cope with the demands of newly emerging social structure. Without correct orientation, the youth is falling prey to inappropriate, undesirable, anti-social and sometimes to life threatening avenues for goal attainment and leisure. With well planned and executed co-curricular methods at higher education level, the loss to indigenous culture can be cured. Further, the issues of corruption, crime, ragging, fraud and suicide may also be dealt with.

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Satimata Shikshan Sanstha's

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13. VALUES IN TEACHER EDUCATION: RELEVANCE AND IMPLICATIONS

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ABSTRACT

The purpose of teacher education is not just to acquire skill of earning more & more money and higher posts, but to cultivate a discipline of values for excellence and wisdom so that one can serve the society and nation in a better way and promote the cause of humanity in society.Relevance of value system in teacher education should be discussed with priority because teacher is the most important agent who transforms the life of students by quality teaching. The role that teachers are expected to play in the lives of their students has undergone significant change in recent years. Educational institutions in general and TEIs in particular should give more importance to value-based education rather than preparing the trainees and students to get more marks in examinations.

It is noted in NCFTE that the teachers need to be creators of knowledge and thinking professionals. Before teacher educators can begin teaching pre-service teachers about values however, they must identify and clarify the values inherent in the curriculum and pedagogical choices they offer in their education degrees. Pre-service teacher education programmes are expected to prepare teacher trainees to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession including inculcation of values. Teacher educators need skills in teaching approaches that help them to integrate values such as respect, care, empathy, tolerance and cooperation in the teaching and learning process. Teacher education curriculum needs to address the gap between policies on value-based education, education planning and implementation.

Key Words: Teacher Education,Teacher Education Institution, Value System, Pre-Service Teacher Education

"What we are today is the result of what we valued yesterday…. What we will be tomorrow will be the result of what we value today..." — Swami Vivekananda

INTRODUCTION:

In modern world, people have every facility in hand or in the pocket. What lacks is the real character or morals and value driven lifestyle. A man is judged by the actions he performs to himself and to his fellow beings. A value is understood as a belief that belongs to desirable

purposes or forms of behaviour. This behavior transcends the specific situations, which guide the selection or evaluation of behaviour, persons and events and that is organized by your relative importance to other values to form a system of priorities of values.

The purpose of education is not just the accumulation of information but to build a character and thus a responsible citizen. Teacher education is not just to acquire skill of earning more & more money and higher posts, but to cultivate in a discipline of values for excellence and wisdom so that to serve the nation in a better way and promote the cause of humanity in society.Relevance of value in teacher education should be discussed with priority because teacher is the most important agent who transforms the life of remarkable number of students. This paper pursues the aim of clarifying the relevance of values in teacher education and some implications in context of global India.

ESSENTIALITY OF VALUE EDUCATION:

Value is derived from the Latin word 'valere' which means to be strong. A value gives direction and brings meaning to life. Values are defined to be the standards of human behavior, fundamentals of right and wrong. They are keys for survival of mankind. Every human action is the reflection of individual value. Every country is reflection of its national, social and moral values. When we look at modern society we find the society has inclined towards ill practices, corruption, terrorism, frustration, injustice rather than values such as truth, non-violence, integrity, self-discipline, courage, equality, etc. Political and economical corruption, scandals, scams, anti-social and anti- national activities are steadily rising. The rapid degradation of value has posed a considerable hurdle for the education system of India. According to **MiltonRokeach,** value is what an individual desires, like or prefers.

In modern times, education has turned into a factory of providing jobs. There can be many reasons for value crisis but main reason is, as parent, as school, as teacher we are not imparting moral and ethical values to children right from the beginning.

The role that teachers are expected to play in the lives of their students has undergone significant change in recent years. This increased and important responsibility makes it imperative that preservice teachers be trained to fulfil such a role, and highlights a need to re-examine and adapt teacher education courses. Value education is the national priority because of our growing destructive attitudes. Nowadays, divided families are facing the problem of imparting value education due to unavailability of time and changed lifestyles.

Educational institutions in general and TEIs in particular should give more importance to value-based education rather than preparing the trainees and students to get more marks in examinations. Sensitivity to the beauty of art, literature, nature and life in general is on the decline. Social tension, unrest, prejudices and complexes transmitted through the social environment vitiate the quality of life. The function of education is no longer the building of character or the promotion of moral order, but the emphasis has shifted to the promotion of skills, technical knowhow and technology for material progress.

Value education helps in developing good character, conduct, integrity, self-discipline, compassion, reverence for all creations and living beings, responsibility, etc. and many other

positive qualities in the students. A growing consensus holds that value education can help to reduce human- right violations and contribute to building a peaceful society. It is also for promotion of understanding and increased tolerance. Value education teaches the common language of humanity. Values provide a moral foundation for successful living.

RELEVANCE OF VALUES IN TEACHER EDUCATION:

Education is about development of quality human resource. Hence, the role of teacher educators is critical as teachers are the most valuable resource that a nation counts on to nurture its young people. If teacher educators believe in the values stipulated in the teacher education curriculum, then there is a possibility that teacher educators will integrate the same values in their teaching and learning process. Education is not only about acquiring knowledge and skills to pass examinations and prepare children for life, but it is also concerned with flourishing of humanity.

Pre-service programmes aim to prepare graduates to become quality teachers equipped with pedagogical practices with focus on values. Some specific obectives in this regard are:

- To develop the individual who will have a broad background in humanistic and scientific knowledge.
- To inculcate moral, spiritual, religious, psychological and cultural values in the teacher trainees.
- To develop instructional materials and lesson plans with which values can be taught effectively.
- To recognize ways in which education tends to encourage the acceptance of certain social values such as tolerance, spirit of cooperation and team work.

Teacher education expects educators to inculcate stated values in teacher trainees, but, many of the educators have not been exposed to development of values. Since education is value-infused (Narvaez & Lapsley, 2008), quality value-based education therefore is meant to help persons grow intellectually, emotionally, socially and spiritually thus, preparing them for the future. Teachers play an important role in the building of learners' capacity in becoming responsible citizens. Development of values has been a major concern to most education system in different countries of the world (UNESCO, 2002). Quality teacher training is concerned with the transfer of skills, knowledge, values, behaviour and attitudes in order to have competent citizens (Nafuko & Kangethe, 2002). The general acceptance is that teaching is a moral activity (Carr, 2011) in which teachers need to consider the moral impact on their students and eventually society.

Rai (2014) posits that teachers, due to their pivotal role, have an opportunity to facilitate development of values in learners. This critical role is supported by Kaur and Nagpal (2013) who contend that "education is expected to function not only as a facilitator of acquisition of knowledge but also as a developer of values and transformer of inner being". Similarly, Lumpkin (2008) suggests that during their interaction with trainees, teacher educators are expected to "display behaviours reflective of moral virtues such as fairness, honesty and adhere to professional codes of conduct". Development of values refers to the policies and procedures

designed to equip prospective learners with knowledge on the principles, standards, convictions and beliefs that people adopt as their guidelines in work related and life activities. In case of educators, development of values refers to all activities professional and personal that contributes to inculcation of values in teacher trainees. The question is how prepared teacher educators are for the key role of facilitating values development in teacher trainees. A number of authors (Carr, 1993; Hansen, 2001; Sanger, 2008; Bergem, 1990) claim that education is essentially an ethical, normative activity. The absence of a substantial focus in teacher education on moral values and teachers' roles in inculcating them, has been reported internationally.

Though there are theory papers on Value Education in curriculum of almost all Universities in India, it is still far away from the real value education. In most of the cases such paper / courses are in selective section, or topics related to value education are covered in Philosophy section. But the reality is that the teacher educators need the right skills and capacity to transact such topics with required pedagogy and behavioristic demonstrations. So, it is the need of time that we awake and think about effectively integrating value education with our main stream teacher education courses.

VALUE EDUCATION AND NCFTE 2010:

NCFTE- 2010 rightly advocates the need of thinking on relevance of values in teacher education. It is noted in NCFTE that the teachers need to be creators of knowledge and thinking professionals. NCFTE says, 'the true education is a process of developing the human personality in all its dimensions – intellectual, physical, emotional, social, moral and spiritual. Education for peaceis education for life, not merely training for a livelihood. Equipping individuals with the values, skills and attitudes, they need to be wholesome persons who live in harmony with themselves and others and are responsible citizens'.

The RTE Act also emphasizes on conformity with the values enshrined in the Constitution while laying down the curriculum and evaluation procedures. Due emphasis should be given to developing reflective teachers with positive attitudes, values and perspective, along with skills for the craft of teaching. Student teachers need to engage with issues in a manner that makes them sensitive to the fact that educational debate is never neutral; it always tends to promote certain educational values while marginalizing others.

IMPARTING VALUE EDUCATION – A PATH AHEAD:

TEIs are facing some crucial challenges like indifference to the importance of values in teacher education, lack of skills to enable educators to acquire skills, knowledge and language that facilitates value development and inability to prioritize values in the TE curriculum. Inadequate skills to integrate values in the teaching and learning processes; and minimal attention given to inculcation of values in teacher education are the remarkable issues. Before teacher educators can begin teaching pre-service teachers about values however, they must identify and clarify the values inherent in the curriculum and pedagogical choices they offer in their education degrees.

A teacher is and can be the pivot of the educational system. It is said that: An excellent teacher inspires, a good teacher explains, an average teacher teaches and a bad teacher complains! Swami Vivekananda says, 'Character is nothing but a bundle of habits formed through repeated acts. It comes through '*Sanskaras*' or past impressions'. A teacher should practice what he/she preaches. Teachers are role-models for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teachers and Teacher Educators must have a healthy attitude and should possess rich values. Teachers have immense potential to bring about a drastic change in the society by demonstrating essential values of head and heart.

INCULCATION OF VALUES IN STUDENT TEACHER:

A value based approach must form the backbone of the teacher education system. Value can be imbibed among prospective teachers during classroom teaching and learning process keeping these points in mind:

- Education should inform the students about the idea of life and country's social ethos to influence them.
- Values cannot be taught in isolation but the teacher can prove experiences and situations in which students can consider and reflect about values and translate this reflection into action.
- Value education is most effective when the teacher act, as a role model and ensures that it is at the heart of the school's philosophy.
- Teacher should conduct fairly and without bias regarding ethnicity, gender, marital status, political or religious beliefs, family, social or cultural background, sexual orientation or social economic status of everyone.
- After the lesson stimulus, class discussion allows the value to be explored more deeply. so teacher educators must encourage healthy discussions.
- Teacher's training should enable teachers to broaden their understanding of school subject and look at them in a holistic manner and not just as a body of cold facts.

IMPLICATIONS FOR TEACHER EDUCATION:

A teacher's effectiveness and competencies to a certain extent depend on the quality of training undertaken in Teacher Education Institutions. A teacher educator is an important resource in the teaching and learning process and their preparation and career progression therefore requires critical consideration by education planners.

- Pre-service teacher education programmes are expected to prepare teacher trainees to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession including inculcation of values.
- The pre-service training of teachers needs to be transformational by integrating values in the learning process and facilitating value application into contemporary situations.
- Teacher educators need skills that enable them to apply participatory methods and reflective pedagogy as they facilitate teacher trainees to develop values.

- Pre-service teacher trainees need to be engaged in discussions on values stated in TE curriculum as well as model the same values. Consequently, facilitating teacher trainees to develop values that guide them to be choose actions to take in different situations a part and parcel of a lecturer's responsibility.

- Teacher educators as change agent are expected not only to demonstrate these values, but also to facilitate development of the same in teacher trainees.
- Adequate preparation includes approaches that facilitate values development that contribute to the development of a responsible citizen and mental wellbeing of teacher trainees.
- Educational planners need to come up with effective ways of making value education a practical component of teacher educator vocational training as well as pre-service teacher training.
- Educational planners and policy makers need to develop guidelines with value specific objectives for preparing educators for their role as educators of teacher trainees.
- A system should be established between TEIs and schools so that educators are able to evaluate whether their graduates are practicing values as stated in the curriculum.
- The management of TEIs should work closely with the educators to create conducive environment that gives trainees the opportunity to practice values learned in college.

CONCLUSION:

If TEIs have to develop teachers who are morally advanced and aware, their programs must encourage pre-service teachers to grapple constantly with values and morals in differing contexts. It is important that TEIs and educators have good preparedness in facilitating value education. Teacher educators need skills in teaching approaches that help them to integrate values such as respect, care, empathy, tolerance and cooperation in the teaching and learning process. Besides, all the teacher educators need to appreciate that the values they hold determine their actions in and out of class. Therefore, teacher education curriculum needs to address the gap between policies on value-based education, education planning and implementation. Consequently, educators may need professional training to translate policy into action so that values do not just remain as a policy, but are also taught and lived from the initial teacher education level.

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14. TRENDS AND IMPORTANCE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN THE FIELD OF HIGHER EDUCATION

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ABSTRACT:

Information and communication technology is important in higher educational system. Now a day without computer is an infinite of education. To Reform and Development of education system, Information and communication technology is necessary. The teaching and learning system can be changed into e- learning & teaching system by using Information and communication technology. Information and communication technology is not only necessary as a subject in higher education field but also necessary in teaching & learning system and also in day to day life.
Keywords: Information and Communication Technology, Higher Education.

INTRODUCTION:

Information and communication technology is widely affected our educational system. It gradually breaks down the old educational system, and it provide a high quality educational system and also provide less time base system. It provides the best time saved knowledge to the student. It is an essential tool for teaching and learning which develops students and teachers. The applications of Information and communication technology in the field of higher education, promote the revolution and change the ideas of teaching & learning.

INFORMATION TECHNOLOGY:

The term Information refers to any communication or representation of knowledge such as facts, data or opinions in any medium. Including textual, numerical, graphic Cartographical forms. Technology is the practical form of scientific knowledge or the science of application of knowledge to practical.

So, Information Technology is a generic term that covers the acquisition, processing, storage and spreading of information. It is the benefit for mankind. It gives user-friendliness to information at fingertips. It has reduced the space and time between the people, country and continent.

COMPONENTS OF INFORMATION TECHNOLOGY:

Information technology consists of the following components.

a) Computer:

b) Telecommunication:

c) Modem:

d) Database

NEED OF INFORMATION AND COMMUNICATION TECHNOLOGY IN HIGHER EDUCATION:

1 Information technology to enhance teaching and learning environment.

2. Information technology can be used as tools for motivating student to learn in a different way.

3. Information technology gives immediate access the materials to learners.

4. Information technology enable self- learning through various tools such as assignment, computer etc as a result of this the teaching- learning enterprise has become more productive and meaningful.

5. Information technology helps to facilitate the student update and enhancing teacher capacity and ability fostering a live contact between the teacher and the student through e-mail, e-learning, web- based learning including internet, TV, audio-video aids, cd- rom, etc.

IMPORTANCE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN HIGHER EDUCATION

1. Access to variety of learning resources
2. Anytime learning
3. Anywhere learning
4. Collaborative learning
5. Multimedia approach to education
6. Authentic and up to date information
7. Access to online libraries
8. Teaching of different subjects made interesting
9. Educational data storage
10. Distance education
11. Access to the source of information
12. Multiple communication channels-e-mail, chat, forum, blogs etc.
13. Access to open courseware
14. Better accesses to children with disabilities
15. Reduces time on many routine tasks

SCOPE OF INFORMATION AND COMMUNICATION TECHNOLOGY:

Teaching and learning process –

1. Computer Aided Teaching has become popular now a day.
2. LCD projectors can be used for effective training.
3. A person from village also can refer the latest information and research every day.
4. Television broadcast is one of the best communication media to educate students, farmers, and sportsman.
5. The difficult experiments, advance surgery for medical students etc. can be viewed.
6. The man power problem, the human mistakes can be avoided by on-line examination.
7. In online tutoring, the student logs into his or her tutor through the use of internet at home. The student asks the question and teacher replies it by writing on smart board or using PowerPoint presentation.

PUBLICATION-

1. The notes, printed text books can be digitized with the help of computer technology.
2. Many e-books are available on websites developed by different publishers.
3. Encyclopedia is also available on internet.

EVALUATION-

1. Information technology is used to conduct online test.
2. Information technology is used to prepare Result
3. Information technology is used to generate Feedback
4. Information technology is used to maintain Software
5. Information technology is used to prepare Progress report

RESEARCH:

1. Information technology is used to prepare Data entry.
2. Information technology is used for Statistical analysis
3. Information technology is used for Search engines
4. Information technology is used for E libraries

CONCLUSION:

The revolution in the education, computer education based teaching has a very important significance. Teachers can provide an ideal knowledge to the students and develop students 'thinking ability and creativity, improve students' ability to analyze and solve practical problems. In higher education essentially requires the Information and communication technology for access to information, compresses information, motivate learners, and connect learners to teachers. Higher education should link up with computer education to make the lesson more real and dynamic.

SUGGESTION:

Application of computer should be enhanced in the field of Education system,Government sector, Entertainment, Sports, Advertising, Medicine, Science and Engineering, Home etc.

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15. SKILL EDUCATION: ELUCIDATIONS AND CONCERNS

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INTRODUCTION:

The education is a powerful tool which helps to build modern value based, knowledge based, culture based and peaceful society. It also provides opportunity for earning one's daily bread. Higher education opens new horizons for an individual, provides new hope and empowers an individual which in turn leads to nation building. Education, Employability and Economy are interconnected. This 3 'E' trio is very crucial as it involves practice, production and prospective. Opportunity to get employment after getting education is important as well as need of every citizen current Indian Economy. Today everyone who is getting or wants to get higher education, is pondering on various questions: Whether our degrees and certificates will help us in getting any profitable or gainful employment? Secondly, the parents too are in worry whether their sons and daughters be employed in the future? Thirdly, would the stakeholders be able to get returns what they have invested for? Fourthly what is the aim of education in one's life? These questions make us to ponder the situation in which the present higher education is! Is it important to impart knowledge and prepare students for jobs or both? Put differently should education be explicitly job oriented? What percentage of our curricular should focus on liberal education and what percentage should be skill oriented?[1]

While answering these questions one has to focus on the present Indian demographic set up which has 65% of the population under the age of 35 years. To be precise India has a unique 20-25[2] years window of opportunity called the "demographic dividend". To educate as well as equip this working age population properly and face the challenges of 21st Century with confidence and contribute in shaping the new world[3] is the need of the hour.

The present paper is based on primary and secondary data available in the form of articles in research journals, books, various reports available on higher education and skill development, prominent sites and oral interviews as well. The study is all about present skill education in HEI in India and its elucidations and concerns.

The economic success of any country largely depends on the quality of education provided by its educational institutions. World has addressed the skill imbalance and to meet the challenge

[1]A Joseph Dorairaj, *University News*, Vol.57, P.54.
[2] 1.36 billion citizens are under the age of 25.
[3]University News, 57(38), P.32.

of work force, has introduced vocational educational system. The best practices of various countries have been sourced from various reports[4]. Other governments around India are also gearing up to keep their work force competitive. Living in the era of Liberalization, Privatization and Globalization (LPG) how could we afford to live in isolation?

BACKGROUND:

The services sector with an around 57 percent contribution to the Gross Domestic Product (GDP), has made rapid strides in the last few years and emerged as the largest and fastest growing sector of the economy. Besides being the dominant sector in India's GDP, it has also contributed substantially to foreign investment flows, exports and employment. India's services sector covers a wide variety of activities that have different features and dimensions. They include trade, hotel and restaurants, transport, storage and communication, financing, insurance, real estate, & business services, community, social and personal services and services associated with construction. Service in India are emerging as a prominent sector in terms of contribution to national and states' incomes, trade flows, foreign direct investment (FDI) inflows, and employment[5]. But the skill based jobs could not attract Indian youth. The current data suggest that only 2.3 % of the workforce in india has undergone formal skill training as compared to 68% in the UK, 75% in Germany 52% in USA, 80% in Japan and 96% in South Korea.[6] According to the India Skill Report 2015, it was established that India lacks on the development of skills[7].

The services sector is the dominant sector in most states of India with a share of more than 40 percent in the Gross State Domestic Product (GSDP) in 2013-14, except for Aruanchal Pradesh and Sikkim. Chandigarh is at the top with a share of 88.4 percent followed by Delhi with 87.7 percent. The major services in most of the states with high share are trade, hotels and restaurants followed by real estate, owenership of dwellings and business services[8]. Realizing the emerging threat to Indian economy in the coming times, the government came up with various educational and non educational skill development schemes. In 2009 the government finally recognized the need to expand skills training sector. It created National Skill Development Cooperation and issued both the First National Skill Development Policy and a National Skill Qualification Framework.[9] The National Skill Development Fund (NSDF) was set up for raising funds from both government and non-government sectors to meet the skill development objectives. Various skill based training and assessment models were overhauled under NSDF[10]. While the Skill India Mission focuses on inclusive development, it also aims to

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[4]Hillmert,(2006), Berlia, (2007), Tucker, (2012) ,(Aggarwal)2013 and FICCI, (2016).
[5]KPMG, *Indian Economic Survey 2014-15* – Key Highlights, Feb. 2015.
[6]*University News*, 56(14) April, 02-08,2018.
[7]India Skill Report 2015
[8]KPMG, *ibid*.
[9]British Council, *Overview of India Skilling Landscape*, October, 2016, p.5.
[10]The rural schemes such as: *Swaranjayanti Gram Swarozgar Yojana* (SGSY) programme to enhance income for the rural poor, *Aajeevika Skill Development Programme* (ASDP) scheme offers training with public private partnership to rural young people, *The Deen Dayal Upadhyaya Gramin Kaushal Yojana* (DDU-GKY) to improve employability of rural

increase the participation of women in its various programmes, considering the tangible value they bring to the work economy[11]. As per Ministry of Skills and Entrepreneurship Development (MSED) currently 40 skill development program are implemented across 20 ministries. This comes out to 50 lakh students being trained annually on vocational skill courses either under State or Central Government schemes or privately. However, what remains unsaid is that the students still join colleges for degrees and vocational skilling centres for learning skills.[12]

ELUCIDATIONS:

It has become clear that it was high time that Higher Education of India had to focus on modern education that is based on skill training. Our education system needed reorientation so that we could meet the challenges and competition of the World. Indian higher education system tried to meet the challenges with skilled, reskill and upskill in 2013, University Grants Commission (UGC) has launched different skill-up skill schemes to widen the job opportunities; such as introduction and set up of Community Colleges, introduction of Bachelor's and Master's Degree in Vocational (B.Voc. M.Voc.), Knowledge up gradation centres for skilled human action and learning in institutions, entrepreneurship courses, startup initiatives and establishing skill universities. The NSQF has been integrated with in under graduate level and recognized vocational education as a higher education path[13] with a mission to meet the challenges of 21st Century. It provides for a five year implementation schedule and at the end of the fifth year (2018), it shall be mandatory for all training/ educational programme/ courses to be NSQF compliant and all training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.[14]

The centre of higher learning has been asked, to offer skill oriented choice based curriculum and additional courses in the form of certificate/diploma to improve employment opportunities in all faculties.[15] The online up-skilling has also been introduced in accredited and ranked institution. CCC (Colorado Career Cluster) too has been introduced which is based on interdisciplinary Degree. No doubt Vocational Courses are Job Oriented training programmes. ITI's, Technical Education Institutes and many Private Institutes across India are offering Vocational Training Programme now.

The focus of these courses is to inculcate employment skills which the industry really needs, further it will minister students in getting a Job by using the skills. They expand their

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population, Livelihoods in full Employment (LIFE) to impart skill training to unskilled workers.*Employment Skills Training & Placement Programme* (ESTP) scheme to provide skills for both unskilled and upgrade the existing skills in the urban poor. Deen Dayal Upadhyaya Antyodaya Yojana (DAY) scheme undertakes skill development of urban, rural poor

[11]http:# your story. Com.>2019/08>scheme –by-scheme-india transforming.
[12]http://www.nationskill.network.in>news.
[13] Krishnamoorthy A, Srimathi H, *Skill Development – The Future of India*, IJSTR(ISSN 2277-8616), P.665.
[14]Government of India (2014), Demand, Responsive Vocational Training, New Delhi: Directorate General of Employment and Training, Ministry of Labour and Employment.
[15]Krishnamoorthy A, Srimathi H.,*op.cit.*

knowledge by focusing on trade theory and trade practical training through vocational courses. As modern industries are in the hunt for skilled and qualified work force. Now a day, this skilled labour is in huge demand and the available Institutes and colleges (Government and Private) are offering vocational courses to eligible students. Finding a decent institute and securing admission is not a difficult task. These institutes are being propped up by the government and there focus is to provide specialized knowledge to the students with pragmatic insight of the industry for which one is getting training. These courses help the students to be aware of ongoing trends in global market. These courses are shorter, less expensive and aimed at needs of industry and offered online easy entry and exit process.

CONCERNS:

Inherited weakness with the Indian societal set up i.e. Caste based work has become a major hurdle. As menial labour, use of hands, was not for the upper classes rather they had to get higher education. This mind set has not been changed. Therefore, even today, they said vocational education is considered less important in comparison to general education. This is the biggest stumbling in the path of vocational/skill education.To quote Raj Nehru, founding Vice Chancellor of Shri Vishwakarma Skill University, Haryana, "Vocational courses are still not seen with pride in the social contest. It is often considered a student's last resort"[16].

After six years experiment with skill education in India, it is way below due to lack of awareness of the stakeholders. More respect has been paid to the intellectual activity than Physical labour. On the basis of work or labour, the caste system has been deep rooted in Indian set up. So the roots of division of labour are also based on thousands of years of caste system which have gone deep into our society. This is partly to do with the lack of integration between the two options and also due to rising aspirations for white collared jobs which necessitate higher qualifications. Many Indian parents want their children to pursue a clerical job, be an office assistant, not realizing that a technician can earn more than these jobs as skill based jobs are considered as lowly paid with low esteemed 'blue collared' jobs. Traditionally vocational education was centered specifically in Technical and Vocational Institutions and the youth of country with aims of receiving technical education see towards Technical institution not the community colleges.

In Technical and Vocational Institutions there are provisions for only Technical subjects. There is no place for liberal education. So with their Technical lack of awareness about vocational courses is still limited among the youth. Seriously there is a mismatch between the industry's requirement and the skill imparted in the educational and training institutes, especially for the mid level skills requiring some expertise on handling of machinery. This result in low rates of employment due to the reason that what job providers are searching for, are not communicated with the training. To quote Pooja More, Incharge Director, Skill Development Centre, Savitri Bai Phule University, Pune -"The Generic mindset of Indian Society is to go for an academic Bachelor's Degree. The concept of B.Voc. Degree in India is relatively new, but it is slowly

[16]The Times of India, October 9, 2019.

gaining acceptance from students, industries and society."[17]The quantitative and qualitative gaps are increasing. As per skill gap study of National Skill Development Cooperation (2010-2014), there is an additional net requirement of 109.73 million skilled manpower by 2022 across 24 key sectors.[18] This skill gap shows the increase in unemployment rate. Moreover in almost all the skill based institutions of modern India, English is the medium of instruction. The students, who have passed school education through medium of Hindi and other regional languages, find it difficult to receive technical and vocational education in English. The community college staff persuades and counsel these students to opt skill based courses but after some time they turn disappointed and leave the course in between without caring of loss of time, money and energy. **Data Enrollment of male and female students in vocational degree and diploma program**

Year	Male	Female	B. Voc	D. Voc
2013-14	247	297	544	
2014-15	1827	1700	3527	
2015-16	5579	4626	10205	
2016-17	9211	8669	17820	424
2017-18	12363	11528	23891	1138
2018-19	18396	14867	33263	3034

Source: AISHE report[19]

The irony of the present education system is that on one end, we have degree-holders who are unemployable and on the other end, we have our skilled candidates but without a formal degree. NSDC is working with 21 Universities, UGC and AICTE catering to more than 1200 Colleges and 400 Community Colleges across the country while there are 799 Universities and 39071 registered colleges producing 68 million graduates.

SUGGESTIVE MODEL:

The government and education policy of India has to propel on changing the Indian mindset by introducing a middle path between the traditional and skill education system i.e. the vocational courses to be the part of graduation in any stream (Arts, Science and Commerce). Every graduate of India should be skilled in one specialized trade, then only the requirements of skilled workforce in India be equated. Vocational skills need to be aligned very closely with the education system and needs to begun in the early years of education. Every student should be

[17]http://www.nationskill.network.in>news.
[18]Ibid.

[19]http://timesofindia.indiatimes.com/articleshow/71501508.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst

exposed to few basic skills and few specialized ones which they can choose to learn as they go along the education path.The initial few years should be spent in providing an overview and preparing the students on what skill sets they want and will be good at.Gradually, teach them a particular skill over the next few years, so that when he/she completes graduation, they are ready for employment in the given sector.Traditionally, we have been teaching mostly through classrooms but the methods of learning across the four classrooms – On-Campus, On-site, Online and On-the-Job should become the route of learning.[20] For the sustainability, development and growth of the country, the higher education should focus on improved skill development. The interrelated involvement of all stake holders will guarantee that our vocational and higher education system enjoy the ideal blend of necessary skills required to achieve targeted goals.

[20]http:# your story. Com.>2019/08>scheme –by-scheme-india transforming

16. CHALLENGING CHANGES OF VALUES IN HIGHER EDUCATION OF INDIA

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ABSTRACT:

India is known for its rich cultural and spiritual heritage, and the need for a value-system through education has been felt and recognized through centuries. Value system play an important role in any decision making process. In fact, every human action is the reflection of personal and social values. Higher Education in India is passing through tremendous change. India has become third largest system in the World among institutions and students. Since Independence the country has witnessed extensive progress in the field of higher education. However, there are serious concerns and issues in higher education that need to be addressed in neoliberal era. The 21 century is an age of accelerated change, the age of ICT that is Information and Communication Technology. We are happy to welcome 2020 which presents a powerful message that this is an age of Knowledge, age of Quality, age of Uncertainties. In this scenario higher education is essential for survival. We are having in an important and epoch-making age. We look at higher education for solutions. The very purpose and main function of education is the development of an all round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our learner can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation.

Keywords: Higher Education, Value education, ICT, Knowledge, Society.

INTRODUCTION:

Education is an enlightening experience and social process. The new social realities, particularly the interplay between democratization of education emergence of knowledge, society and globalization greatly influence the educational process of all societies. Nobel Laureate Amartya Sen considered the education and health as two vital elements for the realization of full potential of individuals and nations.

Dr. A.P.J. Abdul Kalam said,

“Learning gives creativity,

creativity leads to thinking,

thinking provides knowledge,

knowledge makes you great".

The government is keen to open the higher education sector to the private providers, either through public-private-participation or foreign direct investment in higher education. One section is opposed to commoditization of education; the other section thinks that private sector is the only way out. Moreover the overall scenario of higher education in India does not match with the global quality standards. Knowledge production is a lengthy and rigorous process. The overall sustainable development of the society depends on the two watchwords of knowledge production namely relevance and utility. Higher education highlighted the crisis in the unemployment, weakening of student motivation, deterioration of standards. Concepts of access, equity, relevance and quality in higher education can be functionalized only if the system is both effective and efficient.

Values in higher education make one's own life and life of fellow beings worthy and meaningful. Value-education is a many sided endeavor and in an activity during which young people are assisted by family members, teacher and society Value- education, is thus concerned to make morality a living concern for students. Hence, what is needed is value-education. Despite many educators and educationists description regarding value-education, it cannot be denied that continuing research will continue to making the description of value- education more adequate.

The student should realize that they have the right for quality education and they also have learning responsibilities to enable the institution to provide quality education. The students and staff should mutually reinforce their efforts for quality education. The essential elements of a quality higher education are: motivated students, committed staff, appropriate teaching, learning, evaluation methods, sufficient infrastructure, and efficient governance system. The graduates are expected to be creative, innovative with social sensitivity and communication skills. They should be willing to take responsibilities and to become entrepreneurial. Graduate citizen of India should be flexible, to be able to cope up with uncertainties. They should prepare themselves for internationalization of the labour through understanding of various cultures, languages.

There exists a paradoxical situation of limited higher education opportunities and a large pool of unemployable educated in India. This is a partly a result of the failure of our education system to develop the competencies required for the world of work. Such competency and value education i.e. sensitivity, the ability and a skill to do job or business, is expected outcome of any good education system.

HIGHER EDUCATION AS IDENTITY CRISIS:

The architecture of Education System varies widely among nations. Knowledge building society in higher education sector is increasing at a very fast pace resulting in increase in competition between universities and institutions with similar missions. The function of university is to provide the higher education and training in relevant field. In India the quality

of higher education has always been under discussion. There may not been two opinions that for continuous assessment and improvement is necessary for improving the quality of Higher Education. Assessment is one of the key factors of the teaching learning process and our education system is largely dependent upon teaching learning process. It identifies the lying weakness of students in the concerned area. Colleges and universities should increasingly find themselves in an environment that is conducive to understanding the role and importance of congenial environment which encourages new thinking and innovation.

Higher education is identified with research and development, germination, incubation, creation, construction and connection. Indian higher education is being governed by neo-liberalism, new-capitalism, and neo-colonialism. The private sector is replacing public sector. Private colleges and universities are being opened. There is borderless reach for the students of various countries. Earlier the society was governing the society. Now the economy is overarching all the education, society and state. Our society, culture, Education all are being governed by capitalism. The higher education is very high cost, because there is commoditization of higher education. There is in-equation of compensation and performance. Return on investment is measured in terms of money and material rather than humanity, patriotism, integrity. Those who have never to purchase higher education of any kind from anywhere at any time can purchase it. These producers and consumers have liberal, borderless, global markets.

We talk a lot on autonomy of higher education, but the higher education is skilled governed by bureaucratic, conservative, hierarchical, directing and dictating model. There is a need to realize Human Relations model. We need to revive our values and ethos. Education must be with the service motive than with mere profit motive. Higher education demands peaceful, harmonious environment.

When there is a chaos and crisis amongst individual, family, institution, state and nation, then the nation should have top priority. We should try our heart and soul to bridge the gaps between 'Prajatantra' and 'Gantantra'. The liberal art should be strengthened. The culture of India can be revived through powerful cultural heritage. Teacher education policy, health education policy, ICT education policy should have same status as that of Economic and Fiscal policy. Education has to sustain and demonstrate its true identity.

ADDRESSING THE ISSUE OF QUALITY:

All the qualities can be the parameters to assess the quality of education. The National Assessment and Accreditation Council (NAAC) have indentified core values of higher education institutions as goals of their activities. (1) Contribution to national development, (2) Fostering global competencies among students, (3) Promoting the use of technology, (4) Inculcating value systems in students, (5) Quest of excellence. This framework provides a broad vision of higher education in India. Indian colleges and universities are facing major changes as they navigate the 21st century and make decisions that will contribute competitiveness in the global market. Higher education in India systematically progressing an educational front. UGC enforces its standard to coordinate between centre and the state as the main governing body. The assessment is mainly designed to promote quality improvement and

institutional accountability. "Wisdom knows what to do next, skill knows how to do it, and virtue, is doing it". This was observed by David Jordan, famous writer and philosopher. We need to live happier, healthier and more fulfilling life.

Dr. K. Kasturirangan, Chairman of National Education Policy, former Chairman of ISRO put forward the planning of NEP to strengthen education which would be one more major step in realizing the vision, mission of Higher Education ensuring that the university sustains highest standards of education and research. He talked of research having several aspects including enrichment of knowledge to provide solutions to several problems of society. By the appropriate use of Science and Technology, researchers can utilize their talent to plan right strategies for environmental sustainability. This includes areas of energy, water, health, increasing agricultural production, food security along with values.

HIGHER EDUCATION: A CHALLENGING PRESENT

The higher education industry in India is under a dynamic change. UGC is making various efforts. The need to establish knowledge based society brought commendable reforms in Higher Education have initiated change in education sector to ensure expansion, inclusion and excellence. Educational Institution promotes academic excellence to maximize accountability, transparency, procedural fairness in administration and evaluation. A fully detailed action plan always helps learners by pre-determining the outcome of a course faculty should communicate the performance expectations to the learners and connect the goals to the grades.

Learners should take the responsibility to learn. The teacher is the facilitator and should check the climate of the class that is physical arrangement, conducive environment, text-books, etc. It is effective when learner's psychological willingness, collaboration, mental makeup are optimized to the fullest. The preparatory lecture is vital to break the ice with the group and understand its mindset as well as to communicate one's own idea about subject matter. Teaching and learning should also focus on moral and ethical education with the emphasis on social justice and equity. Value based education is linked to skills paradigm as its support and encourages the personal growth of an individual. Decision making, positive thinking, stress management, awareness of social evil, social responsibilities, integrity are to be instilled with an intention to holistic person of development. Indian higher education sector is witnessing high growth rate both from demand as well as supply side.

The objectives for value-education may be taken up as follows:

- Full development of child's personality in its physical, mental, emotional and scientific aspects,
- Inculcation of good manners and of responsible and cooperative citizenship.
- Developing respect for the dignity of individual and society.
- Inculcation of a spirit of patriotism and national integration.
- Developing a democratic way of thinking and living.

The quality of nation depends upon the quality of its citizens and particularly on its teachers. Globalization of the economy has thrown up the new challenges before the higher education systems. To produce quality students it is necessary that quality teaching is imparted and development of teacher depends upon many factors. Promotion of research is crucial for excellence. Evaluation of the students and teacher is to assess the overall performance of the teaching learning experience in terms of quantitative and qualitative dimensions.

Education is recognized as one of the critical elements of the national development effort. Improvement of access along with equity, excellence, the adoption of state specific strategies, enhancing the relevance of higher education through curriculum reforms, quality in research, IT, networking, distance learning are some main policies of higher education. In the recent Education Policy emphasis has been laid on expansion with equity, use of ICT in education, promotion of research and quality education. The three pillars of education are expansion, inclusion and excellence.

CONCLUSION:

The higher education policy should be able to enhance knowledge with skills and develop appropriate attitudes so that our human resource becomes more dynamic in promoting the development of nation. Knowledge now is treated as commodity. Science in this age is not mere search for truth; it is a search for response to economic, political and social interests. Education and research are transforming the entire social structure, creating a knowledge based society. Skilled labor force to utilize that knowledge is the back bone of the national economy. Knowledge is potential power. This can be transformed to actual power only when we act on it. It determines the growth of India as a knowledge superpower is the growth in knowledge economy for learner's empowerment. The Modern India has committed to the guiding principles of socialism, secularism, democracy, national integration and so on. These guiding principles should be emphasized in the educational system and suitable values; are to be included in the students for promoting equality, social justice, national cohesion and democratic citizenship. With these aims in view, radical reforms in the present lop-sided education are to be introduced and all attempts need to be made for developing well-integrated personalities for our individuals. Hence, there is need for inculcating desirable values.

17. WOMEN EMPOWERMENT: ROLE OF HIGHER EDUCATION IN URBAN AND RURAL CONTEXT

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INTRODUCTION:

Given the diversity in the emphases and agendas in discussions on women's empowerment, we found greater consensus in the literature on its conceptualization than expected. There is a nexus of a few key, overlapping terms that are most often included in defining empowerment: options, choice, control, and power. Most often these are referring to women's ability to make decisions and affect outcomes of importance to themselves and their families. Control over one's own life and over resources is often stressed. Thus, there is frequent reference to some variant of the ability to "affect one's own well being," and "make strategic life choices." Sen. (1993) defines empowerment as "altering relations of power…which constrain women's options and autonomy and adversely affect health and well-being."

Empowerment is a process of change by which individuals or groups gain power and ability to take control over their lives. It involves access to resources, resulting into increased participation in decision-making and bargaining power and increased control over benefits, resources and own life, increased self-confidence, self-esteem and self-respect, increased well being.

It means 'empowerment' is a multi-fold concept that includes economic, social & political empowerment.

MODES OF WOMEN EMPOWERMENT

(a) **Economic Empowerment:**

For economic empowerment it is necessary for a woman to have access to and control over productive resources and to ensure some degree of financial autonomy. According to the report by National Commission for Women (NCW) - (Status of women 2001), in India, women work for longer hours than men do. The proportion of unpaid activities to the total activities is 51% for females as compared to only 33% for males. Over and above this unpaid work, they have the responsibilities of caring for household which involves cooking, cleaning, fetching water and fuel, collecting fodder for the cattle, protecting the environment and providing voluntary assistance to vulnerable and disadvantaged individuals in the family.

This shows that though there is still a long journey ahead towards women empowerment. To achieve the goal, there is an urgent need of change in the mindset of the entire society.

(b) **Social Empowerment:**

The social empowerment means that the woman should get an important place in her family and society, and should have a right to enable her to make use of available resources.

Constitutionally and legally, man and woman are equal. In real practice, however, woman still finds a secondary place. Examples of inequalities galore in respect of women-men birth rate, education, and participation in matters financial and political. Atrocities are perpetrated on woman. She is viewed not as a human being but as delectable thing.

(c) Political Empowerment:

The political element entails that women have the capability to analyze, organize and mobilize the surrounding situation for social transformation. Leadership qualities are also developing in women, because they now participate in the social activities, like trying to solve the problems of their 'basti'/ locality, village. In 1991, constitutional provision for 33 percent reserved seats in Gram Panchayat in our country came into being. In the beginning, the process of participation of women was slow, but now the situation is fast changing because of higher education.

ROLE OF HIGHER EDUCATION IN WOMEN EMPOWERMENT

1.Career:

Higher education can be your way into a prosperous career. Many employers require people to fulfil certain educational requirements before they will consider hiring them. And in certain jobs, it's a necessity to continue professional training and education in order to progress through your career.

2. Earnings:

Higher education can help increase the amount of money you'll earn during your lifetime. By enabling it, you have opportunity for a better job or starting your career at a higher level. Overall your education can help you make more money.

3. Teaching:

If you are well educated then you'll be able to share your knowledge with your friends and co-workers. You'll also be able to handle your children's questions as they are learning about the world and to help them with their homework.

4. General Knowledge:

A well-rounded education will increase your general knowledge. This could help you in every part of your life, from your career to your friendships. You will be able to understand the

history, politics or science behind the stories that you see on the news. You will be able to impress people will your knowledge and to answer quiz questions.

5. Appreciation of Art and Culture:

Higher education can help you to enjoy a deeper understanding of the art and culture that you experience when you are reading, watching films or visiting museums, galleries and other attractions.

6. Social Life:

Taking an evening class or joining an educational group can help you meet new people or to spend time talking to other like-minded people. It can therefore be an enjoyable social experience for many people, particularly for mature students.

7. Keeping the Brain Active:

People who spend more time challenging their minds may have a reduced risk of problems such as Alzheimer's disease in later life, so keeping

8. Keeping in touch with New Developments:

Lifelong learning and education can enable you to stay up-to-date with all the latest technologies and ideas.

9. Learning a New Skill:

Higher education can help you to learn new skills that you may then want to use at work or in your own home. Some types of education are focused on building skills and accomplishing specific tasks, rather than on building knowledge. You might want to learn a new style of cooking, how to use a computer or how to repair a car, for example.

10. Being interested in the World:

Lifelong education can help you to learn more about the world around you. Education can be its own reward because there is an endless range of fascinating facts and ideas to explore.

Conclusion :

Higher Education can be rewarding in diverse ways. That's why I've never quite understood why so many do not take advantage of it. We should like learning. We should like reading, and speaking, and researching and writing. Because when we learn something new, whether it's a skill, a fact, or an understanding, we engage in its benefits.

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18. HIGHER EDUCATION RURAL AND URBAN CONNECT

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ABSTRACT:

The higher education plays important role in the overall development of the country. During last decade there has been progress in Higher education system in India. There are number of problems in our educational system. The major problem is inequalities between rural and urban area of higher education.

There are number of problems related to higher education in rural areas. They are inadequate quality intuitions, low Gross Enrollment Ratio, higher level of dropouts, higher cost of education, political interference, lack of bureaucratic inertia, inadequate infrastructure, student's attendance, Non grant colleges, absences of competent and qualified faculty.

The gross difference is seen when we compare the urban and rural areas in higher education. The GRE is higher in urban as compared to rural areas. The GRE enrollments is even less in case of girls.

The major of populations is living in rural areas; the remedial measures have to be introduced on a priority basis. These are including improving quality of education, creation of social and economic awareness to tackles dropouts, Supplements of public funding and promotion of research. The task is difficult but not impossible.

Key words: GER, Rural and Urban Higher education, Quality intuitions, Drop out.

INTRODUCTION:

Education is the key to success in life, and teacher make a long lasting impact in the lives of their students. It is important for the personal, social and economic development of the nation and to live with happiness and prosperity. Education empowers minds that will be able to

conceive good thoughts and ideas. Education also enables students to do the analysis making choice of their life.

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

Majority of colleges are smaller in terms of enrolment. 16.3% of the Colleges are having enrolment less than 100 and 48.1% of the colleges have student strength 100 to 500 which means 64.4% of the colleges enroll less than 500 students. Only 4% Colleges have enrolment more than 3000.

The enrollments of students are 57.50% male and 42.50% female.PG Diploma student enrolment is 54.09% for male students and 45.91% for female students.

GER for male population at all India level is 26.3% and for female population at all India level is 26.4%. Higher education is important for development and prosperity of both society and country. It gives skills and development for employment in the future. Higher education in India has developed during last decade. But there are number of problems in our education system, one of them is inequalities in rural and urban areas.

PROBLEMS FACING RURAL AREAS IN HIGHER EDUCATION:

1. Adequate Number of Colleges:

The most important problem of rural higher education in country are lack of adequate quality institutions. There are lot of differences between rural and urban areas. Number of colleges are situated in remote, backward and hilly areas are Commerce and Science Colleges. There are very few technical higher educational institutions in these areas. These technical colleges lack in all requirement needed for higher education. The problem in transportation coupled with college located at a great distance in rural areas compels parents not to send girls to the college, thus keeping them devoid of education.

2. Lack of pocket friendly educational Institutions:

Residents of rural parts of India usually come with little income sources which are usually consumed in the basic survival, making education out of their realm. The lack of government colleges in the local areas discourages parents more to spend on their children resulting in no education being imparted. High cost of education is important obstacle in higher

education. The problem again becomes worse in case of technical education where it is only a dream for the rural people mainly dependent on agricultural. The lower middle class families cannot even afford ordinary education.

Drop out problem is more in rural areas, as compared to urban areas. The dropout rate refers to the percentage of students failing to complete a particular college course. It means that leaving college, university for practical reasons, economic reason and necessities of a feeling of disappointment result from the education without completing the prescribed course of study. In our country the school dropout is above average very few students seek higher education. Even during college life many factors such as family burden, poor infrastructural facilities, lack of monetary support and wrong attitude towards higher education results in high dropout rates.

3. Inadequate infrastructure.

Absence of adequate infrastructure is most important factor. The colleges in rural areas In India have really poor infrastructure.

Most of the institutions in rural areas do not have proper classrooms, lightening facility, frequent power disturbances, No clean drinking water, libraries and under equipped laboratories, adequate Sports facilities.

4. The problem of equity in rural and urban.

According to our Constitution each and every individual has basic right to education. However due to regional disparity in economic development and also on account of uneven distribution of institutions of higher education ,higher education facilities are not equally available to all sections of society.

5. Lack of Trained teachers.

There is a huge lack of teachers, especially well trained, which disturbs the students-teachers ratio extensively. Problems of faculty are more important. The quality of teaching depends on the quality of teaching faculty. Quality teachers always prefer better colleges in terms of better input, standard teacher-student ratio, and better physical facilities. Due to this qualified faculty is not interested to work in rural areas. This leads to very poor quality of education being imparted, hardly fulfilling the need of education.

6. Severe quality constrains in rural education.

Very less percentage general and technical graduated student from rural areas are employable as compare to urban areas. This is due to following factors.

1. Quality norms cannot maintain by rural areas. Indian education system in the rural areas lags way behind in terms of quality. Individual institutes find it difficult to maintain the quality norms.

2. Absence of stringent enforcement process. It is easy to lay down different policies. What is more important is that they have to be enforced and India lacks in stringent enforcement process.
3. Political interferences and corruption hamper this process. There is much more political interferncece in higher education system in India.

To bridge the educational gap between rural and urban areas government authorities are required to take certain steps so that the rural education in India can be upgraded. There is need for making available various policy programmes and facilities in higher education in rural areas.

It is therefore essential to take a feed-back from the rural students, about the awareness and utilization of facilities introduced from time to time, as also to check the status of the availability of these facilities in the institutions where they are enrolled.

1. Establishment of high quality higher educational institutions.

There is the need for establishing high quality higher educational institutions with respect to general education, Professional education and agricultural colleges in the rural areas. Even if there is private colleges are established, they are beyond the pocket of common people because of being over expensive.

2. Development of skills of teachers.

In India there are numerous qualified and intelligent staffs that can give best knowledge to the society but due to low pay and perks all these people migrated to other countries. Educational institution are just money oriented. Institutes taking lots of efforts to grab admission but they do not provide facilities according to fees collected from the students. Better education is a right of every student but students are not getting facilitates according to the fees paid. In Traditional B.Com teacher-students ratio is 1-120 i.e. one teacher for one hundred twenty students. Just think is it possible to give quality education? Not only the Indian government it is the responsibilities of each and every educational institute to do justice with students. Institutes must provide all modern facilities to teachers as well as students during the study. Institutes must hire professional and qualified staff to offer quality education to students to mold their career well. In India higher education is a serious issue so the government as well as all the educational institutes come together to wipe out this problem as early as possible to save the future of our nation.Care must be taken to develop skills of teachers for improving teaching learning transaction, creating a conducive academic environment, improving infrastructure, and introducing technology enabled learning wherever possible.

3. To provide education available at subsidized rates.

Financial Paucity is an important impediment affecting higher education in general and rural education in particular. With increasing demand for higher education the government may not be in a position to cater to all the needs. Therefore, steps have to be taken to supplement government efforts. Keeping in mind the humble background of rural students efforts have to

be made to provide education at subsidized rates. This will help in addressing two crucial issues namely assess and equity.

4. Establishment of research centers in the rural areas.

Research plays an important role in the economic development of any country and rural higher education is no exception to the rule. Providing facilities for comprehensive study and innovation is a necessary ingredient of progress of a nation. Therefore the need arises for the establishment of research centers in the rural areas.

5. Bridging rural-urban educational divide using social technologies.

Even after significant educational expansion in the recent year including physical infrastructure of colleges and enrolment. The major reasons behind this unfortunate outcome in spite of large investments in traditional classroom programme are non recruitment of teachers, students absenteeism, and poor quality of teaching due to non-availability of trained teachers and attractive teaching materials in rural colleges.

However, the current age of digital connectivity can enable us to address this problem in innovative ways, paving the way for access to quality education universally. The internet plays an important role in connecting students to an ever-expanding information base that is now easily available owing to the presence of free cyber knowledge repositories like YouTube, Wikipedia, Khan Academy. Social technologies (i.e. technologies used by people to interact socially, and to create, enhance and exchange content) have been gaining importance globally, leading to the creation of crowd-sourced knowledge resources throughout the internet.

Numerous e-learning platforms are using crowd-sourced educational materials where knowledge seekers can connect to a pool of knowledge providers, with the internet serving as an intermediary. This crowd-sourced knowledge base of the internet can effect positive change in communities by allowing people to connect and experience uniform knowledge exchange. Social interactions via technologies allow people to raise questions, share knowledge, ideas and discover human skills regardless of hierarchy. This gives rise to the concept of ‘sharism’, wherein people actively share goods and services worldwide using the internet.

At its heart, the disparity of educational quality between rural and urban areas is due to unequal access to quality learning in its traditional form. This problem can be addressed by utilising the massive potential of the internet and cyber knowledge resources. Conceptually, three models of e-learning are available that connect knowledge seekers with knowledge providers over the internet.

Asynchronous: This mode of e-learning (OER Commons, Udemy, Coursera, YouTube, Khan Academy, Byju’s) allows students to access educational resources from the internet in the form of pre-recorded video lectures, images, assignments at any time and from anywhere. The potential shortcoming is its inability to address student queries immediately, and it is not a replacement for the traditional face-to-face model of teaching.

Synchronous: It connects students and instructors live and online at a predetermined time using video-conferencing with associated tools such as Skype, Adobe Connect, etc, where queries and doubts of students get addressed immediately.

Blended: Blended learning systems use social technologies to combine synchronous interactions in a virtual classroom with asynchronous access to pre-stored teaching-learning materials in the cyberspace, created by individuals (Khan Academy) or by anyone who is qualified to do so (OER Commons).

The problem of shortage of quality teachers in rural areas can be solved by online teachers from urban areas using e-learning. The trending 'smart classrooms' supported by MNCs aim at improving learning outcomes among affluent urban schoolchildren. On the contrary, these online initiatives at a relatively lower cost pioneered by social entrepreneurs can spread 'smart classrooms' to remote rural areas.

6. Digitized Learning Is Bridging the Gap between Rural and Urban Education System

Infrastructure must be strong for the success of any tech based education program. Lack of proper infrastructure also means that sometimes students have to travel miles to reach colleges.

Any development in policy or infrastructure in a nation as vast as India follows a glacial pace to reach the farthest corners or the remotest interiors of the country.

The good news is that India's growing optical fiber network is allowing the tech wave to quickly penetrate the nation, allowing innovative Edutech startups to bring some relief to this challenging sector. Digitization of colleges is proving to be the answer to bridging this divide caused primarily by the mentioned factors:

Lack of Easy Access-

The ease & accessibility of tech driven education solutions, whether through computers, or smart phones, allows it to permeate a much larger audience. Students have 24/7 access to the digitized course material and can subscribe to the self-taught approach.

Lack of Trained teachers-

There is reluctance in qualified teachers to work in remote areas. And there is a dearth of quality educators in rural areas. eLearning technology offers a solution to this problem as course material from qualified teachers can not only reach seeking students, they can also help to train the existing teachers working in rural areas, refining the quality of material delivered.

Lack of Interest-

Computers have an instant draw with students. Computer aided education brings confidence in students and also works to generate interest in parents who resist sending their children to school, owing to the promise of employment they hold.

Material delivered through audio visual aids is far more interactive, virtual classrooms create a bigger platform for these students increasing exposure through discussions, and simulated

classrooms bring greater awareness to students cooped up in far corners of the country helping them feel more connected with the outside world of rainforests and world museums.

Lack of Infrastructure-

Infrastructure must be strong for the success of any tech based education program. Lack of proper infrastructure also means that sometimes students have to travel miles to reach colleges. Creative building of appropriate content through technology, will help enhance skill and broaden horizon for these students, making the trouble of traveling to school seem worthwhile and thereby reducing absenteeism.

With distance learning tools, students can learn despite the absence of physical colleges. Content once created can be reused in many different regions. Video lectures and notes can be made available easily to students through tech-based solutions battling the blow lack of proper infrastructure delivers to education.

Digitizing education will reduce cost & effort, minimizing infrastructure costs of education and making it more affordable.

Results are already in, evidencing the positive impact of technology on students in rural India. There is less number of drop outs and increased number of rural students graduating and pursuing higher education.

7. Educational Gap between Rural and Urban Areas minimize by Connectivity.

In the time of the internet, however, this is changing. No longer does geography confine us, as we can communicate and learn from people across the globe – all you need is some kind of device and an internet connection.

This creates unprecedented challenges and opportunities for education. Particularly in a time when we are witnessing the arrival of megacities. It's predicted that by 2030, two thirds of the world's population will live in cities, with only one third living in rural locations

Internet has become the backbone of the modern education system. The academic community uses internet to satisfy its diverse needs; be it information, education, communication, or research. The students, who were born during full bloom of internet revolution, extensively use internet to satisfy their various needs.

The Survey was conducted to compare the force with heading use of internet by the rural and urban college students and identify the problems faced while searching the internet. The stratified random sampling technique was employed to select students and data collected through a questionnaire. The results reveal that majority of the students are frequent users of the internet using from daily to weekly basis in which use by urban students is more than their rural counterparts. The findings further reveal that rural students mainly use internet at home whereas urban students highly use internet at commercial cyber cafes. Majority of the urban students use internet primarily for a specific information whereas rural students mostly use internet for education. Majority of students, irrespective of regional differences, dont use internet sources like e-magazines, e-journals, e-books, wikis and blogs up to their expected

usage. The findings also indicate that both the rural and urban students face the same problems with slight variations like information overload followed by internet illiteracy and information pollution.

Bring innovative teaching methods

The level of education has gone a notch up in urban areas with newer teaching techniques being introduced; the state of teaching techniques is still primitive and traditional in rural India.

The rural colleges are still stuck on inculcating rote learning in its students. This has to change.

These colleges must start adopting concept learning to develop their students holistically.

Promote computer literacy

Our country is progressing technologically; however, sadly, the imprint of this advancement has yet not reached to the rural areas. This has led to a digital gap in urban-rural India.

The colleges in rural India are required to get equipped with computer education and need to be imparted with technological education as well.

This will help them being at par with the level of urban education and develop themselves better.

Even though the government is working to improve the state of education in the country, there is still a lot to be improved. There is a growing awareness among people about education; however the lack of infrastructure is being a major obstacle which needs an active intervention of the government.

CONCLUSION:

Thus there is massive expansion of higher education in India. It has not been able to cope with the task of catering to Indians teeming millions**.** Total rural higher education is characterized by low enrolment, poor completion rate leading to large dropout rate. While the urban sectors fulfil this condition, it is woeful short in the rural areas, where majority populations of Indian resides. Therefore special efforts have to be made to solve this problem.

The gap between rural and urban which is mentioned can be solved .If we start implementation these recommendations, a way can be initiated for moving higher education in the correct direction with the passing time.

Higher education in India is passing through a transitional phase. The new education policy (2019) envisages major institutional restructuring with focus on Liberal education, equity, and inclusion, effective governance and leadership etc. to achieve the goals of quality, employability and entrepreneurship in higher education.

Hope the positive contribution of all stakeholders in implementation will lead to achieve the goals of the New Education Policy.

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19. PARAMETERS OF ACADEMIC AUDIT FOR HIGHER EDUCATION

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INTRODUCTION:

In view of the requirements of the 21st century, the aim of a quality university or college education must be to develop good, well rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deeper level, while at the same time building character, ethical and Constitutional values, intellectual curiosity, spirit of service, and 21st century capabilities across a range of disciplines including the sciences, social sciences, arts, humanities, as well as professional, technical, and vocational crafts. Quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. It must prepare students for more meaningful and satisfying lives and work roles, and enable economic independence. Quality university and college education must therefore aim to be both a joy and an opportunity to which all citizens must have access if they so desire. At the level of society, the aim of higher education must be to enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can uplift its people, and construct and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation in the nation and thereby contribute deeply to a growing national economy. The purpose of quality higher education is therefore more than simply the creation of greater opportunities for individual employment; it represents the key to more vibrant, socially engaged, and cooperative communities and a happier, cohesive, cultured, productive, innovative, and prosperous nation. Quality in higher education yields into qualitative human resource. The competent human resource can bring all round development in any economy. India; being the largest democratic state in the world and a fastest developing nation requires competent and skillful human resource to compete with developed countries. Education is the main criterion by which any country is assessed for the developmental activities as the output of any education system determines a nation's progression in 360 degrees. In this context, Higher Education Institutions (HEI) plays a pivotal role as they are the institutes, which are contributing qualified and skilled human resources. In our country, higher education is among the top priorities for development under any government as there is a global need for skilled and intelligent manpower. Because of the growing demand, we need to design a high-quality education system, which meets the global acceptance and our students are employed. To compete with other developed nations, we need to evolve an education management system, which not only keeps our ethics alive but also caters to the needs of the global job market. To maintain quality, there should be continuous checks and assessments, which are vital for the quality functioning of HEIs. Accrediting bodies

like the National Assessment and Accreditation Council (NAAC) assesses and grades HEIs once in 5 years. The accomplishment of success of any HEI depends upon teaching, teacher quality, governance, continuous evaluation, support systems for up-gradation of teacher knowledge, skill-oriented programs; add on courses, excellent infrastructure, placement, counseling and ICT (Information Communication Technology). To check whether the above-mentioned parameters are working towards achieving the goal towards quality assurance, a well-defined auditing system has to be evolved and the process will be continuous to cater to the changing needs of societal job scenarios.

OBJECTIVES OF RESEARCH PAPER:

1) To Know the Academic and Administrative Audit
2) To examine the principles of AAA
3) To know the challenges of AAA

A BRIEF HISTORY OF AAA:

Academic and Administrative Audit is a standard strategy for quality enhancement of Institutes of Higher education. Respective state governments have introduced external quality audits in various countries as part of reforms in higher education. According to Shah and Nair, ―in countries such as United Kingdom, various European countries, and in New Zealand, external quality audits have been in place since 1990s. In countries such as India, South Africa, Australia, some Middle Eastern countries, Hong Kong, Malaysia they have been in place since early 2000s.

WHAT IS AN ACADEMIC AND ADMINISTRATIVE AUDIT?

Academic Audit is a mechanism to examine and enhance the quality of academic aspects of institutes of Higher Education. Defining Academic Audit B. L. Gupta states that, ―it is a systematic and scientific process of designing, implementing, monitoring and reviewing the quality of academic systems, i. e. inputs, processes and outputs. .It emphasizes on reviewing the performance of the academic inputs with respect to quality assurances. Rajendran defines Administrative Audit as ―A method of assessing the efficiency and effectiveness of the opening system of the administrative procedures, politics, decision making authorities and functionaries, strategies, process, feedback, control mechanism and so on. The AA would certainly make the functionaries to ascertain the strength and weakness of the opening system in general and pin out the areas in particular, and to ascertain where the function is stagnated and affected and where special attention is required along with man and material resources.

ACADEMIC AUDIT: AN OVERVIEW

The Academic Audit, like more traditional program reviews, is a peer review process including a self-study and a site visit by peers from outside the institution. However, the similarities end there. Unlike the traditional approach to program evaluation, this process emphasizes self-reflection and self-improvement rather than compliance with predetermined standards. The purpose of an academic audit is to encourage departments or programs to evaluate their "education quality processes" – the key faculty activities required to produce, assure, and

regularly improve the quality of teaching and learning. An audit asks how faculty approach educational decision making and how they organize their work, using the resources available to them and working collegially to provide a quality education in the best interests of the discipline and student learning.

PRINCIPLES OF THE ACADEMIC AUDIT:

(While there is no "hidden agenda," no "right way" to approach the Academic Audit process, the Academic Audit openly advocates the following principles as foundations of good educational practice.) ™

DEFINE QUALITY IN TERMS OF OUTCOMES:

- Learning outcomes should pertain to what is or will become important for the department's students.
- Learning, not teaching per se, is what ultimately matters. ™

FOCUS ON PROCESS:

- Departments should analyze how teachers teach, how students learn, and how to best approach learning assessment.
- Departments should study their discipline's literature and collect data on what works well and what doesn't.
- Experimentation with active learning should be encouraged.
- Faculty should be encouraged to share and adopt their colleague's successful teaching innovations. ™

WORK COLLABORATIVELY:

- Teamwork and consensus lead to total faculty ownership of and responsibility for all aspects of the curriculum and make everyone accountable for the success of students.
- Dialogue and collaboration should be encouraged over territoriality and the "lone wolf" approach. ™

BASE DECISIONS ON EVIDENCE:

- Departments should collect data to find out what students need.
- Data should be analyzed and findings incorporated in the design of curricula, learning processes, and assessment methods. ™

STRIVE FOR COHERENCE:

- Courses should build upon one another to provide necessary breadth and depth.
- Assessment should be aligned with learning objectives. ™

LEARN FROM BEST PRACTICE:

- Faculty should seek out good practices in comparable departments and institutions and adapt the best to their own circumstances.

- Faculty should share best practices and help "raise the bar" for their department. ™ Make continuous improvement a priority
- Departments should continually and consciously strive to improve teaching and learning.

STAKEHOLDER INVOLVEMENT IN QUALITY ASSURANCE:

The institute organizes interactive meetings with all its stakeholders in order to communicate its quality assurance policies, mechanisms and outcomes. The following are the stakeholders of the institute.

- **Management:** Management representatives interact with the faculty through meetings. These meetings are aimed towards reaffirming the quality conducive of the institution and its compliances.
- **Parents:** Parent-Teacher Meetings are conducted to inform them the initiatives taken by the institution to attain quality resulting in progress of their wards.
- **Students:** The institute conducts Orientation Programme at the beginning of every semester to make the students understand the quality concerns and to reinforce the culture of excellence in all aspects.
- **Alumni**: In meetings with alumni quality concerns and their improvements are discussed.
- **Industry:** Suggestions on revision of curriculum to include newer areas of knowledge and skill development as per industry requirement are incorporated to convince the employers of the commitment of the institution towards quality.
- **University:** The local inspection committee which comes to inspect the quality standards maintained by the institute are convinced to obtain renewal of affiliation.
- **Community:** Propaganda materials which are part of admission campaign, information posted in the website, notifications of rank holders and pass percentage in various courses in news papers and social service activities convey the quality policy, mechanisms and outcomes to the community.

CHALLENGES:

Discussions with persons in higher educational institutions reveal that it is a herculean task to get the quality research outcome from the teachers. In the present situation, the teachers are involved in much academic and non-academic work. There are innumerable committees in the institute where every teacher has to work which is mainly non-academic work. His/her maximum time in the institute runs without noteworthy research contribution. Many times it is also observed that after the research project submission towards the UGC/funding agency through proper channel, when the research project is sanctioned by the funding agency, a good amount of _cut'has to be diverted to the Management or the Principal. The higher education institute should have an adequate infrastructure to do the research work. The teacher should get leaves to undergo the research work if needed. In needed, then the teacher should get the aid of CHB teacher to do his research work without stress. The dissatisfaction on the part of teacher can perhaps be reduced by allowing him/her to work without tension.

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20. MORAL VALUES IN HIGHER EDUCATION

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Abstract

The main purpose of education is the development of an all-round personality of the students, and also to develop all dimensions of the human intellect, Value-education is a many sided endeavor and in an activity during which young people are assisted by adults or older people in schools, family homes, religious and other organizations. Real education is that which enables a person to stand on his own feet. Moral values are related to ethics in Higher education which deals with what is 'good' or 'bad' and also is concerned with the moral duty and obligations. In a hasty manner, then term 'Education' can be referred to as the transmission of values and knowledge accumulated by a society to its members through the process of socialization or acculturation. Every individual will acquire education that will guide him to learn a culture. He moulds his behavior and directs it towards the eventual role in the society. Even in the primitive cultures, where there was little formal learning, education was acquired through activities conducted by adults who performed the role of teachers and the entire environment took the place of the school.

Knowledge is light, the guide in learning the way that leads from falsity to truth, from ignorance to wisdom, from mortality to immortality and for that reason it is value. Since the dawn of culture and civilization in India, education, whether it is primary or higher, has always been a source of gradually cultivating wisdom by acquiring which a human being gets fitted for facing with the challenges of different stages of life and for dedicating to the welfare of humanity.

The aim of higher education is not to acquire the skill of earning more and more money and higher posts in the system but to cultivate in a discipline of values for excellence and wisdom so that one can get fitness to serve the society and the nation in a better way to promote the cause of humanity in him and in the society as well. Now, the time is mature enough to say good bye to the corporate ideology for which any means that enhance capital is good. Money is value only when it is earned through honest and proper labor and distributed in proportion. One can realize money as value only through higher education. It earned by wrong means is thievery, the way of a rogue. Without realizing the values of and in higher education one cannot lead a meaningfully satisfied educated life.

Introduction:

The main purpose of education is the development of an all round and the personality of the students, and also to develop all dimensions of the human intellect, Value-education is a many sided endeavor and in an activity during which young people are assisted by adults or older people in schools, family homes, religious and other organizations. Real education is that which enables a person to stand on his own feet. Moral values is related to ethics in Higher education which deals with what is 'good' or 'bad' and also is concerned with the moral duty and obligations. In a general way, the term 'Education' can be referred to as the transmission of values and knowledge accumulated by a society to its members through the process of socialization or enculturation. Every individual will acquire education that will guide him to learn a culture. He moulds his behavior and directs it towards the eventual role in the society. Even in the primitive cultures, where there was little formal learning, education was acquired through activities conducted by adults who performed the role of teachers and the entire environment took the place of the school.

Education is the life building and man making process. According to Swami Vivekananda, "*Education is all-inclusive, comprehensive, absolute eternal and at the same time practical, rational and balanced.*" Swamiji's message for education is unique in that sense as it is based on the divinity of the human soul.

Objectives of the study:

Traditionally, the objectives of value- education were based on religion and philosophy having no secular value-education; but in the modern world, this has been taken as very much essential as follows:

(i) To develop a child's personality in its mental, physical, emotional and spiritual aspects.
(ii) To develop respect for the dignity of individual and society.
(iii) Inculcation of good manners and of responsible and cooperative citizenship.
(iv) To inculcate a spirit of patriotism and national integration.
(v) Developing tolerance towards and understanding of different religious faiths.
(vi) To clarify the meaning and concept of value-education.
(vii) To suggest measures for better utilization of value-education.
(viii) To develop a sense of brotherhood at social, national, and international levels.

Need for the study:

Really speaking, it is not enough just to know about values, because the values have to be practiced. Our country is undergoing radical, social changes. So, the students who are the future citizens of tomorrow have to be oriented to respond to and adjust with these social changes satisfactorily by equipping them with desirable skills and values.

Our country is known for its rich cultural and spiritual heritage, and the need for a value-system through education has been felt and recognized through centuries. Value system plays an important role in any decision process. In fact, every human action is the reflection of personal and social values.

It has been the victim of passions and evils like violence, jealousy, national superiority and arrogance. That is why, in spite of wonderful, scientific achievements the world is a place of violence, gloom and unease.

Hypotheses of the study:

The hypothesis of my research paper is to test the role of Moral Values in Higher Education. Education makes a man What he is. However, formal education is often restricted only to career making and acquisition of working skill for earning a livelihood. This approach also leads to the mushrooming of schools and colleges where the purpose of all the activities is only to make the students score high marks or grades, overlooking the other aspects of life.

Methodology:

The data have been collected from secondary sources comprising annual reports, various periodicals, journals and Ministry of HRD, Government of India. These data has been presented and analyzed in a systematic manner. In addition to the above, the present paper entitled "Moral Values in Higher Education" throws light on the following facts. According to our Tradition, human personality has three dimensions- Physical intellectual and spiritual. These are as under:

i. Physical

The first dimension of man's personality is his body. It is the physical dimension. It refers to man's physical needs and growth. One should learn how to be physically strong and healthy. Right education should help in developing a strong stamina and healthy habits. Strong physical constitution helps one accept and face challenges of life. One should also learn the importance of right eating habits. Food is the source of energy for physical growth. One should also learn the importance of physical exercises and games. They should become part of one's life. *Yogasanas* and simple forms of *pranayama* also are much value in this context.

ii. Intellectual

Intellectual growth refers to a person's thinking, logical and memory skills. Reading books and articles, watching movies, visiting places and interacting with the persons of intellectual eminence- all these go a long way in one's intellectual growth. Exposure to healthy literature and a proper approach to learning help develop intellectual faculty. If one is given the right direction at the primary level itself, it goes a long way in making one intellectually strong. Lessons in concentration and self- discipline play a key role in developing one's intellect. Along with intellectual development one must develop strength of mind and steadiness of character.

iii. Moral and spiritual

Unfortunately, moral dimension is given a least attention in modern society. With overemphasis on money-earning and career building, moral training of individual is awfully neglected. Mere intellectually bright people, turn out to be a burden and a threat to society.

Morality is basis of character building. The training in moral principles begins at home, early in life, while the growing child observes and interacts with the parents, friends and others. But there are many contemporary challenges to this aspect of early training in moral refinement. Changing socio-economic situation keep the parents busy with their profession and personal issues and they leave the whole thing to schooling system. Added to it is the rise of information technology. Today the world has become small. Thanks to instant communication and information technology. While it has a bright side, there are many darker aspects to it. Easy access to Internet and entertainment has exposed the young minds to all kinds of low, obscene and negative thoughts and they become a prey to many wrong things at an early age. One of the best ways to check this is that the parents and elders should spend quality time with their children and also make them aware of the life-building ideas of great personalities.

Moral education cannot be given by books only. One needs an example in order to develop faith in moral principles. Hence, the teachers of moral principles should themselves practice what they preach. Values cannot be taught but they can be caught-by observing the life of an exemplary person.

Educational institution needs to recognize that until they create enabling conditions for man-making, they will only end up where they started. Man-making is not making a man with skills and competencies but it is the development of conscience and character. Today's education is too much plan and too little man. When the centrality of man is compromised, what we build are organizations and not institutions. Hence I would like to quote what lord Krishna has said to Arjuna. Lord Krishna called not to see the Mahabharata war as a battle to be won but as a support structure for eternal Dharma.

Education and development:

While a nation may be rich in natural resources, it is the human resources that are most important. To have the right kind of humans or proper 'human resource management', therefore it is vital for nation's growth and development. This means taking care of the education given to an individual. It is the key to nation-building.

Education starts right when one is in mother's womb. Mother's thoughts and activities shape the growing child. And as child, one learns by watching and observing his parents and others around. One learns to co-relate the things that one observes, right or wrong, and thus one's personality begins to develop. Further, formal education and interaction with others develop the individual's personality. Education, however, is much more than formal education. Whole life itself is a learning process.

Developing the complete personality:

Swami Vivekananda gave a new dimension to the perception of education by emphasizing that education should cater to the development of the all-round harmonious personality of the individual thereby enabling the simultaneous growth of intellectual, social, moral, spiritual, cultural, and physical faculties. According to Swamiji, the structure of education based on three bases:

i. Philosophical base

The conception of life originates from philosophy. Philosophy gives a spirit of enquiry after truth. Since education is intimately connected with the life and experience of an individual, educational theory and practice too are conditioned by philosophy. The present crisis of man is due to an erosion of values. An imbalance is seen between the hankering for material pursuits on the one hand and the neglect of ethical and moral values on the other. Radical changes are necessary and restoration of moral order is possible only if a perfect methodology of education that strikes a balance between science and spiritualities is put into practice. Generally, education is taken as the vocational angle, but it is a narrow sense. But it has other broader noble aims such as knowledge, culture, moral, character-building, spiritual and social objectives and a goal for complete living as the ultimate. However, the ideal goal of all educational institutions is to be man-making. The aim of all training is to make the man grow. One cannot ignore spirituality, morality, values, and character enrichment in the pursuit of secular knowledge, prosperity, name, fame and wealth. Character is the foundation for self-development. Character formation requires the development of traits such as purity, perseverance, faith, sincerity, obedience, fortitude, veneration, humanistic tendency, etc.

ii. Psychological base

It is unfortunate that education in modern age has become synonym on with book – learning and mere collection of facts to such an extent that ingenuity, contemplation, deliberation, judgment are creative thinking are slowly dying out. Education is not the amount of information that is put into student' brain, but it is the concentration of mind and not the collecting of facts. So there is a need for developing the power of concentration and a spirit of detachment. Any work done with a controlled mind and concentrated efforts leads us to perfection. Only the requisite effort, training and guidance are necessary. The educator's task is to guide the student according to the abilities and Power that he/she observes in him.

iii. Sociological base

Education takes place in the society constituted of individuals and hence it is a social process. Education helps for the growth of the overall personality of an individual. It is the prime responsibility of every individual towards the progress of the society. Therefore, education must be capable of stabilizing social order, conserving culture in the society and act as an instrument of social reconstruction. Education should not only preserve the social heritage but also be able to enrich it. Education should be capable of transforming individuals into effective and valuable members of the society.

Conclusion:

The purpose of higher education is not to acquire skill of earning more and more money and higher posts in the system but to cultivate in a discipline of values for excellence and wisdom so that one can get fitness to serve the society and the nation in a better way to promote the cause of humanity in him and in the society as well. Now, the time is mature enough to good bye the corporate ideology for which any means that enhance capital is good. Money is value only when it is earned through honest and proper labor and distributed in proportion. One can

realize money as value only through higher education. It earned by wrong means is thievery, the way of a rogue. Without realizing the values of and in higher education one cannot lead a meaningfully satisfied educated life.

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5. Yojana (Various issues)

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21. IMPACT OF ICT ON VARIOUS DIMENSIONS OF HIGHER EDUCATION

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Introduction:

The use of Information and Communication Technology (ICT) has great potential in improving the quality of education imparted and widening the access of education throughout the country. ICT involves the utilization of technological tools that can support teachers to be innovative and effective in teaching while allowing students to learn at their own pace. The development of ICT enables learners to learn more effectively, efficiently, flexibly and comfortably. The presence of ICTs has expanded exponentially and touched virtually all dimensions of higher education. There are many different types in which ICT has been envisaged as a medium for teaching and learning included computer assisted learning, web-learning, computer classes, online training, distance education, e-learning, virtual learning, digital training etc. The open educational resources movement has picked up significant momentum, providing free access to courses, curricula and pedagogical approaches not available locally. The role of the teacher in the classroom is being transformed to an instructional manager helping to guide students through individualized learning pathways, identifying relevant learning resources, creating collaborative learning opportunities and providing insight and support both during formal class time outside of the designated 50 minutes interaction period. In almost all the colleges under different universities has started computer education courses such as BCA, MCA, B.Sc. (IT) and M.Sc. (IT) etc in their regular curriculum. The ICT has been organized in different courses according to the goal, purpose and area of applicability. Smart education is a new paradigm in global education. In smart education, it is important to monitor learning process and to make it more efficient.

The Department of Higher Education, Ministry of Human Resource Development (MHRD) has undertaken many initiatives under 'National Mission on education through Information and Communication Technology (NMEICT) project."Study Webs of Active-Learning for Young Aspiring Minds' (SWAYAM), SWAYAM Prabha, National digital library (NDL), National Academic Depository (NAD), e-Yantra, spoken tutorials, virtual labs and many initiatives are helping the students as well as teachers across India in their up-skilling as well providing them quality educational resources. These efforts not only impart quality education and accessibility but also excite creativity and innovation in a billion minds, particularly young students, catalyzing them to attain their true potential in building the nation.

Purpose and benefit of using ICT resources:

Countries across the world are using ICT in facilitating information, dissemination and communication in all areas of education and training. Following are the purposes of using ICT resources by students.

* For research purpose (Thesis/dissertation/projects/articles).

* For keeping up-to-date subject information.

* To gain current and general knowledge information.

* For seminar/workshop/seminar/conference presentation.

* For communication (to exchange ideas)

The use of computer and digital technologies is usually more productive when it support collaboration and interaction, particularly collaborative use by learners or when teachers uses it to support discussion, interaction and feedback. Effective use of ICT can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. Following are the benefits of ICT in education:

*Enable greater learner autonomy,

*Enable tasks to be tailored to suit individual skills,

*Enable students to demonstrate achievement in ways which might not be possible with traditional methods,

*Unlocks hidden potential for those with communication problems.

There are various ICT tools available which can be utilized for the knowledge creation and dissemination in the modern world. Tools include Interactive smart board, Computer, Projector, Television, Video conference, Wi-Fi/LAN, Smart classrooms, e-library, College website etc. Personal ICT resources are mobile/tablet, PC/laptop, Net connectivity etc. Tablets loaded with math apps and e-text book are used to access real time information, receives instruction, record measurements and conduct research. The student and teacher must have efficient access to digital technologies and the internet in their institution. High quality, meaningful and culturally responsive digital content must be available for teachers and learner. Teachers must have knowledge and skills to use the new digital tools and resources to achieve high academic standards.

ICT in library services:

The library users can access information of various types such as online databases, e-journals, e-books, government publications digitally through networking system. Online Public Access Catalogue (OPAC) is the computerized version of library catalogues. It provides access to the catalogues of a library on the local intranet, extranet or even the internet. The use of ICT devices such as computer, bar code scanners its software has been very useful in performing the routine operation in circulation work. The emergence of internet as the largest repository of

information and knowledge has changed the role of traditional library and shifted from physical to virtual service environments.

ICT based smart learning environments:

With the rapid development of new technologies and emergent of new pedagogies in digital age, increasingly flexible and efficient learning methods for students are developed. Smart learning environments are defined as physical environments that are enriched with digital, context-ware and adaptive devices to promote better and faster learning. Intelligence technology plays an important role in the construction of smart educational environments. For hardware, 'smart' refers to the smart device much smaller, more portable and affordable. For software 'smart' refers to adaptive and flexible. Learning can take place anytime and anywhere via utilization of smart devices.

Smart education describes learning in digital age, has gained increased attention. Mobile devices are becoming smaller and smarter and more affordable. Most students use smart mobile devices and digital resources for communications, learning, and entertainment in everyday life. Mobile learning takes place anytime anywhere with the limitations of time, location or environment. Also other technologies, such as cloud computing, learning analytics, big data, Internet of Things (IoT), wearable technology etc promote the emergence of smart education. Cloud computing, learning analytics and big data, which focus on how learning data can be captured, analyzed and directed towards improving learning and teaching, support the development of personalized and adaptive learning. With these adaptive learning technologies, learning platform reacts to individual learner data and adapts instructional resource accordingly based on cloud computing and learning analytics, and it can leverage aggregated data across mass learners for insights into the design and adaptation of curricula based on big data. The IoT and wearable technology support the development of contextual learning and seamless learning. The IoT can connect people, objects and devices. Smart learning environments supported by technologies should not only enable learners to digital resources and interact with the learning systems in any place and at anytime, but also actively provides them with the necessary learning guidance, supportive tools or learning suggestions in the right place, at the right time, and in the right form. There are many different types of technologies used to support and enhance learning which include both hardware and software. Hardware include those tangible objects such as interactive whiteboard, smart table, e-bag, mobile phone, wearable device, smart device, sensors which using ubiquitous computing, cloud computing , ambient intelligence, IoT technology etc. Software include all kind of learning systems, learning tools, online resources, educational games which using social networking, learning analytics, visualization, virtual reality etc.

The advancement of computing technologies leads smart computing to a new dimension and improves the ways of learning. The tri-tier architecture of smart learning environments is essential which includes cloud computing, fog computing and swarm computing. The cloud computing provides software as a service. It deploys groups of remote servers and software networks that allow centralized data storage and online access to computer services and resources. It is the infrastructure of smart learning environment and provides the platform, virtualization, centralized data storage, and educational service in education. Using cloud

computing, the smart learning environments can realize smart pull, smart prospect, smart content, and smart push. Fog computing is a highly virtualized platform that provides compute, storage, and networking services between end devices and traditional cloud computing data centers. Through the features of for computing, smart learning environments can realize real time interaction, location-awareness, large-scale sensor networks, supporting for mobility and so on. Swarm computing, is also called environment –aware computing can execute on swarms of smart devices and the networks of sensors due to ubiquitous sensing. In tri-tier architecture, the swarm computing support awareness, the fog computing support analysis, alternatives, and the cloud computing support actions and audit ability.

Government initiatives:

Government of India has initiated programs to achieve the three cardinal principles of education policy viz, access, equity and quality. Under a new initiative Annual Refresher Programs in Teaching (ARPIT), the faculty development Program (FDP) of higher education faculty is offered through MOOCs under SWAYAM platform, for training and to expose the teachers to technology enabled learning. SWAYAM Prabha would enable to deliver e-education in a most cost effective and inclusive manner. The National Digital Library of India (NDL) project can provide a single window access to learners for e-contents/resources. National Academic depository (NAD) is an online store house of academic awards (degree, diplomas, certificates, mark sheets etc) lodged by the academic institutions in a digital format. Students can now access their academic awards online from anywhere and at anytime. MHRD provide plagiarism detection software to all the universities to facilitate easy detection of plagiarized content in the academic and research works including articles in Journals and conference proceedings, chapters in books, theses, research reports, assignments, project work lecture notes, e-content /e-text for MOOCs etc.

DISTANCE EDUCATION:

Distance education is being seen as one way to meet the demand of higher education. Distance education represents an area of enormous potential for higher education system around the world struggling to meet the needs of growing and changing student populations. The distance learning landscape has been transformed by ICT, allowing the real growth in numbers and types of providers, curriculum developers, mode of delivery and pedagogical innovations. This has improved enrolment and good performance by student. The growth of Massive Open Online Courses (MOOCs) has pushed some universities into online learning environments.

MISUSE OF ICT:

One of the major impacts of ICT in education is moral decay. These include access to inappropriate material, violation of personal privacy, and being the recipient of sexual predation, pornography, harassment, stalking or scams and dissemination of harmful or abusive material. Stealing of software or the use of unlicensed/ pirated software are the major concern. It is exceedingly easy to do “cut and paste” without referencing the source and without paying attention to copyright laws. This is serious ethical issue among the education system with both student and teaching staff using other peoples work as their own. They are making illegal or

unethical use of ICT facilities such as cyber crimes and hacking damaging, destroying, stealing, and illegally using ICT facilities and files that belongs to others.

NEW EMERGING TECHNOLOGIES:

Finally, many new frontline technologies like artificial intelligence, Machine learning, autonomous systems, Cognitive Systems, etc are emerging and these are going to give many new opportunities for all of us to further improve the quality and accessibility in higher education. Artificial intelligence (AI) has the potential to further personalize the student learning experience by enhancing online and adaptive learning technologies. The role of AI in the education sector is no longer limited as aspects like speech recognition, problem solving and planning. AI facilitates automation of administrative tasks like students grading, the addition of smart content in the curriculum, as personalization of the teaching process. Researchers have developed the foundations for algorithms that could allow AI to correct errors in real time without affecting existing skills. Quantum computing can generate solutions to complex problems with unprecedented speed and sophistication in a wide range of fields. Security of information and communication networks can improve through quantum computing. Mixed reality is the fusion of real and virtual worlds through immersive technologies including virtual reality (VR) and augmented reality (AR). At present applications are largely focused on educational visualizations.

CONCLUSION:

ICT has become an integral part of today's teaching learning process. The information and communication technology (ICT) is a very broad term focusing on improving the quality, quantity and speed of information to reach the students in an educational system. ICT provides a great flexibility in education to ensure that, learners are able to access knowledge regardless of space and time. Distance education program, which are very popular these days gained momentum because of ICT.

22. VALUES IN HIGHER EDUCATION

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Introduction:

Knowledge is light, the guide in learning the way that leads life from falsity to truth, from ignorance to wisdom, from mortality to immortality and for that reason it is value. Since the dawn of culture and civilization in India, education, whether it is primary or higher, has always been a source of gradually cultivating wisdom by acquiring which a human being gets fitness for facing with the challenges of different stages of life and for dedicating to the welfare of humanity. *Lokasangrah* and *Lokahita* are essential characteristics of a wise-man.

Higher education in India has never been a synonym of information and techniques acquired from books. There is a radical difference between education with and it without values of Higher Education. A terrorist's may also be an educated person. He learns how to make atom bombs, rockets, computers and other techniques and their management but before learning the negative and positive values of his achievements he is driven away by some terrorist ideology. He uses his education emotively for destruction of the followers of other ideologies which he considers dangerous against his faith and then he is called a terrorist. But if he learns positives and negative values of his study, he may well understand the value of life and then he may disassociate himself from terrorist's activities which are not the part of his way of life.

Had knowledge not been value all scriptures, great books of religion, science, technology and tradition of education systems might have not been meaningfully significant for promoting the cause of life. A man is judged by the actions he performs to himself and to his fellow beings. If he performs his services only for his own self that is a disguise. These disguised values may help him in getting some temporary benefit in the society and in the state but overall he looses the meaning of his own life that makes him feel isolated and disappointed. Values in higher education make one's own life and the life of his fellow beings lively and meaningful. Is there any meaning of being educated if the educated man is still away from getting a way of life and redeeming from the disastrous and life-killing ideologies?

The purpose of education is self-affirmation and not self-negation. It is the process of removing the self-negating ideologies in order of self-affirmation. Education is an obligation which the student knows only when he acts on for Higher education. He is indebted to all from whom he learns to live the life of a wise. His life could be human only if he realizes the occasions to pay off the debts he owes from the society. He is required to pay off the debts to seers, sages, parents and teachers and by doing welfare to those who are deprived and to his fellows for promoting the cause of the mother earth.

In the process of our gradual journey from primary to higher education two sorts of major changes, relative to our attitude towards values, occur in our life. They are external or bodily and internal or self affirming. External changes in the sense that the students bag degrees by fair or foul means and on that basis get higher job positions. During the job, they collect more and more money, Cars, Bungalows and manage academic awards and all that by having which they may exploit themselves and the society with the disguised repute but they fears to face the deep hollowness of their disguised selves. They ruin self to the extent of dissatisfied and meaningless life. In brief, the more they adopt the disguise premises of life, which are ultra virus in higher education, the more their leadership in system is fixed but in the same proportion they find deconstruction of self-affirming values.

Understanding the changes of values in highly educated societies on the basis of metaphor of lion and wolf, I can say that the lion by training and qualities is fit to face the challenges of leadership in higher education, but lacks the qualities of cheating and snatching out the possibilities of others for which wolves are naturally fit. The wolves dwelling always around the lion learn the qualities of the lions and having additional qualities of cheating and snatching, they establish their supremacy in a system. As the values of wolves are not naturally assigned to lions, they take time 15 to 20 or more years to learn them and to regain the leadership. Thus changes in higher education are subject to the prominence and preference of the lions and wolves values respectively but the purpose of higher education must be to impart the lion's values and to cultivate them in such a way that they can face the challenges of the wolves. Education must not be a system in which a lion is compelled to behave like a wolf and the latter like a fox. It is a system of learning and acquiring merits, a system where the merit is cultivated and respected. The leadership in higher education system must be decided by merit and not by political hobnobbing or disguise means. However, in either case the leadership conveys message as to what sort of values it wants to pursue and promote in higher education system.

The values that an individual brings into a university that can help to explain pedagogic approaches begin being formed and adapted from the moment we are born. Each individual has a set of personal values that are informed and then further influenced by a series of unique experiences that are not replicable. As careers develop the personal values an individual has will be influenced, and in some instances significantly altered by the discipline that each has either studied or worked within.

According to the classical Indian texts, education encompasses the ideal of managing desires and earning capacity to direct them in the interest of one’s own welfare as well as that of his environment. Education aims to cultivate a qualitative difference in the life of the learner, the teacher and the knowledge system as a whole. We cannot see our needs satisfied in the competitive global market unless we strive for excellence making sure education is within the reach of every last man. Higher education cannot serve this purpose if we deviate from its aim of cultivating the best in one for the best to achieve.

CULTURE AND HIGHER EDUCATION IN INDIA:

India is rich in its multi-religious, multi-lingual and multi-cultural structures. Education is the backbone to cultivating democratic values for a harmonious and peaceful living. If there is harmony and peace, the communities and the nation can progress. If there is internal conflict within the communities, it will affect the progress of the country and fearless living in a democracy setup. Higher education is eternally occupied with the interest of the welfare of nation and society and is open to any who is fit to understand that, by getting higher education; they have some positively responsible roll to the nation which bears the expenses for educating it society. It is a guide for the proper way of doing our duties as per our capacity and choice to make the ends of individuals together with the collective life meaningful. It guides us in our march to cultivate and facilitate discoveries needed to satisfying our desires and growing needs in a holistic existence. Democratic cultivation in India is a way to individual and collective progress. India can liberate one from the trivial senses of inequality, religious, sexual and racial discrimination, exploitation, global and national conflict, ideological terrors etc. She makes us aware of our duties and prompts us to perform them, makes us aware of cultural space, space of changing ability balanced with the need of the nature and managing social changes which can only be achieved through education. The values of higher education lies in cultivation of the power of reason for obligation and responsibilities attached to one's skill, cultivation of the attitude of keeping the nation and promoting the interest of nation as the ultimate goal of services, respecting surroundings, honest labor, skill of perceptibility of the information from the local and the global level to apply them for the national welfare, cultural fitness for drawing a conclusion for the application in the interest of our own, interest and progress of the nation, attitude of cooperation, coordination and competence, broadness of the mind for great needs of self-reliance and self confidence, inspiration and excitement for promoting the cause of poor and deprives, individual and social progress, international relations and global welfare, etc., cannot be possible for anyone without higher education. Institution's methods of approaching the values of higher education, aims, objectives and a moral standard of education to use what one learnt are carefully be examined so as to ensure these institutions can play a vital role in cultivating skills and the modes of the better uses of what one learns during education life and afterwards. For what purpose one is being highly educated? Higher education should in no way be confined to getting a job. It is naturally concerned with earning a living to maintain the family but that is not the primary objective of higher education. Ultimately it provides an occasion to serve the nation with one’s specialized skill in a way which also serves the needs of the individual, the needs of one’s family, the needs of one’s country and ultimately the world. One is allowed to assume responsibility to make an individual, national and global contribution with pride. The complete response to the above query requires subtler deliberation on education.

Ancient Indian concept of *Puruṣārtha* is a system of values and obligations meant for those who by living student and household values can reach to the stage of accomplishing the desires regarding the highest stage of absolute freedom from the desires and the consequent distress. It has an ideal to manage and satisfy the desires concerning different phases of one’s hundred year's age. It is a type of holistic living. The philosophy lying there is that if the desires of wealth and sex are not well satisfied, one cannot serve for moving towards greater stations of life (Tiwari, 2013:22-34). The first twenty five years of school life are dedicated to learning

skills prescribed in order to build a foundation of acquiring merits, developing talents and expertise which may be cultivated and instilled, making the student's shoulders strong enough so that he may live and advance the remaining seventy five years of his life on that strong foundation. Since most will enter a household or family life, it is necessary for the student to be well equipped with financial, social and familial education, as children will be the bearers of his legacy. During the first years of familial life he has to garner financial wealth to support his family, manage the interpersonal needs of his marriage and through that ritual, produce his progeny. He should strive to earn as much as he can for the maintenance of the desires of himself and his family without any option and excuse. If he is not educated and he cannot earn the money required for a married life that is for mentioning family, he is not fit to enter into the household life. Only education can cultivate the potencies and better one to earn with a discriminating awareness of honest labor, earning, marrying, and maintaining children as duty (dharma). In precise, in beginning twenty five years, the desires of learning all traditional skills, in household learning the skill of satisfying the desires of earning, business, farming, serving, wealth, sex, family and society and the further next twenty five years as wanderer one has to practice gradual maturity and detachment from the earlier desires and lastly to hand over gradually all that he earns in his life to the coming generation to whom he has cultivated responsible and, thus, the whole life is a process of learning for different obligations and responsibilities and equipping fitness for all the time to come with self-dependence and determination. Ancient Indian philosophies view educating as an innate debt one borrows since birth. This birth is there because one has to pay off the innate debts and, therefore, all our desires be classified, modified and managed to satisfy as an end(Ibid: 24-25).2One can earn a lot of money and still at the age of ninety, he may be seen involved more in the same desire. This is understandable but the question is; how can one finish his whole life in pursuit of fulfilling only one single sort of biological desire while even so that desire is still not managed or completely satisfied. If so, he will not accomplish the basic financial and sexual stations of life to proceed from where he can feel better equipped for approaching higher desires or stations in life.

Higher Education must concentrate on teaching as a pattern of learning, not for information, but for knowledge. Knowledge is not dry information but involves the cultivation and affirmation of self (Sarvàvidyàpratàyante Jànasanskarahetvaþ) (Pillai, 1971). Information is a need for management, technology and even for humanities, but knowledge is guide even for the proper use of 'floating' information. One may be enriched with information but that will be no more than soundness about the history of information. How can one add something useful if he does not reflect upon and transform the resources into a pattern of knowledge useful and necessary for progress to meet with the challenges coming from competing forces. How can one be able to exploit these challenges for 'our' investigation and use them to bettering the welfare of our society as a whole? The richness of materials from knowledge and information better equip us with the wisdom to work with growing capacity and confidence more beautifully.

Sir Aurobindo, getting inspiration from the Upaniṣadic philosophy of pancakoṣãya mànava5 (five sheaths man), perceives the holistic way of educating as needed to perfect living. He says "to be complete must have five aspects relating five principle activities of the human being. The physical, the vital, the mental, the psychological and spiritual, usually these phases of

education succeed each other in chronological order following the growth of individual. This however, does not mean that the one should replace the other but that all must continue, completing each other, till the end of life." (Aurobindo & the Mother, 1956:97) Mahatma Gandhi perceives that education must be imparted in a homelike natural environment where one has the opportunity of learning by doing. It must cover all the three aspects of human life, that is, physical, intellectual and spiritual. A sound mind in a sound body and the balance of mind and body leads to spiritual growth. Unless the physical body is sound he cannot live the other aspects of his life. The team spirit cannot germinate if the environment of the teaching centers is not home like or natural. Education is must for all because the rulers will emerge only from the educated. Only these leaders can rule with a view of others as rulers; only they can rule their country because they know the people and their problems, not from the outside, but from the inside. To be a ruler in a democracy requires the understanding of his own and others needs. Only through education can the people be freed from exploitation and slavery. The human resources of the country, if educated, can work with purpose and dedication at the local and national levels. The purpose of education, according to Gandhi, is to cultivate Svaràja within human individuals. *Svaràja* is a term having a wide-ranging meaning for Gandhi. It means to cultivate the ruler in oneself and is useful for bridging the difference between the rural and urban; it means to cultivate the value of work. Work is worship, and there is no question of inferior and superior works. Work must be performed according to one's capacity and fitness which are equally important. There should be no value difference of high and low between men and women in face of the work. Svaràja promotes and opens the mind towards the opportunities to work without discrimination. Through Svaràja one attains freedom from exploitation and slavery; it trains one to work in team cooperation, dedicating each moment towards the service of nation.

Values in higher education:

Higher education in India has never been a synonym for information and techniques acquired from books. There is a radical difference between education with and without values in higher education. A terrorist may also be an educated person. He learns how to make atom bombs, rockets, computers and other techniques and their management. Yet before learning the negative and positive values of his achievements he is driven away by some terrorist ideology. He uses his education emotively for the destruction of the followers of other ideologies which he considers dangerous against his faith, and then he is called a terrorist. But if he learns the positive and negative values of his study, he may well understand the value of education. For any skill earned from the society requires an obligation to be utilized for its welfare, safety and promotion of life. He may then disassociate himself from terrorist activities which are not the part of his way of life. Had knowledge not included values all scriptures, great books of religion, science, technology and tradition of education systems might have not been meaningfully significant for promoting the cause of life. A man is judged by the actions he performs, both in himself and towards his fellow beings. If he performs his services only for his own self that is a disguise. These disguised values may help him in getting some temporary benefit from society and in the state; but overall he loses the meaning of his own life which ultimately makes him feel isolated and disappointed. Values in higher education can make one's own life and the life of his fellow beings lively and meaningful. Is there any meaning of

being educated if the educated man is still unable to prosper in his way of life and engages in disastrous and life killing ideologies? The purpose of education is self-affirmation and not self-negation. It is the process of removing the self-negating ideologies in order to achieve self-affirmation. Education is an obligation which the students know only when they achieve higher education. He is indebted to all from whom he learns to live a wise life. His life could be human only if he realizes the occasion to pay off the debts he owes to society. He is required to pay off the debts to seers and sages, parents and teachers; he must also look to provide welfare to those who are deprived and to his fellow human beings for promoting the cause of mother earth.

The political activity of the students who want to misuse the majority of the students for their hidden political agenda is strictly in tolerable. It can be suggested that they have the right to know the political situations of their time but, they should not be allowed to act as a political activist because in that way the learning and education of the serious students are damaged or adversely affected. They are free to run their political activity but only after leaving the institutions of the higher education. No political activity is the purpose of higher education. However, this is a newly emerged trend and can be removed by the will power of the education system and the students. The students and teachers' fight is the struggle of their self with their own self for merit and self-affirmation; they should not be driven away from their real battle of cultivating skills and excellences.

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23. HIGHER EDUCATION IN INDIA: RELEVANCE OF VALUES

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Abstract

The vision of higher education in India is to realize the country's human resources potential to its fullest with equity and inclusion. The higher education sector, in recent decades, has witnessed a tremendous growth in many aspects such as its institutional capacity, enrolment, teacher-student ratio, etc. The rapid expansion of the higher education system at the same time has brought several pertinent issues related to equity, efficiency, excellence and access to higher education in the country. The present paper holds an immediate significance of creating awareness of many issues of concern to be taken care of by the stakeholders in the national as well as the global levels.

The study is also unique in the sense that it brings about better understanding of the present scenario in the higher education system in the country and its pattern of growth given the opportunities and challenges to the system under consideration. The present study throws a gainful insight on financing schemes and enrolment aspects of higher education in India.

Keywords: Communication, technologies, education

Introduction

Information communication technologies (ICT) at present are influencing every aspect of human life. They are playing salient roles in work places, business, education, and entertainment. Moreover, many people recognize ICTs as catalysts for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information communication technologies. In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. ICT improves teaching and learning and its importance for teachers in performing their role of creators of pedagogical environments. ICT helps of a teacher to present his teaching attractively and able to learn for the learners at any level of educational programmes. Today in India teaching training programmes making useful and attractive by the term of ICT. Information and Communication Technologies (ICTs) exemplified by the internet and interactive multimedia are obviously an important focus for future education and need to be effectively integrated into formal teaching and learning – especially in a teacher education institution. ICT stands for "Information and communication technology".

ICT Information and communication technologies (ICTs)—which include radio and television, as well as newer digital technologies such as computers and the Internet—have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life.

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information."(Blurton) These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. But ICTs are more than just these technologies; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. (Potashnik) The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access.

Meaning & definition

ICT is technology that supports activities involving information. Such activities include gathering, processing, storing and presenting data. Increasingly these activities also involve collaboration and communication. Hence IT has become ICT: information and communication technology.

Objectives of the study

In the light of the issues discussed earlier and the available literature relating to status of higher education in India the following specific objectives are framed to present this macro level study.

- To analyze the present status of higher education system in India.
- To highlight the opportunities and challenges faced by the higher education system in India.

Methodology

The present paper is a macro level and descriptive study in nature, based on secondary data collected from the published and unpublished records, reports and contributions of several institutions, organizations and individuals in India. Specifically, the secondary sources include Annual Reports of UGC, Planning Commission, Education Department of Ministry of Human Resource Development, Economic Survey and other journals, books and websites. As these

secondary sources have obvious limitations of sampling and dimensional studies, the present study could only be a macro analysis of higher education system in the country as a whole.

ICT and education

All governments aim to provide the most comprehensive education possible for their citizens within the constraints of available finance. Because of the pivotal position of ICT in modern societies, its introduction into secondary schools will be high on any political agenda. This book gives a practical and realistic approach to curriculum and teacher development that can be implemented quickly and cost effectively, according to available resources. The curriculum is designed to be capable of implementation throughout the world to all secondary age students. The program of teacher professional development relates closely to the ICT curriculum, and particularly to the stage of development that schools have reached with respect to ICT.

ICT stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and" other communication mediums.

Operational definition of terms Information Communication Technologies (ICT):

In this review article refers to the computer and internet connections used to ICT handle and communicate information for learning purpose.

E learning:is a learning program that makes use of an information network- such as the internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for course delivery, nteraction and/or facilitation. Web-based learning is a subset of e learning and refers to learning using an internet browser such as the model, blackboard or internet explorer (Tinio, 2002).

Blended Learning:refers to learning models that combines the face-to-face classroom practice with e-learning solutions. For example, a teacher may facilitate student learning in class contact and uses the model (modular object oriented dynamic learning environment) to facilitate out of class learning.

Constructivism:is a paradigm of learning that assumes learning as a process individuals ‘’construct’’ meaning or new knowledge based on their prior knowledge and experience (Johassen, 1991). Educators also call it the emerging pedagogy in contrast to the long existing behaviorism view of learning.

Learner- centered learning environment:is a learning environment that pays attention to knowledge, skills, attitudes, and beliefs that learners bring with them to the learning process where its impetus is derived from a paradigm of learning called constructivism. In the context of this article, it means students personal engagement to the learning task using the computer and or the internet connection.

Opportunities

India has emerged as a global knowledge economy. It offers facilities of education, training and research in almost all spheres of disciplines ranging from arts, science, humanities, mathematics, management, engineering, medicine, agriculture, law, linguistics, communication, etc. It is also the major potential to eliminate poverty and income disparity in the country. Empirical studies have proved that there prevails nexus between enrolment and income disparity. Income inequalities are high where enrolments in higher education are low and vice versa.

Higher education benefits the individuals specifically as it equips young people with skills to cope with the rapidly changing labor market needs. It gives individuals powers to get better employment, higher salaries and higher propensity to consume and save. Altogether, investment in higher education enhances the labor power in order to trade it for higher wages. For all these good reasons, a country that provides educational opportunities to its citizens is far more likely to reduce poverty and promote economic growth and thereby achieve social inclusion and India is no exception in this regard.

Challenges

One of the greatest challenges to higher education in India is providing access to the growing segments of the population demanding post secondary education. The government data reveals that one out of seven children in India goes to college. It indicates that the nation suffers from both a crippling quantity and quality challenge as far as the higher education is concerned. Addressing a higher education summit organised by the Federation of Indian Chambers of Commerce and Industry (FICCI), HRD Minister Kapil Sibal said "We will need 800 new universities and 40,000 new colleges to meet the aim of 30 percent GER (gross enrolment ratio) by 2020. Government alone cannot meet this aim," It has been recognized the need to expand access to 25 percent by the end of the 12th Five Year Plan (2012-2017).

Next, equity is more a difficult challenge than access to higher education. Historically equity has been the major concern of the planners in India. The disparity is found to be due to urban-rural divide, inequality in income distribution, gender and religion, etc. The geographical spread of higher education institutes remains highly skewed with a large concentration in big cities and towns. During 2007-2012, overall institutional density increased from 10 to 14 institutions per 1000 sq.km. At the same time, a large number of habitations and settlement clusters with a population between 10,000 and100,000 are without any proximate institution of higher education. Furthermore, the higher education sector suffers from imbalanced growth across the country. The rural areas, which represent about 65% of the total population, have just 20% of the total professional colleges.

Conclusion

The use of such technology in teaching training programm the quality of teaching will increase effectively. A well-designed teacher training program is essential to meet the demand of today's teachers who want to learn how to use ICT effectively for their teaching. It is thus important for teacher trainers and policy makers to understand the factors affecting

effectiveness and cost-effectiveness of different approaches to ICT use in teacher training so training strategies can be appropriately explored to make such changes viable to all. So if use of ICT in teaching training programs by the institute of conducting teaching training programs, our teaching learning process will be too smooth and able to understand for every type of students of our country. Finally, more attention should be paid to specific roles of ICT in offering multimedia simulations of good teaching practices, delivering individualized training courses, helping overcome teachers‟ isolation, connecting individual teachers to a larger teaching community on a continuous basis, and promoting teacher to teacher collaboration. Intended outcomes as well as unintended results of using ICT for teacher professional development need to be explored.

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24. ETHICAL CHALLENGES OF RESEARCHERS FOR CONDUCTING RESEARCH IN QUALITATIVE HIGHER EDUCATION

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Abstract

Recently, the ethical challenges in conducting research in higher education are the major issue in the area of modern experimental science. The major concern area of mis- conducting research is the clinical research, biomedical, behavioral studies and reproducibility of data. In the research, there are various issues such as plagiarism, predatory journals, manufacture of data without experiment which are led to spoiling the values and ethical standards. In India the research ethics in higher education is major concern because increasing the number of students in various institutes like universities, IITs, IISER and NITS and their need for quality education have also resulted in different compromises in the manner in which the admissions to the institutions are made, the manner in which the education is imparted and also the manner in which the examination and evaluations are conducted. These include the importance of publishing findings in a transparent way, not plagiarizing others' work, and not falsifying the data. All such unethical exercises are implanted in the simple desire for short cuts to success and the innate aspiration of the less meritorious to rise higher in one's profession. It should require that the researchers can be held accountable for their actions. Many researchers are supported by public money, and regulations on conflicts of interest, misconduct, and research involving humans or animals are necessary to ensure that money is spent appropriately.

Keywords: Researcher; Research ethics; Higher education; Conflicts of interest

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In recent years the research ethics in India are great importance due to entry of thousands of students into MPhil and PhD research programs into higher education running by large number of universities, IITs, IISER and NITS absence of training for research guides. The requirement of ethical guidelines for research publication and research work has become urgent for Indian higher education because of several recent developments with regard to the evaluation of academic performance of college and university teachers. Particularly in the research area of clinical and biomedical science in India have encountered a revolutionary change in the current years due to the globalization, free market and easy access to information, have contributed to this change. The researches in experimental science and publications of research articles in international journals have gained concern now more than ever before. Increasing research facilities and availability of state of the sophisticated instruments have opened up exciting

avenues for scientists in the field of clinical and medical research. Recently the alternation of the recruitment process of professor, technologists and scientist in India put a pressure to do the research in the various areas of engineering and science. The Academic Performance Index (API) – part of the assessment structure evolved by the UGC(state and central universities) and MHRDs institutions (IITs and NITs) for appointment and promotion of faculty members, and calculated annually has forced research on everyone, irrespective of aptitude, ability and interest. The great numbers of scientists, professor and technologists doing research have had no formal training in research ethics. If experimental data are correct, students have been poorly guided in research ethics, and faculty who were trained by the same methods may themselves be lacking an ethics in higher education. To uplift the research ethics values in higher education it is important that academician, professors, scientists discuss their responsibilities with students, colleagues, and professional institutions. There is a nice handling of conflict and confusion among doctorate, post-graduate and graduate students about what they can and should expect from their mentors. The major outlines admitted collaboration, publication, funding, relationships between students and mentors, fabrication, and maintaining lab notebooks of experimental data. The responses made clear that there was little agreement between scientists on some fundamental arguments. It is necessary to taught about the research ethics guidelines which help the students not only promote the research but a variety of other important social and moral values, such as human rights, social responsibility, animal well-being, agreement with the law, and public health and safety. Ethical errors in research can significantly loss human and animal subjects, students, and the public. The term of "research ethics" may be defined as a broad set of standards, values, and institutional plans that committed to constituting and regulating experimental and non-experimental research activities. These constitutes the duty of responsibility as well as honesty in research to fellow workers, human beings, animals, surroundings, and community [1]. The institutions in higher education particularly the research institute are accountable for establishing the directions that are observed and carried out in their research communities and that they are consistently conveyed to the research staff and students. The higher education institutions should also authenticates the procedures for handling and restricting with scientific research misconduct. These are the following few research ethical guidelines [2-5]:

(i) Sincerity: All the researchers participating in the research must keep their promises and agreements. The researcher must be clear about any financial and other earnings.

(ii) Objectivity: The researcher or scientist must stay away from the biasedpeer review, data analysis, experimental procedures, data interpretation and other forms of research.

(iii) Truthfulness: The researcher or scientist must bears the responsibility to represent the true results, data, experimental methods and procedures, and publication status of research articles. They do not falsify, fabricate and misrepresent data.

(iv) Respect of Privacy and Confidentiality: It emphasizes the importance that we make the privacy and c**onfidentiality** of communications to others; such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records.

(v) Fidelity: Always respect and integrity with our associates and professional relationship with the other professions.

(vi) Cautiousness: Researcher or scientist must be avoiding the careless mistakes and negligence. They carefully analyze the research work and data and keep records of research activities in lab books.

(vii) Openness: Promote and share the data, results and ideas, tools as far possible for the others for criticism and get new ideas.

(viii) Honour the Intellectual Property Right: Researcher bears the responsibility to respect the patents, copyrights, and other forms of intellectual property of the other fellow workers. They must give the credit to the other authors where credit is due and never plagiarize the data.

(ix) Responsible Research Publication: We should publish our work for the advancement of the research and fellowships and not to advance for own career.

(x) Responsible Guiding: The professionals or researcher help, advise and educate the graduates, postgraduates, and doctorates students and allow them to make their own decisions for better researcher.

(xi) Legality: Acknowledge the relevant contribution of third parties and ensure that research outcomes are disseminated appropriately

In India it is important to conform the ethical research guidelines in universities, university colleges and research institutes because these guidelines promote the aims of research in higher education, such as awareness, knowledge, accuracy, and preventing the errors. These guidelines should make the prohibitions against falsifying, fabricating, or misrepresenting the experimental and theoretical research data. Apart from the global research ethical guidelines in India the Executive Council of the University shall also developed the various gadgets and software to identify the plagiarism in research publications and other forms of preconceived notions and unwitting opinions. The recently published UGC guidelines (The UGC Research Development and Innovation Programs Implementation Guidelines UGC 2017a) [6] are clearly mentions in the following areas:

1. Research data acquisition, management, sharing, and ownership

2. Supervisor/mentor/trainee responsibilities

3. Publication practices and responsible authorship

4. Peer review

5. Research collaboration

6. Research involving human subjects

7. Research involving animals

8. Research misconduct

9. Conflict of interest and commitment (UGC, 2017)).

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25. RELEVANCE OF VALUES IN HIGHER EDUCATION RESONANCE OF INDIAN CULTURE AND VALUE BASED EDUCATION SYSTEM IN MODERN WORLD.

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Abstract

Education is not an intangible term and is evident in the cultural, philosophical, scientific, social economic and spiritual advancement. Value based education promotes effective leaning and there is continuous improvement of personal, social, moral and economic well being of the learner and provides excellent education. The present work is an attempt to know that Indian culture is deep and abiding and it has some solutions to offer to the present maladies in the form of value education in Indian Institutes. India is an abode of people of different religions, racial origins, sects, creed and ways of life, with a common thread of culture running through all of them. Value education is the preparation of individuals for the participation and acceptance of social responsibilities and obligations. In the ever changing scenario the aims of education needs to be redefined. It is called upon to lead the world, the clue to all its solution is in the ancient knowledge and culture.

Key words- Indian Culture, Education system, Vedic system, value education.

"Indian culture is the cradle of human race. Most valuable and the, most instructive materials in the history of man are treasured up in India only."

The most important contribution of ancient India is in the field of education. Education is not an intangible term and is evident in the cultural, philosophical, scientific, social economic and spiritual advancement. Education is the means of developing the mind for the betterment of the individual society and country, the origin of the history of on India can be traced back to the Vedic age, the age in which the sacred scriptures, such as the *Rigaveda*, The *Yajurveda*, *Samaveda*, the *Atharveda* and The Upanishads revealed the higher knowledge to mankind. Our sages imparted knowledge, evolved methods to acquire this knowledge, conserved it and transmitted it to the future generations. This education system that first evolved in ancient India emerged from the Vedas and is known as the Vedic system of Education. The basis of the Indian culture lies in the Vedas. The Vedic system imparted knowledge at two levels- one about the world of senses- science, Humanities, Arts and crafts of the times and today in our

current education system we term it as value based education system. Education is said to be complete when both the stages are completed.

Value based education can take place in schools and colleges as it inculcates and transmits a set of values which often come from community or religion or cultural ethics. It brings the learner to realize what are good values morals and code of conduct to be followed to live in the relevant society. Learners today are lacking an empathetic approach and hence value based education is the need if the hour. It is a teaching framework in which values are taught both unambiguously in the classrooms and unconditionally by examples. The framework consists of teaching tools and techniques which practices positive and Universal values that guide the human behavior. Value based education provides a thriving environment for teaching and learning academic, social and interpersonal skills. It helps the learners to discover the best of them and prepare them for the future life so that they are able to face the competitive world ahead. In such situations they become responsible to acquire knowledge and develop academic diligence and rational trust. Value based education promotes effective leaning and there is continuous improvement of personal, social, moral and economic well being of the learner and provides excellent education.

A sound value system is the backbone of a civilized society. The need of the hour is to inculcate and develop values amongst our young generation. The present work is an attempt to know that Indian culture is deep and abiding and it has some solutions to offer to the present maladies in the form of value education in Indian Institutes. Indian culture has been taken as an unfolding of the conceptions of integral spirituality. Culture can only flourish and find its best expression in a free society. A society is free in which the integrity of the individual is recognized and respected with all the guarantees of equal opportunity. All the spiritual pursuits and attainments arising from culture are rooted in this fundamental principle.

As we all know, India is an abode of people of different religions, racial origins, sects, creed and ways of life, with a common thread of culture running through all of them. It is also seen that each generation tries to expand and alter what it had received from its predecessors. The cultural heritage of India is multifaceted and represents a bewildering diversity of thoughts and an infinite variety of forms. The essence of this culture is the idea that people of different castes, creed and sects all live together and yet having different dreams.

In his poem '*Bharat Tirtha'*, Rabindra nath Tagore pointed out the principles of Unity and diversity underlying Indian culture. He said that different people come to India from pre-historic to Modern times and as a result we have a composite culture. Several races came into contact through historical accidental encounters and have contributed to its diversity. It remains an ever evolving culture and not something that has stopped or ceased to grow. Thus Indian culture is not static but dynamic and assimilates the best in every epoch or age. It possesses the power to perceive the underlying spiritual unity of all things. Vivekananda said, "Here activity prevailed when even Greece did not exist, when Rome was not thought of, when the very feathers of Modern European lived in the jungles and painted themselves blue, even earlier when history had no records."

India's culture makes it possible to transcend mental and spiritual limitations also. India's culture will retain its basic idea that the aim of man is to manifest the divinity within him transcending mental and spiritual limitations. Dr Radhakrishnan, the world philosopher called culture, "the fragrance of the soul, the harmonious development of the human spirit whose components are search for truth, cultivation of the sense of beauty and the practice of virtue." It is an intellectual alertness, receptiveness to beauty, humane feeling and social enthusiasm. Culture is the best expression of a nation's soul and every nation has its own distinctive expression. Rajagopalachari defined culture as "the habit of successful self control" It is a social virtue manifesting itself in consideration for the feelings of others and respect for the other's rights. It moulds and redefines the behavior of people in gentle imperceptible manner. It trains and elevates the senses and discourages over indulgence.

Indian culture is very rich in its value system. Indian society during different period of its historical development is marked with unique orientation towards values. There have been changes in the tradition and aims of society during different periods. Religion and its teachings had played a significant role in value education. Hermits, *Gurukuls* and Vedic schools were the centers of education during the Vedic period. The students lived with their gurus and learned the basics of life. It was very remarkable in bringing changes for good conduct, spiritual and physical life of the individuals as it was closely related with religion.

Education sought inspiration from religious ideals goals and values. Education was a repository of social, moral and religious values. The duty and responsibility of the teacher was to promote the moral awareness of the pupils and train them to lead spiritual and disciplined life. Education was primarily considered as the spiritual emancipation under the guidance of the guru. Strict rules and regulations and a spirit of reverence for the teacher inculcated discipline amongst the students. The gurus trained the pupil in value education through concrete and practical life situations. Gurus tested virtues like compassion, brotherhood, spirit of sacrifice, tolerance etc by improvising situations and assigning tasks to the students.

As a result of scientific and technological development, man has shifted his way of living from spiritual to materialistic approach, which has taken place gradually. Consequent to alien system of Indian education, educational thoughts and practices have completely changed. Ancient India educational thought is wrongly considered to be irrelevant in the modern context. Ancient values and traditions are being criticized and misinterpreted. The twenty first century has brought the advent of science and technology, but we are living in the fast changing worried world which is ever stricken with the fear of war and destruction and terrorism. The scenario is alarming, all values and norms are cast to the wind.

We are creating generation of youths who are neither Indian nor Western with the result that they find themselves caught in the dilemma. We are in a process of building purely an economic society which is least considered with social well being, a matter of great concern. There is a much concern about the deterioration of values in contemporary life. There is appropriate need for appropriate educational action to meet the challenges. The National Educational Policy (1986) has stated "The grooving concern over the erosion of essential values and an increasing cynicism in the society has brought to focus the need for

readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

The students of today are deprived of their roots with the results that they have failed by and large, to identify themselves with the community. The dismal picture of our educational institutions and of social living within them and outside, make it obligatory to redefine the role of education and use it for building up an edifice of attitudes, values and moral standards. Education does not exist only in imparting text book knowledge, but the moral foundation will decide the destiny of India.

The consideration of classification of values and certain related issues has shown that there is no basic conflict between the traditional and the modern values, but certainly strife is felt among them. Traditional Indian philosophies did not look upon wealth and pleasure values, but regarded them as a prerequisite to the higher ends of *Dharma* and *Moksha.*

In the ever changing scenario the aims of education needs to be redefined. This is evident that the ulterior aim of education is to develop necessary skills, attitudes and values for meaningful and virtuous living in the changing society. In the past, values were imbibed by the learners through exemplary behavior of the teachers. They had heightened emotion which lacks today; the present day teacher is mostly concerned to transact the content and neglecting entirely the effective aspect inculcating right attitude and virtuous behavior. There is a deliberate shift from past to present from Dharma to democracy and *Moksha* to one's own mundane life goal. It is the right time to synthesize past and present.

Today life has changed has challenged our education system. It has compelled our philosophers, thinkers' social and educational reformers to think seriously about the crucial need of the hour. The whole world is convinced beyond doubt that the only effective antidote to this cancerous malaise value based education system as the right knowledge is able to cure all the ills of life. The document 'Challenge of Education'- A Policy Perspective, highlighting the salient features of new education policy, also claims that social and moral values will receive greater emphasis. Our former Prime Minister Rajiv Gandhi emphasized the need for a functional value education in his address to the nation on Jan 5, 1985. He mentioned the need of, 'waging an ideological battle against communalism and fanaticism in our school and Universities, in our work place and in our media promotion of national cohesion and work ethics", and further added the need of acquainting, "the younger generation with India's ancient heritage and culture.

The present situation in India demands such a situation which apart from strengthening national unity must strengthen social solidarity through meaningful and constructive value education and create value oriented climate so that the values can be acquired and the interests of our students are awakened. The windows of their minds must let new rays to reestablish the glory of our very basic culture *Satyam, Shivam, Sundaram*. The standard of behavior at all levels needed to be doubled. The rich variety and diversity that we find in caste creed and culture in a vast and complex country like India, demands a new sense of commitment in developing the right kind of teaching learning program that will help the students to learn and grow up to be matured and responsible citizens of the country.

Value education is the preparation of individuals for the participation and acceptance of social responsibilities and obligations. In the context of their socio political aspects prevalent in the country, we need a system of education which besides strengthening democracy national unity and solidarity should further strengthen democracy a s form of Government and a way of life. The roots of life are nourished in the soil of moral and spiritual values. The disintegration of nation happens rarely due to political structure or social pattern, but due to spiritual and moral bankruptcy of its people. We cannot ignore the spiritual and moral well being of a nation, or else we should be ready to face its aftermaths. It has to be promoted through right moral, conscious and deliberate educational efforts in the field of moral and spiritual values.

The world we live in has reached a point of moral and spiritual debility. We have to face the problem of how to acquire the new spiritual energies. We have stuffed the minds of our children with facts, figures and information but neglected them to teach how to live. This is the challenge that we have to face in the present times and the only solution lies in value education. The unfortunate incident that occurs is a testimony of our utter failure and futility of values that are taught.

India has also influenced the West in many directions. The cultural interactions of India and the West go back to remote times. Even in the medieval period Indian goods and ideas passed into Europe through their Italians who controlled the carrying trade between India and Europe. The first systematic study of our cultural study began by the Europeans when the Sanskrit works were translated by a group of Orientalists encouraged by Warren hasting. Charles Wilkins translated the poems of Bhagwad Gita, William Jones translated the works of Kalidasa and declared that Sanskrit was the most scientific knowledge and contained words common to both to Latin and Greek language. Maxmuller was the first to translate, after a labor of 30 years, the text of rig Veda in 1875.Shelly, Wordsworth and Carlyle are full of the traces of Vedanta, which reached them from German or platonic sources. Goethe's praise of Shankuntala is well known. Moreover American's like Emerson and Thoreau were also influenced by the deep rooted Indian culture. Hindu culture exercised a considerable influence upon the poets of the Celtic revival in Ireland especially Yeats and Russell.

The Indian culture has penetrated into the world through many doors and windows. Indian life, literature, society, politics, religion, arts etc have also felt the impact of a rigorous and adolescent culture and we have been jolted into a new awakening and a new sense of responsibilities as well as of our own weaknesses. India's cultural history imparts us the message of cultural synthesis, spiritual dynamism and reconciliation of life. It is called upon to lead the world, the clue to all its solution is in the ancient knowledge and culture.

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26. APPLICATION OF EDUCATIONAL PROCESS REENGINEERING TO THE TEACHING METHODOLOGIES AND THE INSTITUTIONS OFFERING MASTER OF BUSINESS ADMINISTRATION COURSE IN INDIA

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Abstract:

Full time master courses in business administration & business management takes two years for acquiring the proficiency and these courses also demand several months of internship at the industry so as to implement the theoretical knowledge with in the concerned industry. Over the several years, due to increase in the number of colleges providing MBA, the quality of MBA program has degraded considerably. Hence, it is the need of an hour to apply the concept of educational process reengineering to the methodology in which the MBA program is executed and the institutions providing MBA program. EPR is the concept taken from Business Process Reengineering. BPR is the redesigning of the current processes to obtain the radical positive changes in the way in which the current processes are carried out. The aim of this research paper is to analyze the expectations of the candidates applying for master of business administration from the course and the institute in which they study. This research paper also tries to analyze the quality of education with respect to MBA by taking into consideration the demand and the supply for the course. Analyzing the outcome based teaching methodology is another objective of this research paper.

Keywords: Master of Business Administration, Educational Process Reengineering, Business Process Reengineering.

Introduction:

Higher education is also called as the tertiary education system and is generally delivered at the universities, colleges, academies, etc. Higher education system provides academic degrees or professional certification to the graduates so that they can apply their academic proficiency in the organization of their interest.

Master courses in business administration & business management takes two years for acquiring the proficiency and these courses also demand several months of internship at the industry so as to implement the theoretical knowledge with in the concerned industry.

Masters in business administration is the post graduate degree course that is provided by the universities and it imparts focused knowledge on the core specializations and verticals of the management curriculum. Some common branches of the verticals include financial management, Human Resource Management, Marketing Management and Operation Management. The MBA degree originated in the United States in the early 20th century when the country industrialized and companies sought scientific approaches to management. The core courses in an MBA program cover various areas of business such as accounting, finance, marketing, human resources, and operations in a manner most relevant to management analysis and strategy. Most programs also include elective courses.

Students, while opting for the MBA, desires globally acclaimed teachers to teach them and a job at the managerial level in the professionally managed organization with the lucrative salaries. However, most of the students fail to get a better job and in some cases, some of the students even fail to achieve the outcome from the MBA course; thus increasing the count of the unemployed youths in the country. However, the various researches and the studies suggest that various amendments are required to implement in the education processes within the institutes so as to match up with the industrial requirements. Some of the institutes providing MBA have already started implementing the changes by associating themselves with the industries so that they can make the candidates competitive as far as the current trends in the technological developments and the improvisation in the implementation process in delivering the skills to the students of MBA is concerned. Still most of the institutes are lagging behind in terms of implementing the world class education process for their students. However, in the current scenario, industries witness a large level of revolution in terms of the technology, management, policies, internal and external environments, etc. This make the education processes adapted by most of the technical institutes outdated and the student acquiring the degrees seldom gets the updated knowledge. Also the governing heads of the institute are less concerned about the development of the curriculum.

Educational process reengineering is the term which has en coined on the basis of the concept of Business Process Reengineering. Business process reengineering, as per Michael Hammer and Champy, is the process of fundamental rethinking and radical designing of the process to achieve dramatic improvement in critical, contemporary measure of performance such as the cost, quality, service and speed. Business process reengineering is receiving the attention from the industries as well as the academic community as it focuses on the change in the management process for the improvement of the working process in the future.

In this research paper, the concept of the EPR will be applied to the way in which the education is taken by the student and the processes in which the education is provided to the student.

Objectives of the study:

1. To analyse the expectation of the student from the MBA course and the institute as a whole.
2. To understand the quality of education by taking into consideration the demand and the supply of the course.
3. To understand and analyse various teaching methodology employed in an educational institution while delivering the course.
4. To analyze whether the technical institutions have identified and whether they are successful in imparting the required skill sets to the students.

Research Methodology:

As we have already discussed that we need to find out the expectation of the students and the perception of the teachers of the MBA institutes, it is very important to take into consideration the standard data from the previous researches regarding what should be the expectations of the students and what methodology should be applied by the teachers . This requires collection of the secondary data from the journals of the researches and the magazines related to the affairs of the business schools.

To validate the collected secondary data, primary data needs to be collected from the students and the teachers of the sample institution. Both the data will be analyzed and the result will be obtained. For this reason, 100 students from different institutes of the Nagpur city was selected as the sample and 50 teachers from the different institutes were interviewed; 18 teachers were from 'A' graded Institutes and remaining were from lower graded institutes. 37 students were interviewed from the 'A' graded institutes of the city and 63 students were interviewed from the 'B' and lower graded institutes of the city.

For the analysis of the primary data, linker scale was used as a tool. Result from the primary data is analyzed and the same has been correlated with the secondary data to authenticate the teaching and learning process followed in the management institution of Nagpur city.

Analysis and Findings:

Expectation of students from the MBA course:

A master of business administration (MBA) is a graduate degree that provides theoretical and practical training for business or investment management. An MBA is designed to help graduates gain a better understanding of general business management functions. The MBA degree can have a general focus or a specific focus in fields such as accounting, finance, or marketing, including relationship managers. The MBA degree is seen as essential to enter certain fields, including strategic planning and hedge fund and private equity firms.

Students enrolling in MBA programs have an expectation that the degree will support the development of leadership skills (Rubin &Dierdorff, 2011). According to a national survey of prospective MBA students conducted by the Graduate Management Admissions Council (GMAC, 2016a), students expected the MBA degree would lead to careers with responsibilities that allow for making an impact, making a difference, and solving world problems.

The above stated expectation is of the students who belong to the top rated institutions of India. However, the students who take admission in the 'B' and further lower graded institutions lack the purpose and aim of pursuing the MBA course. These students are not aware about their specific aim and do not have a clear idea of what return they want from the MBA course. Many students who enroll for MBA degree presumes that they will get an handsome job or some of them enroll because they are frustrated from their present job or some enrolls because of the peer pressure. Such students are large in number and the above stated problem needs to be address as early as possible.

1. MBA program inculcates the leadership skills and the innovative skills among the students during the tenure of the course.

Respondents	Strongly agree	Agree	Somehow	Disagree	Strongly disagree
Students(A graded Institutes)	21 (56.75%)	10 (27.02%)	4 (10.81%)	2 (5.40%)	0 (0%)
Students (Lower graded Institutes)	25 (39.68%)	12 (19.05%)	17 (26.98%)	8 (12.69%)	1 (1.58%)
Teachers (A graded Institutes)	17 (94.44%)	1 (5.55%)	0 (0%)	0 (0%)	0 (0%)
Teachers (lower graded Institutes)	23(71.87%)	5 (15.62%)	3 (9.37%)	1 (3.12%)	0 (0%)

Above table represents the data of the students and the teachers regarding their perception whether MBA program helps in the development of the leadership skills and the innovative skills among the students. From the above table we can see that 56.75% of the students of 'A' graded Institution strongly believes that the MBA program helps in the development of the leadership skills and the innovative skills among the students whereas 27.02% of the students simply agrees with the concept.

We can also see that 39.68% of the students of lower graded Institution strongly believes that the MBA program helps in the development of the leadership skills and the innovative skills among the students whereas 19.05% of the students simply agrees with the concept.

Similarly, 94.44% of the teachers of 'A' graded Institution strongly believe that the MBA program helps in the development of the leadership skills and the innovative skills among the students whereas 5.55% of the teachers simply agree with the concept.

Whereas, 71.87% of the teachers of lower graded Institution strongly believes that the MBA program helps in the development of the leadership skills and the innovative skills among the students whereas 15.62% of the teachers simply agrees with the concept.

Thus we can say that, larger percentage of the students of 'A' graded institution believe that MBA program helps in the development of the leadership skills and the innovative skills among the students as compared to the students of lower level institution and same is the perception of the teachers of various Institutions

2. MBA program has helped in the development of your personality and you are employable at the Forbes 500 fortune companies.

Respondents	Strongly agree	Agree	Somehow	Disagree	Strongly disagree
Students (A graded Institutes)	20 (54.05%)	09 (24.32%)	08 (21.62%)	0 (0%)	0 (0%)
Students (Lower graded Institutes)	06 (9.52%)	17 (26.98%)	11 (17.46%)	22 (34.92%)	07 (11.11%)

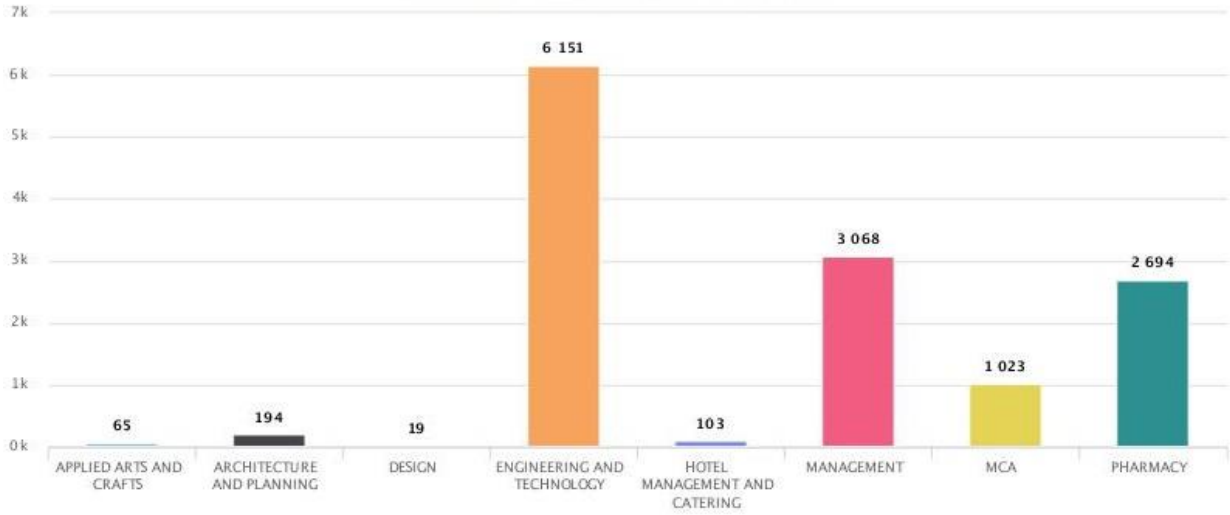
Above table represents the data of the students and the teachers regarding their perception whether MBA program has helped in the development of the personality and employability of the students at the Forbes 500 fortune companies. From the above table we can see that 54.05% of the students of 'A' graded Institution strongly believe that the MBA program has helped in the development of their personality and they are employable at the Forbes 500 fortune companies whereas 24.32% of the students simply agree with the concept.

We can also see that 9.52% of the students of lower graded Institution strongly believe that the MBA program has helped in the development of their personality and they are employable at the Forbes 500 fortune companies whereas 26.98% of the students simply agree with the concept.

Thus we can say that, larger percentage of the students of 'A' graded institution believe that MBA program has helped in the development of their personality and they are employable at the Forbes 500 fortune companies as compared to the students of lower level institution.

Expectation of students from the Institutes providing MBA course:

There are 3068 institutes who provide MBA course across India as per the AICTE records; the governing body for professional courses in India.



Out of these 3068 institutes, there are 13 Indian Institute of Management and several other premier institutes. While taking admission for MBA course, there are several expectations of the student from the Institute. As reported by 'The Hindu' Newspaper, Aphrodite Chakraborty, a first-year student of Maulana Abul Kalam Azad University of Technology, Kolkata, pursuing M.Tech. in Biotechnology, feels that regular class tests are ineffective and should be done away with. These should be replaced with practical assignments to teach students practical implementation of the subjects they study.

"Students should be encouraged to write review papers or create working/non-working models. It is more important to learn how things work in real life. Such changes can be helpful in both arts and science as well as engineering colleges," she says.

While selecting any of the B-School, students look for the three basic things viz. Placement, quality of faculty members and their experience and the Infrastructural facilities within the Institute.As per the report in the same newspaper, MBA student, along with the academics, needs refreshing and the extracurricular activities so as to reduce their stress of excessive academics.

3. Apart from the classroom academics, Institutes should conduct extracurricular and sports activities.

Respondents	Strongly agree	Agree	Somehow	Disagree	Strongly disagree
Students (A graded Institutes)	19 (51.35%)	13 (35.13%)	5 (13.51%)	0 (0%)	0 (0%)
Students (Lower graded Institutes)	45 (71.42%)	16 (25.39%)	3 (4.76%)	2 (3.17%)	1(1.58%)
Teachers (A graded Institutes)	12 (66.66%)	6 (33.33%)	0 (0%)	0 (0%)	0 (0%)
Teachers (lower graded Institutes)	28 (87.5%)	2 (6.25%)	1(3.12%)	1 (3.12%)	0 (0%)

Above table represents the data of the students and the teachers regarding their perception whether apart from the classroom academics, Institutes should conduct extracurricular and sports activities. From the above table we can see that 51.35% of the students of 'A' graded Institution strongly believe that apart from the classroom academics, Institutes should conduct extracurricular and sports activities whereas 35.13% of the students simply agrees with the concept.
We can also see that 71.42% of the students of lower graded Institution strongly believes that apart from the classroom academics, Institutes should conduct extracurricular and sports activities whereas 25.39% of the students simply agrees with the concept.

Similarly, 66.66% of the teachers of 'A' graded Institution strongly believe that apart from the classroom academics, Institutes should conduct extracurricular and sports activities whereas 33.33% of the teachers simply agree with the concept.

Whereas, 87.5% of the teachers of lower graded Institution strongly believe that apart from the classroom academics, Institutes should conduct extracurricular and sports activities whereas 6.25% of the teachers simply agrees with the concept.

Thus we can say that, larger percentage of the students of 'A' graded institution believe that apart from the classroom academics, Institutes should conduct extracurricular and sports activities and same is the perception of the teachers of the institutes of various level.

4. Students should be provided with the practical knowledge along with the theoretical classes and should also be tested on the grounds of the research activities.

Respondents	Strongly agree	Agree	Somehow	Disagree	Strongly disagree
Students (A graded Institutes)	19 (51.35%)	08 (21.62%)	05 (13.51%)	0 (0%)	0 (0%)
Students (Lower graded Institutes)	26 (41.26%)	32 (50.79%)	11 (17.46%)	3 (4.76%)	1 (1.58%)
Teachers (A graded Institutes)	16 (88.88%)	2 (11.11%)	0 (0%)	0 (0%)	0 (0%)
Teachers (lower graded Institutes)	23 (71.87%)	8 (25%)	1 (3.12%)	0 (0%)	0 (0%)

Above table represents the data of the students and the teachers regarding their perception whether students should be provided with the practical knowledge along with the theoretical classes and should also be tested on the grounds of the research activities.

From the above table we can see that 51.35% of the students of 'A' graded Institution strongly believe that they should be provided with the practical knowledge along with the theoretical classes and should also be tested on the grounds of the research activities whereas 21.62% of the students simply agree with the concept.

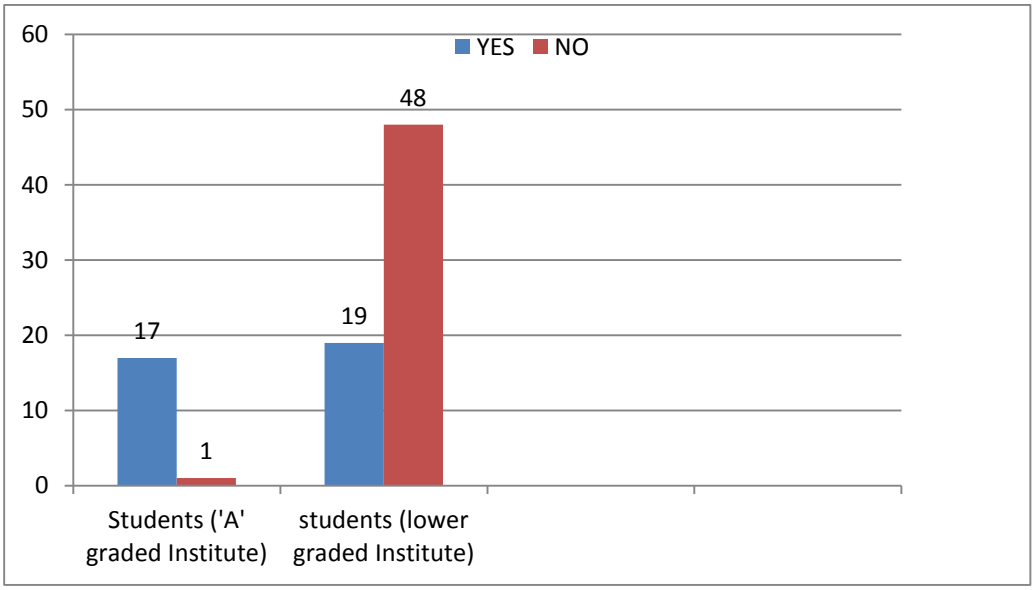
We can also see that 41.26% of the students of lower graded Institution strongly believe that they should be provided with the practical knowledge along with the theoretical classes and should also be tested on the grounds of the research activities whereas 50.79% of the students simply agree with the concept.

Similarly, 88.88% of the teachers of 'A' graded Institution strongly believe that the students should be provided with the practical knowledge along with the theoretical classes and should also be tested on the grounds of the research activities whereas 11.11% of the teachers simply agree with the concept.

Whereas, 71.87% of the teachers of lower graded Institution strongly believes that the students should be provided with the practical knowledge along with the theoretical classes and should also be tested on the grounds of the research activities whereas 25% of the teachers simply agrees with the concept.

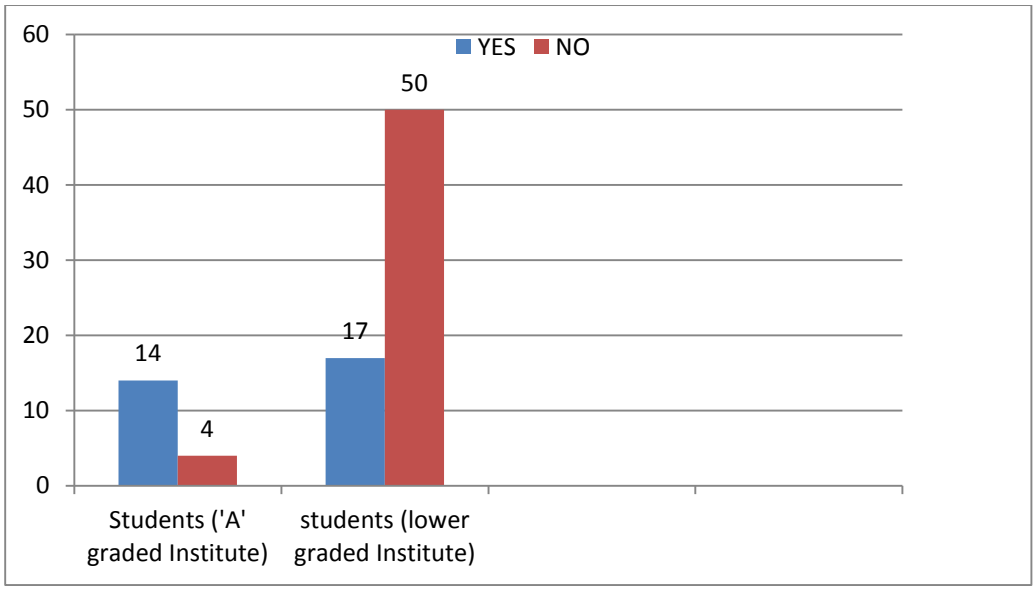
Thus we can say that, larger percentage of the students of 'A' graded institution believe that the student should be provided with the practical knowledge along with the theoretical classes and should also be tested on the grounds of the research activities as compared to the perception of the students of lower level institution and same is the perception of the teachers of various Institutions.

5. Does institute provides summer internship and the campus placements in the second year of the MBA program.



Above graph clearly shows that the lower graded institutes fails in providing the facility of the final placement to large cadre of candidates as compared to the 'A' graded institutes.

6. Does Institute has the cadre of well experienced faculties with the great teaching abilities and the basic Infrastructural facilities.



Above graph clearly shows that the lower graded institutes does not have well experienced faculties and these institutes also lack in providing the basic infrastructural facilities to the candidates as compared to the 'A' graded institutes.

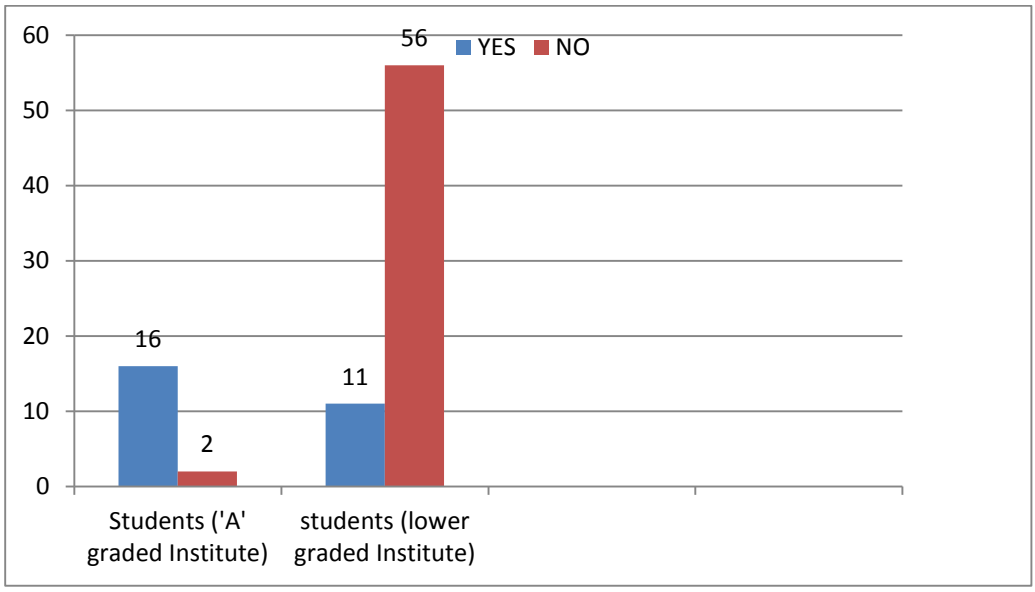
Teaching Methodology employed in an educational Institution:

There are various institutions in India which employees the world class teaching methodology for the development of their students. These methodologies includes

1. Cross Functional Learning:
   In learning process, every student is put through a judicious blend of concepts and practices associated with high tech infrastructure facilities in a dynamic environment. The students are taught through a transformative development experience, intellectual growth, with a deep practical knowledge with sound judgment. The institute pursues innovative Pedagogy such as Info Talk / Induction Program / Confabulation Talk / Class Room Teaching /Extension Lecture / Guest Lecture / Assignments / presentation.
2. Case Analysis / Applied Problems Solving
3. Tutorials
4. Student Mentoring
5. College to Corporate Sessions:
   A "College to Corporate" is sessions are organized for final year students to prepare them for industries and aware them from corporate culture. This includes Time Management, Planning and Prioritization, Attitude, Verbal and Nonverbal Skills, Effective Communication Skills, Group Discussion and Team Building Skills, Etiquette and Interview Skills.
6. English Proficiency Test.
7. Aptitude test.
8. Group discussion sessions.
9. Personality development programs.

However, there are several institutes which fail to satisfy the needs of developing the students. The processes implemented by them for the development of the students are either faulty or they do not even apply any of the above discussed techniques in their teaching methods. In some of the institutions, teacher lack the soft skills and the developed personality attributes. Some of the faculty are not even concerned about the time management skills while conducting various management activities.

7. Teachers use the modern teaching methodology which is required for the overall technical and the personality development of the student.



Above graph clearly shows that the teachers employed in the lower graded institutes does not use the modern teaching methodology which are required for the overall technical and the personality development of the student as compared to the 'A' graded institutes.

8. Students are able to understand the concepts through the use of modern teaching methodology and it helps in their overall technical and the personality development.

Respondents	Strongly agree	Agree	Somehow	Disagree	Strongly disagree
Students (A graded Institutes)	15 (40.54%)	02 (5.4%)	01 (2.70%)	0 (0%)	0 (0%)
Students (Lower graded Institutes)	46 (73.01%)	19 (30.15%)	02 (3.17%)	0 (0%)	0 (0%)

Above table represents the data of the students and the teachers regarding their perception whether the students are able to understand the concepts through the use of modern teaching methodology and it helps in their overall technical and the personality development.

From the above table we can see that 40.54% of the students of 'A' graded Institution strongly believe that they are able to understand the concepts through the use of modern teaching

methodology and it helps in their overall technical and the personality development whereas 5.4% of the students simply agree with the concept.

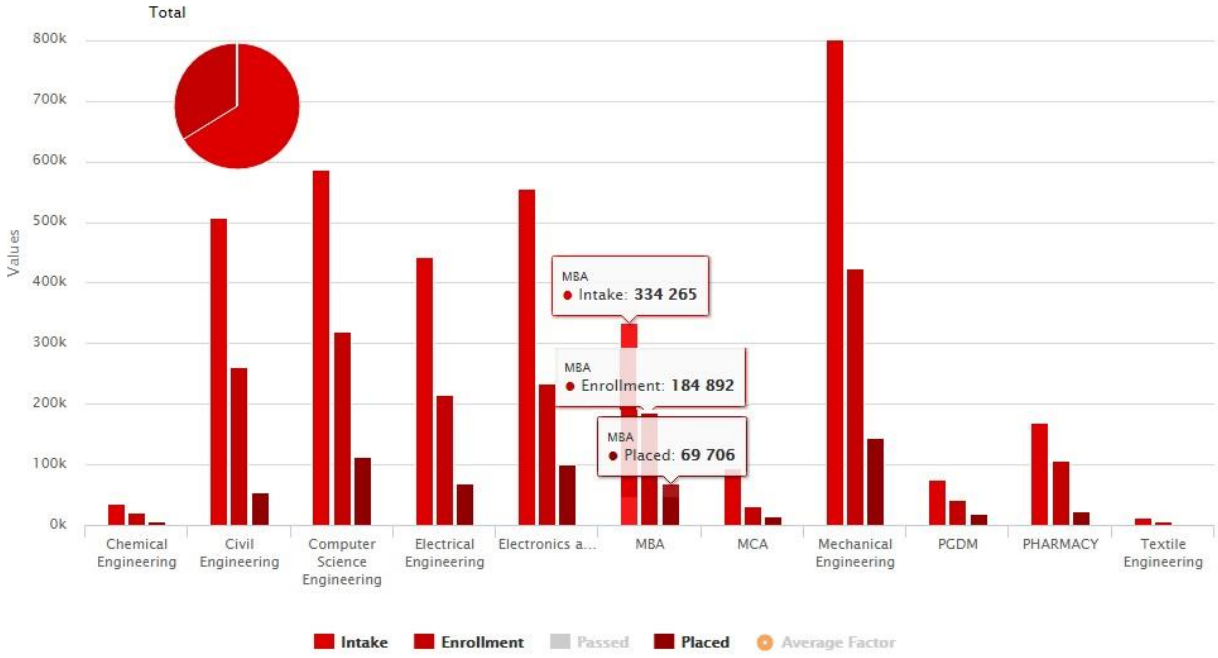
We can also see that 73.01% of the students of lower graded Institution strongly believe that they are able to understand the concepts through the use of modern teaching methodology and it helps in their overall technical and the personality development whereas 30.15% of the students simply agree with the concept.

Thus we can say that, larger percentage of the students of 'A' graded institution believe that they are able to understand the concepts through the use of modern teaching methodology and it helps in their overall technical and the personality development as compared to the perception of the students of lower level institution.

Recommendations and Suggestions:

Over a period of time, due to increase in the number of institutions providing the MBA degrees, the quality of education has been degraded; thanks to the increase in the intake capacity and the reducing interest of the students because of the reduction in the provision of the basic facilities viz. Placement, quality of the teachers and the infrastructural facilities.

Following statistic shows the intake capacity, total enrolment and total placed students of MBA from all over India.



Source: www.aicte-india.org

Above data is from the session of 2016-2017. The intake capacity of MBA during the session was 3, 34,265 and the total enrolled students were 1, 84,892 whereas the total placed students were 69706. The above statistic represents the degrading interest level of the students from the MBA course. Various factors are responsible for this issue which has already been discussed above.

In order to eliminate the above stated deficiencies, Institutes are required to take the necessary step by conducting the educational process reengineering wherein they are required to introduce and implement the modern teaching methodologies along with the simultaneous application of practical knowledge. Institutes should coordinate with the top rated industries while preparing the curriculum of the students and should ask the students to implement the theoretical knowledge in the actual market place and the on the technologies they study in the books.

Institutions should employ the world class faculties from different regions of the world and should encourage them to train the students and make them employable so that they can solve the various issues of the departments in which they are employed.

Institutes should take the live projects of the organisations and students should be asked to work on these projects so that they can develop the problem solving skills by applying the theoretical knowledge on the project.

Conclusion:

When we talk about the institutions providing MBA program in India, we will find some institutes who comply with the standard world class methodology of making the student an entrepreneur or an entrepreneur or the manager of the industry; whereas large number of the institutes are still lagging behind in this field. It is the responsibility of the management, teachers and the policy makers and other stakeholders of the institute to develop the interest of the student for his own development so that he could be able to develop the vision for his career. Educational process Reengineering is the need of the hour in order to improve the quality of MBA education so that the necessity of this program cannot fade away.

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27. DESIGNING THE NEW CURRICULUM FOR THE IMMINENT GENERATION- A DEFY TO OVERCOME

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Abstract:

Developing curriculum is a tough assignment for teachers. However, understanding what to expect and preparing ahead of time can be of great help. If you're looking to develop your own curriculum as a new teacher then you may find yourself overloaded with curriculum building software, how-to articles, and numerous books. It's an overwhelming process whether you're planning for preschool or graduate school. However, there are general principles that you can use as a guideline for preparing your own curriculum. The article provides you an insight into the overall development process of the curriculum design and its acumen

Keywords: - Curriculum, guidelines, planning, acumen.

Most teachers will tell you that they don't plan their lessons or build curriculum on their own. In fact, oftentimes supportive computer software, online programs, or basic planning maps are used as a guide. Online programs are especially encouraged as they enable teachers to access curriculum anytime, and make modifications for future use. If you're on a budget, look for free resources online (i.e. Finley's Unit Plan) or ask fellow teachers for a curriculum sample to use as a guide. Packaged curriculum can be a great learning tool especially if you're looking for a hands-on sample to go by. However, it's not suggested that you use the curriculum as your set course of action. Boxed curriculum tends to be scripted and fit one type of student or learning level. What works for one teacher's students may not work for another teacher's students. In the end, you may find yourself re-writing and restructuring the curriculum so it will fit the learning levels and needs of your students.

- **Setting out the intent of your curriculum-**

Schools should begin the design process by establishing their curriculum principles. The curriculum principles should reflect the school's values, context, pedagogy and needs. Schools should be able to articulate the purpose or intent of their curriculum principles. For example 'We believe in a broad and balanced curriculum where all subjects are valued. A broad and balanced curriculum will equip our children with a breadth of knowledge and skills in all areas of the curriculum.

- **Entitlement and enrichment** - Developing your pupil entitlement-

After clarifying its principles and purpose, a school should set out its pupil entitlement. Your pupil entitlement should set out how the school intends to enrich its curriculum with educational visits, extra-curricular activities and specific entitlements. For example 'All children in our school are entitled to two educational visits a year.'

- **Breadth and balance -** Developing the content of your curriculum.

Schools will need to arrange their curriculum content into a range of exciting themes and projects. These should enable the school to deliver on its curriculum principles and entitlement while ensuring coverage of the statutory requirements of the national curriculum. A school will need to make strategic decisions about what it covers, how it covers it and in how much depth to achieve both breadth and balance. These choices and decisions create a school's curriculum structure or long-term plan.

- **Teaching narrative -** Planning the delivery of your curriculum.

After organising their long-term plans, teachers need to plot the narrative of their projects. A teaching narrative should be vibrant and cohesive. It should detail the starting point for each project, showing how it will develop, and outline any significant outcomes. This process creates a medium-term plan that can be used as a starting point for shorter-term plans.

- **Resources -** Sourcing high-quality resources to deliver your curriculum.

Schools need to identify the resources they need to bring their curriculum to life and enhance its coherence. A good curriculum needs good quality resources. Resources include human resources, practical equipment, environments and teaching resources.

- **Review and evaluate -**Deciding what is working well and where there is room for improvement.

After establishing its curriculum, a school will need to regularly review its impact on teaching and learning and make any adaptations or changes. It will help to consider the original curriculum principles and purposes when reviewing, and focus on particular areas for development in school. For exampl**e**: How well is the curriculum helping children to progress in writing?

Schedule Planning Time

Creating multiple lesson plans in order to build curriculum takes time. It's important to schedule in planning sessions and blocks of time to work on curriculum. Learning how to manage that time is also important. Teachers shouldn't get bogged down on curriculum development. Work on it in sections or by units. Set goals for yourself that fit in the allotted time and when time is up, step back and step away for a break. It's not a race. It's your students' entire year of learning so make sure to handle it with care.

As a first year teacher developing curriculum for the first time, it's important to realize that it's not going to be perfect the initial time around. It may not even be where you want it to be the fourth or fifth time around and that's OK. Even when the finished product is ready for launch,

there still may be a few bugs to work out. That's why it's critical to put the curriculum into motion. Start teaching from it and see if it works. You won't really know if the assignments, class projects, or even guest speakers are a good fit for your class until they are presented. Be prepared because some things will work out perfectly while others will need an immediate facelift. This is all part of the process of curriculum development.

Plan for Feedback and Assessments

Don't forget to build in assessments and time for feedback when developing your curriculum. You will need to be able to measure how well students are doing. Set aside time to engage students in conversations about the day's lesson and assignments. Find out what they liked or did not like and what they might want to do differently. Encourage students to speak up if they didn't understand some of the material presented as well.

At the end of the day, it's not about the curriculum or plan itself. It's about the students and how well they understood the lessons presented. It's about the presentation of the material and the student's ability to understand, retain, and apply it.

Conclusion:-

Researchers have confirmed that as U.S. students move through the grade levels, they slip further and further behind students of other nations in mathematics and science achievement. Experts now believe that U.S. student performance is hindered by the lack of coherence in the mathematics and science curricula in many American schools. By structuring curriculum programs that capitalize on what students have already learned, the new concepts and processes that they can learn will be richer, more complex, and at a higher level. Hence, Curriculum development can be defined as the step-by-step process used to create positive improvements in the courses offered by a school, college or university. The world changes every day and new discoveries have to be roped into the education curricula. Innovative teaching techniques and strategies (such as active learning or blended learning) are constantly being devised in order to improve the student learning experience. As a result, an institution has to have a plan in place for acknowledging these shifts and then be able to implement them in the school curriculum.

For the final conclusion:

“A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.”
-Jan Meyer & Ray Land

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28. CAREER PROSPECTS IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS

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Abstract:

Physical Education and sports is profession in current trends because everyone wants to try physically fit and also stress less society, that's why range of career opportunities increase gradually. In this filed career has broad scope in government and privet sector also this filed provide to help self-dependable in career.

Keywords: Physical Education, Opportunities**.**

Introduction:

Physical Education is an integral part of Education. The aim of Physical Education is physical, mental, emotional and social development of the individuals. Physical Education is most important subject in global area because it is providing not only knowledge it also provides good health service. It offers lots of career opportunities in the field of physical education. Currently Physical activity and enjoyment of sports has created new areas of opportunity for career options.

Meaning of Term Physical Education:

The word physical education is derived from two separate words, "physical' and 'education', The plain dictionary meaning of word physical is 'relating to body', it may relate to any one or all of the bodily characteristics. It may be physical strength, physical endurance, physical fitness, physical appearance or physical health. The word 'education' means systematic instructions or training, or preparation for life or for some particular task.

A combined meaning of these two words would be that systematic instructions or training which relate to physical activities or program of activities, necessary for development and maintenance of human body, development of physical powers, or cultivation of physical skill.

Scope of Physical Education:

Service program: This program lays emphasis on instructional aspect. Knowledge about physical education it also provides knowledge about health and hygiene, nature and environment, and sociological, biological and psychological principles of physical education.

Intramural program: This program provides opportunity to develop skills through physical activities within the group, the club, the society, the community, the village or the institution.

Extramural program: It affords opportunity of interaction as well as rich experiences through competition in between groups, clubs, societies, communities, villages and the institutions

Fitness and recreational program: To fulfill the need of the hour ie. 'Health and fitness for all' different and various program provide fun, thrill, action, activity and skill to the individuals enabling them to meet their individual needs, desires and provide an emotional outlet.

Career in Physical Education:

- Agency Recreation Leader
- Assistant Professor
- Athletic Trainer
- Camp Director
- Coach
- Community Centre Director
- Corporate Fitness Instructor
- Corporate Trainer
- Correction Facilities Instructor
- Dance Instructor
- Dance Therapist
- Early Childhood Motor Skills Instructor
- Equipment Manager
- Exercise Physiologist
- Fitness Instructor
- Fitness Instructor
- Health Educator
- Hospital Wellness Instructor
- Park Ranger
- Personal Trainer
- Physical director
- Physical Education Trainer
- Physical Therapist
- Physical Therapist
- Recreation Therapist
- Referee/Umpire/Game Official
- Sporting Good Salesperson
- Sports Clothing Designer
- Sports Journalist
- Sports Lawyer
- Sports Manager
- Sports Medicine Physician
- Sports Nutritionist
- Sports Promoter

- Sports Psychologist
- Sports Reporter
- Teacher
- Yoga instructor

Conclusion:

The physical education and sports have many career opportunities for youngsters. It is great education course because it compacts of energetic, enthusiastic, physically fit, patient, determined, and have a sporting spirit. Talking about building a career in physical education, one of the best education because it helps to make Entrepreneur and self-dependable.

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29. TITLE: VALUE BASED EDUCATION: A BOON FOR HIGHER EDUCATION INSTITUTIONS

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Values are the grace and beauty of life.

Prelude

Higher education system of India is World's third largest education system as recorded by National Institutional Ranking Frame work (NIRF 2015) of Higher Education. Education is the essence of Human Resource Development. It plays a significant and remedial role in balancing the socio - economic fabric of the nation. Citizens are our most valuable resource. Hence molding our citizens with values for a quality life is an urgent need. Our 12thfive year plan preamble states that "higher education is a very important factor for the growth and development of human resource, which can take responsibility for social, economic and scientific development of the country. Indian Education commission (1964 - 66) under the chairmanship of D. S. Kothari symbolized the symbiotic relationship between education and national development. The vision of higher education in India is to realize the country's human resource potential to its fullest with equity, inclusion and quality. Hence raise the young people according to society's 'norms' and values. Higher Education Institutions are to assist in the creation of a value - based society - a serious responsibility.

In ancient times students used to undergo vigorous character training and value education. In India, the word dharma, code of conduct, art of living together etc. are given importance in education. The study of ancient scriptures reveals that the development of character of learners was a significant aspect of education system in India. *Nalanda* and *Thakshshila* universities are examples.

Value and Value Education

'Value' is defined as principles of standards of behavior one's judgment of what is important in life. Value Education is the process by which people give moral values to each other. Value Education awakens curiosity development of proper interest attitude, values and capacity to think and judge about oneself. It also help in promoting social and natural integration.

Higher Education Institutes (HEI) could play a vital role in imparting values focusing the development of the nation.

Value education for sustainable future

Education is considered to be one of the major inputs in achieving the sustainable development. In order to achieve it the quality of education imparting in HEI needs to be explored. Education

generates values through its learners if it is of quality. Sustainable development is a long run development that accepts the responsibility for the well being of further for the well being of future generations. Sustainability is defined as the balanced integration of economic performance, social inclusiveness and environmental resilience to the benefit of current and future generations.

Sustainable development is a multi- disciplinary process that encompasses all disciplines and topics. Among the United Nations Sustainable Development Goals, quality education is included along with the 17 goals, giving its importance across the planet for mobilizing the mind set of youth. A positive attitude towards sustainable development can be incorporated among youth with a moral foundation. Therefore value education would play a major role towards achieving Sustainable Development. Saving the future generation is the motto of sustainable development. In this respect inculcation of value education is of great importance in stage of adolescence of an individual.

Need for values in education

It is said that education without vision is fruitless and education without values is meaningless. In India value education is taught in schools. That is not of quality. Higher Education institutions are not taken seriously in this respect of value education. It is a serious matter Youths are the source of energy over the earth, under the earth, on the earth says late Dr. Abdul Kalam. India is a young nation with high youth population. Incorporating values among you along with academics is the cardinal beauty of Higher Education Institutions. They are nation's future hope in all respect. Higher Education Institution campus along with teaching learning activities is their media or absorbing moral values. Youth, in their adolescence period face a lot of queries and confusions. They get easily frustrated without proper directions. This is the most crucial period youths need enormous moral support. But they are not getting required moral support at this time of need. Hence the importance of value Education in Higher Education is a dire necessity. In the present scenario of consumerism and globalization, lack of proper value education in Higher Education Institution is a crisis at the backdrop. Higher education has become lopsided without value education. How can we expect responsible citizens for the nation in this scenario of Higher Education Institutions? Greater importance is to be given in fostering Global competencies among students through value education.

Scenario today

Today, we see corruption becomes rampant. Economy is crippled. Hence if sustainable development is he prime objective across the nation in 21st century, then the condition would be introduction of Value Education in all Higher Education Institutes. Hence basic objective here is to explore different ways of imparting values for youths in Higher Education Institutes. Many challenges we have to face in order to implement value education. The paper also project some redesigning of policies as recommended to execute.

Views of great personalities on value education:

Seshadri (2005): According to him, value education is concerned with the development of the total personality of the individual - intellectual, social, emotional, aesthetic, moral and spiritual.

It involves developing sensitivity to the good ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in though and action.

Mahatma Gandhi the great Indian Philosopher and value practitioner had emphasised the need to develop desirable work values by harmonizing intellectual and manual work through Basic Education.

Swami Vivekanand emphasized on character building with value education. In his words "the character of a man is the sum total of the bent of his mind. We are what our thoughts are". Swamiji emphasised selflessness and sacrifice to be our national values.

Bharadwaj (2005) opines that without effective value-education the country will face crisis of character. This would adversely affect the society by degrading the quality of life. The economy and development of a nation will stand to lose.

Choudhury (2005) in his views suggests that value education leads to development, progress and efficiency, in terms of material gains. Democracy will survive only in moral order. For the future of India, a democratic nation value education is essential at the heart of the global crisis there is an underlying crisis of valve. This manifests itself in the social economic, political and environmental spheres of human existence.

Amartya Sen is of opinion that the cultural factors exert a strong influence on economic choices of the individual and help in the process of development. Value education enhances the cultural factor within human being.

Sri Sathya Sai Baba mentions five Universal Human Values - Sathya, Dharma, Santhi, Prema and Ahimsa. Baba emphasizes that these five values are the life of every human being.

All above views on value Education by great personalities along with our own view's about Higher Education Institutions strongly emphasizing the fact about urgent need of value education in Higher Education Institutions.

Present status of HEIs:

Though value Education is much discussed in the present education system much emphasis is not given to it in Higher Education Institutions in India. It is an urgent need in higher education institutes. Now political infiltration in the academic campus is at a higher level. Adverse effect of media is increasing among youth. Blind competitions going on distorted the outlook of humanity. In this situation, we urgently feel the need of Value Education in Higher Education Institutions. Protect the whole education system there by the mankind. We have to address and incorporate moral values among youth. A lot of unregulated activities are seen in Higher Education Institutions. 'Value' based Education has been an integral part of our philosophical social and intellectual tradition for thousands of years. Now as a 'hidden curriculum' value education functioning. It is complex; HEIs need to take up seriously.

Problems Faced by Higher Education Institutions regarding Value Based Education.

HEIs is facing multidimensional problems to introduce value education. They have not given relevance to values. The various areas are:

1) **Curriculum** - The curriculum framed is lopsided. More emphasis is given to materialistic world power. As result dishonesty, corruption, violence, greed are the final outputs. In other words such an education is without substance. A mental power of acceptance can be developed through value based curriculum. Great efforts are to be made to introduce value education is curriculum with all discipline adopting a well defined approach of value education during curriculum transaction.

2) **Extra Curricular - Activities:**

All such activities conducted are with competitive spirits only without values and the youth become more selfish. Without value inculcation extracurricular activity is only an activity of competitions. His integrity, harmony, co-operation, human relation etc. should be given proper direction.

3) **Relationship:**

In the era of Globalization, Education as a commodity in Higher Education Institutes, Buyers and Sellers are students and teachers in the 'market of education'. The Guru - Shiksh relationship to keep up is need of introducing values.

4) **Management:**

Major objectives mission, vision of the institute gets deviate due to political alignment. A value education of quality at times helps to upgrade the overall standard of the institutes.

5) **Accountability:**

Introducing efficient value education can make both teachers and students accountable to their conscience. The sense of commitment is to be developed among youth and teachers automatically.

6) **Autonomy:**

Some autonomy needs to be given to the individual HEIs for designing its own way of imparting values.

Major virtues to enhance at HEIs:

The urgent need is to inculcate human values through HEIs and prepare the youth to be good human beings first. UGC pointed out this fact in 2005. Through value education youth should get the feeling that they all belong to the world family '*Vasudhaiva kudumbakam'*. Quest for peace, always be truthful, right, conduct, compassion, non violence, love for all living beings, tolerance, forgiveness, self control, purity scripture knowledge, respect for mother land, honesty, integrity, self control, self reliance, discipline, responsibilities and contribution towards society are major 'Virtues' HEIs need to guide the youth in addition to normal and conventional teaching. Along with the glory of our culture and traditions to promote societal

and responsible citizenship is also responsibility of HEIs. HEIs can focus on imparting value education in direct and indirect manner. Every HEIs need to get autonomy, so that they can design their own convenient way of imparting values.

TYPES OF VALUES

1. Social Values
2. Cultural Values
3. Spiritual Values
4. Moral / Ethical Values
5. Aesthetic Values
6. Individual Values
7. Global Values

Educational Activities of HEIs for Inculcating Values in Youth.

- Painting, music, elocution, recitation.
- Yoga, meditation practice, sports, games, Innovative sports items.
- Program of NCC and NSS well planned.
- Days of importance to be celebrated.
- Nature club, nature visit, science walk.
- Cultural program celebrations.

The teachers HEIs have to lay importance to all these activities to make learners aware about various values, his rich culture and heritage.

Few tangible suggestions for inculcating values in HEIs.

- A strong ethical component to be introduced as part of the curriculum in every discipline. Eg. Education in Human Values, Human Rights, Innovative approaches.
- Preach and practice positive values in our everyday lives.
- Righteous living by teachers, students and all working in the institutions.
- Value based guidance component for quality Ph.Ds and high quality publications, along with research studies to monitor the impact of values among learners.
- Promote an atmosphere of collaboration and co-operation in the class room by being flexible in our approach. Both from the part of teachers and students there should be strong willingness to participate actively in discussions and in all other involvements.
- The Medium as the Message - Coles (1997) a Harvard psychiatrist says - “The child is an ever attentive witness of grown up morality. The grown up may be his parents or teachers. Many suitable situations can be taken as examples to develop suitable situations to promote requisite values among parents and learners. Teachers must evolve their strategies suiting their context to provide a conducive medium for value inculcation.
- Recurrent model training program to be introduced in HEIs focusing value Based education
- Introduce field project on value development to sustain value based life:

- All academic and non-academic staff must promote a non-confrontational and strongly ethical culture in the class room and outside in the Higher Education Institution Campus. This would entail developing a strong moral basis for their actions.
- Try to promote a better cultural and social ambience. Here encourage the spread of inclusive and non-discriminatory attitudes and behaviors, encouraging and guiding the students to lead an ethical lifestyle.
- Faculty training. As faculty are the key for enabling quality learning attainment.
- Situation analysis approach. A promising approach for inculcating values among learners. Situation - If your friend scored less mark in exams than you.
- Proper counseling.
- Faculty participation with vision to make education meaningful and valuable will contribute to the overall development of education ecosystem.
- Learning resources such as biographies, scriptures, proverbs, hymns and sayings of great men stories, from religion and mythology can be used.
- Yoga, prayer, meditation, personality development retreats, discourses can go along way in the inculcation of values among learners.
- Content method - Group activities, visiting slums, hospitals and visit to places of worship form part of contending values education.

Value inculcation approaches:

Identification of values at various stages of education is an easier process than directly inculcating them to the youth. There are various approaches which can be followed in inculcating values among learners.

1) Socratic perspective approach - Here value teaching involve strategies as value clarification, critical thinking, exercises and conversations in which value positions are articulated and critically appraised (Stephenson, 1998).

2) Aristotle's approach - According to Aristotle, strategies using may include comparing and contrasting behaviors and actions, role plays of situations debates.

3) Kantian thought approach - The teaching of values would involve development of a sense of duty and responsibility. Discussions and development, role plays (Stephenson 1998)

4) Value clarification approach (Raths, Harmin, and Simon,1966)

5) Values analysis approach (Hunt and Metalf, 1968)

If a conscious and cohesive approach to fulfill the above goals, it shall enable the creation of a value based and ethical culture within the class room, as well as in the Higher Education Institute Campus / University. It must be remembered that such a culture of education that is deeply rooted in our heritage might not be developed in a short period. It takes time to bloom. Once we establish with hard work and commitment, it shall serve our country and the community for a long time. An excellent prayer from *Taittriya Upanished* recited by the teacher and the student, the essence of the value based and ethical educational culture.

'May the Lord protect us both - the teacher and the student

May he nourish us both

May we learn together with energy and vigor

May our learning be fruitful and

May we not be hostile to each other.

Let there be peace.

Conclusion:

Value development is a psychological cum sociological process, where learners are guided by number of factors. The internalization process of values involves a perfect synchronization of head heart and hand. These are the three domains of an individual's personality - cognitive, affective, and psychomotor to which HEIs need to pay attention.

'Sustainable development' goes hand in hand with value education. Without inculcating Value Education among youths sustainable development will not be a reality. Love for nature and all living being on the earth is possible only through value inculcation. We need to develop and altruist approach and save the environment. Though skill development is an important factor for student's success in job market, skills are of no value in the absence of need based value system. Desirable value system needs to be inculcated through HEIs. In a country like India having cultural diversity it is very much essential that the students imbibe the values, commensurate with social, cultural, economic and environmental realities at the local, national, and Global levels. Main focus to be given to core universal values like truth and righteous conduct as well as the values emphasized in the various policy documents of the country. The righteous living of the teacher is sure to inspire and stir value consciousness among the youths and facilitate internalization of value system in them. Education is for man making, nation building and promotion of peaceful world order. Amalgamation of value inculcation and skill learning if go hand in hand in HEIs, it enhances national productivity and sustainable development and developing a peaceful, prosperous and cohesive society.

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30. NEW DIMENSIONS AND SUPPLEMENTARY LEARNING IN HIGHER EDUCATION

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Abstract

Today when there is a huge competition in the corporate world, acquiring only one degree is not sufficient , hence one needs additional knowledge of other subjects along with the basic subject but one can not spend so many years on education only. Hence it is the need of today's world to learn through supplementary education without neglecting one's job. This paper focuses on some online supplementary tools of learning .

Key words: Swayam, Vidyamitra, Moocs, Brihaspati, Swayamprabha, opencourseware

Introduction

As opposed to the computer-based training of 1980s, the term e-Learning refers to computer-enhanced training. e-Learning is usually delivered via a personal computer. It includes learning delivered by other communications technologies. Methods include online lectures, tutorials, performance support systems, simulations, job aids, games, and more. E learning may also be used to suit distance learning through the use of WANs (Wide Area Networks), and may also be considered to be flexible.

There are two basic aims of education. One is to attain mental and spiritual growth, engage in the quest for the unknown, facilitating better lifestyle and developing scientific outlook. Second is employability, enhancing the learning potential, seeking and advancing knowledge and wisdom, research and experimentation.

Supplementary education opens the way for getting knowledge of various subjects.

E PG Pathshala

E-Pathshala is a portal jointly initiated by Ministry of Human Resource Development, Government of India and National Council of Educational Research and Training. E-pathshalala hosts educational resources for teachers, students, parents, researchers and educators, which is available on Web, Android, IOS and windows platforms. The resources are available in English, Hindi and Urdu languages. E-PG Pathshala is an initiative of the

MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC.

It is a one portal under which High quality, curriculum based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages is being developed. MHRD, under its National Mission on Education through ICT (NMEICT), has assigned work to the UGC for development of e-content in 68 subjects at postgraduate level. The content and its quality is the key component of education system.

The students can get access to all educational material, including textbooks, audio, video, periodicals and a variety of other print and non-print materials through E-Pathshala. These materials can be downloaded by the user for offline use with no limits on downloads.

Vidya-mitra

Vidya-mitra is an online learning portal for all the e-content projects developed under the NME-ICT (National Mission on Education through Information and Communication Technology), MHRD. The portal provides facility to search and browse all hosted content wherein a learner can easily access the desired material including audio/video learning material, textual material, multimedia-enriched materials etc. through a single interface. Moreover, features of faceted search, usage statistics, project-wise access, My-Space are incorporated in this portal.

MOOC

The acronym "MOOC" stands for Massive Open Online Courses. The word "massive" here means that there is no limit on the number of learners who can enrol in the course. The word "open" means that there are no mandatory requirements for the learner to enrol in this course. These courses are fully online and delivered through internet. These courses are highly multimedia enriched interactive online courses which offer a unique opportunity to the learners to learn these courses as per their convenience. The basic philosophy of MOOCs is 3A's i.e., Anytime, Anyone, Anywhere.

SWAYAM

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is an indigenous platform of the GOI which hosts MOOCs (Massive Open Online Courses) courses to enable students to virtually attend the courses taught by the best faculty; access high quality reading resources; participate in discussion forums; take tests and earn academic grades.

This is done through a platform that facilitates hosting of all the courses, taught in classrooms from Class 9 till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available free of cost to any learner. More than 1,000 specially chosen faculty and teachers from across the country have participated in preparing these courses.

The courses hosted on SWAYAM are in 4 quadrants – (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology.

In order to ensure that best quality content is produced and delivered, nine National Coordinators have been appointed. They are:

1. AICTE (All India Council for Technical Education) for self-paced and international courses
2. NPTEL (National Programme on Technology Enhanced Learning) for Engineering
3. UGC (University Grants Commission) for non technical post-graduation education
4. CEC (Consortium for Educational Communication) for under-graduate education
5. NCERT(National Council of Educational Research and Training) for school education

NIOS (National Institute of Open Schooling) for school education

6. IGNOU (Indira Gandhi National Open University) for out-of-school students

IMB (Indian Institute of Management, Bangalore) for management studies

7. NITTTR (National Institute of Technical Teachers Training and Research) for Teacher Training programme

Courses delivered through SWAYAM are available free of cost to the learners, however learners wanting a SWAYAM certificate should register for the final proctored exams that come at a fee and attend in-person at designated centres on specified dates. Eligibility for the certificate will be announced on the course page and learners will get certificates only if this criterion is matched. Universities/colleges approving credit transfer for these courses can use the marks/certificate obtained in these courses for the same.

Credit Transfer

UGC has already issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 advising the Universities to identify courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM. AICTE has also put out gazette notification in 2016 and subsequently for adoption of these courses for credit transfer.

The current SWAYAM platform is developed by Ministry of Human Resource Development (MHRD) and NPTEL, IIT Madras with the help of Google Inc. and Persistent Systems Ltd.

Swayamprabha

SWAYAM Prabha is a project for operationalising 32 Direct to Home 4 (DTH) Television Channels on 24X7 basis using the GSAT-15 satellite for providing high quality educational content to all teachers, students and citizens across the country interested in lifelong learning.

Every day, there will be new content for at least (4) hours which would be repeated 5 more times in a day, allowing the students to choose the time of their convenience. The channels are uplinked from BISAG, Gandhinagar. The UG/PG level DTH channels of CEC/UGC , ten in number, cover Curriculum-based course contents at post-graduate and under-graduate level in diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, agriculture, etc.

Online Courses

Various universities of India has started online degree courses apart from their traditional curriculum. Here the student is not needed to attend the classes physically

Brihaspati- e learning platform

It is a proposed programme of UGC and it has been developed by IIT, Kanpur. It has been developed to use web based infrastructure to share the lecture notes.

Features of Brihaspati

1. **Chat and whiteboard:** The users can communicate online. Of course, they have to log in at the same time as the instructor. The instructor can make drawings using freehand as well as predefined graphic components in the whiteboard along with the chatting. This makes live discussion over internet more effective.
2. **Students' Question Bank:** Under question bank repository instructor can create module wise question bank of various types (true false, short answer type and multiple choice type)
3. **Academic Evaluation:** The instructor can conduct online tests. Assignments can be submitted online and graded. The students can be partitioned into groups for various group based learning activities.

There are many other functionalities available to both students and instructers e.g. search engine, news, glossary, mail, discussion board, marks view task manager, calendar- personal and course specific, personal area for keeping material, facility of sharing the uploaded material in personal area, etc.

Open Course Ware

An Open Courseware (OCW) is a free and open digital publication of high quality college and university- level educational materials. These materials are organized as courses, and often include course planning materials and evaluation tools as well as thematic content.

Open Courseware are free and openly licensed, accessible to anyone, anytime via the internet.

10 Open Courseware Sites for a Free Education

1. MIT open courseware
2. Open courseware consortium
3. Yale
4. Open. Michigan

5. Johns Hopkins Bloomberg School of Public Health
6. Harvard Medical School
7. Carnegie Mellon
8. Tufts University
9. Notre Dame
10. UC Berkeley

Khan Academy

Khan Academy is a non-profit educational organization created in 2008 by Salman Khan with the goal of creating a set of online tools that help educate students. The organization produces short lessons in the form of videos. Its website also includes supplementary practice exercises and materials for educators. All resources are available for free to users of the website. The website and its content are provided mainly in English, but is also available in other languages including Arabic, Armenian, Bengali, Bulgarian, Chinese, Czech, Danish, Dutch, French, Georgian, German, Gujrati, Hindi, Indonesian, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Serbish, Spanish, Swedish, Tamil, Telugu and Urdu.

Contents

Khan Academy's website aims to provide a personalized learning experience, mainly built on the videos which are posted on YouTube. The website is meant to be used as a supplement to its videos, because it includes other features such as progress tracking, practice exercises, and teaching tools. The material can also be accessed through mobile applications.

The videos display a recording of drawings on an electronic blackboard, which are similar to the style of a teacher giving a lecture. The narrator describes each drawing and how they relate to the material being taught. Non-profit groups have distributed offline versions of the videos to rural areas in Asia, Latin America, and Africa. Videos range from all subjects covered in school and for all grades from kindergarten up to high school. The Khan Academy website also hosts content from educational YouTube channels and organizations such as Crash Course and the Museum of Modern Art. It also provides online courses for preparing for standardized tests, including the SAT and MCAT and released LSAT preparation lessons in 2018.

In July 2017, Khan Academy became the official practice partner for the College Board's Advanced Placement.

Language availability

Khan Academy videos have been translated into several languages, with close to 20,000 subtitle translations available. These translations are mainly volunteer-driven with help from international partnerships. The Khan Academy platform is fully available in English (en), Bangla (bn), Bulgarian (bg), Chinese (zh), French (fr), German (de), Georgian (ka), Norwegian (nb), Polish (pl) Portuguese (pt), Spanish (es), Serbian (sr), and Turkish (tr), and partially available in 28 other languages.

Sugamya Pustakalaya

Sugamya Pustakalaya is an online library that contains books accessible to the blind, people with low vision or to persons with any other print disability.

The library houses publications across diverse subjects and languages and multiple accessible formats. It has been created by Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice and Empowerment in collaboration with member organizations of Daisy Forum of India (DFI) and powered by TCS Access.

Benefits of Sugamya Pustakalya

- **End User i.e. person with Print Disability :** The next time a person with Print Disability needs to read a book, s/he can skip the laborious process of looking for volunteers to read them to him or scan and edit them. A quick search on the Sugamya Pustakalaya may land him with the book of his choice at the click of a button. He will need to be a registered print-disabled member with one of the member DFI organizations to download the book or procure it offline through their member organizations. He can access all the books in the library at a click of a button. He can read the publications on any device of his choice- mobile phones, tablets, computers, DAISY players or even in Braille using refreshable Braille displays. He could also request for a Braille copy through member organizations that have Braille presses.
- **Publisher/Government House/Textbook Production House:** They can be part of creating history by creating the largest accessible online library in a developing country. Increase their reader base to include persons with print disabilities by sharing accessible formats of their publications to be put up on Sugamya Pustakalaya. The library already hosts publications such as Reader's Digest and India Today and seeks to have new partnerships with a large number of private and government publishing house and publications. Textbooks production houses, state text book boards (SCERTs/NCERT) can meet their obligations under the Right to Education Act (2009) by providing their content to students with print disabilities through this platform. Sugamya Pustakalya will provide protection to books and limit distribution to only those who cannot read normal print.
- **School/College/Library**: Universities, School Library, Public Libraries or any such institutions can become a member of DFI or subscribe to the online library to offer the entire collection of the Sugamya Pustakalaya to their members or students with print disabilities. Educational institutions can also contribute accessible format books produced for their students so that students from other educational institutions can access the same and avoid duplications of creation at multiple locations.
- **Corporate**: Their employees can volunteer for accessible content creation and help reach out to millions of users with print disabilities. The IT industry can contribute with technology development to fill gaps in authoring and reading of digital content in all Indian languages.
- **NGO:** They can begin a library service for persons with print disabilities by joining as members and offer the complete content provided by the Sugamya Pustakalaya to their members.

Udemy

Udemy is an online institution that offers courses taught by leading experts. You can choose

from classes on developing products for Face book, SQL databases, Photoshop, Music Theory, Business, and many others. Udemy also allows everyday experts to create their own class, so you will have to be selective about the courses you want to take as anyone can create a course. There is a bio-note about each instructor, along with an Amazon-like review area for users to rate the course and give their opinions about the class work.

Learning Space: The Open University

This website offers downloadable coursework in lots of different categories like youth and children, languages, business, engineering, and others. When you look through the coursework, you can view them according to rating. Other users can rate the class, which may help you in deciding what course to take.

MITOCW

This website offers an array of courses from different universities. The main difference between EdX and other online courses is that the class is a specific length and duration. When you sign up, you are committing to the class time and assignments. You can register for classes offered by Harvard, MIT, Berkeley, and other prestigious schools. But you can't manage here with your convenient time. The classes here are similar to paid online learning classes.

Vidya Online

Realising that teachers, researchers and general public are the three most important instruments of change in education, Vidya Online aims at building up comprehensive sections to cater to their requirements and to network them for mutual help and support. The object is to nurture a cooperative effort of teachers, teacher educators, academics and concerned individuals and groups. The site offers curricular support materials, books in digital form, help and discussion forums, e-courses and guidance to conduct classroom research.

Reasons for the popularity of supplementary education

- **Smartphone penetration**: Currently, there are 290 million Smartphone users in India and the user base is expected to grow with the addition of another 180 million new users by 2021.
- **Flexibility of time**: This is specifically true for working professionals who have time constraints in pursuing an offline course. Pursuing a course in online mode allows a person to multi-task with other work and family commitments.
- **Quality education**: There are areas in India where there is lack of quality offline education. For instance, states such as Bihar, Kerala as well as Jammu and Kashmir account for about four lakh distance education enrolments.
- **Internet penetration**: India has an internet penetration of about 31% today, which means 409 million internet users. It is predicted that by 2021, there will be nearly 735 million internet users in India, which will lead to increase in traffic for online education players.

Conclusion

With the development of technology, India has witnessed an enhanced acceptance of online education over a period of few years. Many students and working professionals have joined different e-learning platforms in the past few years in order to enhance their skills. And, looking at trends, the number of people adopting online education platforms is expected to increase significantly in the near future.

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31. IMPACT OF ICT IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES

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Abstract

The present paper analyses the impact of information and communication technology (ICT) in higher education. The last two decades have witnessed the inclusion of developments in ICTs in higher education systems around the world. Higher education of India has faced with newer challenges emerging out of an unprecedented changes taking place in different areas of the global plane. Even then the challenges to develop a higher education system that is flexible and dynamic so as to holistically integrate the technology in the management and delivery of learning programmes was daunting task. Different states are at different stages of development. There are states wherein the access ratio to higher education is much lower than the national average of about 20 percent. As against this, there are 14 states wherein the access ratio is higher than the national average.

The narrative and analytical research methodology has been used in this study. Basically, this paper is based on secondary sources. Presently higher education in India is experiencing a major transformation in terms of access, equity and quality. Expansions of knowledge and information technology have added new dimensions to this area. ICT in higher education has profound implications for the whole education process especially in dealing with key issues of quality, management, efficiency and pedagogy. In view of this, higher education in the country needs to be transformed, supported and empowered accordingly. ICT can play a valuable role to monitor and log the process of students across time, place and varied activities. E-learning allows higher participation and greater interaction.

Key words: Education, Knowledge, Information, Communication, Technology.

Introduction

Information and communication technology (ICT) in education is the mode of education that use information and communication technology to support, enhance and optimise the delivery of information. Worldwide research has shown that ICT can lead to improve student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology into the curriculum has a significant and positive impact on student's achievements. The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.[1]

Introducing ICT into higher education is the answer for those who ask, 'how can we increase the reach of our institution, to a larger number of students?'

In the past educational institutions have provided little choice for students in terms of the method and manner in which programs have been delivered. Students have typically been forced to accept what has been delivered and institutions have tended to be quite staid and traditional in terms of the delivery of their programs. As we move into the 21st century, many factors are bringing strong forces to bear on the adoption of ICTs in education. ICT is a force that has changed many aspects of the way we live. If one was to compare medicine, tourism, travel, business, law, banking, engineering and architecture, the impact of ICT across the past two decades has been enormous. The way these fields operate today is vastly different from the ways they operated in the past.

Information and communication technologies (ICT) have become common place entities in all aspects of life. Across the past two decades the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business and governance. Within education, ICT has begun to have a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners.[2]The use of ICT in education lends itself to more student-centred learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. The emergence of ICTs as learning technologies has coincided with a growing awareness and recognition of alternative theories for learning.

Use of Various devices or technology in Higher Education:

There are following devices or technology use in higher education[3]:

a. Online digital repositories for lectures,
b. Online Course materials,
c. Digital library,
d. Access of course materials through remote devices,
e. Employing the flipped classroom concept,
f. Making use of handheld computers, tablet computers and android mobile,
g. Smart Classes (use of audio players, projector devices etc.)
h. Access of Massive Open Online Courses (MOOCs).

Measure ICT in Higher Education:

Policy makers accept that ICT in higher education can help the students to compete in the global economy by being part of a skilled workforce and facilitate social mobility by following aspects:[4]

a. Enhancing learning experiences and providing new sets of skills,
b. Reaching more students with Massive Open Online Courses (MOOCs),

c. Facilitating the training of faculties,

d. Minimising costs and saving time associated with information delivery and automating regular day-to-day tasks,

e. Improving the administration of institutions to enhance the quality and efficiency of service delivery.

f. Enabling ICT in institutions will also be useful for NAAC, NBA and ABET accreditations.

The movement of education industry towards quality assurance programs has been picking up pace and the NAAC accreditation are evidence for that. This certifications are bound to become the norms for selecting institutions by students and the government is already taking measures to assure high quality education. Also, more and more institutions are applying for accreditation every day to imply that the education they provide is of high quality.

One way to improve the quality of education is to make use of efficient technology in an institution. This will open up more opportunities for the teachers as well as students. Online interaction would facilitate learning without time constrains and it will be much easier to conduct assessments and generate reports, since the necessary information doesn't have to be manually handled. ICT applications provide many options and choices and many institutions are now creating competitive edges for themselves through the choices they are offering students. These choices extend from when students can choose to learn to where they learn. Students are starting to appreciate the capability to undertake education anywhere, anytime and anyplace .

Mobile Learning as form of e-learning

The Mobile learning (m-learning) as a form of e-learning is a rising trend where the education has outgrown the physical constraints of the classrooms and acquired mobility.[5] Students access information whenever and wherever they want, and institutions that provides such advanced technological terrains in rising in number day by day. Mobile technologies and seamless communications technologies support 24x7 and 365 days teaching and learning.

Conclusion:

In the light of the above discussion, it can be said that ICT is definitely the path to take for institutions, especially in countries like India, as our growth is directly aligned with technology and the field of education is no exception. Enabling ICT in higher education and making use of technology in education creates as easy-to-manage learning environment where the delivery of information is so much smoother and the learning easier. To promote and improve the digital culture in colleges and universities, the government has instituted the National Award for innovative use of ICT to motivate the teachers and educators for innovative use of ICT in teaching-learning.

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32. VALUES ALTERNATIVE: AN INTEGRAL PART OF HIGHER EDUCATION

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Introduction:

The figure of India comes to our mind when we discuss about values as our country is known for its rich socio-cultural values. Generally, value has been taken to mean moral ideas, general conceptions or orientations towards the world or sometimes simply interests, attitudes, preferences, needs, sentiments and dispositions. But sociologists use this term in a more precise sense to mean "the generalized end which has the connotations of rightness, goodness or inherent desirability". It is important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. According to M. Haralambos "A value is a belief that something is good and desirable". According to R.K. Mukherjee, "Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations". **1.** The same value system is the bedrock of Indian life; obviously it should be made to permeate into our higher education. Pursuit of excellence and quality are greatest values in higher education institutions, but ad-hoc teachers cannot carry on such an honors responsibility as the universities like JNU and Delhi are struggling without permanent faculty, same is the case in many universities across the country. Recently it was reported in news papers that the education minister of Kerala state Mr. K.T. Jaleel was involved in a nepotism and helped to get a B.Tech student passed in APJ Abdul Kalam Technological University of Kerala. Certainly it is not good for Indian higher education, it erodes our credibility, and it is a sign of attrition of values in our education institutions.

As Aristotle has said the ultimate value of life depends upon awareness and the power of contemplation rather than upon mere survival, that is what is needed in Indian higher education. Most of us love to somehow survive rather than create new things, contribute in the development phase of the country and also we have to spread the essence of these twin edged objectives. The present days driven by market economy should contemplate the whole globe as one great dewdrop, striped and dotted with continents and islands, flying through space as a scholar has beautifully imagined. The higher education be it general education, Engineering and Technology, Medical, Management studies, Law or other branches of life should aim at human welfare otherwise the higher education would look like a rudderless plane.

Nature as a centre: We need to create awareness among our students about the importance of nature and the wonderful service it is rendering to us in several ways. We all know that God cares for us and the trees, saved us and them from drought, disease, and a thousand tempests and floods. But we cannot be saved if nature is at stake, so also the nature from the human selfishness cannot be saved. The poets have sung the glory of nature, the waving of a pine tree on the top of a mountain, which looks like a magic wand in Nature's hand, that is familiar to every visitor to mountain, but we are not as we live away from nature and mountains. It is a time that we in higher education make vehement efforts to infuse such values of nature caring and its protection among our students so that the future of posterity would not be bleak.

The present philosophy of higher education has almost become to make our generation run behind materialistic prosperity, comforts and success. In a long run it is bound to affect the quality of their life, let us not make such misadventure for the sake of a safe survival of human beings on this planet as a long term plan. Then it becomes our duty to give an education to our youths so that they try not to become mere men of success, but rather try to become men of *great values of life*. Time is very precious, it cannot be regenerated, it is most important to make our students realize the value of time, once it is lost, lost forever. Many of our students while away their time mercilessly. It is a colossal waste of not merely time but also their energy and ultimately it is their life that the students are wasting without being aware of it. A man who dares to waste one hour of time has not discovered the *value* of life. Moreover, the *value* of experience is not in seeing much, but in seeing wisely as someone has rightly said. It is equally true that the value of life is not in its duration, but in its donation. What do our youths return to their family, alma meter, country and to the humanity at large? It is not important how long one lives, it is important to know how effective one lives. As Mark Twain has rightly pointed out "the two most important days in your life are the day you are born and the day you find out why." It indeed is a statement that our youths need to ponder over.

We the Heads: Who should undertake this role of building higher education environment on the sound foundation of values of life? The simple answer is, it is we the principals, Heads of Departments, Vice-chancellors, Educationists, policy makers and other stakeholders should mantle the responsibility. But these leaders must have strong footing of moral values too. However lesser we speak the better it is as most of the Vice-chancellors posts are filled up for non-academic considerations, better not speak of how nepotism, corruption again have their strong say in such issues. With regard to the traits of leaders of such organizations, they are to be built on the bedrock of ethical values and definitely not on nexus between the two poles involved in it. All those who are at the helm of affairs be it Directors, Principals, CEO's, Corporate Tycoons, Heads of Depts. and Teachers have to deal with their workers, associates and employees to create truly an air of higher education. These heads have to extract work from their peers, subordinates and others in the system. No doubt that most of the employees are productive, yet a few do not fall in this category, balancing all such activities and taking all together is the seminal task of a leader. A leader is someone others look for and at him for all their needs. Perseverance should prevail in the leader's personality in order to infuse value system among the faculty and administrative staff.

Values of Heads: If an institutional head stands for truth on his lips, love in his heart, talent in his brain and skills in his hands that would fuel pride in employees and students. Leadership is mostly misconstrued to be a title or a designation. But that is not the case, It's about impact, influence and inspiration that a head of an institution can cast on his fellow colleagues, students or workers to extract maximum. The impact not only involves getting results but also deeply delves into it, further to say, 'influence' is something about spreading the passion the leader has for the work, and he has to inspire team-mates and all those working in the organization/college/university. Truly speaking, heads are considered to be the change agents and they steer the ship of administration in new directions to achieve greater academic heights. The exceptional head is always thinking three steps ahead. A head tries to master the environment with the goal of avoiding problems before they arise, stimulates his followers to pursue the organization's vision with improved energy and enthusiasm. Perhaps the most important skill a head of an institution needs is, to be able to think strategically. Leadership is all about having a vision of where one wants to be and work to achieve that vision. The outstanding leader always with his wisdom endowed, takes several steps in advance. A head is there not merely to regulate the activities but to make possible efforts to create an ideal environ as for as possible.

One thing is to have ideas and another to execute them. Mere dreaming is not going to help anyone. It is always ideas that start ruling us in the beginning and we start ruling ideas in the later stage and become successful in whatever field we are in. The ability to successfully execute the ideas is what separates the dreamers from the leaders. An efficient leader will adapt to new environs and situations, doing his best to adjust. The leader, if lays a foundation on bedrock of truthfulness and frankness is sure to build many more organizations. If a Principal/Vice-chancellor can offer honestly even little tips can change the prospective of the organization. Life is made up of moments, like small pieces of sand grains that stretch wide in a concrete slab. Employees and students should be held together by the head of the institution as a particle of cement does as in a slab. We have to teach ourselves how to make room for them, to love them, and to live, really live. This is a must in a teaching and learning environment of higher education.

Firmness and Sticking: A word of wisdom I wish to share for the benefit of students. Students always long for studying elsewhere rather than the institution where they presently study thinking that the other institutions are better, popular and a standard one. But in reality that is not the case, they should really concentrate on studies in the same institution they study in, instead of regretting for not being able to get admission in other institutions. It is like as Alexander Graham Bell says "When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one that has opened for us." Many a time students fail to grasp the given situation. But they should not. Basically we all have two lives. The second one starts when we realize we only have one. Therefore, the students must realize this subtle truth and proceed in life. In this context, Socrates said long ago the truth of life, that is - an unexamined life is not worth living. After all, life is a self-search, a continuous search and a finding of self and creating of self. In the end, it's not the years in our life that count. It's the life in our years.Many times differences do simmer in our life especially in administration; there should be a space for difference of opinions too. Most of us do not try

to understand from other's point of view. Such people leave us and go away, as one scholar has rightly said "Sometimes walking away has nothing do with weakness, and everything to do with strength. We walk away not because we want others to realize our worth and value, but because we finally realize our own." How true it is.

Academic Auditing: There should be an academic auditing to know each employee's periodical contributions and the cumulative effect on the organization's academic output. That indeed can go a long way in the development of the organization. Once the employee's strengths and weaknesses are known, the jobs/tasks can be assigned to them on the basis of their potentiality. A right work for a right person will immensely help in realizing the vision of the institutional heads. If faltered in this endeavour, it is not going to augur well. This gives an ample opportunity for the employee to explore and realize his own potentiality optimally. The leader too can harness the resources of his employees at his command and marshal them well for a meteoric rise of his organization. Another important task of heads of institutions is weeding of toxic employees, which is an essential academic endeavour of the institutional heads. This is a best practice and a great value as well.

Communication: Communication is the life-line of modern world in all spheres of life. Good interpersonal Communication with the peers/faculty/superiors and subordinates matters much in the overall success of the organization. Communication is like breathing in a personal life, if we communicate well, it will have a positive impact; if we communicate ill, it will have a negative impact. If the ideas are well communicated, half the work is over; monitoring the execution of the work is the other part of it. A head of the institution is one who has honed good communication skills and is able to reap rich dividends from his communication skills. A poor communicator in an organization is a liability. The institutional heads especially in these modern days should always accord greater prominence to communication.

In the World View column of the daily news paper *The Hindu* speaking on great leaders Jonathan Powel says "there is a general lament about the Lilliputian nature of our current leaders. Where are the towering figures of the past? Why do we have such uninspiring leaders who can't eat a bacon sandwich …, even remember their policies? Since the beginning of the time we have expected our leaders to be supermen, unlike mere mortals we want them to be much greater than us so that we can look up to them. May be strong leaders are not quite as alluring as we think, and we should celebrate the fact that our leaders are just like us."**2** Perhaps what holds good in case of an organization also holds well in case of a country. Though Powel speaks here about European countries' vacuum of leadership, it is true in our micro organization like the college/university of our country as we lack Principals/Vice-chancellors who can make our institutions figure in the top universities in the world..

As Barbara White says there are seven qualities of a good leader, these qualities can be developed or may be naturally part of their personality. They are briefly pointed here. A good leader "walks the talk" and is enthusiastic, people will respond more openly to a person of passion and dedication. A good leader is confident. Such a person inspires confidence in others and draws out the trust and best efforts of the team to complete the task well. A leader also needs to function in an orderly and purposeful manner in situations of uncertainty. Good

leaders are tolerant of ambiguity and remain calm, composed and steadfast to the main purpose. A good leader as well as keeping the main goal in focus, is able to think analytically, committed to excellence, he not only maintains high standards, but also is proactive in raising the bar in order to achieve excellence in all sphears.**3**

British Nationalism: Nationalism at its best and dissemination of knowledge is of supreme interest is a value that Universities in the UK have shown regarding the facing uncertainties about the future of research funding, student fees and hiring of staff from the European Union after voters opted in favor of Brexit. Here are some blogs that I have quoted about the deep concern of academicians for the academia; they are - "Despite strong support for the Remain side in university towns including Oxford, Cambridge and Manchester, the number of votes required for the Leave camp to win the historic referendum passed." Brexit created "significant uncertainty for our leading universities". "Our first priority will be to convince the UK government to take steps to ensure that staff and students from EU countries can continue to work and study at British universities and to promote the UK as a welcoming destination for the brightest and best minds." "The free movement of talent, the networks, collaborations, critical mass of research activity and funding from EU membership have played a crucial part in the success of Russell Group universities. We will be working closely with the Government to secure the best deal for universities from the negotiations to come so that we can continue to form productive collaborations across Europe." Sarah Main, director of the Campaign for Science and Engineering, said: " ….Science is an area where the relationship between the UK and the EU was particularly beneficial. Not least because scientists won billions of pounds of research funding for the UK, above and beyond what we put in. (€8.8bn between 2007 and 2013.) In addition, free movement of people in the EU made it easy for scientists to travel, collaborate and share ideas with the best in Europe and for companies and universities in the UK to easily access top talent from Europe." And a spokesman for Universities Scotland "Our priorities are to influence the negotiations for the terms of Scotland, and the UK's, future relationship with the EU. We want to retain the right for staff and students from EU countries to continue working and studying in Scotland and to negotiate access to European programmes for students, staff and research. We believe this is compatible with the electorate's decision and would be to the benefit of Scotland and the UK." Vice-chancellors had run an extensive campaign for the country to remain in the EU, based, among other factors, on the extensive research funding received from the bloc. More than 100 vice-chancellors signed a new open letter to warn about that leaving the EU could "undermine our position as a global leader in science and innovation, impoverish our campuses and limit opportunities for British people" **6**

Indian Research Scenario: The greatest value an institution can offer to its country is contributing in terms of research. As of now India with 993 universities, ranks third largest higher education system in the world, after U.S. and China. But with regard to quality barring IITs and IIMs it is very poor. China has taken great strides in research and opening more number of universities. Since 1990s China has allocated an ever increasing budget to education. It touched 4.26% of its GDP in 2015. From 1022 universities in 2001 now they have 2631 universities, that is almost double in 15 years. China plans to have 40 world class universities, by the middle of the century. A recent study by the World Intellectual Property Organization,

Geneva, reported that China based universities are taking lead in artificial intelligence based inventions. The country published more than 426000 research studies in 2016 surpassing the U.S. It has ever increasing citations between 2007 and 2017, research by Chineese scientists and engineers were cited a total of 19 millions of times in the Web of science. India's investment in research is a meager 0.62 % of GDP against China's 2.11%. In 2015 there were just 216 researchers per million population in India, while U.S had 4300 per million population and China had 1200 researchers per million population. **6.** These statistics are indeed eye-openers for us to chart out our own course of action.

Conclusion: These are some of the alternative values we have tried to share here. Though these values are not directly dealt with the other values like love, benevolence, fellow-feeling, patriotism, caring, sharing, compassion, sympathy, charity, affection, nurturing etc. practiced in family life in the society. But there is no watertight compartment the values referred above can be spurred with the other values cited here for a greater outcome and better environment.

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33. ACCREDITATION AGENCIES & INSTITUTIONAL RANKING PARAMETERS- A PATHWAY FOR EXCELLENCE IN HIGHER EDUCATION.

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INTRODUCTION

Accreditation, a periodic process of 3 to 10 years, is to review and evaluate the quality of higher educational institution and programmes for quality assurance and improvement. Vin USA it emerged as a National Phenomena in 1906. From 1914 to 1948 association of American Universities (AAU) published the list of accredited institutions. After that COPA (Council of post Secondary Accreditation) in 1975, a voluntary non profit, non government

organization played a crucial role in accreditation. In 1996, Global accreditation agency CHEA i.e. Council of Higher Education Agency in USA, a non government non profit organization initiated to co-ordinate the USA accreditation process. Now CHEA is having 550 quality assurance & accreditation organization from 170 countries.

The quality of higher education can easily be seen by accreditation process of US having 19 recognized institutional accrediting organization for accreditation of colleges and universities. Programmes are accredited by one of approximately 60 recognized programmatic accrediting organizations. The accrediting organizations are “recognized” have been reviewed for quality by the CHEA or USDE (United State Department of Education). Most of the accreditors are private non government organizations in US. In most of the other countries accreditation or quality assurance is carried out by government organizations. Another International Accreditation agency is INQAAHE (International Net Work for quality assurance Agencies in higher education is world wide association of nearly 364 organizations active in the theory and practice of quality assurance in higher education in around 140 countries. EAQAHE (European Association in quality assurance in higher education) working for 28 countries in Europe. INQAAHE is closely working with CHEA & EAQAHE. So many other global accreditation agencies are available to support the higher education accreditation system globally.

ACCREDITATION OF HIGHER EDUCATIONAL INSTITUTIONS IN INDIA

In India accreditation agencies are NAAC (National accreditatio and Assessment Council) and NAB (National Accreditation Board) are having MOU with CHEA, INQAAHE & other

global accreditation agencies to maintain the standard of higher education. GER (Gross enrollment ratio) in higher education is 26.3% as calculated for 18-23 years age group. Number of Foreign students enrolled is 47427 in India. National Assessment and accreditation Council, Bengaluru Total Number of Accreditations (Status as on 09.09.2019) :

Table No. -1

AB	FirstCycle	Second Cycle	Third Cycle	Fourth Cycle	Number of Accreditions
Universities	358	166	74	2	600
Colleges	8038	3485	984	35	12542
Total	8396	3651	1058	42	13142

Table No. -2

Grades of Institutions accredited (As on 09.09.2019)

	A	B	C	Total
Universities	208	139	11	358
Colleges	1685	5401	952	8038
Total	1893	5540	963	8396

The NAAC accreditation of Universities and colleges as per table 1 and table 2 and as per AISHE Report 2018-19, Universities and colleges data more than 75% colleges are not in the position to accreditate themselves. This shows the poor governance of the state governments and affiliated Universities . At the time of affiliation, colleges are giving the affidavits of quality assurance but not fulfilling the basic standard of higher education. As we all know most of the private colleges are compromising tremendouslywith the standards.All academics should be administered on the portal of Universities and Governments websites, so that things cannot be used in other ways by the institutions.

NBA National Board of accreditation established by AICTE for periodic evaluations of Engineering, Management, Pharmacy, MCA, Architecture, Hospitality and Tourism Management . NBA has been accorded permanent signatory status of Washington Accord on 13.06.2014. As per accord agreement recognization of programmes by other signatories applies only to the programme accredited by NBA that are offered by education providers accepted by

NBA as Engineering Tier I Institutions. Only students who graduated during the validity period of accreditation of a course will be deemed to have graduated within NBA accredited degree.

Result of this accord can readily be seen by the data. AICTE had approved 6348 Institutions and 18617 programmes. Out of these 4991 Institutions and 12814 programmes were eligible for accreditation. Engineering Institutions accreditation out come is so far better than others.

In the advancement of accreditation Engineering colleges in the country will not longer accrediated by NBA, the role will be taken over by a new company IIT Foundation of accreditation and assessments. (IITFAA) having IIT Madras, IIT Delhi & IIT Kharagpur as founding partner. The company will be free from any interference from the ministry or IIT's. As per ficci future vision 2030 enrollment data of the students for 2011 Engineering & Technology Institutions country wise 15% EU (27 countries), Germany 19%, U.K. 9% , US 7% , India 25%., so Engineering and Technology will be a big boost for Indian Students. So, all global accreditation agencies are collaborating to cater the need of the students for quality assurance in higher education.

Academic Audit : Gateway to excellence.

As Accreditation is periodic process, the Academic auditing is continuous process for any institutions for maintaining the quality assurance and for ensuring the excellence Audits in terms of Academic, Administrative, Financial, Gender and Green / Energy and also covering aspects by enhancing high quality teaching learning environment, and reaches curriculum and creates students " Opportunity for Employment & Career Development," Research, Publications, Consultancy and extension need to promote among students and Faculty. Strong feedback system also plays the crucial role in Auditing. Institutions should be Audited on yearly basis by a team comprises of IQAC Director/Co-Ordinator, Vice- Principal, few Deans/ Heads and Senior Professors from other Universities / Colleges and atleast one of them should be an Accessor of accrediting agencies.

Accredition and Academic Audit – a Pathway to Institutional Ranking

The speedy growth in the field of ICT and Globalization transformed the entire concept of higher education. Globalization not only bring about International co-operation but also International Competition. Global University Rankings giving a useful information on Universities performance, outcome and so many aspects to interest of stake holders. Prospective student and their parents can use ranking to choose the best Universities globally according to their choice of stream. THE (UK) Times Higher Education World University

Ranking 2020 includes almost 1400 Universities across 92 countries. QS (UK) World University Ranking is viewed as one of the three most widely read universities ranking in the world alongwith with Academic Ranking World University & THE , Time Higher Education World University Ranking. Academic Ranking of World Universities or Sanghai Ranking ARWU presenting World Top 500 Universities since 2003, but in 2019 ARWU presents the best 1000 universities in the world. No Indian Universities in Top 500 globally. For last 3 years NIRF has been introduced by MHRD for National Ranking. Rankings use peer (academic) review, citations and recruiter review depending on culture and practice of the

subject. So, accreditation and academic auditing place a crucial role in sustaining the performance and ranking globally as well as National level Ranking. Higher Education (As service sector) is getting commercialized all over the globe and is strengthened by the GATS (General Agreement on Trade in Services) a part of World Trade Organization Agreement which come into effect 01.01.1995. As Higher Education the service sector now forms the largest and fastest growing sector in the national income of developed economies, they have special interest in extending their service sector activities to other countries like India. Education is one of the 12 services included in the list of GATS.

Conclusion :

Global accreditation and academic auditing pathway to Institutional Ranking leads to Internationalization of higher education. Dream of students to be a part of world class universities like MIT, Hawards, Stanford etc. of USA , NUS of Singapore and Cambridge University of U.K. etc. have become an accepted reality. Globelization has also opened up the possibility for leading Indian Universities to establish overseas campuses or to offer courses through collaborations.

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34. RELAVANCE OF VALUES IN HIGHER EDUCAION

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In 'VALUES IN HIGHER EDUCATION', Prof. D. N. Tiwari asserts "Knowledge is light, the guide in learning the way that leads life from falsity to truth, from ignorance to wisdom, from mortality to immortality and for that reason it is value." Since the dawn of culture and civilization in India, education, whether it is primary or higher, has always been a source of gradually cultivating wisdom by acquiring which a human being gets fitness for facing with the challenges at different stages of life and for dedicating to the welfare of humanity. There is a radical difference between education with and without values in Higher Education. A terrorist learns how to make atom bombs, rockets, computers and other techniques and their management but before learning the negative and positive values of his achievements he is driven away by some terrorist ideology. He uses his education emotively for destruction of the followers of other ideologies which he considers dangerous against his faith and then he is called a terrorist. But if he learns positive and negative values of his study, he may well understand the value of life and then he may disassociate himself from terrorist's activities which are not the part of his way of life. Had knowledge not been value all scriptures, great books of religion, Science, technology and tradition, of education systems might have not been meaningfully significant for promoting the cause offline.

Mahatma Gandhi claims, "Your beliefs become your thoughts, your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, your values become your destiny." In ancient India, the instructions of a teacher (guru) to a student (disciple) would start as follows: "Let your conduct be marked by right action, including study and teaching of the scriptures; by truthfulness in word, deed and thought; by self-denial and the practice of austerity; by poise and self-control; by performance of the everyday duties of life with a cheerful heart and in unattached mind. … Deviate not from the path of good. In Takshashiila, later in Nalanda, Fès, Rabat and Al- Azhar, still later in Paris and Oxford, instruction emphasized moral and ethical values. This was because formal education, although available to a restricted few, was organized around religious institutions. Sir Aurobindo, getting inspiration from the Upaniṣhadic, philosophy of Pancakoṣãya Mànavas (five sheaths man), perceives the holistic way of educating as needed to perfect living. He says "to be complete must have five aspects relating five principle activities of the human being. The physical, the vital, the mental, the psychological and the spiritual, usually these phases of education succeed each other in chronological order following the growth of individual. This however, does not mean that the one should replace the other but that all must continue, completing each other, till the end of life." (Aurobindo & the Mother, 1956: 97) Mahatma Gandhi perceives that education must be imparted in a homelike natural environment where one has the opportunity of learning by doing. It must cover all the three aspects of human life, that is, physical, intellectual and spiritual. A sound mind in a sound body and the balance of mind and body leads to spiritual growth. Unless the physical body is sound he cannot live the other aspects of his life. The team spirit cannot germinate if the environment of the teaching centers is not home like or natural. Education is must for all because the rulers will emerge only

from the educated. Only these leaders can rule with a view of others as rulers; only they can rule their country because they know the people and their problems, not from the outside, but from the inside. To be a ruler in a democracy requires the understanding of his own and others needs. Only through education can the people be freed from exploitation and slavery. The human resources of the country, if educated, can work with purpose and dedication at the local and national levels. The purpose of education, according to Gandhi, is to cultivate Svaràja within human individuals. . Svaràja is a term having a wide-ranging meaning for Gandhi. It means to cultivate the ruler in oneself and is useful for bridging the difference between the rural and urban; it means to cultivate the value of work. Work is worship, and there is no question of inferior and superior works. Work must be performed according to one's capacity and fitness which are equally important.

Schooling, basically, is based on strengthening the capacity for assimilation and memorization of facts. Schooling endeavors to make the student aware of the great intellectual tradition to which he belongs and cultivate incentives for practicing the values and virtues of life. Hopefully schooling prepares one for pursuing and living the higher ideals of life. Subsequently higher education mostly aims to widen students' thoughts and intellect, cultivating the logical, critical, comparative, specialized and investigating skills according to the intelligence, capacity to learn, need of the time and fulfillment of one's imagination. It is the time when a student learns something that can give a concrete shape to his skill and meaning to his life. Awareness of the continuity of schooling and higher education helps clarify the problem, method, field and purpose of higher education. All children have different capacities and need to be taught to develop in accordance with their individual capacities. The schooling must be in a home-like natural environment. It is the virtuous function of the schools to create and develop an interest for values in life, self-reliance, patriotism, honesty, love to the nation, temperance, sympathy, cooperation, coordination and service to others. Only in this environment the qualifications of each individual student can be developed towards a higher goal. Higher education has a positive goal to maintain this continuity of the traditional experiences and social values for the student. Education must create an awareness to stand ready for the ideals and needs of the nation. It should enable students to feel a respect for life and nature and if possible, contribute ideas for the welfare of society which they will pass on to the next generation. The nation can develop rapidly if it has a good cultural understanding and implementation of higher education. We can become leaders in our relationships with the international community and neighboring countries if the educated people can coordinate with the common masses those skilled best for using their resources for strengthening it in all aspects of the nation.

Education had to provide principally the codes of behavior, as exemplified in the instructions above, initiation to the value system and an understanding of the ultimate objective of life in terms of spirituality. The ultimate goal of the whole process of education was to unravel the 'truth', to manifest "the perfection already in man", to combine knowledge with compassion and efficiency with moral excellence.

Aristotle was one of the first great philosophers to study the subject. To him, ethics was more than a moral, religious or legal concept. To determine what is ethically good for the individual and for the society, he said, it is necessary to posses three virtues of practical wisdom: temperance, courage and justice. Ethics is a branch of

philosophy that deals with morality. It may be defined as "a systematic inquiry into the beliefs we have and the judgment we make about what is morally right or wrong and morally good and evil". Morality is derived from Latin word 'moralities" which means manner, character, and proper behavior. It lay emphasis on the code of conduct in the matters of right or wrong whether by society, philosophy, religion or individual conscience. It also refers to an ideal code of conduct which would be espoused by all rational people under specified conditions.

The American Guru of Modern Management Peter F Drucker states that "business professionals should abide by "Principle of Normal feasance", i.e. 'resist from doing wrong doings or illegal acts.' Education refers to the process designed to bring out the hidden goodness and capability in human beings. Nearly two thousand and more years ago Greek philosophers used the term 'Educare', meaning, "Educators should devise the simplest and most effective methods to turn the minds towards the light. Not to implant sight in it because it already has the capacity, but to correct its orientation because it is not facing the right way." — Plato, Republic, 375. Education is seen as consisting of three components, namely, Information, Knowledge and Wisdom, each one leading to the next so that we ultimately end up with wisdom. While knowledge backed by information develops human skills and capabilities to achieve many things in the best way possible, it is wisdom that guides one to decide the priorities.

Swami Ranganathananda, Prabuddha Bharata (Feb. 2011) asserts "India is the largest democracy in the world and has a population of over 1.39 billion people, with well over a 677 universities and university-level institutions, including, 45 central Universities, 290 State Universities, 95 Deemed Universities, 12IITs, 12

IIMs, 20 IIIts, 2 IISc's, 5 Institutions established under State Act and 13 Institutions of National importance apart from around 37,204 colleges including 2401 women colleges in India. The total enrollment of students in Universities and Colleges is 20 million while the number of teachers is 4.8 lacs. Only seven percent of the population in the 18-24 age groups has access to higher education. India will need 1,500 universities to attain gross enrollment ratio of at least 15% by 2016. This is a key observation made by the National Knowledge Commission (NKC) in its note to the Prime Minister on higher education. Stating that opportunities for higher education "are simply not enough in relation to our needs," NKC has called for a massive expansion of opportunities. Is it that merely expansion of educational infrastructure will produce good human being without inculcating in them the basic ethics, values and virtues as advocated by the Saints, the Sufis, the Gurus of our ancient society and by our rich civilization? Can we produce effective Managers, Technocrats, Bureaucrats, Politicians and Entrepreneurs without the knowledge of ethics, values and virtues? Learning gives Creativity, Creativity leads to Thinking, Thinking provides Knowledge, Knowledge makes you great.- —Dr. A.P.J. Abdul Kalam. Indians largely are proud of their roles & professional ethics. In spite of all adverse conditions they perform their duties with full dedication. For parenting Indian parents, for software industry Indian Engineers, for patients Indian Doctors, for learners Indian Teachers are models for the globe. We have harmonious culture and healthy constellation amongst all entities. However a very large numbers of aberrations and deviations in all walks of life especially in higher education sector are spoiling the professional excellence, peace and harmony amongst the youth of India today.

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35. CURRICULUM FOR FUTURE: A DESIGN THINKING APPROACH

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ABSTRACT

Tertiary education is a complex educational system driven by curriculum that constitutes knowledge, skills, professionalism and entrepreneurship. A good curriculum promoteseducation with choice and flexibility for vertical and horizontal motilities. The outcome of education based on good curriculum meets the needs of the Society, Industry and Higher Learning Institutions and contributes to the growth of any knowledge economy. Arecent survey conducted by economic times reveals that 80% of Indian Engineers are not fit for any job in the knowledge economy(1) . The survey also reveals that only 2.5% of Indiangraduates have the relevant skills to make a career out of the emerging technologies.The Indian Skills Report 2019 recommends to revalidate the curriculum to meet the industry demands and then work with the companies put them into use(2). Thus, this is the right time for the higher educational institutions to take up the issue seriously and design, build and develop the right kind of curriculum for the future to bridge the existing gap between academia and industry.

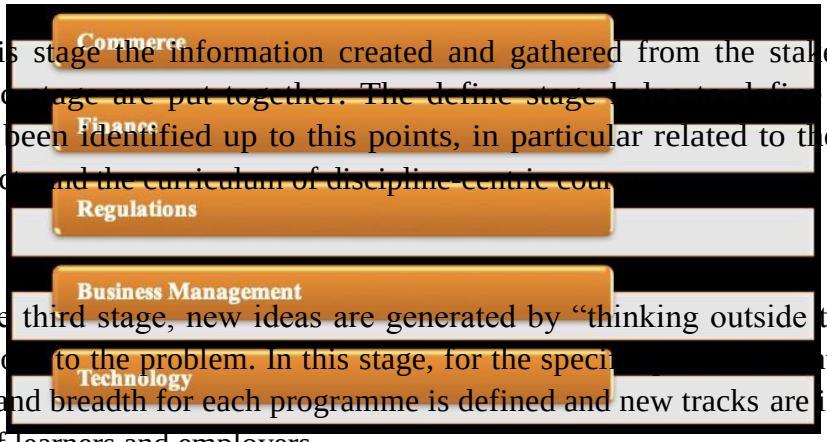
Design thinking is a design methodology which provides solution based approach to solving problems. It is an interactive process which seeks to understand the users namely the learners and employers, redefine problems and create innovative solutions. The present paper proposes the revision of curriculum by designing, structuring and developing the same using the design thinking approach to fulfil the needs of the learners and employers. The design thinking process normally involves the following 5 steps

i. Empathize:

The first stage of the Design Thinking process is to gain an empathetic understanding of the problem affecting the efficiency of the curriculum in terms of job prospects by consulting the main stakeholders namely students, faculty, peer and industries.

* Contact Author

ii. Definition:



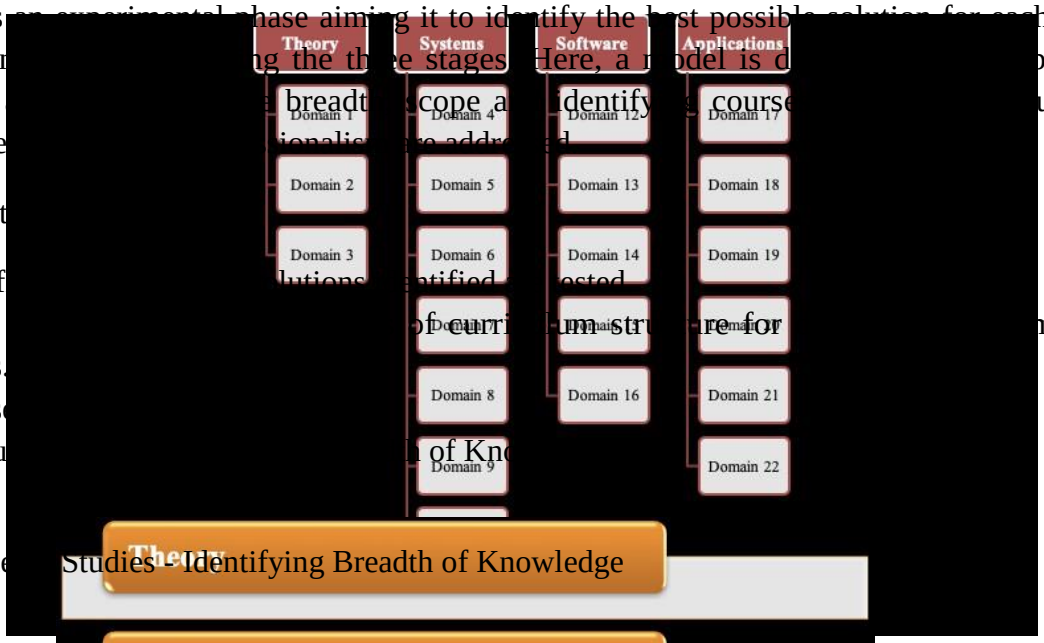
During this stage the information created and gathered from the stakeholders during the empathetic stage are put together. The define stage helps to define the core problems that have been identified up to this points, in particular related to the mismatch between job prospects and the curriculum of discipline-centric courses.

iii. Ideate:

During the third stage, new ideas are generated by "thinking outside the box" for finding new solutions to the problem. In this stage, for the specific gaps identified in curriculum, the scope and breadth for each programme is defined and new tracks are identified based upon the need of learners and employers.

iv.Prototype:

This is an experimental phase aiming it to identify the best possible solution for each of the problem[illegible]ng the three stages. Here, a model is d[illegible]oping the tracks [illegible] breadth, scope a[illegible] identify[illegible] course[illegible]uch that knowle[illegible]



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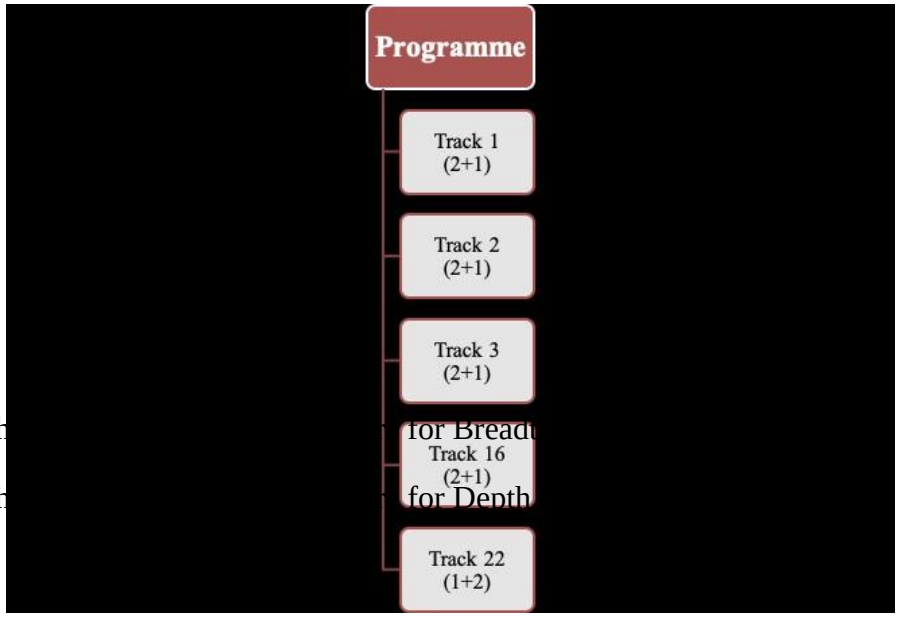
Comme[illegible] Studies - Identifying Breadth of Knowledge

Identifying Domains:



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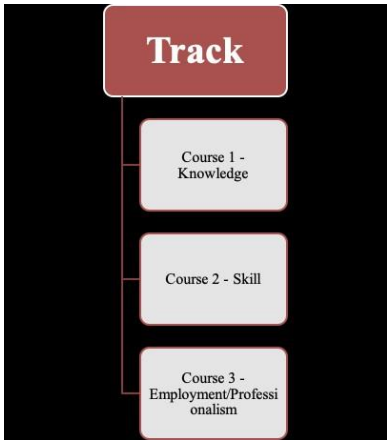
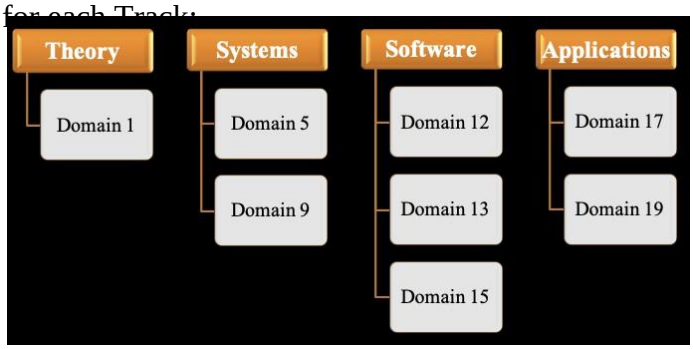


Identifying Courses for each Track:



The developed curriculum will accommodate 41% of courses related to Knowledge, 31% of the courses related to Skills and 28% of the courses related to Professionalism. Acknowledgement: The authors are grateful and kindly acknowledge the management of the college, the Chairman Dr.S.N. Subramanian, the Correspondent Dr. S. Rajalakshmi, the Secretary Dr. V.S. Velusamy and the Technical Director Dr. S. Nalin Vimal Kumar for providing the platform for developing curriculum based on Design Thinking.

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36. SERVICE LEARNING EXPERIENCES IN A COMMUNITY

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Abstract

Baselios Poulose II Catholicos College, Piravom is a center of Higher Learning in the state of Kerala, S. India offering graduate and under-graduate programmes, situated in the rural districts. India is a caste ridden society and as a resultwe have several sub cultures even within the same geographical area. The subcultures are separated by mental barriers. Above 95% of our students belongs to the non-dalit forward social, cultural, caste and religious groups. The objective of Service Learning programmes is to give the students a cross cultural experience by reaching out to these dalit (the outcastes) groups, which helps not only in demolishing the mental barriers that separate the subcultures but also the building of a harmonious society through partnership between the Dalit communities and the Institution. The Service-Learning experience gained by the students through the implementation of the various projects was the result of putting into practice theoretical knowledge in the community situation. This involved

(i) conducting surveys for gathering data on various aspects of community life, analyzing them and finding solutions to problems identified, (ii) financial planning for the project, (iii) fostering partnership between the institution and various governmental and non-governmental agencies involved in community building, (iv) learning physical skills involved in the implementation of the projects and (v) cross – cultural experience for non Dalit students.

Introduction

In the Indian caste system, a Dalit, often called an untouchable, or an outcaste, is a person who does not have any ‘Varnas’. Varna is a Sanskrit term derived from the root *vrnemz* meaning “to choose (from a group)”. Literally translated, ‘Varna’ means colour. For example, most Hindu gods belong to ‘Shyama Varna’, or black color, only Siva was ‘Gour Varna’ or of white colour. Hinduism divides human society into four ‘varnas’ according to the body part of the divinity Purusha from which each group was created, and these divisions, or Castes, define the group’s social standing in martial and occupational matters. Therefore, Varna means ‘arrangement’ in the context of social

hierarchies. Dalits fall outside Varna system and have historically been prevented from doing all but the most menial jobs. Included are leather workers, poor farmers and landless laborers, scavengers, street handicrafters, folk artists, clothes washers and so forth. Traditionally they are treated as Pariahs in Indian society and isolated in their own communities, to the point that even their shadows were avoided by the upper castes. Though untouchability was abolished by law, it is still part of the mental make up of large sections of Indiansociety.

In the context of traditional Hindu society, Dalit status has often been historically associated with occupations regarded as ritually impure, such as any occupation involving killing, handling of animal cadavers or night soil. Engaging in these activities was considered to be polluting to the individual who performed them, and this pollution was considered to be 'contagious'. As a result, Dalits were commonly banned and segregated from full participation in Hindu social life. They were not allowed to let their shadows fall upon a non- Dalit caste member (particularly a Brahmin, for fear of ritually contaminating them), and they were required to sweep the ground where they walk to remove the 'contamination' of their footfalls. Dalits were forbidden to worship in temples or draw water from the same wells as caste Hindus, and they usually lived in segregated neighborhoods outside the main village.

Dalits are not a single identifiable race or caste. Instead, like the rest of the Hindu society, they are divided into various sub castes known as 'jātis. Dalit diversity may be due to newly outcaste individuals or communities over the years. It is noteworthy that regional tribes that are considered Dalits are sometimes seen by Indians as ethnically distinct. In both northern and southern India it is different. In addition they also have different color of eyes and sometimes hair.

Many Dalits who have converted to other religions in the past few centuries continue to retain their Dalit heritage. In the 2011 censes, Dalits numbered just over 20 crore and constituted more than 16.6% of India's population. This situation is exacerbated by the fact that non-Hindu Dalit groups have traditionally not been recognized as scheduled castes under hiring quota laws. The Dalit Muslims or "Arzal", as well as Dalit Christians form an integral part of the caste system in India among Muslims and Christians. Many Dalit Muslims are discriminated against the upper caste "Ashraf" Muslims, and Dalit Christians discriminated against by upper caste Christian priests and nuns. Some Dalits have successfully integrated into urban Indian society, where caste origins are less obvious and less important in public life. In rural India, caste origins are more readily apparent and Dalits remain excluded from local religious life, though the exclusion in its severity is in fact fast diminishing due to changing social norms of acceptable behavior.

In urban area and most villages the old concepts of rigid caste system and untouchability usually no longer exist, though most Indians still voluntarily hold on to their caste origins, which is intended to reflect that their ancestors belonged to their castes with a sense of pride in the duties and responsibilities as required by the caste rules. In matrimonial matters, whether the wed couple is Dalit or non-Dalit, caste identity is a practical near-must. This is, however, ignored by inter-caste couples, who marry ignoring caste but due to attraction on the basis of education or economic status, of either or both members of the couple. While the Indian Constitution has duly made special provisions for the social and economic uplifts of Dalits, comprising the so-called scheduled castes and tribes in order to enable them to achieve upward social mobility. These concessions are limited

to only to those Dalits who remain as Hindu. These statutory benefits are not available to Dalits who have converted to other religions.

Objectives

Baselios Poulose II Catholicos College, Piravom is a center of Higher Learning in the state of Kerala, S. India offering graduate and under-graduate programmes, situated in the rural districts. India is a caste ridden society and as a result we have several sub cultures even within the same geographical area. The subcultures are separated by mental barriers. Above 95% of our students belongs to the non-Dalit forward social, cultural, caste and religious groups.

The objective of Service Learning programmes is to give the students a cross cultural experience by reaching out to these Dalit (the outcastes) groups, which helps not only in demolishing the mental barriers that separate the subcultures but also the building of a harmonious society through partnership between the Dalit communities and the institution. The partnership programmes include providing shelters, healthy and hygienic surrounding and much needed vocational skills including computerskills for those with minimum years of formal school education.

Methods

a) The Administrative Setup.

The National Service Scheme coordinates the Service Learning activities of the college. The overall aim of National Service Scheme is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in an educational institution. The reason for the formulation of this objective is the general realization that the college students have a tendency to get alienated from the village and slum masses which constitute the majority of the population of the country. The educated youth who are expected to take the reins of administration in future are found to be unaware of the problems of the village and slum community and in certain cases are indifferent towards their needs and problems. Therefore it is necessary to arouse the social conscience of the students, and to provide an opportunity to work with the people in the villages and the slums. It is felt that their interaction with the villagers and slum dwellers will expose them to the realities of life and bring about a change in the social perception. The broad objectives of National Service Scheme are (i) Understand the community in which they work., (ii) Understand themselves in relation to the community, (iii) Identify the needs and problems of the community and involve them in problem solving process, (iv) Develop among them a sense of social and civic responsibility, (v) Utilize their knowledge in finding practical solutions to individual and community problems, (vi) Develop competence required for group living and sharing of responsibilities, (vii) Gain skills in mobilizing community participation,

(viii) Attain leadership qualities and democratic attitude, (ix) Develop capacities to meet emergencies and natural disasters, (x) Practice national integration and social harmony.

The motto or watch word of National Service Scheme is "NOT ME BUT YOU". This reflects the essence of democratic living and upholds the need for selfless service and appreciation of the other person's point of view and also to show consideration for fellowhuman beings. It underlines that the welfare of an individual is ultimately dependent on the welfare of the society as a whole.

The activities of the National Service Scheme in the college is supervised by three programme officers with the assistance of three student secretaries and an executive committee whose members, other than the three programme officers, are student representatives. One of the programme officers is a lady lecturer and one of the student secretaries is a girl. In a conservative community this is an important requirement to ensure the participation of girl students. Also the activities are guided by an advisory committee comprising representatives from the Police, the anti-narcotic department, the health department and the local self-government.

b.Identification of Service-Learning Projects.

The academic year in Kerala is divided into three terms each of 3 to 3 ½ months duration. Students who have enrolled for service learning through National Service Scheme participated in a ten day residential camp during the recess between the first two terms. A comprehensive social and economic survey of a few villages situated at a short distance from the college was planned by the students with the assistance from teachers, social workers and representatives from local self government for identifying the service learning projects that they will be working on during the academic year.

The questionnaire for the survey was prepared after extensive discussions among program officers and students and in consultation with the social workers and members of the local self government. Students then moved into the villages in small groups to collect the required information. They were briefed before hands about the sensitivities of the villagers. They visited each and every household in the village and these visits were used as an opportunity to make villagers aware of the need for cleaner surroundings and better waste management techniques. The questionnaire focused on the following thrust areas.

i) General data on population – male, female, child women ratio, male and female literacy rates, percentage tribal, percentage dalits, percentage workers by occupation.
ii) Social composition of the population – number of households per religion and households per caste community in village, richest caste, land holding caste, backward caste(land, education, status), landless caste, dominant caste and so forth.
iii) Status of houses – homeless, dilapidated huts, concrete building.
iv) Accessibility – roads, no. of buses, any complaint of transportation facilities, reason to visit nearby town (health, studies, worship, shopping), how far they usually walk by foot.
v) Communication – use of television, telephone, STD booth, cinema, cellular phone, internet, no. of people reading newspaper, frequency of mail delivery.
vi) Educational facilities – accessibility to schools, colleges, educational status in family, computer literacy for men and women, reason for discontinuation of studies if any.

vii) Medical facilities and health issues – frequency of visits to nearest health centre, hospitals, government dispensary, awareness on AIDS, mechanism for disposal of waste materials, kitchen and other wastes, drainage facility, source of protected water supply, abortion rates, family planning.
viii) Whether they have membership in the following organizations – political, caste, religious, fan association.
ix) Agriculture – main crops, irrigation types, market place for main crops.
x) Other rural activities – whether people are engaged in handicraft, small scale industry, illegal and clandestine activities, child labor, women work.
xi) Socio demographic features of the villagers – marriage, divorce, remarriage, violence against women, parents' consideration on students' future.
xii) Whether people are aware of the different grants given by the government and are using them properly.

The data collected from the survey was then analyzed with the help of theoretical tools learned in the classrooms. The results of the survey were utilized in planning programmes for the development of the villages. The results were made available to the nongovernmental organizations engaged in social work and also to local self government. The survey helped to improve their analytical ability and deepen their thinking. It also provided the students with their first cross cultural experience and removed many of their prejudices about Dalit community. Based on the data various projects were identified. The projects identified for the previous year include.

(i) Building a shelter for a Dalit family.

The survey revealed that a few houses in the village were dilapidated huts which could not provide the household shelter during the monsoon season. Three of these houses belonged to Christians and two to Dalit Hindus. After discussions in the executive committee one of the Dalit households was elected as the beneficiary. There was little to distinguishbetween one family and the other among the five on the basis of economic status. The committee then decided to select the Dalit family on two counts (i) The social status of the Dalits was much inferior, 95 % of the students in the college community belong to non Dalit communities. Close interactions with the Dalit community during the construction of the house was expected to give the students a deep cross cultural experience and also help in the building of bridges between the institution and the Dalit community. There were five members in that family. Unni, his mother Ammu, wife Allie, two daughters named Ashwathi and Aswini. They were residing in a small clay hut covered with plasticsheets.

*(ii)*Solid Waste Management.

About 80% of the families were unaware of the hazards of littering plastic and non plastic waste all over the place. It was explained to them that the improper disposal of house hold hazardous wastes including pouring them down the drain, on the ground, into storm sewers, or in some cases putting them out with the trash can pollute the environment and pose a threat to human health even though its impact may not be immediately obvious. The options of reduction, reuse, recycling and disposal in a safe way were discussed with the villagers.

(iii) AIDS awareness.

Nearly 50% of the people in the village were not bothered about AIDS. But no AIDS victim was identified. Talks and street plays were organized to make awareness among people.

(iv) Vocational training skills in computer.

Kerala was the first state in the Indian union to achieve 100% literacy. School education at the secondary level is free and universal. But access ratio to higher education in Kerala is only 6%. Hence 90% of the students leave the education system at the school level. They do not receive any vocational training during their school days. These unskilled youth because they are unemployed are forcing a social problem. Some of them resort to stealing, trafficking in women, drug peddling and such other anti social activities. The girls on the other hand stay at home engaged in low remunerative employment. But at the same time there is a huge requirement for youth with computer skills to work as shop assistants, data entry operators etc. The college has computer science department. Students as part of their service learning project, identified girls who have completed their secondary education and are willing to undergo computer training for better employment opportunities. Syllabus for the training program was prepared by the students themselves taking into account the needs of the prospective employers. It was then approved by the faculty members in charge of the program. The training was provided to identify the beneficiaries by students themselves.

b. Project Implementation Strategy.

Here we discuss the strategies that we adopted inimplementing one of the projects, namely the building of a house for a Dalit family. As discussed above the beneficiary for the building project is identified based on the survey and with the help of people's representative in the Local Self Government. A family consisting of five members including two small girls staying in a clay hut covered with plastic sheets was selected as beneficiaries.

A successful implementation of the programme requires knowledge, planning and buy-in from the students, staff, families and community. The students were motivated by getting them involved in the selection of the project. Support from the student families was achieved by sending correspondence to their homes. The parents were asked to get involved by engaging their child in conversation about the need in the community and so forth.

The building plan was discussed and finalized by the executive committee under the guidance of an architect. It had two bed rooms, a living room and a kitchen. A concrete structure was suggested because it would provide a strong resistance to rain and other natural calamities. The total plinth area was 400 sq.ft. The estimated cost of the project was INR 1,00,000/- which included the cost of bricks, sand, steel, cement, plumbing, electrification and so forth. The next step was to identify the various sources of funding. The students and staff of the college contributed to nearly 20 % of the estimated cost. The Panchayat Raj Institution (Local self Government Organization) gave a grant of INR 27,500/- for construction. This amount was released in three installments. The local people also contributed building materials to the project. Before starting the work the availability of the materials, equipments and the technical expertise was ensured in advance. The students were divided into four batches with five students in each batch. Each batch had a student leader. The actual building work was carried out by the students themselves under the guidance of a work

supervisor. On an average each student contributed to nearly 50 hours of work. The construction was completed in three months time.

Evaluation and Results

All the students put their maximum effort in the completion of the work. In between care was taken to make sure that their regular academic work was not affected. Working on the project alongside the Dalits and sharing food with them were all unforgettable experiences for the students. After completion of the work the team along with the teachers evaluated the project. The aim of project evaluation was to raise the student motivation, involve confidence in students evaluating and improving their own learning, and soforth.

The following matters were discussed among the evaluation team

(i) Development of the project – Each stage of the work was clearly monitored by a peer team.

(ii) Use of resources – Whether the technical proficiency of the staff and the students were used efficiently.

(iii) Difficulties in the implementation - Overall relatively few difficulties in the implementation of the project were identified. Some students experienced difficulties in the initial adjustment to the time table set for the implementation of the project while some students, had some problems since they were not familiar with the type of labor. Some shortage of water was experienced towards the end of the construction. Also during the commencement of work there was a slight difficulty in raising funds, but as soon as the work began everything went smoothly.

(iv) Impacts on students – Students were better motivated and demonstrated more positive attitude. Generally the participating students were well behaved, but still there were reports of improvement in co-operation and team work among the students. To some extent there was a dramatic improvement in the student's skills. They learned about their own learning, their strength and weakness and what they needed to do to make progress. This encouraged them to accept more responsibilities. It also provided the students with their first cross cultural experience and removed many of their prejudices about the Dalit community.

(v) Parental involvement and response to the project – Parents' involvement was supportive and reported positive outcomes for the students.

(vi) Record keeping – Although the documentation process was time consuming, it was extremely valuable in enabling students to reflect on their work and provided a valuable resource for facilitating discussions and further development.

The Service-Learning experience gained by the students through the implementation of the various projects was the result of putting into practice the theoretical learning's in the community situation. This involved

(i) Conducting surveys for gathering data on various aspects of community life, analyzing them using techniques learnt inthe classroom and finding solutions to problems identified.

(ii) Financial planning for the project.
(iii) Fostering partnership between the institution and various agencies - governmental and non governmental - involved in community building.
(iv) Learning physical skills involved in house construction.
(v) Cross – cultural experience for non Dali students

Conclusion :

The final outcome of the project was a cross cultural experience for the students over and above a Happy Home for Aswathi, Aswini and their parents. We have succeeded in building bridges between the various sub cultures existing in the same geographical area and also fostering community- institution partnerships in the creation of a harmonious society.

Students who successfully complete the Service-Learning programme, after due evaluation, are awarded an additional 5% of the aggregate marks in the curriculum.

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37. VALUE-PATTERNS IN THE EDUCATIVE PROCESS

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The concept of the existence and function of value-patterns in the educative process has always been under inquiry, creating space for conflicting ideas. Some would admit the invisible existence of values in the classrooms; some might totally reject the necessity or legitimacy of concern for the study of values; and some may fail to see the ways in which values are necessarily involved in the educative process.

A close study of the value system delineates that values are always in a state of flux, getting constructed and reconstructed according to the experiences and the mental stature of an individual. The curious factor is that every individual has a set of personal values which are continuously altered or totally rejected as per his choice of studies at Higher Education, Career and location. The individual is convinced to find appropriate compromises in the continuous process of forming a set of personal values.

Values per se are generally not a part of the formal curriculum; it may be, in some institutions a deliberate formal instruction. Every individual inherits a set of values from his family or community; they may not be fully developed or even frequently inconsistent but there unconsciously held values are the springboards to better variants of operational value system.

The ambience of the institution, the coordinated efforts of the Head of the Institution and the Faculty redefine the mental structure of the value system of the students of Higher Education who are literally at an impressionable age. The process of socialization interacts with the existing value system and a significant shift takes system and a significant shift takes place. The more widely the range of discipline and social groups the better the potential reshaping of the values. It is true that this process of socialization occurs among the groups but still one cannot expect uniformity in individual responses a uniform approach or discernible pattern is extremely unlikely. Still the individual identifies and attempts to incorporate certain dominant social values of the groups. This accommodative tendency not only rejuvenates the individual for the ensuring career or social ambience but also frames within the self to face cultural and notional challenges.

With this ideological background, I, as the Head of the Higher Education Institution ventured upon an initiative called students campus governance. The idea of creating ‘VCW Champions’ was mooted and after many coordinated deliberations, a collective force of College Union Office Bearers, NSS, NCC, Transport Trip Leaders, Student Ambassadors, Green Warriors and Hostel Leaders was brought under the umbrella of ‘VCW Champion’. The sole objective of these collective initiatives has been to implant the responsibilities in the minds of our students. Every

value-oriented activity on the premises was effectively planned and executed by the champions which by itself will strengthen them to become effective performing citizens of tomorrow. The focal areas are energy consumption, water consumption and maintenance of personal hygiene and campus hygiene. Repeated overseeing has made the overseers as well as the students to become hygiene-conscious. I am sure this habituated sense of hygiene will gradually extend to families and eventually to community.

Another value venture is called Express: Examinations Preparedness Systems for students, especially for the slow learners. It is the moral responsibility of the HEIs to provide extra care for slow learner and remedial sessions are arranged for academic success. A series of interactive sessions were arranged where me, the Principal and the senior faculty detailed on the nuances factors that might contribute to the positive mental uplifting of the said students. I picturised the concept of Mind Mapping with suitable examples to remember facts and details like Association of letters and ideas. I have coordinated the senior faculty and decided upon areas that would prove helpful to the learners. The range of topics spread over 'Physical and Mental Fitness for Exams', 'Lets Learn Science', 'Me and My Strength', 'You can Win', 'Enjoy your Exam' and Examination Rules – Do's and Don'ts. These are, I consider, very significant for physical and mental up keeping and this initiative, periodically followed would cement the personal value system to stand firm on one's own feet and to excel in every path offline.

Values are the only valuable things that can stand by a person in sun or rain. These two are only examples but the rest of the initiatives become a hidden part of the broader and wider curriculum. The emergence of concrete value-oriented today's students and tomorrow's citizens is an accomplishment by itself and the sense of satisfaction one cherishes is worth a life-time achievement.

38. INNOVATIVE TEACHING AND LEARNING PRACTICES IN HIGHER EDUCATION

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Abstract:

Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn. In today's world there are number of things to learn and study through various kinds of means and modes of sources available. Advance pedagogy is the way to enhance teaching and learning performance. Different innovative teaching methods are now in use across the globe. Hybrid teaching includes e - learning in addition to the face to face teaching. Use of technology and multimedia is described in details. Advances in the technology, that too in the digital world is leading us the way more to use and utilize the means of education through which we can access and learn the education in any which place, or time as we want and how much or what exactly we want to learn without the need to have a teacher's presence in front of them. Innovative teaching and learning methodologies such as short lecture, simulation, role-playing and problem-based learning (PBL) are very useful in addressing the rapid technological advances and developing workplaces that will be required in the foreseeable future. The present paper throw light on various teaching learning innovative process to enhance the quality of higher education system.

KEYWORDS: - Innovative teaching and learning, Short lecture, role play, Problem base learning(PBL).

INTRODUCTION: -

Teaching strategies encourage students to use their imagination to dig deep when engaging with the content of the lesson. The students are actively involved with the learning and can work with their peers in collaborative groups to showcase their learning. Many of these strategies take students to levels of learning they never thought possible. The students actively seek the information from different way and don't want to just sit and receive the information from a lecture or workshop. Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to construct explanations. When students argue in scientific ways, they learn how to take turns, listen actively, and respond constructively to others. Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately. The innovative classroom is a potentially powerful teaching and learning in which new practices and new relationships can make significant contributions to learning. In order to

harness the power this creates in education, instructors must be trained not only to use technology but also to shift the ways in which they organize and deliver material. Making this shift can increase the potential for learners to take charge of their own learning process and facilitate the development of a sense of community among them.

Review of Literature:

Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, improve conceptual understanding, and increase motivation. Remote access to specialized equipment, first developed for scientists and university students, is now expanding to trainee teachers and school students. A remote lab typically consists of apparatus or equipment, robotic arms to operate it, and cameras that provide views of the experiments as they unfold. All learners are different. However, most educational presentations and materials are the same for all. This creates a learning problem, by putting a burden on the learner to figure out how to engage with the content. It means that some learners will be bored, others will be lost, and very few are likely to discover paths through the content that result in optimal learning. Adaptive teaching offers a solution to this problem. It uses data about a learner's previous and current learning to create a personalized path through educational content.

Objectives of the Study:

1. To understand the different methods of learning
2. To highlight the innovative techniques of teaching learning process.

Methodology:

The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

VARIOUS MULTIMEDIA TOOLS

Tools	METHODS	Metaphor
Ms. PowerPoint, Astound Graphics and Flash Slide Show Software	Easy to prepare and it can be prepared with many of the popular multimedia elements like graphs, sound and video.	SLIDE BASED
Macromedia, Flash	Presentation is created using icons to represent different media elements and placed in a flow line.	ICON BASED
Windows Movie Maker, Macromedia Director	Presentation is created using moviemaking concepts of casts, sounds, pictures and scores	MOVIES BASED

Adobe Acrobat Reader	Easy to prepare and with word documents if you have Acrobat Reader with many popular multimedia elements like graphs sound and charts	BOOK BASED

Elements in Teaching Learning Process

- Inquiry-Base learning

Inquiry-based learning is one of the most powerful teaching strategies in the classroom because research tells us that students learn best when they construct their own meaning. Inquiry-based learning triggers student curiosity. Teachers act as facilitators during the inquiry-based learning process.

- QR Codes

QR (Quick Response) codes are easy to create and have multiple uses in classrooms at all levels. QR codes can lead students to information just by scanning the code on a student's digital device. In the classroom, students can use QR codes to:

- Check their answers.
- Vote on answers during class discussions.
- Extend information found in textbooks.
- Get survey information for math units on data.
- Participate in scavenger hunts.
- Access video tutorials on the material being tough.
- Link students directly to Google maps.

QR codes allow students to access information without leaving their seat.

Students can even generate QR codes to showcase their learning with peers and parents.

- Project-Based Learning

Research confirms that project-based learning (PBL) is an effective and enjoyable way to learn. PBL also develops deeper learning competencies required for success in college, career, and life.

Project-based learning uses real-world scenarios, challenges, and problems to engage students in critical thinking, problem solving, teamwork, and self-management. Once students solve the problem or challenge, they present their solutions. The problems students solve can be presented to community leaders to solve problems in their own community.

PBL uses collaboration, digital tools, and problem-solving skills to come up with a solution to the problem presented.

PBL makes school more engaging for students PBL improves learning

PBL provides opportunities for students to use technology PBL makes teaching more enjoyable and rewarding

PBL connects students and schools with communities and the real world.

- Wisely Managed Classroom Technology

Many schools have become one-to-one schools, i.e., each student has his or her own technology item (typically a tablet or computer) to work with each day. In some districts, students can take the technology home to complete their homework.

There are many technologies used in the classroom. Teachers must use technology in a wisely managed way and with a variety of activities. Several activities that lead to student engagement are Google Docs, YouTube videos, Quiz let, and the Remind app. These innovative apps and websites can help teachers engage their students, remind them about upcoming assignments and homework, provide visual learning through videos, organize student learning, provide group collaboration, and provide check-ups on learning through games and online quizzes.

- Jigsaws

The jigsaw technique is a "tried and true" cooperative learning strategy that helps students create their own learning. Students are arranged in groups and assigned a different piece of information. In their groups, students learn the piece of information well enough to be able to teach it to another group of students.

When using this technique, students become experts on the learning as they teach their peers. Once all groups have learned their information, they are placed into new groups with members from each of the small groups.

Each group member shares the knowledge they gained in their informational group. This technique brings lessons to life and challenges students to create their own learning. This challenge engages students and encourages them to share their learning with others.

Each of the techniques in this article which are students' question, research, use technology, and create meaning from provided material & research. These techniques also useful to solve the problem, challenge themselves, and present their findings to others. Student engagement builds on curiosity, interest, passion, and attention.

- MINDMAP

Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once. It can also be effective mnemonics and remembering their shape and structure can provide the necessary to remember the informationwithin it. This would bring very high impact on the minds of the students about a concept of learning,

  - ✓ Creates clear understanding
  - ✓ PowerPoint can be used widely.
  - ✓ Innovative thinking improves
- Z TO AAPPROACH

This approach attempts to explain through the innovative part of a particular concept first and explain the effects of such way of teaching and learning. For example, in management subject - motivation is explained in a manner that the organization get extensive benefits out of using some

techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards.The teacher starts explaining what is promotion and explains what motivation theory in management. Another example we can try is that in accounting the Income statement and Balance Sheet can be explained first and later drawing their attention to double entry system of book keeping by using computer and their tools.

- Strength:
  - ✓ Make a particular concept clear
  - ✓ create long lasting memory / correlation of a concept
- weakness:
  - ✓ Take quite long time for a teacher to introduce a concept
  - ✓ Initial difficulty in understanding a particular concept will been countered.

CONCLUSION: -

Every best practice was once an innovation. As well, small innovations in practice happen daily in classrooms in order for educators to best serve our students. This could be modifications in reading programs that we create when working with students or being open to creating an entirely new way to teach a concept that serves individuals in a way that was better than before. Any teaching method without destroying the objective could be considered as innovative methods of teaching. There searchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. There are a number of ways that teachers can bypass the system and offer students the tools and experiences that spur an innovative mindset.

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39. COGNITIVE IMPROVEMENT BY INTRIGUING E-LEARNING BASED ON ECLECTIC APPROACH AMONG GEN Z STUDENTS

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Abstract:

Internet milieu has created a hyper cognitive generation who get connected to the borderless world. The teaching practices should also be rationalized to meet the urge of the internet generation. Eclectic approach is a method of using different teaching methods and adapted to suit the requirement of the learners. E-learning helps to attain the knowledge that is predominantly facilitated and distributed by electronic means. The study aims at finding the cognitive improvement by intriguing *e-learning* based on eclectic approach including Bloom's Verbatim among the gen Z students. Second year students of Sri Krishna Arts and Science College students were included for this research. **Before Test** was conducted at the 1st semester of the college, where the students underwent the basic cognitive test related to the cognitive components based on Bloom's verbatim as Remembering, Understanding and Analyzing. **Intervention:** After identifying the learning need in the Before test condition, the implementation of interventions for 3 semesters on eclectic approach in the form of Auditory and Visual Learning techniques, engagement of club activities, training and field exposure was done. **After Test tool:** At the 3rd semester the students undergo the test designed similar to the before test. Before test scores and the After test scores was manually entered in the SPSS and the differences analyzed. Mean value, Standard Deviation and t-Test was implied and the results were found with the significance of **0.05 level**. It is concluded that the intervention program designed based on the eclectic approach of e-*learning* modules with Bloom's Verbatim was found to be effective.

Key Words: Cognitive improvement, Eclectic approach, e- learning, Gen Z, Bloom's Verbatim

1. INTRODUCTION

Cognitive development refers to the improvement in functioning of all cognitive aspects such as thinking, judgment, decision making skills, memory etc.,

Eclectic approach is a method of borrowing different teaching methods and adapted to suit the requirement of the learners. Eclecticism is a teaching mechanism escorting the teacher beyond the borders of one particular strategy in order to integrate a number of different methodologies, principles with respect to the needs of the learners. (Lazarus &Beutler, 1993). In simple words,

Eclectic approach gives more importance to the needs of the learners by developing a teaching method that is in accordance with their needs. The variety of activities, elevated amount of student's interaction and active learning, objective correlative and quick results are the predominant features of the method (Kumar 2013) .The application of the eclectic method to the context of adult learning is timely appropriate as motivation, language retention and participation and has become continuously observed as low in operation, in most of the occasions irrespective of their geographical and demographic situations.

Unlike the traditional teaching methods that uniformly treat all learners alike in a group, the eclectic approach is more flexible towards the individual differences among students, allowing teacher to have a "one –on-one dialogue" with students (Akdeniz 2016). Further, eclectic method is not just a "concrete" method but a productive combination of methods or strategies to address listening, speaking, reading and writing skills all together in to a harmonious whole (Kumar 2013,Hammerly 1985, Sharma 2008). Eclectic approach thus implies that learners have the freedom to choose rather than teacher centered. It has also been known for cognitive development.

Wentling et al (2014) the term **e-learning** refers to the attainment and use of knowledge that are predominantly facilitated and distributed by **electronic** means. E-learning platform has more learning concepts and incorporates a blend of teaching and assessment tools that may include video clips, direct instructions, gaming elements, and social media.

Gen Z is the true digital native. From their early childhood, students have been exposed to the internet, to social networks, and to the mobile systems. This milieu has produced a hyper cognitive generation who craves for technology and enhanced learning opportunities that uses virtually enhanced methods of teaching. Generation Z students are digital integrators who get connected to a borderless world and have visuals and videos as their norms to communicate. In this scenario, teachers must communicate in new ways with language that engages and communicates the content to the student in an understandable way.

The Gen Z classroom should be organized in a way that,

- It has more opportunities for hands-on learning
- It lets students follow their curiosities
- It uses more technology in the classroom
- It has more of a focus on creativity in the classroom

Significance of the study:

The present era is far away from the dogmatic adherence, especially in the implementation of the education methods. To harmonize the conflicts in the educational setup with generation Z students, *e- learning* techniques should be introduced with the eclectic approach. The present study aims at finding the cognitive improvement through intriguing *e- learning* techniques through eclectic approach among Gen Z students of Sri Krishna Arts and Science College, Coimbatore Tamilnadu.

2.0 REVIEW OF LITERATURE

Wu, C. & Liu, CF (2015) proposed a research model to describe the effects of technology acceptance behavior and innovation diffusion behavior on e-teaching/Learning System adoption for elementary school instructors. First, compatibility is unlikely a factor for both-styled subjects to explain the adoption attitude of e-teaching/Learning style due to the set technological education policy and strategy. It was found that Cognitive style likely moderates the effect of ease of use on the adoption attitude for the analysis-styled subjects.

Drigas A,&Karyotaki M (2012) conducted a study on technology in coordination with a concrete pedagogical framework which may provide students and teachers flexible, engaging, cost-effective and above all, personalized learning experiences, which focus on the adoption of the 21st century cognitive skills into the actual learning process. Such higher order thinking skills entail critical thinking, problem solving, independent inquiry, creativity, communication, collaboration, digital literacy. Therefore, technologically-supported educational environments aim at self-regulated and inquisitive, constructivist, knowledge building rather than knowledge accumulation.

HebaEL- Deghaidy and Ahmed Nouby (2007) study the effectiveness of a blended e-learning cooperative approach on Pre-Service Teacher's achievement, attitudes towards e-learning and cooperativeness. Pre and post-tools were administered to participants in the two groups in a quasi experimental design. The findings suggest that PSTs in the experimental group have higher achievement levels in their post-overall-course-test, 'comprehensive-score', and attitudes towards e-learning environments compared to those of the control group.

3.0 Methodology

This study on Cognitive Improvement by intriguing *e- learning* based on eclectic approach among Gen z students has adopted the following methodology which focuses on the systematic procedure and techniques used to collect the data, store, analyze and present information.

3.0 Objective:

1. To assess the cognitive level of the students after the first level intervention in the college and finding their learning need (to develop an effective learning strategy) **[Before test]**
2. To design the *e learning* module based on the learning needs of the students (implementing the eclectic approach as an intervention)**[Intervention]**
3. To assess the outcome of the implemented ICT and eclectic approaches. **[After test]**
4. To compare the results of Before test and After test.

3.1 Hypothesis:

5. There is a significant cognitive improvement in the Bloom's verbatim understanding after the intervention of *e-learning*
6. There is a significant cognitive improvement in the Bloom's verbatim remembering after the intervention of *e-learning*

7. There is a significant cognitive improvement in the Bloom's verbatim Analyzing after the intervention of *e-learning*

3.2 Sample:

Students of Sri Krishna College of Arts and Science in their Second year of college –

(n= <2000)- Purposive Sampling method

3.4 Experimental Design and Procedure:

Before test: At the entry level of the college, after a week of orientation, the students undergo the basic cognitive test related to the cognitive components such as **Remembering, Understanding and Analyzing**. Test materials were designed according to their choice of course.

Intervention: After identifying the learning need in the Before test condition, the implementation of interventions for 3 semesters on eclectic approach in the form of **Auditory Learning techniques, Visual Learning techniques, engagement of club activities, training and field exposure.**

After Test tool: At the 3rd semester the students undergo the test designed with relevance to the concepts that include **Remembering, Understanding and Analyzing,** which is designed similar to the Before test.

3.5 Statistical Analysis:

Before test scores and the After test scores will be manually entered in the SPSS and the differences will be analyzed. Mean value, Standard Deviation and t- Test will be implied to find the appropriate difference between the Before test and After test.

4.0 Result and Analysis

Statistical techniques serve the fundamental purpose of the description and inferential analysis (Agarwal, 1990). In order to test the hypothesis and for assessing the present study, mean, standard deviation and t- test were used.

Table 1: Bloom's verbatim Understanding, Remembering and Analyzing Cognitive skills- Mean and SD value of the students Before the Intervention.

Bloom's verbatim	Mean value	Std. Deviation(SD)
Remembering	29.08	4.681
Understanding	25.00	6.455

Analyzing	18.43	5.912

The above table shows the Before Test: Mean value and Standard deviation for the Remembering Understanding, and Analyzing Bloom's verbatim. It is found that the mean value for Remembering is found to be 29.08 , which is high when compared to Understanding and Analyzing which are 25.00and18.43 respectively, the standard deviation is found to be 4.681, 6.455 and 5.912 for Remembering, understanding and Analyzing respectively. Among the three verbatim, the Remembering scores are found to be high and less deviated

Figure 1 Shows the bar diagram of Remembering, Understanding and Analyzing Cognitive skills mean score of the Before the intervention test.

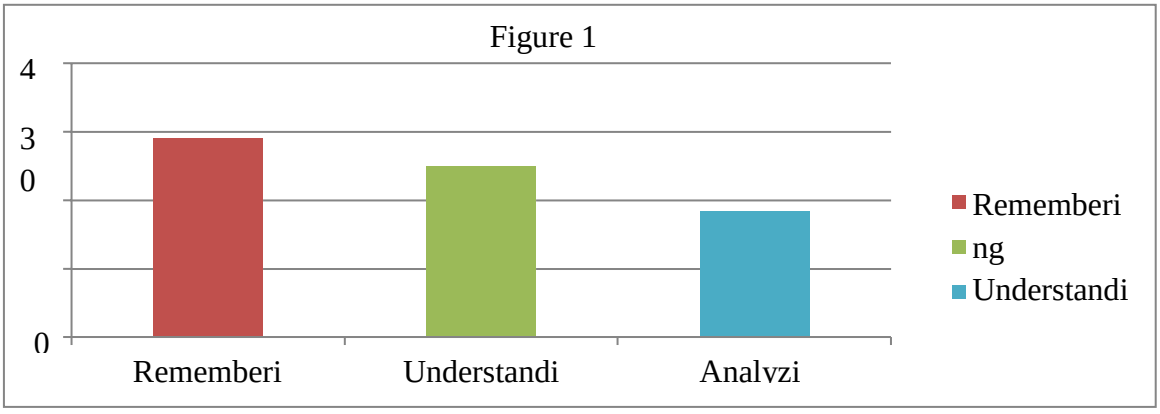

Figure 1 explains the column graph for the three important cognitive skills Remembering, Understanding and Analyzing of the students before the intervention

Table 2 : Bloom's verbatim Understanding, Remembering and Analyzing Cognitive skills- Mean and SD value of the students After the Intervention.

Bloom's verbatim	Mean value	Std. Deviation
Remembering	34.43	2.699
Understanding	29.43	4.198
Analyzing	21.85	3.444

The above table shows the After the intervention mean value and Standard deviation for the remembering understanding, and analyzing verbatim. It is found that the mean value for Remembering is found to be 34.34,which is high when compared to Understanding and Analyzing which are 29.43 and 21.85 respectively, the standard deviation is found to be 2.699, 4.198 and 3.444 for Remembering, Understanding and Analyzing respectively. Among the three verbatim, the Remembering mean scores are found to be high and less in standard deviation compared to the other two aspects.

Figure 2 Shows the bar diagram of remembering understanding and Analyzing Cognitive skills mean score of the After Test

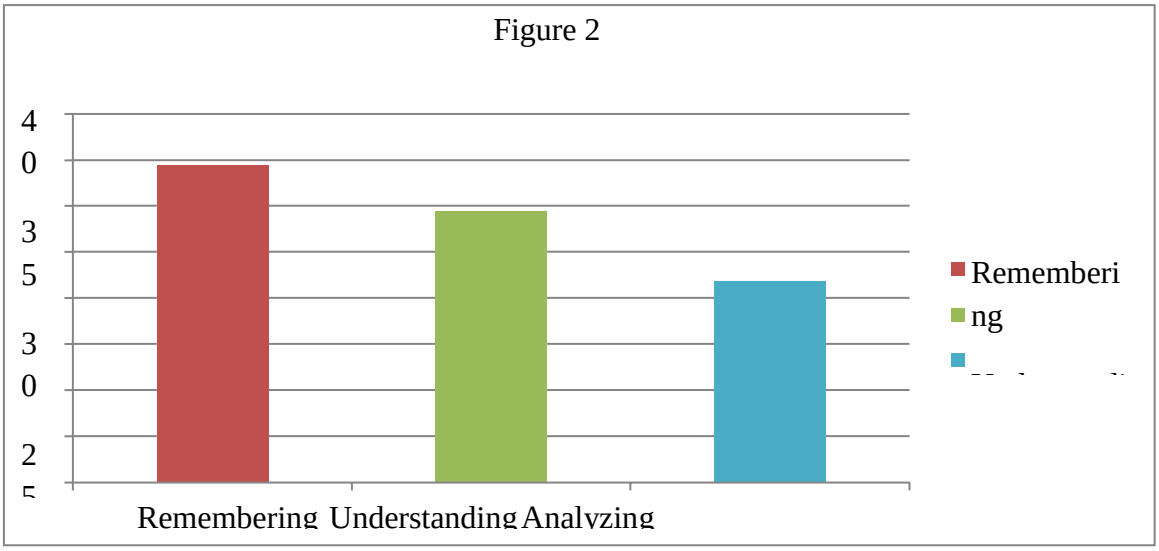

Figure 2 figure out the column graph for the three important cognitive skills Remembering, Understanding and Analyzing of the students After the intervention

Table 3 shows the t-Test value for the Bloom's verbatim Understanding, for the Before Test and After Test.

Bloom's verbatim	Test	Mean value	Std. Deviation	t- Test Value
Remembering	Before test	29.08	4.681	0.013*

	After test	34.43	2.699	

(P = 0.05)

The above table explains the mean value for before and after test of the Remembering Skills mean value of the Students for the Before test and After test. The t-test value is obtained for the before and after test, which is **0.013** which is lesser than the p value and it is found to be significant. The mean value for the Remembering Cognitive skills has been increased after the intervention of *e-learning* modules based on eclectic approach. It is understood that the intervention program has increased the Remembering Cognitive skills of the students and the eclectic approach that has yielded a significant positive outcome. This shows that the hypothesis 1 is proved(accepted).

Figure 3 Shows the bar diagram of Remembering Cognitive skills Mean score of the Before and After Test

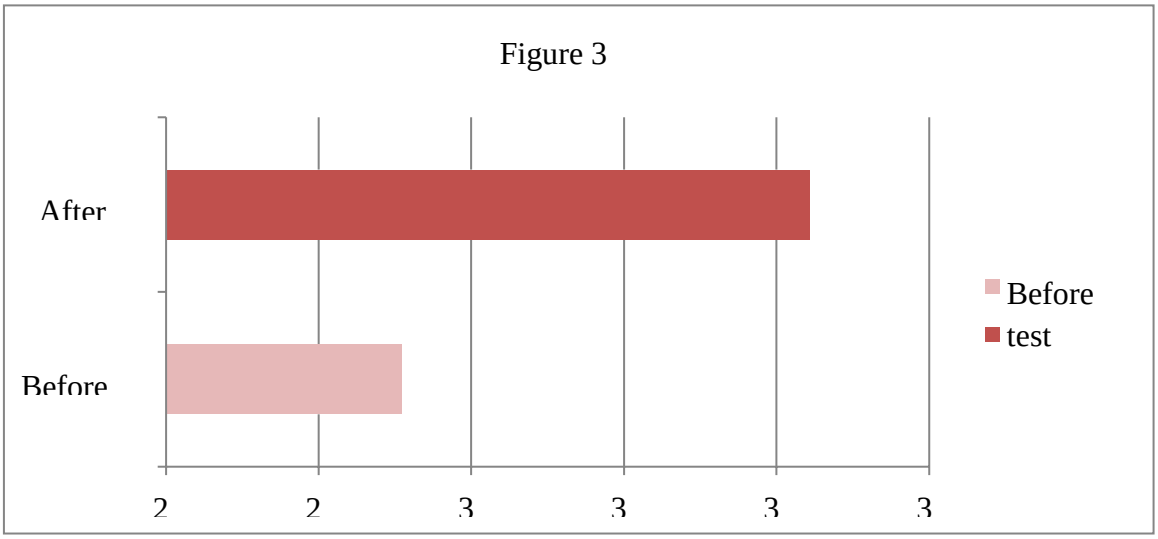

Figure 3 demonstrates the bar graph for the Remembering cognitive skills of the students for before and after the intervention.

Table 4 shows the t-Test value for the Bloom's verbatim Rememberingfor the Before Test and After Test.

Bloom's verbatim	Test	Mean value	Std. Deviation	t- Test Value
Understanding	Before test	25.00	6.455	0.013*
	After test	29.43	4.198	

(P = 0.05)

Table 4 gives the mean value for before and after test of the Understanding Skills mean value of the Students for the Before test and After test. The t-test value is obtained for the before and after test, which is **0.013,** this is lesser than the p value thus it is found to be significant. The mean value for the Understanding Cognitive skills has been increased after the intervention of *e-learning* modules based on eclectic approach. It is understood that the intervention program has increased the Understanding Cognitive skills of the students and the eclectic approach that has yielded a significant positive outcome. This shows that the hypothesis 2 is proved (accepted).

Figure 4 Shows the bar diagram of Understanding Cognitive skills Mean score of the Before and After Test

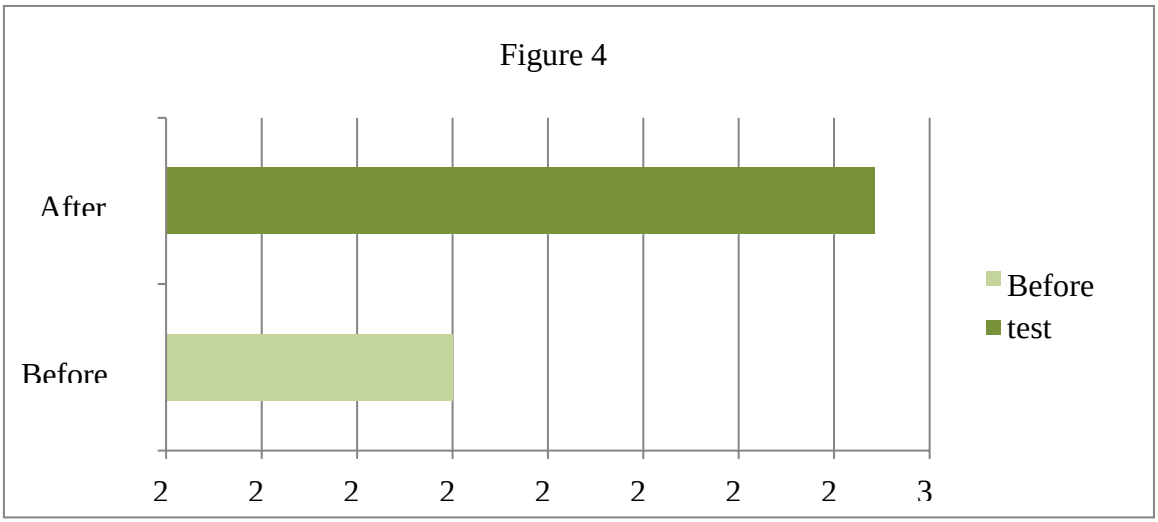

Figure 4 displays the bar graph for the Understanding cognitive skills of the students for the before and after the intervention.

Table 5 shows the t-Test value for the Bloom's verbatim Analyzing for the Before Test and After Test.

Bloom's verbatim	Test	Mean value	Std. Deviation	t- Test Value
Analyzing	Before test	18.43	5.912	0.049*
	After test	21.85	3.444	

(P = 0.05)

Table 5 shows the mean value for before and after test of the Analyzing Skills, mean value of the Students for the Before test and After test. The t-test value is obtained for the before and after test, which is **0.049,** which is lesser than the p value and it is found to be significant. The mean value for the Analyzing Cognitive skills has been increased after the intervention of *e-learning* modules

based on eclectic approach. It is understood that the intervention program has increased the Analyzing Cognitive skills of the students and the eclectic approach that has yielded a significant positive outcome. This shows that the hypothesis 3 is proved (accepted).

Figure 5 Shows the bar diagram of Analyzing Cognitive skills Mean score of the Before and After Test

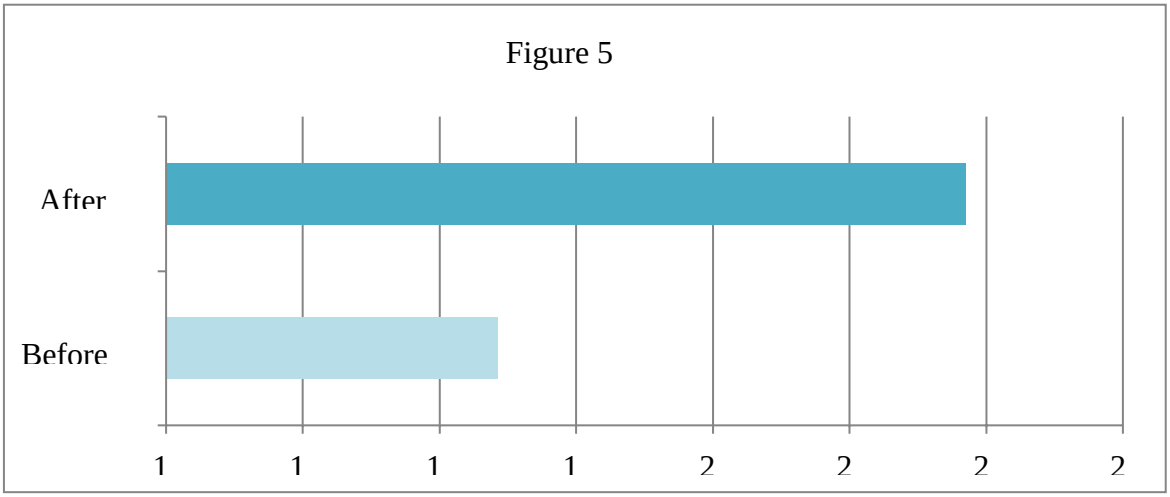

Figure 4 exhibit the bar graph for the Analyzing cognitive skills of the students for the before and after the intervention.

Summary and Conclusion

The present study was aimed to find out the cognitive improvement through successfully intervening *e- learning* module based on the eclectic approach. The sample for this study is second year undergraduate students of Sri Krishna Arts and Science College. It is an intervention study where, the students were included for the before test and then interventions were designed based on the eclectic approach through e-*learning* modules and later the after test results were compared using appropriate Statistical Package for the Social Sciences (SPSS) 16.0; Mean value, Standard deviation and t- test were employed.

Three hypotheses were framed, the result findings reveals that there were significant difference between the before test and after test (after intervention). Thus all the three hypotheses were proved and accepted.

It is concluded that the intervention program designed based on the eclectic approach which was intervened through e-*learning* modules was successful in improving the cognitive skills especially the Bloom's Verbatim such as Remembering, Understanding and Analyzing Cognitive skills of the Second year Undergraduate students.

Implication

It can be implied that the understanding of students in the entry level of their course of study and preparing an eclectic approach and intervening those approaches through e- learning module will be useful for the students to improve their cognitive skills.

Recommendation:

1. This type of interventional study can be used to establish the advanced e-*learning* approaches in many Institutions.
2. Gen Z students will be more benefited because of intervening such eclectic approaches in *e- learning* schedules.

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40. HIGHER EDUCATION FOR URBAN AND RURAL CONNECT

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ABSTRACT:

Education plays a remarkable role in the economic development of any country. Over the last decade, despite the fact that there has been remarkable progress in Indian higher education system, there are a number of problems plaguing our system and one of them is that of inequalities, more specifically between rural and urban systems of higher education.

There are a number of problems facing rural higher education. They include inadequate quality institution, low Gross Enrolment Ratio, High level of dropouts, high cost of education, lack of equality, too much political intervention and bureaucratic inertia, absence of stringent enforcement measures, inadequate infrastructure and absence of competent and qualified faculty.

The gross disparity is evident when we compare the urban and rural higher education. While the GER in case of urban higher education is slightly higher than the minimum prescribed as a pre-requisite for socio-economic development, the rural areas portray a dismal picture. The gross enrolment is even worse in case of females.

With majority of our population living in rural areas, remedial measures have to be introduced on a priority basis. These could include improving the quality of education, creation of social and economic awareness to tackle dropouts, supplementing public funding and promotion of research. The task is difficult but not more equitable prospects.

INTRODUCTION

What is basic education?

The whole range of education activities that take place in different settings and that aim to meet basic learning needs as defined in the world declaration on education for all. It thus comprise both formal schooling as well as wide variety of non-formal and in formal public and private education all activities offered to meet the defined basic learning needs of groups of people of all ages.

Education is indispensable for the development and prosperity of both the society and nation. It provides skills and development for effective employment in the future. India's higher education has exhibited remarkable development over the last decade, to become one of the largest systems in

the world. However, there are a number of problems plaguing our system of higher education and one of them is inequalities.

PROBLEM FACING RURAL HIGHER EDUCATION

The most important problems of rural higher education in India is lack of adequate quality institution.
Providing access to higher education is one of the major problems confronting our systems.
Dropouts
Equality
There are severe quality constraints in rural education.
Important obstacle is the high cost of education.
There is absence of adequate infrastructure.
Existing problem is providing faculty. The quality of teaching depends on the quality of teaching faculty. One of the requisite condition for quality education is the existence of adequate qualified faculty. Quality teachers always prefer better colleges in terms of better input, standard teacher student ratio, better physical facilities, etc. This dissuades competent and qualified faculty from seeking employment in rural areas.

RURALDEVELOPMENT

Encompasses agriculture, education, infrastructure, and health, capacity building for other than on farm employment, rural institutions and the needs of vulnerable groups. Rural Development aims at improving rural people's livelihoods in an equitable and sustainable manner, both socially and environmentally through better access to asset and services and control over production capital that enable them to improve their livelihood on a sustainable and equitable basis.

Education in rural areas take place at many different levels, from multi-grade primary schools to agricultural universities .In many countries social change and economic development have been organized by providing not only basic education which is acknowledged as a priority but also specific training to improve techniques employed in the rural economy. Furthermore recent work on social capital shows that knowledge constitutes a key element for strengthening rural communities and facilitating their adaptation to change.

Today globalization is posing new challenges to the improvement of living condition of rural dwellers. This situation has profound impact on agricultural income and hence on the living condition of rural population and on rural poverty. The current situation and trends connected with globalization and the changing rural environment call for new responses.

It is accepted that farmers with basic education are more likely to adopt new technology and become more productive with basic education they are better equipped to make more informed decisions for their lives and for their communities and to be active participants in promoting the economic, social and cultural dimensions of development. It is equally accepted that excess rural labour has to find work outside the farm, whether in rural or urban settings and that without basic literacy and numeracy, individuals are unlikely to be hired for anything more than basic wage labour.

In rural areas of low income countries the problem of access to education is acute and in order to take on the enormous challenges involved in providing education for all, more holistic view of education is needed. In particular the issue of educational development in rural areas cannot be properly addressed without mentioning the upheavals that have occurred in the agricultural milieu. The fact is that this milieu has changed a lot as reflected for instance by the shift in rural labour market towards non - farm employment and by the persistence or developing of rural poverty.

REMEDIAL MEASURES

With the entry of Globalization along with Liberalization and Privatization there is urgent need for making available various policies, programs and facilities in higher education and this requires giving equal attention to the rural areas. It is therefore essential that we take a feed-back from the rural students, about the awareness and utilization of facilities introduced from time to time, as also to check the status of the availability of these facilities in the institutions where they are enrolled. As seen earlier Indian system of higher education has increased by leaps and bounds, but unfortunately it has not been accompanied by improvement in the quality imparted. The situation is worse in the rural areas. All plans for expansion must lay emphasis on improving the quality of education. In this context, one can mention the need for establishing high quality higher educational institutions with respect to general education, Professional education and agricultural colleges in the rural areas. Care must be taken to develop skills of teachers for improving teaching learning transaction, creating a conducive academic environment, improving infrastructure, and introducing technology enabled learning wherever possible. Financial Paucity is an important impediment affecting higher education in general and rural education in particular. Education is essentially a merit good. With increasing demand for higher education the government may not be in a position to cater to all the needs. Therefore, steps have to be taken to supplement government efforts. Keeping in mind the humble background of rural students efforts have to be made to provide education available at subsidized rates. This will help in addressing two crucial issues namely assess and equity. The most important task is that of tackling the problem of rural dropouts. This calls for creation of a social awareness of the advantages of seeking and completing higher education and its repercussions on the future generations. A sense of awakening has to be generated, where the rural population is made to realize the significance of female education and the resulting employment prospects. This will help us in tackling the two basic problems of poverty and population explosion.

Research plays an important role in the economic development of any country and rural higher education is no exception to the rule. Providing for comprehensive study and innovation is a necessary ingredient of progress of a nation. Therefore the need arises for the establishment of research centres in the rural areas.

CONCLUSION

Thus though there has been massive expansion of higher education in India, it has not been able to cope with the task of catering to India’s teeming millions. Today rural higher education is characterized by low enrolment, poor completion rates leading to large scale dropouts. According to UNESCO a minimum GER of 20% is required for rapid socio-economic development. While the

urban sector fulfils this condition, it is woefully short in the rural areas, where majority of Indian population resides.

Therefore special efforts have to be made to address this problem. There has been growth in the number of educational institutions, but the gap in rural-urban disparities, regional disparities, inadequate infrastructure etc seem to be widening. Thus a number of problems are inflicting our system of higher education. Resolving these issues is a Herculean but not an impossible task. Various Committees have been appointed in India to look into India's system of Higher Education. If we start implementing these recommendations, a way can be initiated for moving higher education in the correct direction with the passing time.

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41. CURRICULA FOR TOMORROW WITH EMERGING CHANGES ININDIAN HIGHER EDUCATIONAL SYSTEM

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Abstract:

Education is the weapon which can be used to change the world. Education is a national agenda and curriculum is the catalytic tool that can transform the future of India. In our nation, there is an unprecedented demand for quality higher education for producing employable, exceptionally performing graduates qualified with skills, knowledge and ethics essential for leading a rewarding life and it is with this aim, the paper attempts to illustrate the Curricula for Tomorrow. A centred educational system with a distinctive research based approach and innovative practices can be adopted in the higher education sectors to prepare our youth to meet the variety of present and future challenges. The application oriented curricula serves the purpose by pointing the way towards building nation of scholarly enquiry that challenge the divisions between research and teaching. It should have a core educational principle that the students should learn predominantly through research and critical enquiry, rather than by passively receiving the accepted knowledge. The underpinning motif reflects on a value-based, philosophical commitment to the advancement of global human knowledge, understanding and wellbeing. This paper shines a light on different perspectives of curricula offering insights into the ways of enriching students learning experiences.

Keywords: curriculum, employable, innovative, research, scholarly

Introduction

Higher Education and Curricula for Tomorrow should envision a centered educational system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It should emphasize the criticality of early childhood education and the persistence of its advantages throughout an individual's life. The new curricula should envisage new pedagogical structure for school education that is responsive and relevant to the needs and interests of learners at different stages of their development. India has had a long and illustrious history of holistic education. The aim of education in ancient India was not just the acquisition of knowledge, as preparation for life in this world or for life beyond schooling, but for complete realisation and liberation of the self. According to Swami Vivekananda, *"Education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more*

education than any man who has got by heart a whole library. If education is identical with information, the libraries are the greatest sages of the world and encyclopedia are the greatest Rishis".

Current Status of Higher Education in India

India has over 250 million school going students, more than any other country. It also has one of the largest networks of higher education institutions in the world. Number of colleges and universities in India reached 41,901 and 993, respectively in 2017-18. India had 36.64 million students enrolled in higher education in 2017-18. Gross Enrolment Ratio in higher education reached 25.8 per cent in 2017-18. In December 2018, the government of India published that

3.43 million candidates had enrolled in the *Pradhan MantriKaushalVikasYojana* (PMKVY) 2016-20 scheme. Up to January 24, 2019 as many as 2.52 million candidates were trained under the scheme's Short-Term Training (STT).

Current Indian Higher Education System

The present education system has changed what it was a decade or a couple of decades ago; here are a few highlights of the present education system:

Technology:

The advancement in the technologies introduced in Indian education system inmany educational institutions and universities in learning such as internet connections, interaction between teachers and students across the globe has made education easy.

Unlimited choice

Earlier there were only limited career options in contrast to the vast field ahead of them at present to explore in any subject they feel like. The creative and unique talents are recognized and wide opportunities are ready to embrace the ones who are ready to work hard and extend dedicated service.

Investment in Education

The cost of education has multiplied several times than early years in both Government or private schools and colleges. moneyis being flown endlessly for the betterment of students. The parents of current generation are willingly investing in the education of their children to reap the profit inlater life luxuriously. It hence is interpreted that people have realized that 'Education is the best investment.

Entry of International Private Schools

The introduction of international schools in private sector has brought with it a significant change in the education system. I has paved way for enabling Indian students to prepare themselves and compete with international students. It gives them necessary exposure and confidence to on an international platform. Thus the education system in India has seen many ups and downs, but at the

same time it has produced some brilliant gems, who are raising the flags of India across globe. At present, higher education sector witnesses spending of over Rs 46,200 crore (US$ 6.93 billion), and it is expected to grow at an average annual rate of over 18 per cent to reach Rs 232,500 crore (US$ 34.87 billion) in next 10years.

Government Initiatives to Connect Higher Education in Rural with Urban

Over the last decade, though the country is recording remarkable progress in its higher education system. Inequalities between rural urban systems of higher education is hindering its progress which includes, low Gross Enrolment Ratio, high level of dropouts, increased cost of education, inadequate quality institutions, heavy political intervention, lack of stringent enforcement measures, inadequate infrastructure and absence of competent and qualified faculty. Further though the Government take initiatives to improve the connectivity between rural population with Higher Education in Urban area, the student's choice of college depends on many influencing factors such as their affordability to spend on college education, and the social status of their residential place. The gross enrolment is worse in case of females. A popular statistics on GER states that the female participation in Higher Education for All Categories is 97 per 100 males and for Scheduled Casts(SCs) and Scheduled Tribes(STs) it is 96 and 87 per 100 males respectively. India has its majority of population in rural areas and hence the Government is forced to make revolution in its educational policy prioritizing the quality of education, creating awareness among the rural society to curtail the drop outs, promote research and so on to achieve better and more equitable prospects.

Government Initiatives on Rural and Urban connectivity in Higher Education

The University Grants Commission Chairman Prof, D,P. Singh stated on 20.12.2019 that the UGC has set a target to increase the Gross Enrolment Ratio (GER) in higher education to 30 per cent by 2020 from the present 25.4 per cent. The number of students enrolled in the higher education system has improved to 3.66 crores (25.4 percent)in 2017-18. It aims at achieving 30 percent by 2020. UGC has also recently chalked out some objectives for improving the quality of learning in higher education institutions (HEIs)."The objectives include regular revision of curriculum with clearly specified learning outcomes and soft skills, enabling youth to secure access to employment/self-employment, developing social-industry connect availability of motivated teachers and accreditation to ensure qualitative self- improvement in HEIs.

The Government of India is working on the draft of the New Education Policy to address the changing dynamics in the education industry of the country as per the requirement of the population. It recommends the Institutions of national importance', to have their rights to establish public-private partnerships and collaborate with research labs across the country. As per the Union Budget 2019-20, under the *Pradhan MantriGramin* Digital *SakshartaAbhiyan* (PMGDISHA), over 2 crore rural Indians have been made digitally literate.

Consistent Education System

The curricula has to be crafted in accordance with a consistent education system for each and every citizen of India to instigate the ability to contribute to many growing developmental imperatives of this country and thereby creating a just and equitable society. Students must not only develop

'higher-order' cognitive skills such as critical thinking and problem solving competency but also social and emotional competencies including cultural awareness and empathy, perseverance and grit, teamwork and leadership.

Integrated Curriculum

The curricula should be designed to develop language proficiency, scientific temper, sense of aesthetics, ethical reasoning, digital literacy, knowledge of India, and the current affairs. Curriculum should be integrated with academic and vocational streams. 'LokVidya' knowledge developed in India made accessible to students through integration into vocational education courses. The curriculum should be flexible and give space for experiential learning, analysis and reflection. Assessments can be done by testing core concepts and skills with higher order capacities. It should appropriately integrate technology into all levels of education to improve teaching, learning and evaluation. The prevalent examination-driven education encourages only narrow and selective reading and rote learning, which ultimately leads to deficit in actual learning.

The curricula are to be framed in a way to assess students not only on academic aspects but also on broad capacities and dispositions. Internationalization of education should be facilitated in the curriculum ensuring broad based competencies. Professional education should be integrated in the higher education curriculum. Focus should be on the multidisciplinary courses with emerging technologies rather than on the conventional disciplines. The success of any effort to foster quality education is dependent upon the quality of the faculty; they are the torchbearers of change. They should be empowered to make curricular choices for their courses and pursue research with academic freedom. There is a significant need for a shift from teacher-centric to learner-centric pedagogies, and from passive to active / participatory pedagogies.

Life Skills Programme

Life Skills programme should be included in the curriculum to inculcate universal human values with a focus on emotional and intellectual competencies; to overcome stress and to manage personal and professional skills appropriately. The UGC has also announced the launch of a "life skills" (JeevanKaushal) programme in the curriculum for under-graduate courses across the country. The curriculum should encompass social responsibility and community engagement. It should bridge the gap between theory and practice by application oriented curriculum. It should promote deeper interactions between higher educational institutions and communities for identification and solutions of real-life problems in society.

The key outcomes that underpin curriculum planning and development include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. Every programme of study lends itself to the well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and experiment, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include, lectures supported by group tutorial work, practicum and field-based learning, the use of prescribed textbooks and e- learning resources and other self-study materials, open-ended project work, some of which may be team-based, activities designed to promote the

development of generic, transferable and subject-specific skills, and internship and visits to field sites, and industrial or other research facilities.

Future Perspective in Curricula

Learning is no longer restricted to formal structured programs. Learning throughout one's career to keep pace with new concepts has become a necessity. Young people have to think about the unknown of their own futures as well as the future of the entire world. However, it is more disturbing for the students when they realize that the world of the future will not be the one they know now. In order to help students to cope these perplexing dilemmas, education itself must change. It must become future oriented. This requires a future perspective in the curricula designed for the students. It should help students to acquire and integrate knowledge and the curricula should be designed with a new dimension with the ever increasing complexity of change. As Einstein said to a group of children *"Bear in mind that the wonderful things you learn in your schools is the work of many generations. All this is put into your hands as your inheritance in order that you may receive it, honor it, add to it, and one day faithfully hand it on to your children. Thus do we mortals achieve immortality in the permanent things that we create in common".*

The curricula for tomorrow must deal with a wide variety of phenomena ranging from the impact of technology to values. With the communications explosion, today's students are in touch with the entire globe. Only when we have a curriculum which helps the students be truly multidisciplinary, willing to act on their values, comfortable with change, and capable of thinking in terms of alternatives, only then we will have individuals who can make responsible decisions for both themselves and society. The above trends have led to new disruptive services like virtual classrooms, digital assessments, advanced learning tools, digital tutoring, adaptive learning and hybrid learning environment.

Universities have to revamp the curriculum making them more consumable, addressing the need for individualized learning, and promoting collaborative learning thatis better aligned to the job market. To deliver next generation needs, universities will have to invest in implementing or upgrading their aging technology infrastructure. This opens up opportunities for education service providers in the areas of Robots, artificial intelligence, automation – no longer the stuff of science fiction movies. Overwhelming evidence shows the shift in what the workforce needs is already underway and that it will continue to grow much larger in the future. All around the world, leaders from government and industry debate the future of work and the changes brought by technology and automation. Despite this, the world is not reacting fast enough to update our system of education. Debates about the future of education centers on changing how we teach, to embrace technology in the classroom, but there is almost no debate about changing what we teach. Any discussion of the future of work should go hand-in-hand with a discussion of the future of curriculum.

Conclusion

A nation that embraces Science and Technology as the engines of progress must run faster to keep pace with the explosive growth of knowledge. We are faced with the challenge of redefining a

foundational education to keep up with the evolution of skills required to solve problems, innovate and succeed. But, as a society, we are failing to meet that challenge and consequently failing to adequately prepare the next generation for the future. Our educational institutions should teach the curriculum of the future, not just the curriculum of the past. It should impart and strengthen the knowledge, skills and dispositions believed to be the best requisites of the future Industry and thereby empower the talent inherent in each learner. The curricula should be revamped and attuned with the need of the industry and the same to be reviewed and revised every year by adding the emerging technologies in consultation with industry.

These envisioned strategies will abet the New Education Policy 2019 which aimed to transform curriculum and pedagogy by 2022.The path breaking reforms in the curriculum will bring a paradigm shift with right competencies and capabilities by creating a reinvigorated educational system for a super powered India. Therefore, a curriculum should envisage creation, transmission, use and dissemination of knowledge by remaining consistent with India's traditions and value systems.

42. HIGHER EDUCATION FOR URBAN AND RURAL CONNECT

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ABSTRACT

Higher education contributes to the socio economic development of a country in a considerable manner. It is a focal point of knowledge, which paves way for the innovation and means for dealing with many societal and cultural issues in a country. Higher education is one of key drivers of growth performance, prosperity and competitiveness. UNESCO says its social role provides the link between the intellectual and educational role of universities on one hand and the development of society on the other. It also provides a link between rural and urban by improving the increased standard of living and the well being of the people.

INTRODUCTION

Higher education is a pertinent tool for enhancing quality of life, creating awareness and capability, increasing freedom, and improving overall holistic human development for the people and the nation. A well-supported, easily accessible education system is an efficient means to make people economically conscious, and thereby, make them actively participate in their economic prosperity and cultural development. As majority of the population live in rural areas, they have to move towards urban areas in order to explore the better opportunities in education. This creates unprecedented challenges and opportunities for education. Particularly at the time of arrival of mega cities, it's predicted that by 2030, two thirds of the world's population will live in cities, with only one third living in more rural locations. People in cities across the globe from each other, will have more in common and communicate more than with their fellow citizens living in rural areas.

ROLE OF HIGHER EDUCATION

Rural Education in India

Education is the means to acquire the present-day wisdom. Literate and educated people are a prerequisite for both preserving and developing the society. In rural India, access to education in various spheres such as social, political, economic, scientific and others can act as a catalyst to change. In today's rural India, many castes have successfully utilized education to break through social and cultural norms and also helped in their economic betterment.

Urban education in India

The education in rural schools is found to be less effective than the education in larger urban schools. Some conditions are often associated with rural schools: insufficient national standards insufficient resources lack of official support for transportation teachers and administrators. Rural schools fail to meet the national standards of Ministry of National Education in terms of student competences. The resources such as library, computers are insufficient to meet the needs of students in rural schools. Teachers and administrators are not provided with much opportunity to participate in professional development activities in rural areas. The geographic distance to the city center and lack of official support make it more difficult to appoint, recruit and retain well-trained teachers in rural areas

FOUR WAYS OF RURAL EDUCATION

1. The 'school vs. supporting family' dilemma

Across the world, the first step to improve students' education is to physically get them to school in the first place. In rural areas, a number of children drop out at the end of primary school to help support their families.

roviding nutrition

In most of the places, children do not miss school because they need to work but because they need to eat. Hunger still keeps millions of children out of school around the world.

Reducing teacher absenteeism

It is challenging enough to get children to school. Many countries also have to find ways to also get teachers to work as well.

Empowering students

It is difficult to find a balance between increasing the number of schools and increasing their quality. While having a higher education, number of smaller schools improves coverage but it stretches the supply of teachers.

TYPES OF URBAN AND RURAL CONNECT

Boat school

Boat schools are tackling the growing threat climate change poses to schools in areas which are been hit badly by flooding due to climate change, through their boatschool program. Bangladesh has in recent years, with up to two-thirds of the country being underwater at any one time.

Through providing boats, it is able to bring education to these at-risk communities. The boats either act as a substitute classroom or as a service to get children to their school if possible. For those who

use the boats as a substitute classroom, teachers are hired from the local community, creating floating schools during the monsoon seasons.

Committed to gender equality, the classes who use the boat schools are at least 50% female, making sure that when tackling the education-gap problem, girls don't get left behind. The local teacher on board the boat is also female and it is carefully hired someone from the community that the children are from in order to strengthen the bond between the teacher and the students, and community as a whole.

As a result of this, learning tends to happen both inside and outside of the classroom, and this gives parents the opportunity to get more involved and learn more about their child's education, helping to create a community who value education and understand its worth for their children.

Smart school alliance:

The Smart School Alliance approach uses an idea, where children teach themselves through having access to the internet, but keeps the structure of school. Teachers in metropolitan areas or who have special areas of expertise connect with rural schools involved and teach the children via video. This allows for children to receive the same or at least a similar level of education that their urban peers are receiving, closing the attainment gap between rural and urban.

The interconnected approach also encourages young people to connect, engage and learn from others across the entire world. This helps to instigate intercultural dialogue, a key skill for our times, when we are going to need to understand each other and collaborate together to tackle the issues facing our planet, such as climate change, migration and new technologies. Rural schools are connected with urban teachers and professionals through Smart School Alliance

Micro campus:

Children in cities can also benefit from learning and connecting with rural communities. Micro campus helps expat students to break out of their social bubble in order to truly connect with the country they now call home. Students spend a month living in a rural community of their host country and which heighten their intercultural understanding, including creating a short film where they document the histories of elderly residents.

CONCLUSION

At Present, huge steps had been taken such as creating boat schools to reach rural children impacted by climate change, to utilize the tools of the internet to give students the cultural understanding and global communication skills they need to thrive, to make sure that rural and urban children receive an equal education, there are people all over the world already creating the changes education needs.

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43. EMERGING TRENDS OF ICT IN HIGHER EDUCATION

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ABSTRACT:

The objective of the present paper is to provide better understanding and appreciation of the role of ICT in teaching and learning system. Changes in higher education environment and transforming mind set of the student and teachers are essential. Further top 10 global trends in higher education aregiven.

keywords:

Information, Communication and Technology, Higher education, environment, Teaching-Learning environment, Teachers role, Learners role, Curricula and delivery, Media application, Multimedia.

INTRODUCTION:

Institutes of higher education play a vital role in the industrial, social, economic and cultural development of any nation. Since independence the higher education sector in India has witnessed a spectacular growth in terms of the number of universities and colleges. As per UGC statistics, the current total count of universities is 889 which include 394 state universities, 322 private universities, 125 deemed to be universities and 48 central universities. Today, in the Maharashtra state there are 58 universities, which include 23 state universities, 1 central university, 13 private universities and 21 deemed to be universities. Non-agricultural state universities in Maharashtra are 11, Health University is 1, Technological University is 1, Animal and Fisheries University is 1, Sanskrit university is 1, Law Universities are 3, Agricultural Universities are 4, Open university is 1 and the no. of colleges is 4374 in which 2938014 students are studying.

Information, communication and technology (ICT) have already considerable impact on higher education. Revolutionary changes are taking place in ICT by means of which information is

transferred, recorded, edited, stored, manipulated and disseminated in the minimum possible time, which is directly related to open educational resources.

Electronic resources play a prominent role in facilitating access to updated and relevantinformationtotheusersandbecomepartofthelibraryresources.Electronic information resources are essential both for professionals and students to upgrade their knowledge in order to keep pace with changing scenario in the digital era. ICT mastering is important but also utilizing ICT to improve teaching and learning. In this process utmost important is teachers who performing their role of creators of pedagogical environments. To appreciate the integration of ICT in teaching and learning, we need to understand the major paradigm shifts in education.

CHANGES IN HIGHER EDUCATION ENVIRONMENT:

During the last three decades, the changes in educational environment have been phenomenal. The model, focus and role of the learner and use of technology have been changed drastically from traditional instruction to virtual learning environment as depicted bellows:

Changes in Teaching-Learning environment

Model	Focus	Role of Learner	Technology
Traditional	Teachers	Passive	Chalk and Talk
Information	Learners	Active	Personal Computer
Knowledge	Group	Adaptive	PC + Network

Changes in Teachersrole

From	To
Transmitter of knowledge	Guidance facilitator of knowledge
Controller of learning	Creator of learning environment
Always Expert	Collaborator and co-learner
Learning to use ICT	Using ICT to enhance learning
Did active / Expository	Interactive / Experimental/ Exploratory

Changes in Learner'srole

From	To
Passive learner	Active learner
Reproducer of knowledge	producer of knowledge
Department learner	Autonomous learner
Solitary learner	Collaborative learner
Solely learning content	Learning to learn/ think/ create and communicate

Changes in Curricula and Delivery

From	To

Memorizing facts	Inquired based
Artificial Teaching Exercises	Authentic Learning
Rigid Delivery (Fixed time and Space single path progression	Open and flexible delivery (Anytime and anywhere) Multi path progression.

Changes in Media Applications

From	To
Single sense stimulation	Multi-sensory stimulation
Single media Application	Multimedia application
Delivery of information	Exchange of information
Monologue Communication	Dialogue and collaborative
Analogue resources	Digital resources

All these changes are taking place as demand for new learning environment for learners, the power of ICT is to improve learning has the potential to transform the nature of education where, when, how and the way learning takes place. It will facilitate the emergence ofresponsibleknowledgeforsocietyasameaningfulandenjoyablelearningexperiences.

TRANSFORMING MINDSET:

It is well agreed that education is a powerful instrument of social change. Education brings transformation in the belief, thinking process and thus the mind-set of the society. Learners are expected to collect, select, analyse, organize, extend and transform present knowledge using ICT in authentic and active learning paradigm. Teachers are expected to create a new flexible and open learning environment with interactive experimental and multimedia based delivery system. It is ultimately important to understand the roles of ICT in promoting educational changes. Both the learners and teachers have to change their mind-set from the present education system to access, extend, transform and share the ideas throughout the world.

MULTIMEDIA E-LEARNING IN HIGHER EDUCATION:

ICT has become an essential module of the educational process, and is giving educators new tools to transform learning and teaching.

Multimedia e-learning includes-

i. Power Point presentation.
ii. OHP presentation.
iii. Audio-Visual aids.
iv. Online group Discussion method.
v. Co-operative learning through technology.

vi. Through Website.
vii. Through Blog.

By using the above multimedia technology higher educational institutions of learning can empower their students.

GLOBAL TRENDS IN ICT AND HIGHER EDUCATION:

The top 10 global trends in ICT and education are:

1. Mobile learning.
2. Cloud computing.
3. One-to-One computing.
4. Ubiquitous learning.
5. Gaming.
6. Personalized Learning.
7. Redefinition of learning spaces.
8. Teacher-generated open content.
9. Smart portfolio assessment.
10. Teacher Managers /Mentors.

These trends are expected to continue and to challenge many of the delivery models fundamental to formal education as it is practiced in most countries.

CONCLUSION:

As per the developments increasingly supported by ICT, teaching and learning will not be the same as before. Learners and teachers will have to make use of the rich and exciting opportunities offered by the new technologies in education to reach our training goal and mission.

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44. STATUS OF WOMEN IN HIGHER EDUCATION IN RURAL INDIA

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The role of education as an agent of social change is well known and recognized. Education Determines the level of aspirations, technology, productivity and efficiency which are basic factors influencing the process of development. Although literacy rates are constantly improving in our country, education has yet to receive due attention, especially in the case of women. This is probably because the importance of women's role in economic development has not been clearly recongnized.[1]

Gandhiji had stated long back that educating a man is educating an individual while educating a woman is educating a family, women education has been sadly neglected. It is not only in India but all over the world women and girls get less educational opportunities than men and boys. Everywhere women are given less education than men. This may be because it is generally considered that the traditional role of woman is that of house wife and it does not require formal education.[2]

Education has been accepted as such equipment which can be used to forward the process of change and development in the society, in the direction of desired goals. It brings mobility in the society and helps in bringing the equal status among the people coming from different social levels. Education system is the only institution which can uproot the deep roots of inequality, between the men and women, which are settled in the minds of people through the process of socialization. Education not only makes the women more capable comparatively to perform their traditional duties of mother and wife but it also makes them active and more efficient member of the society in the process of social, economic and political development. Women's education is such an appliance which makes them more capable for creating a new socialsystem.[3]

The Development of Women's Education

The development of women's education is integrally linked with the perception of rules in the Indian Society. Although formal secular education in schools started for women during the British rule, it was generally accepted that women should be trained not for careers, but to be good wives and mothers. The aim of education was to train the girls to be competent housewives and mother as well as intelligent companions for Indian men who had received western education. This western education was helpful for bringing social change in the attitude towards women education in India. After Independence, The university education commission was set up under D.S. *Radha Karishan*,

It stated that much of the education of boys and girls could be in common, but due to difference between the sexes. The greatest profession of women is and probably will continue to be that of homemaker.[4]

The National committee on woman's education was set up in 1953, under Mrs. *Durgabai Deshmukh*. It recommended that the primary role a woman has to play is within the home so she should be taught suitable subjects like, home science, nursing, Deities etc. A committee was set up in 1962 under Mrs. Hansa Mehta to investigate this. The committee's report stated that dividing subjects on the basis of sex was wrong and such stereotypes do more harm than good. It also pointed out that the so- called psychological differences between the sexes arise not out of sex but out of social conditioning. In 1964 the Kothari Commission scope of need for equalization of educational opportunities. The commission accepted women's right to work outside the home.[5]

Education enables women to acquire basic skills and abilities and fosters a value system which is conducive to raising their status in society. Recognizing this fact, great emphasis has been laid on women's education in the Five Year Plans. The First Five Year Plan advocated the need for adopting special measure for solving the problems of women's education. It held that women must have to same opportunities as men for taking all kinds of work and this presupposes that they get equal facilities so that their entry into the professions and public services is in no way prejudiced. Accordingly the educational facilities for girls continued to expand in the subsequent plans. The major schemes undertaken encompassed elementary education, Secondary education, university education post graduate education and research, technical education, scholarships, social/adult education and physicaleducation.[6]

The second plan continued the emphasis on overall expansion of educational facilities. The report of the National Committee on women's Education (1959) made a strong impact on the Third Five Year Plan. It launched important scheme like condensed school courses for adult women, but Sevika Training and Child Care Programmes subsequent Plans supported these measures and also continued incentives such as free text books and scholarships for girls. This trend continued in the Fourth and Fifth Five Year Plans.[7]

A land mark in the Sixth Plan was the inclusion of women's education as one of the major programme under women and development which was an outcome of the Publication of the report of the Committee on the Status of women in India. The Programmers for universalization of elementary education were specially directed towards higher enrolment and retention of girls in schools. Women teachers, where necessary were to be appointed in rural area to encourage girls education. Science teaching in girl's schools and colleges had to be strengthened to achieve greater participation of women in science and technology. Streamlining the admission policies to promote greater enrolment of women in engineering, electronics, agriculture, veterinary, fishery and forestry courses were started. The adult education programme too received afilip.[8]

The Seventh Plan envisages restructuring of the educational programme and modification of school curricula to eliminate gender bias. Enrolment of girls in elementary secondary and higher education courses has been accorded high priority. At the elementary stage education has been made free for girls. However, under the National Sports Policy, Participation of women and girls in sports and

games to be encouraged stress is to be laid on the identification of sports talent among women. An effort was made to build up awareness about this subject among women through discussion, talks and distribution of relevant literature.[9]

Under the Adult Education Programmes apart from increasing adult literacy, the content of education was to be modified to incorporate new value systems. The Seventh Plan also envisages among other schemes, the Preparation of district level Plans. The Integrated Rural Development Programme (IRDP), National Rural Employment Programme (NREP) Training of Rural Youth in Self employment (TRYSEM) and other such programmes are also to have a component of functional literacy for womenbeneficiaries.[10]

The National Policy on Education (NPE) of 1986 states wider women's access to vocational technical and professional education at all level breaking gender stereotypes. So many measures have been suggested to achieve the stated objective of the National Policy on Education (NPE) The Action Plan enunciates that every educational institution should take up by 1995 active programmes for the development of women. Education plays a remarkable role in the economic development of women over the last decade despite the fact that there has been remarkable progress in Indian Higher Education system; there are a number of problems plaguing over system and one of them in that of inequalities more specifically between rural and urban systems of higher education.

In the Ninth Five Year Plan, which came into effect from 1997, these discussions were crystallized into more empowering programs and policies. Important among these were *Kasturba Gandhi* Education Plan(1997) in which educational institutions were set-up in the areas were the women's literacy rate was very low; *Balika SamruddhiYojna* (1997), which focused on girl child's developed and *SarvaSiksha Abhiyan* (SSA), which has been one of the most ambitious programmes of Government of India in education sector. SSA was launched in the year 2000 and aimed at imparting quality education to girls and women.[11]

Higher Education means the education the level of secondary education. It is often assured that education imparted by the colleges or universities are higher education. But in first higher education institutions include professional schools in the field of Law, Theology, Medicine, Business, Music and Art. It also includes other institution like teacher training school and Technological institution. This is general the term Higher Education refers the education at the degree level andabove.

Women Education and Rural India

India has been a country of villages and the Indian women are being treated as goddess but their present situation is very poor in all the ways. They are suffering with problems since their birth. Traditional and customs are also against to women. Education is key barrier in their growth and empowerment. Still the fact remain that our country is the home to the largest number of illiterate population in the world. About one third of India's population is currently functionally illiterate and about 15% of the entire adult female population cannot read or write. The rate of illiteracy in particularly high in rural areas especially among women of the literate women in India 59% only have primary education or less this level of education may not be sufficient to meaningfully improve the status of these women. The major educational problems faced by girls from rural areas are that although they may be enrolled at the beginning of the year of highereducation.[12] Poverty,

illiteracy and illness still provide huge challenges in rural areas and women are among the most vulnerable groups.

Women constitute about 48.4% of the total population of the country as per the 2011 concuss, yet they suffer many disadvantage as compared to men in terms of literacy rates, labour participation rates and earning education being an important tool for social empowerment of women specific schemes to provide incentives to promote education, especially amongst girl children and reduce the school dropout rates in being implemented.

Two important schemes, *Sarve Shiksha Abhiyan* and *Mahila Samakhya* being implemented by the Department of Education, are special effort to stretch the reach of education, especially to the girl child. In addition, the Department of Women and Child Development implements the scheme of condensed courses for educated and vocational training and Distance Education Programme for women supplementing the efforts of Department of Education. In order to address issues relating to social and economic advancement of women, The Department of Women and Child Development (DWCD) under the Ministry of Human Resources Development has been implementing various schemes.[13]

The role of women is undergoing around red transformation in the Modern Society. These days' women are playing a vital role in socio-economic development of the country. In the developing countries like India marriage is the only career for most of the rural women. But the rural women can play a major role in developing the economy and to participation in all stages. In India, out of 1210 million population, 833 million (68.8%) live in the rural areas and 377 million (31.2%) in the urban areas. The rural people are living in 600,000 villagers spread over 2.76 million kms across India with very poor or no infrastructure like roads, transport, health care, education, communication network etc. Especially the women who reside in rural areas had lack of advantage and opportunities of better education, better employment and other resources.[14]

The present format of Higher Education in India was started in 1857. At Present India Accordingly, to 2011 census the literacy rate of women was 65.46% whereas for men it was over 80% even though the education system expanding so rapidly the gender gap in literacy remain conspicuous by its presence where Constitution of India Confers on women equal rights and opportunities in all fields. India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human's creative and intellectual endeavors such as arts and humanities natural, mathematical and social sciences, engineering, medicine, dentistry education, agricultural, law, commerce and management, music and performing arts,etc.[15]

Higher education system is the third largest in the world after China and USA. As of 2011 in India has 43 Central Universities 285 States Universities 129 deemed Universities 5 institutions established by functioning under the State Act, and various institutes which are of national importance such as IITs, IIMs and universities such as JNU other institution include 16000 colleges, 1800 exclusive women's colleges functioning under various universities and institution. It is surprising that women record a lower presence across most institutions of higher education. Taking gross enrolment ratio in higher education in All India level is 17.1% in all categories only female is 12.7% in all categories. According to the India's Literacy Distributions in 2011, Male

Literacy is 82.1% and 65.5% female literate rate in 2011. However the 34.5% illiteracy rate in 2011 means there were 252,249,642 women unable to read and right in India today. Today Indian women participation in higher education is quite high growing. This is due to high job aspirations and parental support. But most women still attend local universities, as their parents want them to stay at home and study. A lot depends on their social class and parental educational states.

Education of women has high on the national agenda since independence. The government of India, Ministry of Education according set up following committees and commissions to discuss the various issues relating to women's education.

(i) The university Education Commission(1948-49)
(ii) Smt. Durgabai Desmukh Committee(1959)
(iii) Smt. Hansa Mehta Committee(1962)
(iv) M.Bhaktvatsalam Committee to look into the courses of public support particularly in Rural Area for girls Education and to enlist Publiccooperation.
(v) Education Commission(1964-66)
(vi) Resolution on the National Policy on Education(1968)
(vii) Report of the Committee on the status of women in India(1974)
(viii) Challenge of Education(1985)
(ix) National Policy on Education(1986)
(x) Programme of Action (1986)

The growth of women's studies, its acceptance in the institution of higher education by the University Grants Commission and bodies like the ICSSR, ICHR, and NCERT, has resulted in generating a new understanding and analysis of women's problems.[16]

Problem Facing Rural Higher Education of Women

There are a number of problem facing rural higher education. They include inadequate quality institution, low gross Enrolment Ratio, High level of dropout, High cost of education, Lack of quality, too much political intervention, absence of stringent enforcement measures, inadequate infrastructure, absences of competent and qualified faculty, immigration of students for higher study in foreign countries, not receive the money of past metric scholarship Schemes, in the village a number of colleges are situated in remote, backward and Hilly areas, an important obstacle's the high cost of education, the problem is worse in case of technical education where it is only a dram for the rural women mainly dependent onagriculture.[17]

The gross enrolment Ratio in the rural area is very poor 7.51, while in case of males it is 9.28, the situation is much worse in case of females standing at 5.67. The Situation is the urban area is much better. The GER in urban area is 23-79 with the ratio being 29.77 for males and 22.56 for females. The Picture clearly Portrays the inequality exists between the urban and the rural areas when it comes to higher education.

Present Education Status of Women in Rural India

Women are the centers of the any family it is an establish fact that there are three main problems faced by the rural women in India, illiteracy, poverty and illness still provide big challenges in rural areas and women are among the most vulnerable groups. The most important problem is that of

Dropout. The dropout rates refer to the percentage of students failing to complete a particular college course. Although in India, according to the constitution, each and every individual has the right to education. But due to disparity in economic development and also un even distributions of institution of higher education facilities are not equally available to all sections of society. Quality norms cannot be maintained in the institutions of rural areas and absence of stringent enforcement process. It is very easy to lay down different policy decisions. Political interference and corruption hamper this process. There is too much political interference in Indian higher education system." *Prabhart Kumar Ojha*

Challenges of Women Education in Rural India :[18]

(i) Non Permanence of teaching staff.
(ii) Lack of proper transportation.
(iii) Lack of Basic infrastructure.
(iv) Low level of awareness.
(v) Lack of Political will.
(vi) Lack of advantage of modern amenities and facilities
(vii) Transportation, electricity media, hygiene, health care access to education efficient and safe transport arrangements.

Residential facilities

How to improve Rural Education in India[19]

(i) Trained and Permanent faculty
(ii) Rural Connectivity
(iii) Student incentives.
(iv) Proper infrastructure
(v) Proper toilets and Sanitation.
(vi) Awareness creates in mind of parents.
(vii) Create education environment.
(viii) Motivation and mobilization of Parents and Community.
(ix) Mobile Internet has provided very effective tools in the connection.

According to UNESCO's Education for All Global Monitoring Report 2013 crucial changes that educated rural women will bring in their lives are as follows[20]

(i) Girls with the higher level of education of less likely to get married at an earlyage.
(ii) Girls with higher levels of education are less likely to have children at an earlyage.
(iii) Mother's education improves child nutrition.
(iv) Educated girls save millions of lives.
(v) Educated women are less likely to die in child birth.
(vi) Educated women are more likely to find work.

(vii) Educated women will have be better awareness of personal hygiene, menstruation and childbirth.

Centrally Sponsored Scheme of Government of India

The government of India launched a centrally sponsored Scheme "incentive to girls for secondary education" in 2008-09. According to the scheme a sum of 3000/- is deposited in the name of the eligible girl as fixed deposed. It has always been a constant endeavor of the department of higher education to frame different scheme and projects to ensure larger participation and enrolment of women. Therefore reducing the gender gap in higher education is a focus area. There has been a phenomenal growth in enrolment of women students in higher education in India. Skill development mission, women welfare and support programme, adult literacy programme, National Rural Health mission, Support to Training and employment programme for women (STEP). *Beti Bachao Beti Padhao* (BBBP). The National Resource Centre for women has been set up which function as National Convergence Centre for all schemes and programme for women. Poorna Shakti Kendra (PSK) is a model dedicated to helping women assess the benefits made evaluable to them through various government programmes, various scholarship scheme for women by the government of India and other agencies etc.

Conclusion: -

Education is one composite single variable which has the capacity to transform many odds turning in favour of women more specially so in the rural India. Therefore an exclusive emphasis on girl's education is necessary. In Comparison with men women are more firm in their mission of success. So in education stream also they are strongly motivated to succeed. Today rural higher education is characterized by low enrolment poor completion rates leading to large scale dropout. There has been growth in the number of higher education institution, but the gap in rural urban disparities regional disparities inadequate infrastructure etc. seems to be widening. Various commission and committee appointed in India to look into India's system of higher education, if we start implementing their recommendation, we can motivate the parents and community for moving higher education in rural areas in the correct direction with the passing time. Introduce attractive for both financially poor students and meritorious students to encourage women student in higher education improve transport facilities for women student established higher educational institution in rural areas. Make skill oriented higher education. We should have to change our thinking, our attitude towards women. To make women more powerful skill development should be focused. So their power and capacity must be recognized. It is only then women participation in higher education will be enhanced. The expectation is still to achieve. Thus, establishment of higher education institutes for women especially in rural areas are still in dearth and women enrollment is still low as compared men enrollment.

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45. INEQUALITIES OF TEACHER LEARNING ENVIRONMENT IN URBAN AND RURAL COLLEGES

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Abstract

Uneven distribution is a quite familiar phenomenon in wealth and income distribution in any country especially in developing countries like India. Astonishingly people around the globe do not the same degree of attention to the uneven distribution to development area of the country like education. Though, the importance of education is gaining momentum all over the country, the matter of its quality is still being raised all over the country. Quality of education differ places to places, and institutions to institutions. The study aims to spot out the inequality in the quality of education in rural and urban area. Structural Equation Modelling (SEM) was employed to analyse the data collected from 248 and 207 are collected from urban and rural respectively. The direct and mediated effects between learning-centered leadership and teacher professional learning have been analyzed and found that the principal leadership has a direct and indirect relationship on teachers learning. However, it was also found that the strength of all variable measures drastically differs between rural and urban and, urban measures are higher than rural.

Keywords: Educational inequality, learning-centered leadership, teachers' learning.

Introduction

The economic growth in India in the recent decades has led to a rise in the standard of living. Though there is a huge rise in the average national income there always is an inequality in disbursing the wealth and national resources between people in the rural and urban (Chiu and

Khoo,2005).Thisunequaldistributionofresourceshasbeengivenrisetoasituationofunrestand disorder (Othman and Mujis, 2013). This effect has also emerged in the educational sector also (Sayed, 2010), there is always a distinction when it comes to performance while comparing the students of the rural and urban background. The difference in the income is also evident in the provision of infrastructure, education and health care. Many number of interventions in education have been adopted by the state and central governments which aims at increasing education at the

rural areas by allocating resources which aim to have a successful learning outcome (Levin & Lockheed; Othman & Mujis, 2013).The objective of achieving maximum education at the rural areas would involve not only allocation of financial resources but also by providing enhanced quality of human resources (Zhoa et al., 2012; Othman & Mujis, 2013). Keeping the above stated, the study aims to explore teacher professional learning, by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students. It is considered as key humanresourcevariable(Vanblaere&Devos,2016).Thisaspecthasbeenconsideredsignificantfor the reason that education would reach efficiency and sustainability only through appropriate capacity development of teachers that professional learning alone would lead to success of the education system in colleges (Heck & Hallinger 2010, 2014).

This study focuses on principal leadership which included 'teachers learning' as it plays a vital role in the improvement of collegiate education (Vanblaere & Devos, 2016). In many colleges the principals had employed the concept of 'learning centered leadership' which motivates and supports teaching learning (Hallilg et al., 2010; Vanblaere & Devos, 2016). Learner-centered teaching requires acting as a facilitator, providing on-demand support, embodying core values that support deeper learning, leveraging technology to personalize learning, committing to professional and personal growth, creating authentic learning experiences and truly encouraging students to drive their own learning. The model that has been chosen for the area of study focuses on two dimensions-Teacher trust and teacher agency which involves the capacity of teachers to act purposefully and constructively to direct the professional growth and contribute to the growth of their colleagues.

The purpose of the study is to find out the relationship of learning-cantered leadership, teacher agency, teacher trust, and teacher professional learning in urban and rural colleges.Secondlytoindentifythedifferencesinthelevelsoflearning-centeredleadership, teacher trust, agency, and professional learning that describe principals and teachers urban and rural colleges.

Conceptual Framework

The conceptual framework was theorized based on the prior models used in studies of leadership effects on student and teacher learning (Hallinger and Heck, 1998; Leithwood et al., 2010 and

Hallinger and Lu, 2014; Li et al., 2016a, 2016b; Printy, 2008; Smylie and Hart, 1999; Thoonenet al.,2011).Theinfluenceprocessthatis‘mediated’byinternalfeaturesofthecollegeorganization and ‘moderated’ by exogenous features of the college (Hallinger and Heck, 1998). It was conceptualized in the body of the study. To understand the nature of relationships among the college environment, leadership, mediating variables and dependent variables that reflect valued

college processes and outcomes was conducted by the researcher in the study. The researcher has chosenaconceptualizationofcollegeleadershipthatwastermedas'learning-centeredleadership'. Their definition was to learn-centered leadership integrated dimensions drawn from related modelsofinstructionalandtransformationalleadership.(HallingerandMurphy,1985;Leithwood etal.,2010;Printy,2008;Printyetal.,2009;Saphieretal.,2006).Itproposedthatcollegeleaders influence teacher and student learning through practices that involve vision enactment, learning support, program management, and modeling. Professional learning of teachers was the main outcome of the study which the researcher focused.

As framed above (Barth, 1990; in de Wal et al., 2014; Kwakman, 2003; Louis, 2007; Timperly, 2011) the interest in leadership and teacher learning derived from the documented impact of teacher learning on sustainable college improvement and the role which leadership plays in fostering teacher learning. (Frost, 2006; Hallinger and Lu, 2014; Newmann and Youngs, 2002; Robinson et al., 2008; Vanblaere and Devos, 2016). According to (Darling-Hammond and Richardson, 2009) they conceptualized teacher learning as a process of workplace capacity development. This accord emphasis to the college as a learning environment for teachers, highlights the role of cultural norms of collaboration and collegiality (Little, 2012; Louis, 2007; Rosenholtz,1989;Wang,2016;ZhangandPang,2016),and identifies a broader range of activities through which teachers engage with the changing knowledge base in teaching and learning (Hargreaves, 1994; Saphier et al., 2006; Timperly, 2011; Youngs and King,2002).

Teacher agency and teacher trust where the two mediators of leadership effects on teacher learning where the conceptual model further proposed in this study. The motivation, initiative and ownership that teachers exercise in relation to their workplace learning and professional development where referred to the teacher agency. (Emirbayer and Mische, 1998; Kwakman, 2003).Scholarsinthefaceofevidenceoffailuresofpolicydriveneffortstoimprovecollegeshas garnered increasing interest in Teacher agency. The researcher interest in teacher agency is as a mediating variable in this study suggesting the belief that successful leadership for teacher .

Learning is not described by efforts to get teachers to 'attend' workshops organized by the principal. Motivates and empowers teachers to assume greater ownership for their professional learning, both individually and collectively where the two grounds focused in the leadership. (Barth,1990;Saphieretal.,2006;Wang,2016;ZhangandPang,2016).Theresearcherproposeda second mediator of the relationship between leadership and teacher learning, teacher trust. Trust has also been conceptualized as a condition that enables the efforts of college leaders to gain faculty cooperation for efforts to foster teacher professional learning (Li et al., 2016a,b; Thomsen et al., 2015; Tschannen-Moran, 2009). Indeed, Li et al. (2016a,b) found that trust acted as a positivemediatorofcollegeleadershipeffectsonteacherprofessionallearninginHongKong(see also Hallinger and Lu,2014).

Othman and Muijs(2013)in his research, explained how rural areas' educational institutions lack to deliver a quality education. The researcher focused on the college location in developing countries and has found lower academic achievement in rural colleges (Mohd Burhan, 2005; Webster and Fisher, 2000; Young, 1998).Due to lower academic achievement in rural colleges there may be a lack in educational resources such as facilities, instructional materials, teacher quality, and teacher

supply in those colleges, which affects teacher effectiveness and soon.. Hannum, 1999 says that these observations have been a continue to be highly salient with respect to the provision of education in other countries (Huetal.,2014;Liu,2009;QianandSmyth,2008; Wang,2016).

Among urban and rural students in other countries there has been a gap between the educational inputsandoutcomesthathasbeenidentifiedasanationalproblemwithwide-ranging effects(Ye, 2010). In this study the researcher suggest that the 'college process variables' of interest was highly salient in developing countries for other reasons. For example, teachers' successful engagement in professional learning has been highlighted as a hallmark feature of successful college education (OECD, 2014; Paine, 2013; Zhang and Pang, 2016). The specification of workplace learning practices embedded in colleges such as the Master Apprentice Bond and Teacher Research Groups have been widely implemented to support the ongoing capacity development of teachers and their colleges (OECD, 2014; Paine, 2013; Qian and Walker, 2013). Anopenquestionastowhetherthesepracticesareimplementedwithsimilarlevelsofengagement in urban and rural settings is being remembered by the researcher in the study. (Wang, 2016; ZhangandPang,2016).The depicts that the current study focus on some of these issues by

examining the impact of college location on the relationship between leadership and teacher learning. Learning-centered leadership and teacher professional learning are the things where the key variables teacher agency and trust are included as mediators and college location as a moderator in the study. Liu et al., 2016 the authors determined that this model accurately described the means by which the effects of learning centered leadership effects 'flowed through' influence the professional learning of teachers. However, given the serious gap in educational outcomes noted above, we wondered first whether the same processes associated with leadership and teacher learning would describe urban and rural colleges. These goals shaped our approach to the method employed in this report.

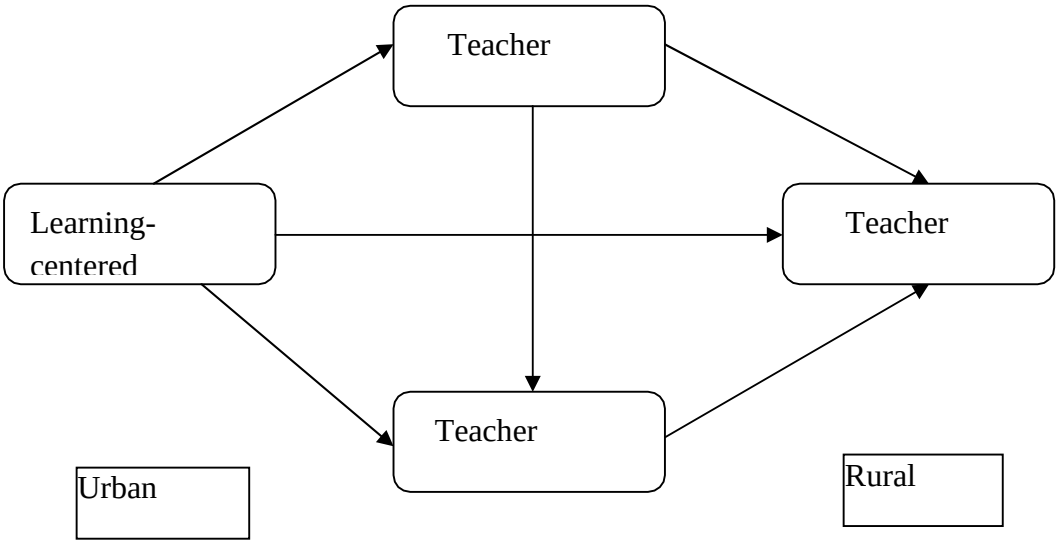
Thus the broad study aims to understand the extent of differences in processes associated with its principalleadershipandteacherlearninginurbanandruralarea.Theresearchquestionsaddressed in this study were as follows

What is the relationship of learning-centered leadership, teacher agency, teacher trust, and teacher professional learning in urban and rural colleges in Tuticorin, India?

1. Are there differences in the levels of learning-centered leadership, teacher trust, agency, and professional learning that describe principals and teachers urban and rural colleges in Tuticorin, India?

The below model has been theorized based on the reviews

Fig.: Conceptual model



Methodology

A cross-sectional survey design has been employed to examine the significant relationships between principal leadership and teacher learning in urban and rural colleges in *Thoothukudi* district – a southern district of Tamilnadu. The variables taken for the study, samples, and procedures have been discussed in this section.

Variables and Measures

The quality of education in rural and urban has been analyzed in the study using four different constructs that are largely developed in western countries. Totally 47 items have been used and analysed out of which some of them are borrowed or adapted from various international scholars (Yu et al., 2002; Goldring et al., 2009; Leithwood et al., 2010; Walker and Qian, 2011) who have done research in learning-centered leadership, transformational leadership, teachers trust, and teacher professional learning.

The first construct was named as 'Learning-Centered Leadership (LCL)' which talks about institution and its ability to create the environment in providing better platforms to the teachers to learn and excel in the profession. This construct has three sub-constructs namely; (a) builds leaning vision, (b) provides learning support, and (c) manages the learning program. Theses sub-constructs have four, four, and three measurable items respectively. These cond construct was named as 'Teacher Trust' which has eight measurable items under two sub-construct. The third construct was named as 'Teacher Agency' which has three sub-construct and 13 items, where some of the mare adapted from the studies of Leithwoodetal.,(2010).The dependent variable was named as 'Teacher Professional Learning' has four sub-constructs in which there are 15 measurable items. The sub-

constructs are; Collaboration, Reflection, Experimentation and Reach out to the knowledge. To determine the nature of engagement of teachers in professional learning, the items drawn from several scales which are previously developed and measured (Kwakman, 2003).

Sample and data collection

ThestudywasconductedineighttaluksofTuticorin–asoutherndistrictofTamilnadu.Outofthe eight talukas three talukas were grouped together, and termed as urban are based on its locality. The rest of five talukas are grouped as rural as it has lesser connectivity to the people. After obtaining

Appropriate permission from regional educational directorate, questionnaires were distributed across 26 different types of colleges. After scrutinizing the questionnaires based on its completeness, 248 and 207 responses were finalized in urban and rural respectively. The demographic profile of the respondents has been outlined in table 1.

Table 1: Demographic profile of the respondents

			Urban		Rural
Profile	Classification	n	%	n	%
Gender	Female	137	55.24	108	52.17
	Male	111	44.76	99	47.83
Teaching Experience	Less than 5 Years	47	18.95	75	36.23
	6 - 10 years	99	39.92	62	29.95
	11 - 15 years	70	28.23	43	20.77
	More than 15 years	32	12.90	27	13.04
Educational Level	Masters	47	18.95	38	18.36
	M.Phil / NET /SET	114	45.97	124	59.90
	Doctorate / PDF	87	35.08	45	21.74
College Type	Arts & Science College	143	57.66	160	77.29
	B.Ed College	38	15.32	13	6.28
	Engineering College	67	27.02	34	16.43

Source: Primary data

The data were collected from the teachers of different colleges to understand the quality of education rendered in rural and urban areas. Totally 248 respondents from urban area and 207 respondents from rural area were selected for the study. Female respondents are high in numbers in both rural and urban area that account 55.24 and 52.17 respectively. In rural, the teachers have less than five years of experience found to be more that literally account to 36.23 percent. However, .92 percent of respondents are having more than five years of experience. The respondents who have

more than fifteen years of experience are scarce in both rural and urban area. In terms of the educational qualification, the preponderance of respondents is falling into the education slot of M.Phil./NET/SET exam criterion. However, urban college set ups has enough circle of doctorate holders than rural college set ups. In terms of college type, majority of the respondents belong to arts and science colleges in both rural and urban.

Measurement Model and Results

4.1 Measurement Model Analysis

The measurement model was assessed through confirmatory factor analysis (CFA) in order to check the psychometric properties of the measured items, reliability, convergent validity, and the discriminate validity of the construct measures. Netemeyer et al., (2003) stated that confirmatory factor analysis is a commonly accepted method to test dimensionality.

Reliability Analysis

The Cronbachs' alpha coefficient values were calculated to observe the reliability of each construct. The constructs are mainly considered to be valid if the Cronbachs' alpha exceeds a level of 0.70 (Yoon, 2009). All the calculated alphas in this research meet the guidelines (table 2). The alphas range from 0.728 to 892 for urban criterion, 0.790 to .932 for rural segment which expresses a high reliability of the items. The constructs have met the accepted range of reliability of dropping some items from the construct.

Table 2: Variables and reliability

			Urban			Rural	
Constructs and Subconstructs	Mean	SD	a	Mean	SD	a	
redLeadership	0.605	0.836	3.584	0.564	0.932		
4.114							
gvision	4.119	0.632	0.869	3.867	0.652	0.843	
gsupport	4.202	0.513	0.877	3.975	0.598	0.837	
gprogram	4.022	0.664	0.872	2.910	0.610	0.829	
4.298		0.532	0.728	4.104	0.577	0.983	
4.350		0.553	0.866	4.146	0.674	0.841	
4.246		0.569	0.892	4.059	0.619	0.853	
4.094	0.533	0.844	3.974	0.547	0.784		
veness	4.167	0.586	0.835	4.066	0.578	0.818	
veness	3.983	0.587	0.856	3.873	0.621	0.877	
4.129		0.555	0.764	3.981	0.590	0.764	
ional learning		0.493	0.793	3.888	0.527	0.843	
4.130							
4.150		0.624	0.805	3.780	0.686	0.788	

Learning-Cente Builds a learnin Provides learnin Manages learnin ***Teacher Trust*** Relational trust Faith Trust ***Teacher Agency*** Learning effecti Teaching effecti Optimism ***Teacher profess*** Collaboration

Reflection	4.169	0.516	0.840	3.937	0.581	0.842
Experimentation	4.043	0.617	0.849	3.850	0.619	0.794
Reach out toknowledge base	4.157	0.543	0.796	3.979	0.571	0.790

Source : Primary data

4.1.1. Convergent Validity

In addition to the Cronbachs' alpha test, Composite Reliability (CR), and Average Variance Extracted (AVE) have been calculated and results are shown in table 3. The analysis shows that the CR values of all the constructs are greater than the threshold value of 0.60 (Bagozzi and Yi, 1988).The average variance extracted ranged from 0.591 to 0.693 in urban area and 0.57 1 to 0.936 in the rural area which is above the minimum acceptable limit of 0.50(Fornell and Larcker,1981) and it ensures the convergent validity. The mean scores of all the constructs have been given in table 3. Out of the maximum score of 5, most statements have a mean level more than 4. This implies considerably high level of agreement have been given to the measurement items by the respondents. The respondents seemed to express high degree of Teachers Trust.

Table 3: Descriptive analysis and assessment of the model

Description	Mean	Cronbach's Alpha	CR[a]	AVE[b]
LCL				
Urban	4.114	0.836	0.917	0.591
Rural	3.584	0.932	0.922	0.708
TT				
Urban	4.298	0.728	0.810	0.693
Rural	4.104	0.983	0.983	0.936
TA				
Urban	4.094	0.844	0.826	0.614
Rural	3.974	0.784	0.799	0.571
TPL				
Urban	4.130	0.793	0.868	0.688
Rural	3.888	0.843	0.850	0.604

[a]CompositeReliability(CR)=(squareofthesummationofthefactorloadings)/ [(square of the summation of the factor loadings) + (square of the summation of the errorvariance)]

[b] Average Variance Extracted (AVE) = (summation of the factor loadings) / [summation of the square of the factor loadings) + (summation of the error variance)]

Divergent or Discriminant Validity

The divergent or discriminate validity of the constructs has been analysed in table 4. In the table off-diagonal values refer to the correlation between the constructs while the diagonal values represent the square root of average variance extracted. All the constructs unanimously have the p value of 0.001 which is highly significant. The square root of AVE of each construct was larger than the correlation between the constructs which ensured the adequate discriminant validity(Chin et al., 1997). According to the results, the measurement model is completely satisfactory (table4).

Table 4: Discriminant Validity (inter-correlations) of constructs - Urban

	Urban			
Latent Variables	LCL	TT	TA	TPL
1. LCL	0.769			
2. TT	0.751**	0.832		
3. TA	0.747**	0.670**	0.784	
4. TPL	0.709**	0.638**	0.593**	0.829
	Rural			
1.LCL	0.842			
2.TT	.340**	0.968		
3.TA	.378**	.320**	0.755	
4. TPL	.330**	.311**	.280**	0.777

**. Correlation is significant at the 0.01 level (2-tailed).

Note: Diagonals (in bold) represent square roots of average variance extracted (AVE) while off-diagonals represent correlations

4.1.3. Model fitness of CFA

The model (i.e. CFA) is constructed to examine the validity of the constructs. The constructs exhibit a good model fit (x2= 542.112, x2/d.f. = 3.543, Comparative Fit index (CFI) = 0.96, Goodness of Fit Index (GFI) = 0.902, Adjusted Goodness of Fit Index (AGFI) = 0.865, Normated Fit Index (NFI) =0.947, Incremental Fit Index (IFI) = 0.962, Tucker Lewis Index (TLI) = 0.952, Root mean square error of approximation (RMSEA) = 0.074).

The CFA for rural exhit the indexes with bit of variations but a good model fit (x2=622.112, x2/d.f. = 4.120, Comparative Fit index (CFI) = 0.932, Goodness of Fit Index (GFI) = 0.911, Adjusted Goodness of Fit Index (AGFI) = 0.851, Normated Fit Index (NFI) =0.910, Incremental

Fit Index (IFI) = 0.902, Tucker Lewis Index (TLI) = 0.927, Root mean square error of approximation (RMSEA) = 0.069). The observed data for the CFA, fit into the recommended model fit indices (table 5).

4.2. Structural Model Analysis

In order to determine model fitness, the following indices are examined: Chi-Squared(x^2),degrees of freedom (df), Chi-Squared/degrees of freedom (X^2/df), the goodness of fit index (GFI), the average goodness of fit index (AGFI), the root mean square error of approximation (REMSEA), the comparative fit index(CFI),the Tucker Lewis index(TLI)as well as the parsimony normed fit index(PNFI) and the parsimony goodness off it index(PGFI).The goodness of fit model indicators demonstrated an acceptable for the structural model without any mediators as the hypotheses also measurethedirectinfluenceonthedependentconstruct(x^2=534.48,x^2/d.f.=3.471,CFI=0.962, GFI=0.901,AGFI=0.863,NFI=0.948,IFI=0.963,TLI=0.953,RMSEA=0.069).These indicators meet the required fit indices and express a satisfactory model. The following table highlights the model fit indices for the conceptual model.

Table 5: goodness of fit indices for structural model

Fit Indices	Urban	Rural	Suggested values
Chi-square (x^2)	455.821	524.340	P-value >0.05
Chi-square/degree of freedom (x^2/d.f.)	3.019	3.472	≤ 5.00 (Hair et al., 1998)
Comparative Fit index (CFI)	0.970	0.912	>0.90 (Hu and Bentler, 1999)
Goodness of Fit Index (GFI)	0.914	0.923	>0.90 (Hair et al. 2006)
Adjusted Goodness of Fit Index (AGFI)	0.881	0.901	> 0.80 (Chau and Hu, 2001)
Normated Fit Index (NFI)	0.956	0.929	≥ 0.90 (Hu and Bentler, 1999)
Incremental Fit Index (IFI)	0.970	0.979	Approaches 1
Tucker Lewis Index (TLI)	0.962	0.918	≥ 0.90 (Hair et al., 1998)
Root mean square error of approximation (RMSEA)	0.066	0.052	< 0.08 (Hair et al., 2006)

After evaluating the sufficiency of the measurement model through CFA, the structural equation modeling was formed to assess the proposed hypotheses, by examining the overall model fit and the significant effects among the factors at p> 0.05. The results have been presented in table 6 and the results specify that the x2(discrepancy)of the model was 455.821with the degrees of

Freedom 151and for the default model the discrepancy divided by degrees of freedom is 455.821/ 151 = 3.019. All the fit indices indicate an adequate fit. As a result, the hypothesized model is a good fit and satisfactory.

Table 6: Bootstrapping and model results for the standardized direct, indirect and total effects PointEstimateProduct of

Coefficies95%BootstrapCI Two-tailedSig P)

	SE	Z	Lower	Upper	
Standardized Total Effects					
LCL-TPL (Urban)	0.773 0.031	24.786	0.712	0.835	*** (0.001)
LCL-TPL (Rural)	0.894 0.018	50.333	0.859	0.928	***(0.001)
Standardized Direct effects					
LCL-TPL (Urban)	0.320 0.061	5.285	0.201	0.439	***(0.001)
LCL-TPL (Rural)	0.532 0.071	7.484	0.392	0.671	***(0.001)
Standardized Total Indirect Effects					
LCL-TPL (Urban) LCL-TPL (Rural)	0.453 0.047	9.604	0.361	0.531	***(0.001)
LCL-TPL (Urban) LCL-TPL (Rural)	0.362 0.063	5.781	0.239	0.485	***(0.001)
Indirect Effects of LCL □ TA □ TPL					
	0.166 0.036	4.568	0.095	0.237	(0.210)
	0.158 0.042	3.710	0.074	0.241	***(0.001)
Indirect Effects of LCL □ TT □ TPL					
	0.101 0.051	1.970	0.001	0.201	(0.049)
	0.058 0.050	1.141	—0.041	0.156	(0.254)
Indirect Effects of LCL □ TT □ TA □ TPL					
LCL-TPL (Urban)	0.187	0.039	4.838	0.111	0.262 (0.052)
LCL-TPL (Rural)	0.147	0.041	3.604	0.067	0.227 ***(0.003)

Note: 2000 bootstrap samples, CI= Confidencee interval; *** = P<0.0001

In the study, we developed a general structural equation model of leadership and learning. A 95th percentile condense interval for each path was obtained by finding bootstrap estimates of the mediated paths for the 2.5th and 97.5thpercentiles of the distribution for the 2000 samples (Hayes, 2009). Then, using the bias adjustment described by Mac Kinnon(2008), we constructed a bias corrected condense interval for each of the variable paths.

The partial mediation models for the pooled sample, urban sample, and rural sample all met the standard for 'acceptable fit' to the data. The standardized parameter estimates provide effect sizes associated with the partial mediation model for principals and teachers in the urban and rural colleges. These support the conclusion that Learning-Centered Leadership has a significant mode rate effect on Teacher Trust(b=0.69,p<0.001for urban colleges;b= 0.77, p < 0.001 for rural colleges), on Teacher Agency (b = 0.35, p < 0.001 for urban colleges; b=0.43,p<0.001for rural colleges) and Teacher Professional Learning(b=0.32, p<0.001for urban colleges; b=0.53,p<0.001for rural colleges). As shown in Table 6, the boot strap estimates deliver additional evidence affirming the role of Teacher Agency as a mediator of leadership in both urban and rural settings. However, once again, the results with respect to Teacher Trust were somewhat weaker. This analysis, however, also highlights an interesting joint mediating effect of Teacher Trust and Teacher Agency on Learning-Centered Leadership in both urban and rural colleges. We note that the inclusion of these mediating variables in the urban/rural model reduced the direct effect of Learning-Centered Leadership on Teacher Professional Learning, but not to zero (i.e.,from 0.773*** to 0.320*** for urban colleges; 0.894*** to 0.532*** for rural colleges). The total effect of Learning-Centered Leadership on Teacher Professional Learning was 0.773 for urban colleges and was 0.894 for rural colleges. This sequence of analyses affirms the conclusion that effects of learning-centered leadership onteacher professional learning are partially mediated by teacher trust and agency in the urban and rural colleges sampled in our study.

Findings and discussions

The main findings of the study can be summarized as follows. First, our data support the conclusion that learning-centered leadership makes a difference for teacher learning. More specifically, we identified a moderate direct effect on teacher professional learning, as well small to moderate indirect effects through teacher agency and teacher trust. This confirmation of a 'partially mediated' effect of leadership on teacher learning is consistent with findings reported in other societies (Thoonen et al., 2011; Vanblaere and Devos,2016).Moreover, our study further elaborates on the variety of practices by which principals motivate and support teachers, shape workplace environments that build teacher ownership, and enhance teacher development (B Frost, 2006).

Second, when the data were broken down into samples of urban and rural teachers, we found no significant differences in the relationships that described these processes associated with principal leadership and teacher learning. This means that the processes through which leaders achieved a positive effect on teacher workplace learning appeared

quite similar in urban and rural colleges. Notably, however, all four of the main variables as well as their composite practices were significantly weaker in the rural colleges.

Taken together these findings offer preliminary evidence that the previously reported gap in opportunities to learn among urban and rural students in India is mirrored in the learning of their teachers. We earlier noted that our sample of rural teachers tended to be both younger and lower in educational attainment than the urban teachers. Our results further suggest that rural teachers are located in colleges in which they are likely to be less engaged in learning on-the-job. Our findings related to teacher trust and agency contribute to an ongoing global effort to develop aricher understanding of the 'paths' through which leaders achieve effects in colleges. Yet our findings suggest that principals do find it worthwhile to take efforts towards building trust and agency among teachers in the context of fostering a learning culture in the college. Here teacher agency refers to the motivation and initiative of teachers to take ownership for their professional development, an attitude that can underpin successful college improvement (Little, 2012).

Conclusion

The findings have been supported with the data that learning-centered leadership makes a difference for teacher learning. Teachers have better learning environment in the workplace where variety of principals motivate and support teachers. This upshot responds to an increasingly important line of inquiry in educational leadership and management that emphasizes the role that 'context' plays in shaping the enactment of leadership in colleges. The teacher professional learning is predominantly influenced by the support rendered by the college management in terms of sharing the institutional vision. It should also be noted that the institution which provide formal and informal professional learning platforms have better environment for the further learning. The study suggests that the rural colleges have to update themselves as the colleges in urban area do.

Though, the certain efforts by the colleges are cost-associated, the rural colleges may adopt certain learning programs which highly cost-effective. Because, these efforts improve learning and teaching effectiveness, optimism, and constructive engagement in the mindset of teachers. The study further found that the teachers in rural area colleges are younger than urban area teachers, and they seem to be less engaged with the on-the-job learning. Further, it must be noted that the experienced teachers are found to be less in rural area colleges due to the high salary expectations from them. It may have an influence over the learning that the teachers impart on the students in rural area. The managements of rural colleges have to regulate the educational qualifications of teachers, and it has to consider employing the experienced teachers in their premises which would create a better learning environment for the teachers and the students. Finally, the findings and relationships between the factors measured here in the study have to be viewed as potentially encouraging as they further affirm and clarify an important set of relationships that underlie efforts to enable sustainable improvement in colleges.

Appendix

Measurement Items and Sub-constructs

Learning Centred Leadership

Vision Building

1. Sets a clear vision for teacher learning in the institution
2. Demonstrates high expectations for teachers.
3. Provides useful assistance to teachers in working towards the learning vision.
4. Encourages teachers to develop individual professional goals consistent with college goals.

Learning Support

1. Provides resources (time, money and training opportunities) to support my professional learning.
2. Facilitates opportunities (demonstration lesson and training project) for staff to learn from each other.
3. Shows respect for teachers who pursue their goals for professional learning.

Manages the Learning Program

1. Participates and guides teachers in formal or informal professional learning.
2. Designs a systematic evaluation system to assess the impact of teacher professional learning diversifies the learning forms to arouse teachers' interest.
3. Promotes professional learning content to fit teachers 'needs

Teacher Agency

Learning Effectiveness

1. Only if I try hard enough, will I continue to improve my teaching as time goes by.
2. Even if I am in a bad mood, I can still actively engage in professional learning.
3. In a busy period, I continue to keep learning on the job.
4. Know that I can carry out professional learning projects, even when I am opposed by skeptical colleagues

Teaching Effectiveness

1. If a student in my class becomes disruptive and noisy, I know techniques to redirect him/her quickly.
2. I am confident that I can find effective teaching methods to develop my students.
3. I am convinced that I can teach a new course successfully.
4. When I try really hard, I am able to reach even the most difficult students.
5. I know that I can maintain a positive relationship with parents, even when tensions arise.

Optimism

1. I am optimistic about my future.

2. In uncertain times, I usually expect the best.
3. Overall, I expect more good things to happen to me than bad.

Teacher Agency

Faith Trust

1. Ensures a positive relationship with all my colleagues.
2. Trusts us and Encourages learning to implement new ideas and practices.
3. Believe in our skills set and Supports an open and supportive environment for staff to communicate.
4. Makes teachers feel accepted for the contributions of their professional learning

Relational Trust

1. Believes in the mutual trust we have with our colleagues

Builds trust in the relationship we have with our students

2. Gives enough freedom to build rapport with students
3. Principals and administrators collaboratively work with us to improve the curriculum.

Teacher Professional Learning

Collaboration

1. I work together with colleagues to modify subject matter for students.
2. I work together with colleagues to share teaching experiences.
3. I work together with colleagues to discuss ways to improve the curriculum and instruction.
4. I participate meetings with colleagues to discuss students' learning.

Reflection

1. I modify instructional methods on the basis of feedback from colleagues.
2. I maintain previous reports about learning and teaching for learning purposes.
3. I reflect individually after observing colleagues' lesson to improve my teaching.
4. I update my instructional files according to the situation to improve my teaching.

Experimentation

1. I experiment with new teaching ideas.
2. I try out new teaching methods in my lesson.
3. I apply new methods to solve teaching problems.

Reach Out to the Knowledge Base

1. I collect learning feedback from students.

2. I search online information resources for way to develop my teaching.
3. I observe other teachers' lessons to learn.
4. I read educational/subject matter pedagogical literature to obtain the new ideas.

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46. A CASE STUDY ON SKILL ENHANCEMENT FOR THE TRAINEES OF MANUFACTURING SECTOR AT COIMBATORE CITY

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Abstract:

Skill of an individual plays a vital role in the work place. There is always a demand for re-skilling and up skilling in the work place which determines one's career advancement as a result of rapid development and integration of processes. To improve the individual's skill i.e up skilling and also the tameness, Corporate Trainings are provided. But one has to determine whether they are effective and fetching the desired results. The trainings are generic and are not customised. Not every individual is same and not all the processes are same. This paper is an attempt to assess the personalities of the trainees before starting the up skilling programme and compare them with the results after the training programme. These results emphasise the importance to assess the personalities of the trainees and designing the training programme accordingly which are instrumental for fetching more appropriate results.

Key Words: Skilling, Up skilling, Corporate Training, Personality Test, Jung's Theory, Myers-Briggs Type Indicators

Introduction:

In an age of ubiquitous technology, human capital is a crucial asset of all business. It is human skills, creativity and capability that will form the competitive edge for any organization. To improve the skill set of human resource in organizations training programs are held. As reported by World Economic Forum, approximately 35% of the skills demanded for jobs across industries will change by 2020. There is a danger of skills become obsolete and one has to reskill or upskill to fit in the industry. As a trainer, it is critical to not only be aware of the different personalities of the trainees, but also to customize the training programs based on that. Myers-Briggs Type Indicator (MBTI®) was used to do the in-depth assessments about their personalities. This helped us to design the training program accordingly and also to discover the personality type of the trainees and to discuss the consequences of their behavioral type in the work environment which helps them for proper upskilling.

About the Skill Enhancement Program

A Skill Enhancement Program was conducted for the technical graduate trainees of Roots Industries, Coimbatore at TIPS College of Arts and Science. The personalities of the trainees been assessed a week before the training day. We came to know that 89% of the trainees are Extroverts,

out of which 50% of them are Thinkers and remaining are Feelers. So we divided them into two teams having Extrovert Thinkers in one team and Extrovert Feelers in another team and designed the training program accordingly. The training program contained the activities that enhanced the skills of the trainees by emphasizing the work life balance, work ethics, financial management, and passing the hurdles thereby improving physical and mental strength of the trainees.

About the Personality test:

Carl G. Jung, a Swiss psychiatrist and psychoanalyst who founded analytical psychology,put forth a theory in the 1900s which explains the psychological types where the characters of the people can be identified. There are 64 questions and one has to answer to these with the options given as YES, yes, Uncertain, no and NO. Where the YES represents that they are strongly agree to the statement given, whereas yes – somewhat agree, no – somewhat disagree and NO – strongly disagree. Based on the options selected by the respondents they will be assessed and then assigned with a four letter. The four letters represent the kind of the personality. They are categorised into the following

- Extraverted (E) vs Introverted (I)
- Sensing (S) vs Intuition(I)
- Thinking (T) vs Feeling(F)
- Judging (J) vs Perceiving(P)

Among these categories that is introduced by Jung, first three were bipolar dimensions which may be implemented with function of perception or judging, which is proposed by Kathrine Cook Briggs and her daughter Isabel Briggs Myers who is a researcher and practitioner of Jung's theory.

Personality Types:

Extraverted (E) vs Introverted (I)

This deals with the energy creation. A extraverted person is one who enjoy being with people. He likes to participate in social gatherings and will be full of energy, whereas Introvert person like to be alone and will not like to mingle with other people. The extravert people will be social, talkative, assertive and excitable in nature. The introvert will inward turn, focused, has more feelings and quiet.

- Sensing (S) vs Intuition(I)

This deals with how people take information. There may be people who receives information from outside world and believes it as itis who have a strong Sensing but some people will not believe as it is, they trust their inner words and take decision accordingly.

- Thinking (T) vs Feeling(F)

This deals with how people make decisions. People who make decisions mainly through logic will have the Thinking capacity whereas people make decisions based on their emotions.

- Judging (J) vs Perceiving(P)

This deals with how people operate in the world. After processing the information a person received based on the above said criterion, one has to implement it which he can do it by organizing his life events and may stick to the plan which mainly treated as Judging. Perceiving people will incline to improvise and explore alternative options.

Based on the above criterion , each person can be categorized in any of the following 16 personality types

ESTJ	ISTJ	ENTJ	INTJ
ESTP	ISTP	ENTP	INTP
ESFJ	ISFJ	ENFJ	INFJ
ESFP	ISFP	ENFP	INFP

Tools and Techniques Used

We used the Jung's personality test - MBTI model to assess the type of personality of each responded. Each respondent will take up the test before and after the training. The answers will be assessed based on the four letters which represent the personality of the respondents. It gives the overall picture about the careers and occupation that the respondent will fit into. It helps to understand communication and learning styles of the respondent.

Objective of the Study:

To study about the Skill Enhancement for the trainees of manufacturing sector at Coimbatore city

Scope of the Study:

he study has been undertaken to analyse the Skill enhancement for the trainees of a manufacturing sector pertaining only to Coimbatore city.

Review of Literature:

Sewell WH, Haller AO, Portes A.(1969) in their research paper titled "***The educational and early occupational process***" published in American Sociological Review, presents a path model emphasizing social psychological as well as social structural antecedents of educational and occupational attainment. A causal sequence is proposed which commences with the parents' stratification position and the individual's mental ability. From there it moves to performance in school, then to the influence of significant others, then to levels of educational and occupational aspiration, and, finally, to educational and occupational attainments. The model proves its utility when applied to longitudinal data for a large sample of Wisconsin farm-reared males.

Wrzesniewski A, Dutton JE (2001) published their research paper in Academy of Management Review titled "***Crafting a job: Revisioning employees as active crafters of their work***". According to the authors employees craft their jobs by changing cognitive, task, and/or relational boundaries to shape interactions and relationships with others at work. These altered task and relational configurations change the design and social environment of the job, which, in turn, alters work

meanings and work identity. They offer a model of job crafting that specifies (1) the individual motivations that spark this activity. (2) how opportunities to job craft and how individual work orientations determine the forms job crafting takes, and (3) its likely individual and organizational effects.

Roberts BW, Caspi A, Moffitt T.(2003) in their research paper titled "***Work experiences and personality development in young adulthood***" published in Journal of Personality and Social Psychology provides an analysis of the relationship between personality traits and work experiences with a special focus on the relationship between changes in personality and work experiences in young adulthood. It uncovered 3 findings. First, measures of personality taken at age 18 predicted both objective and subjective work experiences at age 26. Second, work experiences were related to changes in personality traits from age 18 to 26. Third, the predictive and change relations between personality traits and work experiences were corresponsive: Traits that "selected" people into specific work experiences were the same traits that changed in response to those same work experiences. The relevance of the findings to theories of personality development is discussed.

Roberts BW, Wood D (2006)in their research paper titled "***Personality development in the context of the neo-socioanalytic model of personality***" published in Handbook of personality development provides an overview of a new theoretical framework that serves to integrate personality psychology and other fields, such as organizational behavior. The first section describes a structural model of personality that incorporates traits, motives, abilities, and narratives, with social roles. The second section describes basic patterns of continuity and change in personality and how this might be relevant to organizational behavior. The thirds section describes the ASTMA model of person-organization transaction (attraction, selection, transformation, manipulation, & attrition), which describes the primary transactions between personality and organizational experiences across the life course.

Khawaja & Nadeem (2013) in their research paper titled "***Training and Development Program and its Benefits to Employee and Organization: A Conceptual Study***" published in European Journal of Business and Management has inspected the structure and elements of employee training and development program and later the study present what are the positive outcomes for employees and organizations. Organizations find it difficult to stay competitive in recent global economy. Importance of employee development program is growing for the organizations those pursuing to receive an advantage among competitors. Employees are esteemed resource of the organization and success or failure of the organization relay on the performance of employees. The study described here is a vigilant assessment of literature on fundamental of employee development program and its benefits to organizations and employees.

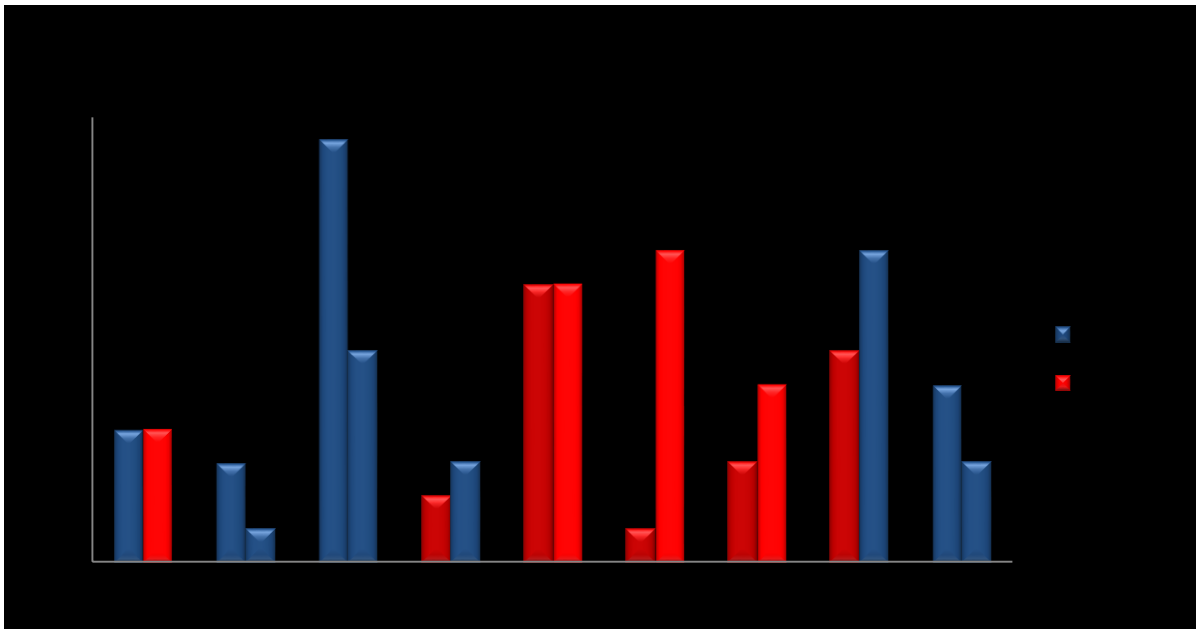
Respondents:

Respondents are fresh engineering graduates and who are in training period in Roots Industries, Coimbatore. They are in the age group between 21-23 years. They all are undergoing technical training along with the improvising session in communication, leadership qualities, ethics and values, and personality development. As a part of the training program they attended one-day Skill

Enhancement Training at The TIPS College of Arts and Science. The test was conducted before and after the training and results are as follows.

Responses*	Pre – Training				Post Training			
1	E	N	T	P	E	N	F	J
	41%	12%	12%	28%	12%	3%	12%	3%
2	E	N	T	J	E	S	T	J
	22%	12%	9%	41%	28%	9%	3%	12%
3	E	N	T	J	E	N	T	J
	69%	47%	38%	47%	72%	69%	19%	59%
4	E	N	F	J	E	N	T	J
	59%	31%	6%	22%	50%	41%	9%	31%
5	E	N	F	J	E	N	F	J
	38%	31%	25%	25%	53%	28%	25%	3%
6	I	S	F	J	I	N	F	J
	3%	1%	3%	9%	6%	3%	28%	1%
7	E	N	F	J	E	N	F	J
	38%	6%	9%	41%	41%	6%	16%	41%
8	E	N	F	J	E	N	T	J
	44%	6%	19%	41%	3%	16%	28%	19%
9	E	S	T	P	E	N	T	J
	34%	1%	16%	9%	34%	22%	9%	19%

*10 responses on an average is taken as 1



Interpretation

From the above table it can be interpreted that

On an average 10 respondents on an average is taken as 1 respondent

Respondent 1: The personality was identified as ENTP before the training and as ENFJ after the training. It is interpreted that he has changed from a thinking person to a person who give importance to feelings and a person who perceives to be a person who can Judge.

Respondent 2: The personality was identified as ENTJ before the training and as ESFJ after the training. It is interpreted that he has changed from a thinking person to a person who give importance to sensing the events.

Respondent 3: The personality was identified as ENTJ before and after the training

Respondent 4: The personality was identified as ENFJ before the training and as ENTJ after the training. It is interpreted that he has changed from a person with feelings to a person who give importance to thinking.

Respondent 5: The personality was identified as ENFJ before and after the training.

Respondent 6: The personality was identified as ISFJ before the training and as INFJ after the training. It is interpreted that he has changed from a sensing person to a person who give importance to his inner intuition.

Respondent 7: The personality was identified as ENFJ before and after the training

Respondent 8: The personality was identified as ENFJ before the training and as ENTJ after the training. It is interpreted that he has changed from a person with feelings to a person who give importance to thinking.

Respondent 9: The personality was identified as ESTP before the training and as ENTJ after the training. It is interpreted that he has changed from a sensing person to a person who give importance to his inner intuition and a person with perceiving to a person who can Judge.

Inference:

79 % respondents have shown the same personality type before and after the training whereas with others we can witness some changes. So we can conclude that the training has an impact among the respondents.

Discussion:

We witnessed the following from two teams Extrovert Thinkers and Extrovert Feelers (based on the Personality test)

- In the Survival activity where the trainees have to manage all the expenses with the given amount. Various situations have been given and they will be judged based on the decisions they made and their ability to survive with the amount provided to them. In this Extrovert Thinkers were able to sustain in most of the situations rather than the Extrovert Feelers.
- In considering all the other external factors that may or may not influence the personality of the trainees there is significant change in the personality traits after they undergone this training program expect two trainees which was captured and compared as above is evident to conclude that training has an impact on their personality trait.
- Based on organizational need the, the trainers can assess, develop training modules and enhance or infuse needed personality trait in the trainees during Skill Enhancement training.

Conclusion:

Personality assessments, before and after the training helps the trainers in understanding the trainees and to customize the Skill Enhancement training programs effectively. Upskilling for the existing talent becomes vital in every organization. The trainers need to acquire the requisite skills to ensure that trainees are engaged honestly in the personality assessments process. These tests should assist in generating richer discussions, higher level of interest in immediate and future outcomes.

Further Scope of the Research:

This kind of personality tests can be used before conducting not only Skill Enhancement training program but also in all kinds of training programs in future. This helps to enhance the training given to them. It can be extended to any number of trainees in any sector.

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47. ADOPTION OF GAMIFICATION TOOL IN HIGHER EDUCATION: AN EMPIRICAL STUDY

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Abstract

Students today in higher education are digital natives. Technology can be used to engage the digital natives leading to a win-win situation to all the stakeholders. This paper attempts to explore the adoption of gamification tool viz., Kahoot among the faculty and students. The study uses the UTAUT2 model for understanding the perception of faculty leading to the usage of Kahoot. Primary data is collected from 143 faculty. Students‟ perception is also collected from 130 respondents. Results reveal the factors leading to Adoption of Kahoot among faculty and that the students‟ have a positive perception regarding the Usage of Kahoot.

Introduction

The Industry 4.0 is in place and to ride the wave the players in Higher education scenario are to be equipped with a different set of skill. The skill set hitherto focused by the Higher education sector needs a face lift to succeed in the era of ABCD viz., Artificial Intelligence, Big Data, Cloud computing, Data Analytic sets.

Consequently, the Higher Education landscape today is facing a paradigm shift. Thanks to the technological development in Teaching Learning Evaluation Process and its adoption by the stakeholders in Higher education scenario, there seems to be a win-win situation for all concerned. Today's students belong to Gen Z , characterized with less attention span , born with technology, have more choices etc. In short Gen Z students are digital natives and teaching them requires a different skill set from the faculty too. The Faculty involved in teaching the digital natives are by and large are digital immigrants viz., those who learnt to use technology and not born with it. In this scenario, the faculty are required to acknowledges and take efforts to change their perspectives and approach to Teaching, Learning, Assessment with technology flavor. There is need to shift from a traditional classroom to an ICT driven class.

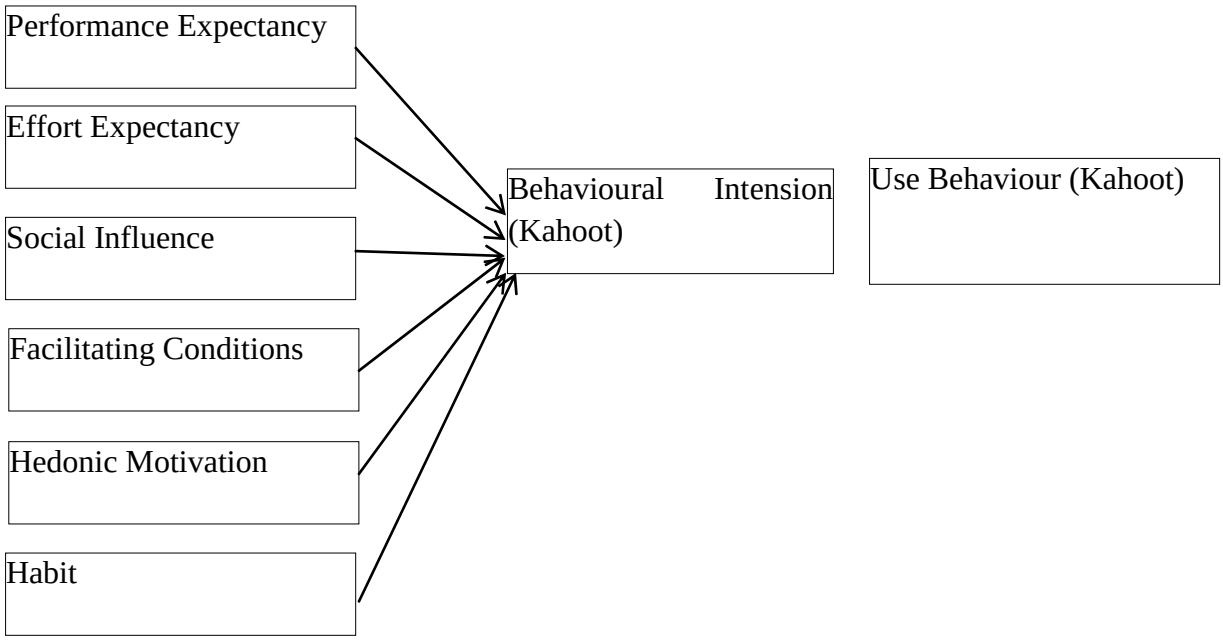
Information and Communication Infrastructure (ICI) refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (Internet, voice, mail, radio, and television), and Information Technology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation [Sukanta Sarkar, 2012]. ICT in the field of education impart itself to a more student- intensified learning settings.. In this era of digitalization, the role of ICT in education becomes crucial [Ron Oliver, 2002].

Across the globe, the use of Information and Communication Technology (ICT) in higher education has made an impressive „big leap forward" since the early 1990s. ICT is now being used for various purposes in higher education institutions, ranging from executive decision- making systems (Frackman 1996) to course evaluation schemes (Steen 2000) [Bjørn Stensaker, Peter Maassen, Monika Borgan, Mette Oftebro, Berit Karseth, 2007]. Innovativeness in the classroom as well as the application of effective use of technology in the teaching-learning process is perceived to be a vital one (Debbita Tan Ai Lin, Ganapathy. M and Manjet Kaur, 2018).

Against this setting this paper attempts explore a Gamification tool, Kahoot. Kahoot! is a widely accepted online learning platform which has gained high popularity with more than 30 million users worldwide and it is based on current user-centered and behavioral design methodologies (Carolyn M. Plump and Julia LaRosa, 2017).

Gamification in the context of the current research paper refers to application of the game elements viz., point scoring, competition, rules of play etc to education scenario. Use of gamifications may enhance the students learning and understanding capabilities leading to increased students engagement in the class room initiatives. Teacher's acceptance and adoption of gamification tool in the classroom is measured using Unified Theory of Acceptance and Use of technology UTAUT 2 model developed by *Venkatesh* et al. (2012). *Venkatesh* has taken into consideration the following viz., t Performance expectancy, Effort expectancy, Social influence, facilitating condition, Hedonic motivation , habit ,price , Behavioral intention and the Actual Usage behavior.

For the purpose of the current study 'price' is excluded as Kahoot is available free of cost. The proposed model to study the adoption of kahoot is as follows;



Venkatesh et al. (2003) defined performance expectancy as "the degree to which an individual believes that using the system will help a person to attain gains in job performance". Effort expectancy is defined as "the degree of ease associated with the use of the system". Social influence means the extent to which a person perceives how vital others believe he or she should use the technology. Facilitating conditions means the extent of availability of technical support for using the new technology. Brown and *Venkatesh* (2005) defined hedonic motivation as an enjoyment or happiness resultant from using a technology and play significant part in determining new technology adoption. Habit is differentiated in two distinct ways. The first habit viewed as prior behavior (Kim and Malhotra, 2005) and second, habit is where an individual believes the behavior to be automatic (Lamayem et al., 2007).*Venkatesh* et al. (2012) modeled habit as having direct and indirect effect through behavioural intention.

Kahoot is a free on line game based platform. The instructor needs an account (getkahoot.com) and the students can play without logging in or registering. The faculty can choose one of the 9 million public games available in kahoot and adapt it to suit their learners, or create something of thier own from scratch. Kahoot can be used to create quiz , survey, discussion and jumbles. 70 million active users are there in Kahoot. One million corporate users including the fortune 500 companies use Kahoot.

Review of Literature

Review of literature is conducted based on the three subjects viz, ICT in higher education, UTAUT2 and Kahoot

ICT in higher education

Mewcha Amha Gebremedhin and *Ayele Almaw Fenta* (2015) had investigated teachers' perception on integrating ICT in teaching-learning process. They had collected responses from seventy two samples through survey. They had found that though teachers in Adwa College were willing to use ICT resources, they were facing problems with accessibility to ICT resources and lack of training opportunities. Alcuin Mwalongo (2011) had examined teachers‟ perceptions about ICT for teaching, administration, professional development and personal use. The researcher had collected data from seventy four teachers through online survey and few qualitative data from blogs and had analysed using Weft QDA. The findings were, that the teachers did not use ICT to radically change their pedagogical practices, instead, ICT in some cases were used to maintain teachers‟ traditional pedagogical practices.

Raju Kumar (2008) had addressed the convergence of ICT and education in his research. The researcher had proposed that ICT in education facilitates e-learning. Enhancement of distance learning, reaching students located in remote areas has also been made simply with the help of ICT. Therefore, it becomes vital for the facilitators to adopt technology in their teaching styles to provide educational gains to the learners.

Yasemin Gülbahar (2008) examined the factors that contributed to preserves teachers utilization of technology and suggest recommendations regarding to the effective utilization of technology. The data for the study were from a school of education in a private university. The study revealed that

teacher education programs fail to provide appropriate instructions on technologies and computer facilities were not adequate. The study also found three factors which had appeared to have a significant influence on the effective use of technology (1) quantity and quality of the lessons addressing technology (2) incompetent teachers/lack of in-service training, and (3) insufficient technological infrastructure.

UTAUT2 Model in Education

NoorUl Ain, Kiran Kaur and Mehwish Waheed (2016) in their study the perceived value construct of the UTAUT2 model was investigated in the context of a learning management system (LMS), in which the construct is redefined from its original price value conceptualization. It was found that many researchers simply ignore the price value construct when applying the UTAUT2 model in technology use studies in the educational context. This study extends the UTAUT2 framework by combining the learning value construct and provides fresh insight about predictors of students‟ intentions towards LMS and its use. A quantitative research approach was employed by utilizing a closed-ended questionnaire to collect data from Malaysian university students who were users of LMS.

Arumugam Raman & Yahya Don (2013) explored the relationships between the constructs that may influence preservice teachers' acceptance of Learning Zone (Moodle) in their learning process and assessing the influence of variation. The results supported the previous study views of influence of latent variables of performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation and habit on the perceived extent of behavioral intention among the UUM students using partial least square (PLS) in testing hypothesis.

Shuiqing Yang (2013) had conducted a study for understanding undergraduate students‟ adoption of mobile learning model. The drawing on UTAUT2 and extant literature on learning behavior, an adoption model had reflected the determinants of undergraduate students‟ mobile learning acceptance in a consumer context and empirically tested against data collected from 182 undergraduate students in China. Structural quation analysis results indicate that hedonic motivation, performance expectancy, social influence, and price value positively affect students‟ mobile learning adoption. Remarkably, self-management of learning was found to have both direct and indirect negative influences.

Usage of Kahoot! in Higher Education

Debbita Tan Ai Lin, Ganapathy. M and Manjet Kaur (2018) had conducted a study among students from Malaysia with the help of survey among 51 respondents. The students had found Kahoot! to be beneficial in terms of motivation and reinforcing learning (both theoretically and practically). Yanawut Chaiyo and Ranchana Nokham (2017) had conducted a study to understand the effects of Kahoot, Quizzizz and Google form in teaching learning process. All the three tools were used

during a session to facilitate questions and answering in the lecture room. At the end, the students were given a questionnaire to fill-in their responses for the statements which were related to concentration, engagement, enjoyment, perceived learning, motivation, and satisfaction. The hypothesis was tested using the Kruskal Wallis test. It was found that Kahoot and Quizizzhas were positively accepted by the students than Google forms. The students had perceived that these two tools support their learning and helps in increasing their concentration, engagement, enjoyment and motivation. They had also felt that their responses were valued by their teachers.

Carolyn M. Plump and Julia LaRosa (2017) conducted a study with both undergraduate and graduate students pursuing two different business courses. They were made to use Kahoot! as an e-Learning platform throughout their course work. At the end of the hours, the feedback of the students was collected through a questionnaire with a 7-point Likert scale. The sample consisted of six classes at a northeastern university: five undergraduate business law classes (111 students) and one graduate global management class (28 students)—a combined total of 139 students. It was found that utilization of Kahoot! had influenced positively on the students with more activities and it was not just the extrovert students, to participate and contribute but everyone has enjoyed their way of learning.

Marisa Correia and Raquel Santos (2017) had identified that Kahoot! as a cognitive tool motivates, encourages the students to think more deeply about the concepts and is found to be very useful for learning assessment.

István Varannai, Peter Sasvari and Anna Urbanovics (2017) had conducted a study in Hungary with two different groups of students to analyze their behavior while using Kahoot! Technology acceptance model had been used to analyze the data and it was found that Kahoot! was rates positively and it was known that this e-Learning tool influences the attitude, experience and ease of availability to improve the performance of the students, which in turn strengthened the intention to use the application.

3..0 Objectives

1. To understand the impact of performance expectance, effort expectancy, social influence, facilitating condition, hedonic motivation and habit on Behaviourial intention to use Kahoot,
2. To understand the impact of Behavioral Intention on Actual Usage ofKahoot.

3. To understand differences in the perception regarding variables leading to the adoption of kahoot based on the of gender, experience and academic background To highlight the students perception regarding the usage of kahoot.

4.0 Methodology

The study is based on Descriptive research design. Respondents were identified through convenient sampling method. Primary data is collected from faculty and students through a structured questionnaires sent through Google form. Questionnaire had 24 items measuring 8 constructs. The questionnaire was sent to 200 respondents and response was received from 143 faculty and 130 students Cornbach alpha test with .828 score ensured the reliability of Questionnaire. Apart from Descriptive statistics t test, ANOVAs and regression are used to analyze the data.

5.0 Discussion

In order to understand the influence of performance expectance, effort expectancy, social influence, facilitating condition, hedonic motivation and habit on Behavioral intention to use Kahoot, the following hypotheses is framed;

H1: The constructs do not have a significant influence on behavioral intention to use Kahoot Regression was performed to test the hypothesis. The result follows;

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773[a]	.597	.580	.34932

ANOVA[b]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.611	6	4.102	33.616	.000[a]
	Residual	16.595	136	.122		
	Total	41.206	142			

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.311	.325		.956	.341
	Performance expectancy	.189	.078	.178	2.433	.016

	Effort expectancy	.066	.079	.058	.832	.407
	Social Influence	.046	.036	.071	1.268	.207
	Facilitating Condition	.165	.064	.169	2.567	.011
	Hedonic Motivation	.243	.068	.270	3.581	.000
	Habit	.285	.054	.329	5.291	.000

R square value is .580 and the model is significant. The proposed constructs has an impact on the Behavioral intention to use Kahoot. Among the constructs, the influence of performance expectancy, facilitating condition, hedonic motivation and habit are highly significant.

In order to understand the impact of Behaviourial intention on actual usage of Kahoot, the following hypothesis is formulated;

H2: Behaviourial intention do not have an impact on Actual Usage of Kahoot Regression is used to test the hypothesis and the result follows;

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.638	1	6.638	12.785	.000[a]
	Residual	73.208	141	.519		
	Total	79.846	142			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.184	.507		-.363	.718
	AVGBI	.401	.112	.288	3.576	.000

Result shows that the Behavioral intention has a significant impact on the Actual usage of Kahoot.

In order to understand differences in the perception regarding variables leading to the adoption of kahoot based on the gender, the following hypothesis is postulated;

H3: There is no significant difference in perception among the male and female faculty regarding the variables leading to the adoption of kahoot

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.288[a]	.083	.077	.72056

t-test is performed using SPSS and the results are shown below;

Difference in the Perception among male and female faculty

Constructs	't' Value	P value	Result
Performance Expectancy	-0.745	0.460	Not Significant
Effortexpectancy	0.047	0.962	Not Significant
Social Influence	-1.194	0.235	Not Significant
Facilitating condition	0.328	0.743	Not Significant
Hedonic Motivation	0.240	0.811	Not Significant
Habit	-1.893	0.060	Not Significant

Result shows that the hypothesis is accepted and there is no difference between the male and female faculty regarding the adoption of kahoot.

To test whether the perception differs among the IT and non IT faculty the following hypothesis is formulated;

H4: There is no significant difference in perception among the IT and non IT faculty regarding the variables leading to the adoption of kahoot.

Difference in the Perception among IT and non IT faculty

Constructs	't' Value	P value	Result
Performance Expectancy	0.626	0.532	Not Significant
Effortexpectancy	0.349	0.728	Not Significant
Social Influence	-1.084	0.283	Not Significant
Facilitating condition	1.357	0.177	Not Significant
Hedonic Motivation	1.499	0.139	Not Significant

Habit	1.683	0.095	Not Significant

The above results reveals that the hypothesis is accepted leading to the conclusion that perception regarding the adoption of kahoot does not vary among the IT and Non IT faculty To understand whether the perception regarding the variables leading to adoption of kahoot varies with experience the following hypothesis is postulated;

H5: The perception leading to the adoption of kahoot does not vary with experience Anova is used to test the hypothesis and the results are shown below;

Experience of the faculty VsPerception

Constructs	ANOVAValue	P value	Result
Performance Expectancy	0.563	0.728	Not Significant
Effortexpectancy	1.379	0.236	Not Significant
Social Influence	1.148	0.338	Not Significant
Facilitating condition	1.062	0.384	Not Significant
Hedonic Motivation	0.963	0.443	Not Significant
Habit	0.710	0.617	Not Significant

Results shows that the perception leading to the adoption of Kahoot does not differ with the experience.

To understand the students satisfaction with the use of kahoot, eight statement relating to the use of kahoot was asked and the responses are given below;

Statements	Very Much Agree	Agree	Neutral	Disagree	Very Much Disagree
Kahoot was easy to use	70.77%	26.15%	3.08%	-	-
I enjoyed learning through Kahoot	66.92%	28.46%	4.62%	-	-
Kahoot helps me to pay attention to learn	63.85%	32.30%	3.85%	-	-
Kahoot helped me to understand class better	56.92%	40%	3.08%	-	-
Kahoot motivated me to learn more	67.69%	29.23%	2.31%	-	0.77%
Kahoot helped me to Recall & Retain learning from lecture session	60%	36.15%	3.85%	-	-

Faculty should use kahoot for future classes to	65.38%	29.23%	4.62%	-	0.77%
Overall I am satisfied with use of Kahoot	61.54%	36.15%	2.31%	-	-

The results shows that the students have positive perception regarding the use of Kahoot and that it enhances the learning experience.

Conclusion:

The study attempted to understand the perception of faculty and students regarding the gamification tool - Kahoot to enhance the Teaching learning experience. The study shows that the adoption of Kahoot is positively perceived by both the faculty and students. The research study proves that the adoption of gamification tool enhances the learning experiences of the students and the faculty teaching experience. The student's engagement is made fun with the adoption of Kahoot. The gamification tool cannot replace the lecture method but it will augment the teachers effort through students engagement. Adoption of Kahoot will enable the teacher to meet the digital natives in their own terms ultimately resulting in a win-win approach to all concerned.

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48. IMPORTANCE OF VALUES IN HIGHER EDUCATION AND THE ROLE OF NATIONAL SERVICE SCHEME.

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Education is regarded as one of the most important pillar in which a nation stand. The nature of a nation or a society depends upon the way through which education is imparted among its people. But this education is not that education coming from the pages of book because education is the backbone of a nation.

'The object of the ideal system of education, then, should not merely be the advancement of theoretical knowledge but also the advancement of life, development of the highest powers and capacities, and the unfoldment of the noblest potentialities of the student. He must be enabled at the same time to apply intelligently to his own life all the ideas that he has learnt and gathered and thus promote his growth-physically, intellectually, morally, and spiritual development'[1] Swami Vivekananda considered education is the manifestation of perfection already in man'. Vivekananda thinks that education is a continuous practice which controls the flow and evaluation of will power resulting in a positive effect to society. The educations which do not help the masses, the education which has no social value that education misguide the man and ultimately adversely affect the entire society.

Presently ours society suffers from a series of acute crisis which insist the instability of the society. Widespread corruption, dishonesty, mistrust strongly established its hold over our society. We are losing the spirit of tolerance and as a result one community stand against another community. Corruption, fraud and dishonesty are the regular feature of our social life. We are always thinking our own interest at the cost of the common interest of our society. At present the students are more concern about their material development but they have no time to think about the pitiable condition of the masses whom are the marginal classes of our society. They are very much busy with their income, and other accessories of their luxurious life. During the period of their service they wanted to collect more and more money, cars, bungalows and manage academic awards and all that by having which they may exploit themselves and the society with the disguised repute but they fears to fac the deep hollowness of their disguised selves. In a word it can be said that the more the adopt the

disguise premises of life, which are ultra virus in higher education, the more their leadership in system is fixed but in the same proportion they find deconstruction of self-affirming values.

In contemporary society we are going through such a transition period when we feel all positive and good senses to be destroyed all around us. All areas of social life are facing a setback in respect of

values. This is particularly true in case of education. Especially after the advent of globalization education in all countries including India, has come under corporate policy resulting in total commercialization of the world of education. So it is the right time to promote the values in higher education.

We cannot deny the truth that due to lack of values in education we are suffering a lot in our every aspect of life. Communal harmony is lacking in spite of the fact that India is a secular country. We have failed to inculcate the values of secularism in the minds of the students. As a consequence of this every day we are facing communal rift in our society.

Due to lack of values the students receives that type of education which confined the respective student in his own world. He never thinks for others or his own society. He always thinks for his own good at the cost of others, even they never hesitate to damage the well being of others for the cause of his own good. They are taking that type of education which does not help the common masses of people to equip themselves for the struggle for life. They grow self-centric culture within their minds where the common masses have no place at all.

The self-centric culture also weakens the bonding of the family members. Most of the families are running without respect, love and affection. Instead of home the safe shelter of the ageing people is the old age home. Even the bond between man and is also very weaken. In fact the entire situation is very depressing. No one can say that I am leading a very happy and peaceful life.

We are forgetting that India is a land of multi-religious, multi-cultural and multi-lingual community. In such type of country education is the backbone which cultivate democratic values and temperament for the cause of harmonious and peaceful living. The existence of harmony and peace will make the growth and progress of the communities and nation as well. The internal conflict among the people severely affects the progress and peaceful living of a country.

'Higher education is eternally occupied with the interest of the welfare of nation and society and is open to any who is fit to understand that, by getting higher education, they have some positively responsible role to the nation which bears the expenses for educating it society. It is a guide for the proper way of doing our duties as per our capacity and choice to make the ends of

individuals together with the collective life meaningful. It guides us in our march to cultivate and facilitate discoveries needed to satisfying our desires and growing needs in a holistic existence'.[2]

The higher education system free oneself from his/her selfish motives realizing the possibilities of the spirit. For perfect living Sri Aurobindo getting inspiration from the Upanisadic idea of *pancakosayamanava* (five sheaths man), apprehended the holistic way of educating the people. To Aurobindo, "to be complete must have five aspects relating five principle activities of the human being. The physical, the vital, the mental, the psychological and spiritual, usually these phases of education succeed each other in chronological order following the growth of individual. This however, does not mean that the one should replace the other but all must continue, completing each other, till the end of life".[3]

'By the "term" education, I mean learning the ways that broaden and cultivate the spectrum of one's consciousness, the training and the practice that free one's individual, religious and other sectarian bigotries and our allegiance and strengthening one to meet with the problem and need of the country and society in an educated manner. The word "secular" is used for equal respect to other faiths, but Iuse it in the sense of freedom from our narrow ideologies. Thusly, it is secularity of thoughts and deeds from our religious and psychological allegiances; thinking and conducting of man as a man and not as belonging to a particular community, faith and relation which divvies man from better cultivation and performance of his duties.'[4]

The aim of education is not just to acquire skills and earn money and to make his own good at the cost of others. From Indian perspective, education does not mean the knowledge that comes only from books. One educated person may be a terrorist and who uses his wisdom for making bombs, rockets, computers and other techniques and their uses. His education is without positive vale as without learning negative and positive values of his achievements he is completely influenced by terrorist ideologies. Then he uses his ideology to destroy the followers of other ideologies as he thinks other ideologies are dangerous against his faith, and so he is called a terrorist. But when that terrorist learns the positive and negative values of his study he comes to know the value of education. He then knows the value of education and also realizes that the skill which he earned from the society requires an obligation to be utilized for its welfare, safety and promotion of life. The said terrorist automatically disassociate himself terrorist activities which are not part of his way of life.

In fact the knowledge with values promotes wisdom which does not come from the pages of book. That wisdom insists the individual to serve for the society and particularly to serve for the marginal classes of the people of the society who are long being deprived from their legitimate claims. The purpose of education is not just to acquire skills and earns money, but to inculcate wisdom in the minds of learners so that one can serve the society and the nation in a better way and promote the cause humanity in society. We cannot deny the truth that day by day the feelings of humanity are declining day by day and as a consequence the entire society suffers a lot. Hence, the need of the hour is to promote values of humanity, tolerance and democratic temperament in the minds of students.

Under the present structure of education the role of National Service Scheme (NSS) is very important to inculcate values among the students as the motto of NSS is "Not me, but you". The real cause of all sorts of crisis of the contemporary society is that we think and we work without the feelings "Not me, but you". We should borne in mind one thing that values in higher education make one's own life and the life of his fellow beings worthy and meaningful.

In India the idea of involving students in the tasks of national service duties dates back to the times of Mahatma Gandhi, the father of nation. The central theme which he tried to impress his student audience time and again, was that they should always before them, their social responsibility. The first duty of the students should be, not to treat their period of study as one of the opportunities for indulgence in intellectual luxury, but for preparing themselves for final dedication in the service of those who provided the sinews of the nation with the national goods and services so essential to

society. Advising them to form a living contact with the community in whose midst their institution is located, he suggested that instead of undertaking academic research about economic and social disability, the students should do "something "positive so that the life of the villagers might be raised to a higher material and moral level.

The post-independence era was marked by an urge for introducing social service for students, both as a measure of educational reform and as a means to improve the quality of educated man-power. The University Grants Commission headed by Dr. Radhakrishnan recommended introduction of national service in the academic institution on a voluntary basis with a view to developing healthy contacts between the students and teachers on the one hand and establishing a constructive linkage between the campus and the community on the other hand.

The Education Commission headed by Dr. D.S.Kothari (1964=66) recommended that students at all stages of education should be associated with some form of social service. This was taken into account by the State Education Ministers during their conference in April 1967 and they recommended that at the university stage, students could be permitted to join the National Cadet Corps (NCC) which was already in existence on a voluntary basis and an alternative to this could be offered to them for a new programme called the National Service Scheme (NSS).

The overall aim of National Service Scheme is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institutions. The reason for the formulation of this objective is the general realization that the college students have a tendency to get alienated from the people who are living either in village or in slum which constitute the majority of the population of the country. The educated youth who are expected to take the reins of administration in future are found to be unaware of the problems of the village /slum community and in certain cases are indifferent towards their needs and problems. Therefore, it is necessary to arouse the social conscience of the students, and to provide them an opportunity to work with the people in the villages and slums. It is felt that their interaction with the common villagers and slum dwellers will expose them to the realities of life and bring about a change in their social perception.

If we peep into the objective of NSS we will see that NSS is the correct forum through which values can be inculcate among the students. The broad objectives of NSS are to:-

i) Understand the community in which they work;
ii) Understand themselves in relation to their community;
iii) Identify the needs and problems of the community and involve them in problem solving process.
iv) Develop among themselves a sense of social and civic responsibility;
v) Utilize their knowledge in finding practical solution to individual and community problems;
vi) Develop competence required for group-living and sharing of responsibilities;
vii) Gain skills in mobilizing community participation;
viii) Acquired leadership qualities and democratic attitude;
ix) Develop capacity to meet emergencies and natural disaster and;

x) Practice national integration and social harmony.[5]

The motto of the NSS clearly states that it is the correct and right organization to inculcate values among the students. The motto or watchword of the National Service Scheme in 'Not me, but you'. This reflects the essence of democratic living and upholds the need for selfless service and appreciation of the other person's point of view and also to show consideration for fellow human beings. It underlines that the welfare of an individual is ultimately dependent on the welfare of society on the whole. Therefore, it should be the aim of the NSS to demonstrate this motto in its day-to-day programme.

Thus, it is no doubt to say that to develop values among the students the role of the National Service Scheme is of very much crucial. But, the sorry picture is that most of the educational institutions giving less importance to this unit. All the functionaries of the NSS are not very much careful about the smooth and effective functioning of this organization. Need of the hour is to give more importance upon the effective functioning of NSS and also give positive attitude as well.

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49. EMERGING TRENDS OF ICT IN HIGHER EDUCATION

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Higher education is at the top of the education pyramid. And determines of large extend the state of the education system of the country, especially its quality. As such it has a responsibility towards the whole education system as it has towards the whole of society.
Achieving education for all should therefore, be one of the responsibility of the higher education system. However, interact inreality higher education has been concerned mainly with human resource development for the modern economic sector, has served the elites of the society and has produced elites.

❖ Development of Basic Education through ICT

ICTscan be divided into two groups: traditional or old ICTs (namely, radio and TV) and the new ICTs (namely, the Internet and telecommunications). Learning through new ICTs is also called e-learning. Recent studies show the enormous potentialofe-learning,especiallyinindustrialized countries.
E-leaning has the following advantages:

- Access to the learning program anytime convenient to the learner.
- Learners can be at any place to log on.
- Asynchronous interaction providing participants and tutors with time to prepare their responses leading to succinct and to-the-point interaction and on-track, thoughtful and creative conversations.
- Enhanced group collaboration creating shared electronic conversations which can be more thoughtful and permanent than voice conversation. Aided by group co-coordinators, these sessions can be powerful for learning and problem solving.
- New educational approaches can be used. For example, faculty from anywhere in the world, faculty teams with different specialties can be put together and innovations of teachers can be shared among themselves for improvement and adaptation.
- Recently developed intelligent computer-assisted instruction (ICAI) programmes are able to generate and solve problems, diagnose students Conceptions, select appropriate teaching strategies carry on dialogues with students based on in-

Depth studies by researchers on how people think, learn and solve problems.

However, these advantages are out of reach of most developing countries, where power and telecommunication facilities are poor, where resources and well trained teachers are scarce and where television and other forms of distance education cost less. One has to look for alternatives while being watchful not to 'miss the bus' with the new ICTs. As in the case of higher education, there are four ways ICTs can support basic education:

- supporting education in schools,
- providing non-formal education for out-of-school children and adults,
- Supporting Pre-service distance education of teachers Professional development, and enhancing the management of schools.

1. Supporting Education in Schools

ICT can provide access to information sources, enable communications, create interacting learning environment and promote change in methods of teaching. Quality and access to up-to-date and relevant materials can be improved while offsetting some costs of text books However, the improvement in quality resulting from the new ICTs is yet to re justified with the in developing countries. Radio is still the most cost-effective ICT for enhancing quality in school education. However, with the falling cost of hardware maintenance and internet access and increasing extensions of telecommunications and power infrastructure, it is expected that the benefits. Of using new technology in the schools of developing copies will exceed the costs.

2. SUPPORTING NON-FORMAL EDUCATION FOR OUT OF SCHOOL CHILDREN AND ADULTS

Empirical evidence demonstrates that radio and television, the traditional ICTs are cost effective means to reach out-of-school children and adults where the costs are spread over a large number of learners, in the regions of conflict and for refugees. If the purpose of ICT is to reach children and adults who cannot go to school for remoteness and/or for opportunity costs, radio and television are more likely to widen access than the

new ICTs which may not be available to them. However, basic educationismoresuccessfulwhendeliveredinthe mother tongue andtraditional ICTs may be less economic because of the small number of learners. The possibility of two-way communications with new ICTs makes them more attractive where the target group have easy access to them, for example, in periurban areas.

Supporting Pre-and in-Service Teacher Education

The high demand for teachers calls for the rapid supply oftrained teachers. Distance education of teachers is an essential medium to achieve education for all. Radio and television (radiomorethantelevision)stillremainpopular means because oflow costs. However, teacher education usingnew ICTs areincreasingly becoming Popular because ofthepossibilitiesofthe'multiplier greater interactivity between students and tutor °opportunities for learners to proceed at their own pace, at any place and anytime, the possibilities of combining video audio and texts to improve delivery and quality of

Instruction and finally the possibilities of establishing Teacher resource centres with access to power and telecommunications equipped with computers and internet facilities. Regional initiatives, such as the Africa Virtual University, are also enhancing teacher educationusing a combination of new and old ICT

Enhancing Educational Management

In this area new ICTs are more relevant. Computer software programs are being used in time tabling and school management to improve the use of staff time, student time and space, thus reducing costs significantly. Only a few computers are necessary for this type of application. It is noted that ICTs in schools can improve quality with less cost. Old ICTs are still cost-effective for provision of education to out-of-school children and youth in developing countries. New ICTs have a very large potential for teacher education in large quantity and better quality.

A combination of old ICTs to widen coverage and access and new ICTs provide interactivity is supposed to be cost-effective for teacher education. If a nation wide network of community learning centres equipped with computer laboratories with broad band access and provide tutoring support could be set up in developing countries until a computer is available at home, there are possibilities for this countries to take advantage of the benefits of e-learning mentioned above. Some of the E-9 developing countries are already taking a step in this direction as will be noted in the following step.

BUILDING A TRANSFORMATIONAL TEACHING- LEARNING APPROACH FOR STUDENT ENGAGEMENT AMONG GEN Z STUDENTS

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Abstract

Generation Z—typically defined as people born after 1995—is now arriving on campus. But by most accounts, they're different from their predecessors, the Millennials. The paper focuses on teaching methodologies for the present day youth called Gen Z and their Current labels include Millenials, Nexters, Generation www, the Digital generation, Generation E, Echo Boomers, N-Gens and the Net Generation. One of the most frequently reported characteristics of this generation is their comfort with technology. The purpose of this paper is to describe and analyse the need of the technology preferences of the Generation Z student and usage of technology in class rooms of lecturers of this group of students in order to shed some light on the teaching-learning challenges associated with educating Generation Z.

Key words : Gen Z, technology, Digital media

I. Introduction

Incredible technology changes are defining our current reality, impacting on our approach to society, to planning and to breaking new ground in terms of education. There is a rise of a new generation that is "location-aware" and speaks a "technological-language". This has a great impacts on the teaching-learning environment within the current university structures, as students (the new Generation Z learners) are more equipped with technology, than typical Generation X & Y (lecturers), which increase complexity of education processes involving instruction, guidance, and supervision. This study investigated the preferences of the new Generation Z student, in terms of technology usage within formal educational systems.

Lack of student engagement is the biggest issue confronting a large number of educational institutions today. Students expect the classes to be interesting, intellectually stimulating and even entertaining. The sad truth is that most students find their classes rather boring; and a large number of teachers struggle to teach in a way that balances learning effectiveness and student engagement. This new technology and behavioural aspects will suggest new ways of teaching to the millennial , how to make classes interesting, engaging, effective and even enjoyable, using scientifically proven principles grounded in NLP, cognitive psychology, learning technologies and gamification (incentivizing and awarding) principles.

1.1Gen Z and teaching methods

Generation Z—typically defined as people born after 1995—is now arriving on campus. But by most accounts, they're different from their predecessors, the Millennials. They are truly digital native generation. A study proves that they reach for a smart device every seven minutes. They multi task across five or four screens instead of two or three. To reach these generation with

new methods of teaching is more vital and they look for results and we need them keep busy always. The faculties of the present day youth needs to be more smarter than the students. It is the need of the hour to find more ways of teaching techniques which need to be relevant.

For one thing they—and not, as it is often reported, Millennial—are the first truly digital-native generation. Millennial still might have learned addition via flashcards, but Gen Zs more likely had an app that provided instant answers and feedback. As a result, "they reach for a smart device every seven minutes. They multitask across four or five screens instead of two or three.

One outcome of that for the teacher is Gen Z is even more distracted than the Millennial, Their brains have simply been wired for the give-and-take of bits and bytes. They are also a generation that understands the world is tough.

1.2 Generation Z in the classroom

These generational shifts in attitude, behavior and communication are becoming pervasive on campus, reaching all the way into the classroom. And institutions will be shaped by them; the question is whether it will be by accident or by design. Leaders of the Higher educational institutions who understand the connection between digital engagement and student experience will cause dynamic changes within their institutions. The same goes for individual faculty and the courses they teach. Instructors who want to connect with students from Generation Z will benefit from shifting the way they teach.

1.3 How Generation Z uses technology differently

1.3.1 They expect everything on demand. Generation Z has never had to wait to rent a movie or learn about a topic; it all happens online, immediately. They are not particularly impatient or entitled compared to other generations. It's just that, for them, it's normal not to wait.

1.3.2 They assume it's tailored for them. Growing up during the birth of algorithms, they are simply accustomed to a personalized feed of information, entertainment, suggestions and requests based upon their personalities. Again, it's not something they ever demanded; it's just something that's been done for them at every stage in their lives.

1.3.3 Their social life takes place online. Generation Z is comfortable in the online environment of social media. It's not a distraction; it's integral to social behavior. It's also primarily how they send and receive messages. Email is to Generation Z as voicemail is to Millennials: they never bother to check it.

1.4 Need for the teaching approach to engage Gen Z for accelerate learning :

1.4.1 Break it up. Long lectures aren't the best technique for Gen Z students, who are used to multitasking and constant stimulation. Text and lengthy readings will likely lose their attention, so

try using charts, graphics, different texts, and even different types of media.Hence we have to try a variety of teaching methods to keep the class moving and maintain interest.

1.4.2 Rethink how you communicate. Gen Zers grew up in a world of constant texting where email is considered formal. They are accustomed to receiving responses in seconds—not hours. So, considering ways how a teacher can make her/ him self more available through social media, online chats and creating video lectures and webinars to reach them.

1.4.3 Be relevant. Gen Z grew up with even busier schedules than Millennials did, so they like to maximize what little spare time they have. For that reason, explain upfront why a lesson is needed and how it can be applied in the real world. These students look for relevance and applied part of what they study and where they can apply. So the important characteristic of today's gen is that they "Think about the immediacy they have always had at their fingertips," and they going to demand relevance first.

1.4.4 make information more graphical & Digestible : Gen Z members love to communicate via memes and emojis. "Zs are much more visual," "They communicate in images. Large blocks of text and lengthy readings will likely lose their attention meanwhile usage of charts, graphics, different texts, and even different types of media will create learning interest among them.

II.Review of Literature

Generation Z, born after 1995, who is still to come into the workforce, but tend to be digital natives, fast decision makers, and highly connected. The typical Generation Z person, or digital natives as often referred to (Dauksevicuite, 2016; Rothman, 2016) was the first generation born into a globally (internet) connected world and therefore "live and breathe" technology. This is also true for the higher education environment where Generation Z students rely on PC-recordings instead of taking notes, are more tend to raise questions online, see a lecture as **"come and entertain me**" and does not like waiting for a response but demand instant information and communication (Dauksevicuite, 2016; Rothman, 2016). Some research illustrated that the brains of Generation Z are structurally different than those of earlier generations, not as a result of genetics, but as a result of the external environment .

The following table shows the different generation of people.

Generation	Years

The greatest generation	1910-1924
The silent generation	1925-1945
Baby Boomers	1946-1964
Generation X	1965-1979
Millennial or Gen Y	1980-1994
Gen Z or Post Millennial	1995-2014
Generation Alpha	2015-2030

(Table : 1 New age group classification)

and how our brains respond to such (Rothman, 2016). "The brains of Generation Zs have become wired to sophisticated, complex visual imagery, and as a result, the part of the brain responsible for visual ability is far more developed, making visual forms of learning more

It is contemplated that the brains of Generation Z are structurally different than those of earlier generations, not as a result of genetics, but as a result of the external environment responsible for visual ability is far more developed, making visual forms of learning more effective (Rothman 2016). Auditory learning such as lectures and discussions is very strongly disliked by this group where as interactive games, collaborative projects, advance organizers and challenges are appreciated methods and how our brains respond to such (Rothman, 2016). "The brains of Generation Zs have become wired to sophisticated, complex visual imagery, and as a result, the part of the brain

New!

Generation	Seniors	Boomers	Gen Xers	Gen Yers	Gen Zers
Born	1922 ~ 1945	1946 ~ 1964	1960 ~ 1980	1975 ~ 2000	1995 ~ 2009
Training	The hard way	Too much and I'll leave	Required to keep me	Continuous and expected	Playing Life
Learning style	Classroom	Facilitated	Independent	Collaborative and networked	Pocket mobile internet based
Communication	Top-down	Guarded	Hub and spoke	Collaborative	Electro-social, highly connected
Problem-solving	Hierarchical	Horizontal	Independent	Collaborative	Global Tribe / Independent
Decision-making	Seeks approval	Team informed	Team included	Team decided	Sonar / Individualistic
Leadership style	Command and control	Get out of the way	Coach	Partner	RSS Protagonist
Feedback	No news is good news	Once per year	Weekly/Daily	On Demand	Continuous social sonar
Technology use	Uncomfortable	Unsure	Unable to work without it	Unfathomable if not provided	Lifelong use
Job changing	Unwise	Sets me back	Necessary	Part of my daily routine	…

The above diagram clearly illustrates the learning approach toward responses from different set of skill and characters observed.

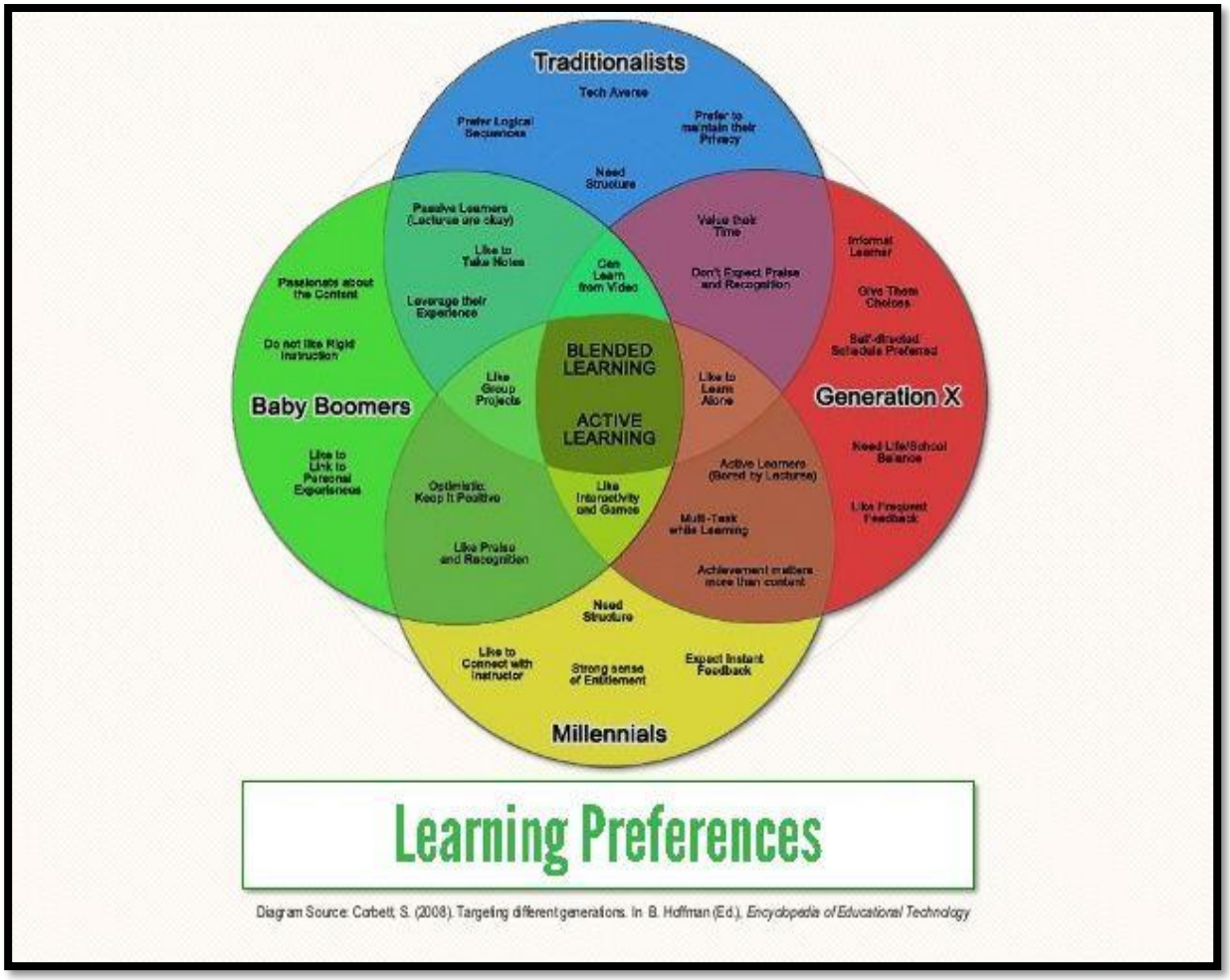
III.Objectives

3.1 To contemplate on the fundamental principles of achieving teaching and learning mastery using cutting-edge NLP techniques, leveraging principles of entertainment for better retention of learning and help them appreciate the foundational e-learning and gamification methods to drive student engagement and accelerate learning.

3.2 Finding beneficial and new ways of communication to develop teaching and learning process effective with technology tools.

IV.BUILDING TRANSFORMATIONAL TEACHING- LEARNING APPROACH

Before building an approach of transformational teaching- learning, there is a need of knowing the behavioural pattern, boundaries, expectations and methods of meeting those requirements. Blended learnings and active learnings are the intersected and most significant area to contemplate upon studying the needs of the Gen Z students. The below diagram explains it clearly.



4.1 TECHNOLOGY AND CLASS ROOM

It is to be noted that, how technology has dominated the Gen z in their learning process. So it is to be converted to a technology based conducive environment to educate this digital innate . The following are the suggested approaches toward technology based teaching.

- Creative classroom setups will need to form part of the education process.
- Online connected throughout the day resulting in quick information
- Include some technology in teaching, but it is limited.
- Explore the Internet as a communication tool in a group decision-making process and seek to not work in isolation, but enhancing the interconnectedness of the group.
- Requesting more technology-usage as part of their modules
- They realize that social media can benefit teaching- learning strategies, but to implement such initiatives.

4.2 PREREQUISITE UNDERSTANDING FOR A PROPOSED TEACHING MODEL FOR GEN Z STUDENTS

- Research social networks and their impact on the traditional approach to urban planning as possible integration method.
- Explore virtual place-making processes and creative classroom setups.
- Growing interest in online examinations, issuance of online study material
- Explore applications and supporting software to implement a gradual change.
- Replace PowerPoints with open discussions with lively debate and structured group work.
- Move away from traditional teaching approaches to more learner-based learning method.
- Include visual methods and creative teaching sessions (indoors and outdoors).
- Born into the internet-era and does not understand a different view.

4.3 CHALLENGES :

The following are the challenges faced by the traditional approach adopted for teaching Gen z students.

- Some lecturers will need professional development support to help them move from a traditional to a transformational learning model. Some of the teachers still believe traditional teaching methods (such as written examinations and formal contact sessions) are best strategies. They are not fully aware of the characteristics, challenges and preferences of the Generation Z student but are willing to learn.
- Gen Z students Know they have more technology know-how than their lecturers.
- The traditional teachers shall Realize that they teach a student with more technology know-how Instructors teaching Generation Z must be prepared to teach using software, hardware,
  and digital, technological and social media.
- Traditional teachers Prefer more contact sessions, which needs transformational approach for today's learners.
- Upgrading and upskilling oneself toward building a smart and digital classroom will satisfy the select age group of learners.

4.4 Teaching Strategies for Gen Z.

The approach toward teaching Gen Z needs clear understanding of the behavioural aspects but also to prepare them to meet the challenges ahead. Every Millennial shall adopt new methods incorporating technology into their pedagogy will provide student engagement. Some of the suggestions to the teachers viz,:

Think Digital in all assignments, assessments, activities

- ♣ Break content into short segments
- ♣ Make information graphical and bite size
- ♣ Rethink how you communicate
- ♣ Be relevant. Respect the time of the Gen Z student
- ♣ Provide individualized instruction - think adaptive learning
- ♣ Use Social Media approaches to learning
- ♣ Set up students for a career
- ♣ Provide access to resources to help eliminate student loan debt
- ♣ Acknowledge that this generation sees themselves as Smart, Creative, and Hardworking

Publish assignments digitally.

Many of these teaching techniques are already gaining traction and every campus function as teaching and learning centre has resources to help faculty make the shift. The most important takeaway from the Generation Z has a markedly different and more productive relationship with digital technology than their Millennial predecessors—something faculty can use to their teaching advantage

V. FINDINGS & MANAGERIAL IMPLICATIONS

It is clear that Teaching in 21st Century, the Teaching Skills needed to Help Students Build a Career would be to become a learning guide, embrace technology, encourage educational freedom, teach risk-taking and understand speed of access matters.

5.1 Expected Learning Outcomes from New modules :

- To create the right learner states conducive for effective learning.
- To exploit different learning styles of students for better learning.
- To Create ways of instant rapport with students in the classroom.
- To improve retention and long-term memory formation in learners.
- To make their classrooms engaging by leveraging e-learning and gamification techniques.

5.2 Outcome &Relevance of the Transformational approach of Teaching.

- To prepare the students for the jobs of today and tomorrow, the learners need to be collaborative, innovative and responsive to their environment. So it is important to train the students in linking technology and behaviour. Teachers of today are in need of training and equipping themselves for the usage of technology in class room.

VI.Conclusion

This chronology of generations and their specific features has the purpose to bring to light the image of the specific teacher for this generation, very precisely in order to understand why current generations do not respond to the same stimuli and challenges as the ones before.
We often hear teachers complain that they cannot keep the class under control, they cannot provide a conducive atmosphere of teaching, that students cannot concentrate, that they are not paying attention, they are not interested etc. It is time to move onto our analysis, asteachers of a particular generation, and analyze our own behavior against the requirements of our students. To conclude, we could say that it is necessary for teachers of the generation Z to move focus on:
- moving from giving oral instructions, or suggesting them what to do, to standing out for our decisions, sometimes risking even by experimenting in order to find new paths of learning;
- leaving the same routines in order to create new learning situations and to draw concrete tasks

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50. RELEVANCE OF VALUES IN HIGHER EDUCATION

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Introduction :

What is relevance? It is a concept of applicability , significance and demonstrable bearing of the matter at hand ie in education .

What is value of education ? Why is education so important in our life in Primary as well in Higher Education ? The answer is hidden in the statement "**Education is the most powerful weapon which you can use to change the world".** Noble Prize winner **Nelson Mandela**

Education empowers minds that will be able to conceive good thoughts and ideas. Education enables students to do the analysis while making life decisions. Life gives various survival challenges for humans. But education guide human to fight with failure and get success in life.Education is only tool that can remove corruption, unemployment, and environmental problems.

C.V.Good' said that value education is aggregate of all the processes by means of which a person develops abilities and other forms of behaviour of the positive values in the society in which he or she lives.

Or in another words as per Powney,J., Cullen,M-A.,Schlapp,U.,Johnstone, M.&Munn,P.(1995) **Value education is the process by which people give morale values to each other .**

There is a two types of value of education : explicit and implicit

- Explicit values education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences for students when it comes to value questions ie making something easy to understand.
- While Implicit value of education is such type of education which is not expressed in direct way but understood by the people involved .

Need of study:Without comprehending the essentials of relevance of value in higher education one distort its esteem hence the researchers felt the need.

Objectives of research : To study the relevance of modern era education.

Advantages

Character development

Moral development

Citizenship Development

Personal Development ,

Social and cultural Development

- **Character Development and education**:The qualities that makes somebody /something different from other people or things in character and the process of creating a believable character in fiction by giving the character depth and personality .

While Character education is an umbrella term generally used to describe the teaching of children in a manner that will help them to develop as personal and social beings. However, this definition requires research to explain what is meant by "personal and social being". Concepts that fall under this term include social and emotional learning, moral reasoning/cognitive development, life skills education, health education; violence prevention, critical thinking, ethical reasoning, and conflict resolution and mediation. Lickona (1996) mentions eleven principles of successful character education.

- **Moral education :**It is basically a training which shows us the right and just way to lead our lives it is more of a practice which enriches the way of our lifestyle**.**Morals as socio-legal-religious norms are supposed to help people behave responsibly. Through the experiential learning, over time participants develop a well considered personal morality, all the while gaining invaluable emotional and social skills to help them lead happy, fulfilled, successful lives. Values education can show which morals are "bad" morals and which are "good". The change in behaviour comes from confusing questions about right and wrong.

American psychologist .*Lawrence Kohlberg* who specialized in research on moral education and reasoning, and was best known for his **theory of stages of moral development**, believed children needed to be in an environment that allowed for open and public discussion of day-to-day conflicts and problems to develop their moral reasoning ability.

- **Citizenship Development**:Citizenship is gained by the meeting the legal requirements of a national,state or local government. A nation grants certain rights
- and privileges to its citizens. In return ,citizens are expected to obey their country's laws and defend it against its enemies.
- **Personal Development** :It covers activities that improves awareness and identity ,develop talents and potential ,build human capital and facilitate employability , enhance the quality of life and contribute to the realization of dreams and aspirations.
- **Socio-cultural development:** Socio-culturaltheory is an emerging theory in psychology that looks at the important contribution that society makes to the individual development . This theory stresses the interaction between developing people and the culture in which they live.

Education grows as values: If we have the skills but don't have the values then educated person become useless.For example, many people are educated, skilled in many trades, but they use their skills and education to cheat and disturb the society. That's why it is important for teachers, boards, syllabus creators to regulate topics to certain value (useful) goals. So that students connect and focus on the good values and usefulness of their education for the development of society and country.

The value of education and its significance can be understood from the fact that as soon as we are born, our parents start educating us about an essential thing in life. A toddler starts learning new words and develops a vocabulary based on what his parents teach him. They educate him who is his father, mother, brother, sister, etc. and how to behave with each person giving them due respect. They also impart him priceless knowledge about ethics and morals right from the beginning when he has a tender mind so that these qualities stay with him for his entire life in the form of conditioning

Education in this Modern Era:Let's try and understand using the following points, in what way is the importance of an education perceived in the modern era.

1. Today the primary reason why a child is pushed into a nursery school at the tender age of 3is not that the parents want him to attain knowledge; it is because they are afraid that their child will be "left-behind" other children who are actually going through the same mindless routine. It is a common sight to see small kids carrying really heavy bags to and fro from school, which actually stunts their physical development.

2. Similarly the most prevalent psychology among students today is to fight intense competition for a certain degree to get a certain job. In this way, education has become highly commercialized and almost like a business today, with institutes charging very high fees for their degrees which promise good placements because they have "tie-ups" with the companies. And after getting jobs in such tied up companies they are forced to leave their job due to dissatisfaction with the job they get.

3. Currently, a majority of students are going into institutes which have good marketing and advertising strategy and make lofty promises to lure people during admission times. So people are not influenced by the teachers and the quality of teaching but by the advertisements and promotional campaigns being run by the institute.

4. In recent times we will notice that every educated person knows how to chat nicely with people from all around the world, but they have forgotten how to talk respectfully to elders in their own homes such as parents and others. Today the sole objective of getting an education has been reduced to earning money and nothing more.

5. Online Classes vs Traditional Classes Essay: I am trying to convey to you that the importance and role of education is not limited to getting bookish knowledge that we are forced to cram up before exams and then regurgitate on the answer sheet so that we can get a degree at the end, which is done so that we can get a certain job which of course we don't really like. I cannot deny the fact that it's important to get a job, but I believe it is more important to make use of our education in a

way that unleashes our creativity and eventually brings behavioural changes in us for the greater good of mankind.

6.In my opinion, I don't think there is a single person who can be called completely educated to perfection. Anyone who is imparting education or anyone who is attaining the education is not known to the maximum. Education is an entity that is constantly being adopted and readopted from one person to the other. Sometimes a teacher can learn many things from a student too.

7.If I look at the existing educational system today, will notice that education has been reduced to an exchange of instructions and information and nothing more. Specifically in on line education .Whereas in earlier times the motive of education was to infuse good values and morals in an individual's consciousness. Today we have drifted away from this ideology because of the rapid commercialization in the education sector. This is just a part of the knowledge that makes him aware of what is important in the world, and since most of the world wants a degree from him, he goes ahead and gets a degree. In this process, he gets the capability to know what is important for him, what is wrong and what is right.

Conclusion:

According to my own consciousness and its expressions based on my experiences, I believe that an educated person is one who is able to adapt to his situations as per the necessity of the hour. He should be able to utilize his skills and his education to overcome difficult obstacles in any area of his life so that he can take the correct decision at that moment. That is what I believe makes a person educated.

Importance of learning new skills for students and professionals.How we behave with our parents and how much regard we have for our elders is a direct result of our initial education in our childhood days. So it wouldn't be wrong to say that a person's initial education begins at his home. Parents guide their child not just into the first steps when he starts learning how to walk; they also guide him on the steps to be taken with behaviour, morality, and respect.

They educate him about the rules of society and why they need to be followed to become a good human being. As the child grows older, his ambitions and desires grow bigger and parents try their best to provide him the best educational environment to make his dreams come true.

So let's discuss in detail in a listed way, why education is really important and its significance in our life.

1. A good education makes an individual develop personally, socially as well as economically. Education makes us dutiful. Education helps us to acquire new skills and knowledge that will impact our development in life.
2. Education gives a person knowledge about good values, ethical and moral responsibilities in life
3. It is only an educated person who feels morally responsible for others who are traveling with him on public transport and would willingly give up his seat for the elderly and ladies.

4. An educated society can help everyone to grow and develop as individuals in their respective fields.
5. An educated person respects everyone who is older than him and reserves special regard for the elderly and ladies.

So one can see how a good education can play a significant role in the life of a person.

I understand that education is a medium of attaining knowledge. It is the primary aim of getting an education; to expand our knowledge. When we make use of this knowledge we have got from education for practical purposes, only then we realize the real significance of getting an education in the first place.Education is not just about an exchange of information and pre-set instructions, it is a gateway that opens up our creative and imaginative capabilities.

It is our education only that makes us human. It is our education that separates us from other living beings on the planet. It is our education that gives us the knowledge and skills to use our creative talents to their maximum potential. So you can see how important a good education is for us.

To lead a good life and to get the spiritual and material happiness that lasts for a long time, it is absolutely essential to get educated. Only education can help our society to progress further and education is the only element that is equally significant for all sects, ethnicity and social groups because it has the power to uplift everyone.

Well said by A. P. J. Abdul Kalam

Teaching is a very noble profession that shapes the character, calibre, and future of an individual. If the people remember me as a good teacher, that will be the biggest honour for me.

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51. HIGHER EDUCATION IN INDIA: PROSPECTS AND KEY ISSUES

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Abstract

The main purpose of this research paper is to highlight the current scenario of higher education in India and key issues in higher education in India. The paper is an outcome of a review of a substantial number of secondary sources such as UGC, MHRD, British council, NAAC and personal experiences and observations on the current scenario and key issues of higher education in India.The number of University and colleges has increased. The Gross Enrolment Ratio in higher education has 23.6% in 2014-15. But the same time GER are very low among the SC and ST relatively to national average. The Indian higher education sector are facing so may difficulties in front of shortage of faculty, poor quality teaching, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and less public expenditure. Government of India has taken many initiatives for the improvement the quality of higher education in front of digital platform such as Virtual classrooms under SWAYAM and MOOCs, National Mission on Education through Information and Communication Technology.

Keywords

Higher education, Quality, enrolment, SWAYAM and MOOCs

Introduction

The Education System which was evolved first in ancient India is known as the Vedic system. The importance of education was well recognized in India, '***Swadeshepujyate raja, vidwansarvatrapujyate***' *"A king is honoured only in his own country, but one who is learned is honoured throughout the world.*" The ultimate aim of education in ancient India was not knowledge, as preparation for life in this world or for life beyond, but for complete realization of self. (Report on new education policy 2016) Higher education is very essential for India and it is encouraging to increasing sustainable human development. Higher education in India has experienced phenomenal expansion since independence. About 65% of India's population today is less than 35 years old. A huge demographic dividend will be available, if India revamps the education sector. Not doing so will have serious consequences forthecountry.Manystudieshaveshownthatifachildisprovidedgoodqualityeducation

and health care in the early years of schooling, it enhances his/her ability to lead a more meaningful and productive life.

Objective and Methodology

The main purpose of this research paper is to highlight the current scenario of higher education in India and its key issues. The paper is an outcome of a review of a substantial number of secondary sources such as UGC, MHRD, British council, NAAC and personal experiences and observations on the current scenario and key issues of higher education in India.

Higher education in India

Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. It is a matter of common knowledge and belief that proper growth of Higher Education in the country depends on the quality of teaching curriculum Research and its extensionservices.

The higher education institution in India are regulated by different statutory to bodies such as Indian Council of Agricultural Research(1929), Medical Council of India(1933) Council of scientific and Industrial Research(1942) Indian Nursing Council (1947)Dental Council of India(1948) Pharmacy Council of India(1948) Indian Council Of Cultural Relations(1950) University Grant Commission(1956) Bar Council of India(1961) Indian Council of Social Science Research(1969) Central Council of Indian Medicine(1971) Council of Architecture(1972) Indian Council of historical research(1972) Indian Council of philosophical research(1977) veterinary Council of India(1984) All India Council for Technical Education(1987) National Council for teacher education(1993) rehabilitation Council of India(1993) national assessment and accreditation (1994) Council Mahatma Gandhi National Council for rural education(1997) and quality Council of India(1997). Presently in India total number of universities are 911 (48 Central University, 400 State University, 126 deemed universities and 337 private universities as on 5th July 2019). The higher education institution in India is classified into three broad categories namely University College and stand alone institutions. According to all India survey on higher education annual report 2017-18 the number of different types of Higher Education institution in India are asfollows.

1. There are 903 universities 39050 colleges and 10011 stand alone institutions listed on AISHE web portal.
2. 343 universities are privately managed and 357 universities are located in ruralareas.
3. 15 universities are exclusively for women's 4 in Rajasthan, 2 in Tamilnadu, 1 each in Andhra Pradesh Assam, Delhi Haryana Karnatak, Maharashtra, udisa, Uttarakhand and WestBengal.
4. In addition to 1 Central Open University 14 State Open University is 1 state private Open Universities, there are 110 dual-mode initiative which offer education through distance mode also the maximum 16 of them are located inTamilnadu.
5. There are 500 general 126 technical 70 agriculture and allied 58 medical, 22 law, 13 Sanskrit and 10 language and rest 83 universities for of the Othercategories.
6. 60.48% colleges are located in rural area and 11.04 percentage are exclusively for women's.
7. Only 3.6 % colleges run PhD program and 36.7 percentage colleges Run postgraduate programs.

8. There are 33. 75% colleges which run only single program out of which 83 percentage are privately managed among this privately managed colleges 55.1 percentage colleges Run B.Ed coursesonly.
9. 78 percentage colleges are privately managed 64.7 percentage privateunaided and

13.3 percentage private aided.

10. Total environment in higher education has been estimated to be 36.6 million with 19.6 million boys 17.4 million 17.4 milliongirls.
11. Girls constitutes 47.6 percentage of total gross enrolment ratio in higher education in India is 25.8 percentage which is calculated for 18-23 years of agegroup.
12. Gross enrolment ratio for male population is 26.3 % and for females it is 25.4 percentagesforscheduledcasteitis21.8percentagesandforScheduledTribesATS

15.9 percentage as compared to National gross enrolment ratio of 25.8 percentages.

13. Distance enrolment constituent about 11 percentage of the total enrolment in higher education of which 41.9 percentage are femalestudents.
14. About 79.2 percentage of the students are enrolled in undergraduate levelprogram.
15. Scheduled caste student constituted 14.4 percentages and scheduled tribes are 5.2 percentage of total enrolment 35 percentage of student to belong to other backward classes.

As against 2 lakh students in 1950-51, the total enrolment in higher education in 2014-15 was 3.33 crore, comprising 1.79 crore boys and 1.54 crore girls. The number of teachers stood at 14 lakh, with 39% female teachers. The Gross Enrolment Ratio (GER) inhigher education was 23.6% (24.5% for boys, 22.7% for girls; 18.5% for SCs and 13.3% for

STs) (AISHE, 2014-15).

Key issues in Higher Education

Enrolment pattern:

India has a low rate of enrolment in higher education, at only 23.6%, compared with 26% in China and 36% in Brazil. But the gross enrolment ratio (GER) in higher education in India has improved to 23.6 per cent in 2014-15 from 21.5 per cent in 2012-13. Overall, the enrolment in higher education was 33.3 million in 2014-15 compared to 30.1 million in 2012- 13 (MHRD). By 2020, the Indian government aims to achieve 30% gross enrolment, which will mean providing 40 million university places, an increase of 14 million in six years.GER is calculated for the 18-23 years agegroup.

The supply-demand gap:

Despite an average growth rate of over 7% in the last decade, India's GER in higher education is very low. By some estimates, even if India succeeds in its target of 30% GER by 2020, 100 million qualified students will still not have places at university. India needs to drastically increase the number of places at universities and enrolment through distance learning programmes. Over the last

decade, the diversity of courses offered by universities and colleges has narrowed, resulting in saturated markets for engineers, technology graduates andMBAs.

The low quality of teaching and learning:

The system is beset by issues of quality in many of its institutions chronic shortage of faculty, poor quality teaching, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching. Pupil Teacher ratio is 24 in 2014-

15. Pupil Teacher ratio is lower than developed countries.

Regional disparities

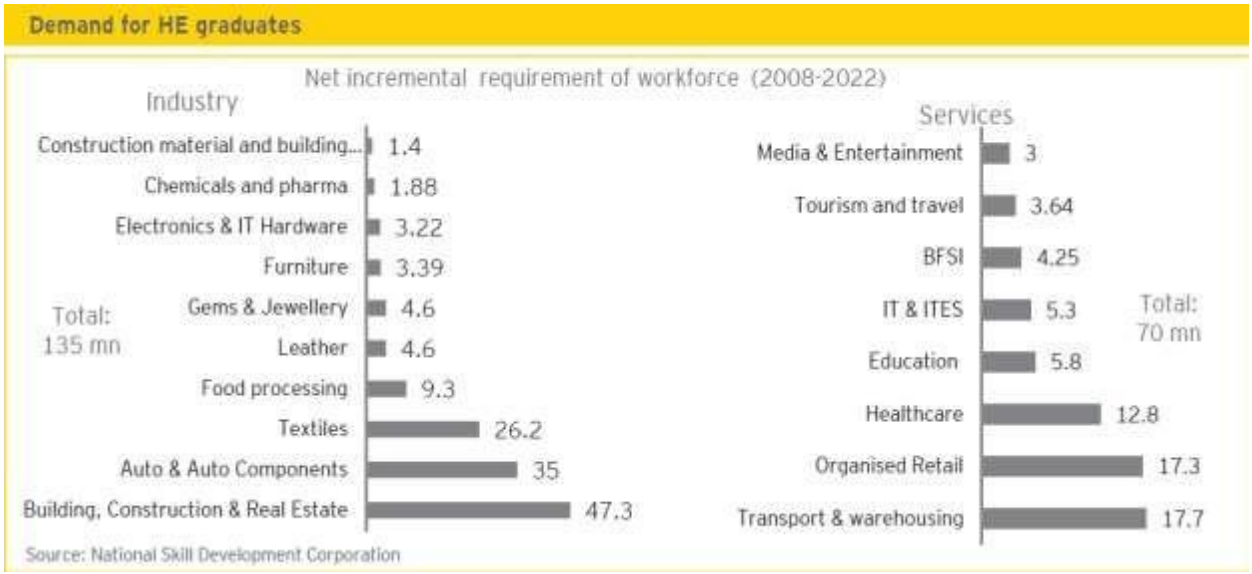
Regional disparities have increased with the expansion of higher education in India. Inter- state disparities in the Gross Enrolment Ratio (GER) are large and have increased over time. In 2002-03 the GER spread varied between 5% (Jammu and Kashmir) and 29% (Chandigarh). In 2011-12 the variation in GER was much larger, between 8.4 % (Jharkhand) and 53%(Chandigarh).

Finance to higher education

Higher Education in India has received enormous financial support from both the Central and the State Governments. The total allocation for higher education is Rs.33329.70 crores. Thisimpressive increase is offset to some extent by the rise in prices and rise in number of students entering higher education. An analysis of government expenditure on higher education shows a real annual growth rate of 7.5% in the 1950s, 11%in the 1960s, 3.4%, in the 1970s, and 7.3% in the 1980s. (CABE Report 2005). Government of India has spentonly

1.3 percent of GDP on higher education in 2015. Expenditure on higher education is very low than Maldives (7.2%), South Africa (6.0), America and England (5.6%), Bangladesh (2.2%). (United *Nations Development Programme*. World Bank. October 2013. Retrieved 4 March2016.)

Demand for Higher education graduates



Quality higher education through digital platform

Government of India has undertaken key initiatives for quality higher education through digital platform. Such as

National Mission in Education Through ICT: The National Mission on Education through Information and Communication Technology (NMEICT) has been envisaged to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners, utilization of available Education Satellite and Direct to Home platforms, training and empowerment of teachers to effectively use the new method of teaching learning etc.

SWAYAM and MOOCs

Virtual classrooms under SWAYAM and MOOCs are newer forms of technology enabled learning which help to broad-base quality higher education in India. Massive Open Online Courses (MOOCs) have emerged as an inexpensive mechanism for offering quality higher education online, to a very large number of learners. The benefits of quality faculty, teaching excellent courses in top institutions such as IIT, IIM, JNU, Delhi University and NCERT, can be transmitted with the help of virtual classrooms and online courses to students & faculty across all institutions irrespective of their physical location thereby making education truly seamless and borderless.

National Digital Library: Ministry of Human Resource Development under its National Mission on Education through Information and Communication Technology has initiated the National Digital Library (NDL) pilot project to develop a framework of virtual repository of learning resources with a single-window search facility. It is being developed to help students to prepare for entrance and competitive examination, to enable people to learn and prepare from best practices from all over the world and to facilitate researchers to perform inter- linked exploration from multiple sources.

Conclusion

After independence, there has been remarkable increase in institutions mechanism of higherlearning in all disciplines and across the India. But with the quantitative growth has it been able to attend to the fundamental issue of quality. India todayis one of the fastest developing countries of the world with the annual growth rate around 7 to 9%. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, employability and skill development in social science and language, humanities, value education, digitalization of higher education for quality and capacity building of student and faculty.

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52. EMERGING TRENDS OF ICT IN HIGHER EDUCATION

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DIST.CHNANDRAPUR

Abstract

Importance of communication and information technology (ICT) in education is recognized the world over. Efforts are made to provide the modern information technology tools in educational institutions at all levels in the belief that it makes the learning and teaching process efficient, effective, faster, enjoyable, with a wider reach and more inclusive. Higher education institutes in India, both private and government funded (state and central government) have made huge investments in making institutes ICT enabled. However educational effectiveness of ICTs depends on various factors, such as, their use, purpose and socioeconomic support system.

Introduction

During the past few years, the world has witnessed a phenomenal growth in communication technology, computer network and information technology. Development of new broadband communication services and convergence of telecommunication with computers have created numerous possibilities to use a variety of new technology tools for teaching and learning system. The integration of computers and communications offers unprecedented opportunities to the education systems with its capacity to integrate, enhance and interact with each other over a wide geographic distance in a meaningful way to achieve the learning objectives. The growth of these communication and computer systems, their ease of use, the power and diversity of information transfer allow teachers and students to have access to a world beyond the classroom [1]. It has the potential to transform the nature and process of the learning environment and envision a new learning culture. Interactivity, flexibility and convenience have become the order of the day in the ICT supported environment. ICT opens up opportunities for learning because it enables learners to access, extend, transform and share ideas and information in multi-modal communication styles and format. It helps the learner to share learning resources and spaces, promote learner centered and collaborative learning principles and enhance critical thinking, creative thinking and problem solving skills.

What is ICT?

ICT Stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.

In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP , and video-conferencing. Social networking websites like Facebook allow users from all over the world to remain in contact and communicate on a regular basis.

Modern information and communication technologies have created a "global village," in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society.

This research paper investigates the use of ICTs in two premier government funded engineering colleges located in a city in India. It is observed that even though a large amount of money is invested in the purchase of equipments by these institutes, they are not optimally utilized. This study tries to identify the factors which pose problems or hinder their effective use in educational activities. The study is based on experiential sharing and focus group interviews obtained from students, educationists and administrators. Some of the important findings based on analysis of these observation are ,a highly bureaucratic and hierarchical system poses constraints on need-based and timely procurement of and access to ICT equipments for organizations, all digital technologies, equipments and facilities need regular maintenance and upgrading which is not carried out due to lack of trained and dedicated manpower, resulting in their obsolescence. An institutional approach is applied to explain the above findings and some of their implications in a broader socioeconomic context.

Broadly ICT tools help to open up opportunities for learning by enabling four major key processes in transforming teaching and learning as follows: Access ideas and information from diverse sources through searching, locating, selecting, and authenticating material in a wide range of multimedia forms; Extend ideas and information through processing, manipulating, analyzing & publishing material in different multimedia forms; Transform ideas and information into new or different forms through synthesizing, modeling, simulating and creating material in many multimedia styles and formats; and Share ideas and information across local, national and international networks by interacting electronically with others in actual and/or delayed time. Access, extend, transform and share represent key processes by which students learn and become independent learners and self-starters. Through the processes learners express their creativity and imagination. These processes can be applied in all areas of learning and in all levels of education. There are three broad categories of educational software namely, Generic tools for learning, Content-based resources and Interactive instructional courseware. Starting from productivity tools to simulation & modeling, there are various generic tools that help learners to access, extend, transform and share information. Content-based resources help learners to access a vast source of

educational resources that effectively can be integrated with the curriculum objectives. Interactive instructional coursewares are basically self-paced learning materials. These programs are helpful to learners to control their learning at their own place and convenience.

The integration of ICT with teaching and learning has produced some of the significant positive gains in learners' knowledge, skills and attitudes by providing the following key advantages:

- Explore and represent information dynamically and in many forms
- Become socially aware and more confident
- Increase motivation
- Communicate effectively about complex processes
- Develop better understanding and broader view of processes and systems
- Greater problem solving and critical thinking skills.

A Few Emerging Topics In ICT Integration

1 Multimedia

The pedagogical strength of instructional multimedia is that it uses the natural information processing abilities that we already posses as humans. Our ear and eyes, in conjunction with our brain, form a formidable system for transforming meaningless sense data into information. The old saying that" a picture is worth a thousand words" often understates the case especially with regard to moving images, as our eyes are highly adapted by evolution to detecting and interpreting movement. The major challenge in designing instruction through multimedia is, therefore, the choice of media and their application for optimising human learning with respect to the learning objectives. Multimedia courseware development process is the systematic approach to the analysis, design, development, implementation and evaluation of learning materials. Instructional design aims for a learner-centered rather than the traditional teacher-centered approach to instruction, so that effective learning can take place. There appears to be an increasing realization by teaching faculty that in particular situation, multimedia courseware can offer a pedagogical improvement on traditional teaching methods by providing the learners with following advantages:

- Exercise more effectively & efficient control over their own learning
- Secure real time assessment & feedback
- Secure more information on their own learning
- Obtain situational appropriate learning assistance
- Obtain more individualized learning assistance

2 E-learning

The link between distance learning and telecommunications is becoming even stronger, yielding new solutions to old problems, innovative educational resources and new teaching/learning practices. One of the most innovative and promising outcomes of this relationship is e-learning and online education, notably a process whereby teachers and students are linked up in an electronic media/computer network . The concept of e learning and how it relates to effective use of ICT is critically important for teacher education, because it places the focus firmly where it should be - jointly on pedagogy and the new ICT. The term e-learning, or learning via electronic media, nicely combines this twin concept: first, the changing focus of pedagogy to learning and, second, the new technologies stretching beyond the walls of the traditional classroom. In other words, elearning for teacher development is learning about, with, and through all electronic media (i.e., ICT) across the curriculum to support student learning. ICT is the means, and e-learning and the effective integration of pedagogy and ICT constitute the goal. There are a number of benefits to e-learning. These include any time learning, anywhere learning, asynchronous interaction and group collaboration.

3. Blogs

Blogs or classroom web logs are becoming increasingly popular with teachers and teacher education. Many experts predict that blogs will eventually become more successful teaching tools than web sites A blog is a web page made up of usually short, frequently updated posts that are arranged chronologically-like a "what's new" page of a journal. The contents and the purposes of blogs vary greatly from links and commentary about other web sites to news about a company/person/idea, photos, poetry, mini-essays, project updates, even fictions. A crucial blog mission is to link to other web sites, or, sometimes even other blogs. Many blogs are personal. Others are collaborative efforts based on a specific topic or an area of mutual interest. The use of blogs in instructional settings is limited only by one's imagination. There are many ways teachers can use blogs, some of them include content-related blog, networking and personal knowledge sharing, instructional tips for learners, course announcements and readings, annotated links etc., most importantly for the purpose of knowledge management. Learners can also take part in blogs by reflective writing, assignment submission, collaborative work, e-portfolios and sharing courserelated resources. For teachers, blogs are attractive because it needs little efforts to maintain, unlike more elaborate classroom web sites. Teachers can build a blog or start a new topic in an existing blog by simply typing text into a box and clicking a button. Such ease of use is the primary reason to predict that blogs are more successful teaching tools than web sites.

4. Pedagogical Content

Knowledge Pedagogy cannot exist in isolation to contents. In fact, there is a new beginning to appreciate that the two intertwined into what is described as Pedagogical Content Knowledge (PCK), and is an essential tenet in the current thinking about teacher education. The term content refers to far more than factual information. It encompasses all aspects of a subject: concept, principles, relationships, methods of inquiry and outstanding issues. According to National Science Teachers Association (NSTA) , meaning of content to a science teacher is Concepts and principles

understood through science, Concepts and relationships unifying science domains, Processes of investigation in a science discipline, and Applications of mathematics in science research. Similarly, the pedagogy component includes actions and strategies of teaching, organization of classroom experiences, providing for diverse learner needs, evaluation and implementation based on learner's prior notions, and transformation of ideas into understandable episodes. The blend of content and pedagogical knowledge includes understanding why some learners experience difficulties when learning a particular concept, while others find it easy to assimilate knowledge about useful ways to conceptualize and represent a chosen concept. The basic principles of PCK is to make teaching and learning ,Engaging and motivating, Interactive, Contextual, Reducing cognitive load, Scaffolding and, finally, Collaborative . With ICT, there are better ways and opportunities to make above principles more realistic learning experiences. ICT encourages interactions, development of collaborative culture, utilization of active learning and introduction of feedback in proper context. ICT can bring abstract concept to life by bringing into the teaching and learning the real world experiences through simulation, modelling, capturing and analyzing real event. All instructional designers agree on the need for effective planning of the design and development process. The success of the process largely depends on the preparation of a document, often called a lesson plan with essential elements such as clear indications of what will be done, how it will be done, when it will be done and, more importantly, how technology is going to be used.

The impact of ICT on how students learn

Just as technology is influencing and supporting what is being learned in schools and universities,so too is it supporting changes to the way students are learning. Moves from content-centredcurricula to competency-based curricula are associated with moves away from teacher-centredforms of delivery to student-centred forms. Through technology-facilitated approaches,contemporary learning settings now encourage students to take responsibility for their ownlearning .In the past students have become very comfortable to learning through transmissivemodes. Students have been trained to let others present to them the information that forms thecurriculum. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learningprocess. The following sections describe particular forms of learning that are gaining

prominence in universities and schools worldwide.

a. Student-centred learning

Technology has the capacity to promote and encourage the transformation of education from a

very teacher directed enterprise to one which supports more student-centred models. Evidence of this today is manifested in:

•The proliferation of capability, competency and outcomes focused curricula

•Moves towards problem-based learning.

•Increased use of the Web as an information source, Internet users are able to choose the

experts from whom they will learn.

The use of ICT in educational settings, by itself acts as a catalyst for change in this domain. ICTs by their very nature are tools that encourage and support independent learning. Students using ICTs for learning purposes become immersed in the process of learning and as more and morestudents use computers as information sources and cognitive tools,the influence of the technology on supporting how students learn will continue to increase.

b. Supporting knowledge construction

The emergence of ICTs as learning technologies has coincided with a growing awareness and

recognition of alternative theories for learning. The theories of learning that hold the greatest

sway today are those based on constructivist principles. Theseprinciples posit that learning is achieved by the active construction of knowledge supported by various perspectives within meaningful contexts. In constructivist theories, social interactionsare seen to play a critical role in the processes of learning and cognition.

The impact of ICT on when and where students learn

In the past educational institutions have provided little choice for students in terms of the method

and manner in which programs have been delivered. Students have typically been forced to accept what has been delivered and institutions have tended to be quite staid and traditional in

terms of the delivery of their programs. ICT applications provide many options and choicemany institutions are now creating competitive edges for themselves through the choices they areoffering students. These choices extend from when students can choose to learn to where they learn.

1.Any place learning

The concept of flexibility in the delivery place of educational programs is not new.

Educational institutions have been offering programs at a distance for many years and there has been a vast amount of research and development associated with establishing effective practices and procedures in off-campus teaching and learning. Use of the technology,however, has extended the scope of this activity and whereas previously off-campus delivery wasan option for students who were unable to attend campuses, today, many more students are ableto make this choice through technology-facilitated learning settings. The scope and extent of thisactivity is demonstrated in some of the examples below.

•In many instances traditional classroom learning has given way to learning in work-based

settings with students able to access courses and programs from their workplace. The advantage of education and training at the point of need relate not only to convenience but include cost savings associated with travel and time away from work, and also situation and application of the learning activities within relevant and meaningful contexts.

•The communications capabilities of modern technologies provide opportunities for many learners to enroll in courses offered by external institutions rather than those situated locally.These opportunities provide such advantages as extended course offerings and eclectic class cohorts comprised of students of differing backgrounds, cultures and perspectives.

•The freedoms of choice provided by programs that can be accessed at any place are also supporting the delivery of programs with units and courses from a variety of institutions,There are now countless ways for students completing undergraduate degrees for example, to study units for a single degree, through a number of different institutions, an activity that provides considerable diversity and choice for students in the programs they complete.

2. anytime learning

In concert with geographical flexibility, technology-facilitated educational programs also remove

many of the temporal constraints that face learners with special needs. Students are starting to appreciate the capability to undertake education anywhere,anytime and any place.This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments.

•Through online technologies learning has become an activity that is no longer set within programmed schedules and slots.Learners are free to participate in learning activities when time permits and these freedoms have greatly increased the opportunities for many students to participate in formal programs.

•The wide variety of technologies that support learning are able to provide asynchronous supports for learning so that the need for real-time participation can be avoided while the advantages of communication and collaboration with other learners is retained.

The continued and increased use of ICTs in education in years to come, will serve to increase the

temporal and geographical opportunities that are currently experienced.Advancements inlearning opportunities tend to be held back by the ICT capabilities of the lowest common denominator, namely the students with the least access to ICT.As ICT access increases among stuednts so too will these opportunities.

Conclusion

As we become increasingly supported by ICT, teaching and learning will not be the same as before. We will have to make use of the rich and exciting opportunities offered by the new technologies in education to reach our training goal and mission. One of the objectives of the present paper is to provide better understanding and appreciation of the role of ICT in teaching and learning system.

Several view points of integrating ICT in teaching and learning system has been discussed. Learning is not a transfer of knowledge, rather an active construction.

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53. HIGHER EDUCATION FOR URBAN AND RURAL CONNECT

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Abstract:-

Higher education is pivotal for developing a modern economy, building a vibrant society and promoting a right leadership. It equips young people with skill relevant for the market demand and provides opportunity for mobility across the nations through education and employment. This paper studied higher education at Bhandara district higher education for urban and rural connect. This paper having 15 questions which focus condition in urban and rural area.

Keywords:- Higher Education For Urban And Rural Connect.

Higher education is a very important connect for the growth and development of human resources which can take responsibility for social, economic and scientific development of the country. The university education commission (1948-49) under the chairmanship of Dr. S. Radhakrishnan, gave the foundations of the future of Indian education. The report of the education commission (1964-66) under the chairmanship of Dr. D.S.Kothari symbolized the symbiotic relationship between education and national development. A lot of thought has been generated towards the emerging concern of higher education. The vision of higher education in India is realize the country's human resources potential to it's fullest with equity and inclusion. This essentially means the need to provide greater opportunities of access to higher education with equity to all eligible and particular, to the vulnerable section of the society.

The importance of the higher education has been clearly expressed by our first Prime Minister Mr. Jawaharlal Neharu in the following wards, " A university stands for humanism, for to tolerance, for reason, for the adventure of the ideas & for the search of truth. It stands for onwards march of human race towards even higher objectives. If the universities discharge their duties adequately, then it will the nation and the people. "It indicate that higher education occupies a crucial position in education system of the nation as it affects the overall development of a country. [1]

The UGC & Higher Education In India.

At the time of establishment of UGC there were only 33 universities and over the colleges in India. And the most of them not all located in urban areas. Accessibility & affordability was a difficult choice for majority of the citizen during these years. Further both teachers and students represented an elite section of the society at large. However during the last 60 years there was an exponential institutional in the field of science, social science humanities technical, management and medical

education in India. In terms of admission to there is great leap of number of student who got admitted in these institutions. [2]

In 2018-19 number of intuitions are as under:-

Type of University	Number of University
Central university	46
Central open university	01
Intuitional of National Importance	127
State of public University	05
Intuition Under state legislature Act	14
State of private University	304
State private University	01
Deemed University Government	34
Deemed university Government Aided	10
Deemed University Private	80
Grand Total	993

Including 18 university which have upload data for AISHE 2016-17 to 2017-18

From the above table it is true that the Indian Higher Education has undergone a great expansion during the last decades. In the terms of institutions and student's enrolment. It is indeed, a fact that these progresses, in the term of expansion, enrollment and inclusion of various social groups are really a laudable progress in the context of higher education in the general and social transformation in particular in a country like India. Interestingly, in many times, one can see the role of UGC as a spectator, not being as a key regulator, in these developments of higher education. Despite being a statutory agency having enough power and legitimacy to ensure standards and quality, UGC regulatory instruments have been unfairly used to monitor the system as whole and pushing forward reforms in higher education to meet the global challenges.

Achievements In Higher Education:-

The main aim of education is to create human awareness so that we can understand the difference between truth and untruth. Education is necessary for the development of human beings. Person can sharpen his skill by getting knowledge through education. Knowledge is power, wealth can be

created by starting industries and manufacturing products or goods required for consumption. Knowledge is fuel to technology. New discoveries and inventions are the outcome of new knowledge. Therefore, education is for life & not for mere living. There are two objects of life and living. i.e. one is standard of living is visible and standard of life is invisible. Visible part are related to body and invisible parts depends on human mind and living depends on matter and life depends on sprit. Mathematically, living belongs to one third area of human life. Therefore, living or matter decides capital but technology means quality and quality depends on sprit. [3]

The universities and institutions need to attract talent and retain fertile brains in order to achieve excellence, while progressing through innovation. The strength of university system lies in the cooperation and collaboration of stakeholders. Which can amplify the capabilities and capabilities in many ways with moderate resources of infrastructure and support service. The challenges of knowledge creation, discrimination and application will rope for a life long learning activity through experience and experimentation for better preparedness for the needs of the 21st century. These practices allow channelizing the young minds towards unique creativity and innovation which obligates to accept a mentor and use the field/ laboratory to address the unmet needs that are available assessable and affordable.

Challenges;-

The main challenges of higher education includes the followings.

- Quality improvement
- Sustaining the legacy of best practices.
- Financing system.

Quality improvement in higher education system covers number of aspects, which includes curricula pedagogy, faculty, research, Governance, Leadership, colloboratation and infrastructure for addressing the huge challenges in providing the best quality education for all. [4]

Opportunities:-

Today's most demanding opportunities in a highly diverse environment necessitates both students and teachers to acquire multi tasking skill in order to apply theoretical knowledge to real world problems. The strong integration of knowledge with curricular and extracurricular activities enhance the standards of educational delivery and extends a support for teaching, learning and engagement through multi disciplinary and multi faceted approach. These initiatives are very fruitful in the context of vast higher education and can get transformed. The opportunities extended tote learner for acquisition of knowledge and skill includes.

- Online education
- Flexible learning. [5]

Trends:-

The trends that have changed the landscape of higher education is mobility of international students trans national education delivery through off campus acres the nations and having collaborations

Globally through MOUS. The demand of higher education India is expected to swell over 500 million people in the next 10 years, Indian government aims. The universities are forced to fallow the emerging trends of higher education to meet the guest for knowledge and trust for learning for attaining the highest level of standards where it will train a well educated the employable workforce with entrepreneurial talent.

- Internationalization/ Globalization
- ICT usage in curriculum delivery.

Priorities:-

The priorities identified enables the manifestation of learner to be morally sensitive globally competitive, economically productive socially responsive culturally distinctive and individually participative to get empowered to lead a quality life. The outcome of education not only make a man a perfect gentlemen it also arms him to meet all the situations in life .

- Skill development.
- Employability &
- Value education.

The quality and quality of higher education is essentially depends on school education and is supported by infrastructure, faculty, curricula, and pedagogy, research and quality assurance.[6] Hence, higher education can be studied under the following headings.

- School education
- Infrastructure
- Faculty
- Curricula & pedagogy
- Research
- Quality assurance.

School Education:-

India is facing the challenges of enhancing both quality and quantity of higher education. To achieve this there is need to increase the quality and quantity of school education which provides the student input for the higher education.

Infrastructure:-

Government school have very poor infrastructure and teaching facilities. School consists of a room schoolhouse, one teacher covering multiple grades and 40 students per teachers. Further, unwillingness of many teachers to accept remote rural postings means that actual student. Teacher ratio is much higher in many parts of rural India. There is no system in place to motivate teacher to improve academic achievements and very little timing available to strengthen teaching practices. The hiring promoting of teacher is politicized, providing teachers with unconditional job security and no accountability in improving students achievements making the teaching processes inefficient.

Faculty: -

Availability of good quality faculty is a critical input in the functioning of a sound higher education system. While there has been a consistent growth in the following strength in higher education, it has not matched the growth in student enrolment numbers.

Research:-

Research is an essential component of higher education system to ensure it remains vibrant and is quick to respond and anticipate changes arising in the contextual condition. Most of the Indian colleges and Universities lack in high and research facilities under instrument in libraries, laboratories and classrooms. With this it is very difficult to provide top quality instruction or engage in cutting edge research.

Quality Assurance:-

In 2007, while delivering 150th anniversary address of Mumbai University Dr. Manmohan Sing, the former prime minister of India. Observed that….our university system is in many parts, in the state of disrepair….in the almost half the district in the country, higher education enrolments are abysmally low, almost two-third of our universities and 90% of our colleges are rated as bellow average on quality parameters…I am concerned that in many states university appointments, including that of vice chancellors, have been politicized and have become subject to caste and communal consideration, there are complaints of favoritism and corruption.

The above statement by the former prime minister of India speaks volumes about the need and the importance of quality assurance in the higher education. Quality depends on all it's function and activities : teaching and academic program research and scholarship, staffing students, building facilities equipment's service to the community and the academic encouragement. It also requires the higher education should be characterized by it's interactive networking, mobility of teachers and students international research projects. Today, the reason for not having enthusiasm for higher education in India is because,

- People are not confident of getting necessary knowledge and skills which keep them in demand in the market.
- Universities and college system has not been made accountable for the quality of education and the employable entrepreneur skills they impart.

The quality can be achieved by maintaining the standards of instructions and derecognizing the non performing institutions.

Objectives Of The Study:-

There are the following objectives of the study.

- To assess the knowledge and awareness about higher education at urban and rural area.
- To study the higher education get good career to urban and rural area student.
- Is the higher education is affordable to urban and rural area's student.

Methodology:-

To fulfill the objective of the study used descriptive research method.

Sampling:-

For the study survey taken 100 student only girls. Among them 20 student from J.M.Patel college Bhandara; 20 students from N. J. Patel College, Mohadi; 20students from S. N. Mor College, Tumsar; 20 students from Parvatabai Madankar College, Warthi.

The survey was conducted the awareness of higher education in urban and Rural connect. Questionnaire of around 15 question was arcullated among the target group and their response were which was Art's, Commerce and Science student only.

Limitation of research:-

This research limited for Bhandara district, 5 colleges which is urban and rural area. Only girls are respondents.

Data collection:-

For this research paper primary and secondary data collection method apply.

Result and Discussion:-

To find out higher education condition at urban and rural area. Make a questioner for survey various college at Bhandara District.

Position of Infrastructure:-

To know the student are satisfied infrastructure which provide by the college find out the following result.

Particular	Yes	No	Total
Respondent	25	75	100
Percentage	25%	75%	100%

Sources from questioner

From the above table 75% respondent are not satisfied which infrastructure provide by the college. I find out condition of infrastructure are in poor condition.

Position of teaching skill:-

To know are the student stratified by teaching skill by their lecturers, I find out the following information.

Particular	Yes	No	Total
Respondent	10	90	100
Percentage	10%	90%	100%

Sources from questioner

From the above table to know the position of teaching by their lecturers. 90% respondent are too much disappointed. They told to me, lecturer are highly qualified but they can't executed their knowledge, skill. They compare their junior college and senior college.

3. Lecture skill in the class:-

To know the lecturer having capacity to attract student towards higher education. I find out the following information.

Particular	Yes	No	Total
Respondent	5	95	100
Percentage	5%	95%	100%

Sources from questioner

From the above table 95% respondent told that lecturer having low capacity to attract towards higher education. In the college only practical subject syllabus teaching by the lecturers but the condition of plan subject very poor. Lecturer having low capacity to pull the students towards higher education.

Position of rural area college compare of other school :-

To know position of rural area college I find out the following information.

Particular	Yes	No	Total
Respondent	35	65	100
Percentage	35%	65%	100%

Sources from questioner

From the above table, 65% respondents told that rural area college having poor condition. There are lack of infrastructure, faculty, playground, sports, washroom, sanitary kit, computerized classroom.

Position of sanitation kit:-

To know the sanitation kit available or not I find out following information.

particular	Yes	No	Total
Respondent	5	95	100
percentage	5%	95%	100%

Sources from questioner

From the above table, 95% respondents told that sanitary kit unavailable in the colleges. It is necessary thing which they wanted in the college.

6. Facility of drinking water:-

To know is the purified water available in the college I find out the following information.

Particular	Yes	No	Total
Respondent	20	80	100
percentage	20%	80%	100%

Sources from questioner

From the above table, 80% respondent told that they get unpurified water. They get warm water in summer day even they have cooling system.

7. Position of lecturers:-

To know the lecturer having good knowledge of their subject I find out the following information.

particular	Yes	No	Total
Respondent	10	90	100
percentage	10%	90%	100%

Sources from questioner

From the above table, 90% respondent told that student having good knowledge about their subject. Only they think their placement, salary. But they ignore to complete the syllabus, taking unit test, test paper, and give the idea how to solve paper in exam. As lecturer unwilling such a work student can’t get good percentage in the exam.

8. Position of passing in the exam:-

To know passing position of the student in the exam I find out the following information.

particular	Yes	No	Total
Respondent	5	95	100
percentage	5%	95%	100%

Sources from questioner

From the above table, 95% respondent thought that passing ratio in the exam is very less. Due to the uncompleted syllabus, unit test, test exam it's affected passing ratio.

Sports education unavailable:-

To know the position of sports education is available or not I find out the following information.

particular	Yes	No	Total
Respondent	30	70	100
percentage	30%	70%	100%

Sources from questioner

From the above table, 70% respondent told that they don't have take sport education in the college. 30% respondent told that in their college sport available but they having lack of instruments which is necessary for sports.

Overcharges of exam fees:-

To know what is the reason students not willing to take higher education I find out the following information.

particular	Yes	No	Total
Respondent	95	5	100
Percentage	95%	5%	100%

Sources from questioner

From the above table, 95% respondent told that due to the overcharge of exam they unwilling to take the higher education. They think that such higher education unable to get the job.

Position of plan education in rural area:-

To know the which kind of education provide in rural area I find out the following information.

Particular	Yes	No	Total
Respondent	95	5	100
Percentage	95%	5%	100%

Sources from questioner

From the above table, 95%, respondent told that in rural areas we get only plan education. There is practical subject unavailable. And where practical subject available there are overcharges. Plan education can't build career

Semester exam pattern:-

To know the semester pattern is favorable or not I find out following information.

particular	Yes	No	Total
Respondent	00	100	100
percentage	00	100%	100%

Sources from questioner

From the above table, 100% respondent unfavorable of semester pattern. They told that semester pattern is expensive. Exam having overcharges. In the semester pattern we are continue busy in exam. Most of time we can't understand when we have to fill the exam form. They told that semester pattern apply only on professional courses.

Need skill based education:-

To know the view on skill based education I find out the following information.

particular	Yes	No	Total
Respondent	100	00	100
percentage	100%	00	100%

Sources from questioner

From the above table, 100% respondents thought that higher education must be on skill based. Because plan education can't make career.

Unskilled teaching:-

To know the view of lecturer teaching skill I find out the following information

particular	Yes	No	Total

Respondent	95	5	100
percentage	95%	5%	100%

Sources from questioner

From the above table, 95% respondent told lecturers are unskilled. They qualified but their teaching skill is very poor.

Career based education:-

To know higher education must be career based I find out the following information.

particular	Yes	No	Total
Respondent	100	00	100
percentage	100%	00	100%

Sources from questioner

From the above table, 100% respondents wanted that higher education must be career based. If it will be career based they don't straggle in the future.

Conclusion :-

While collecting information in the context of higher education many problem are uncounted in urban and rural area. Poor quality of teachers, semester pattern, overcharges of exam, students face lot's of problems. Student take education but in the rural there are lack of competition, challenges. Student also disappoint by lecturers and higher education. They thought that such higher education they wanted skill based. Lecturer need to give the proper idea to student regarding exam syllabus and how to write down the paper. Lecturers have moral duty to complete syllabus and give the proper guideline to student for their study and career.

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54. WOMEN EDUCATION IN RURAL INDIA: CHALLENGES AND PROGRESS.

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INTRODUCTION:

Education, does not mean simply communication of knowledge or information by the teacher to students, but it is a process, which draws out from within a person his/her innate tendencies, capacities and inherent powers and develops them to the full.

It is the total development of the personality. In this sense, education consists of all those experiences, which affect the individual from birth till death. Proper education creates in an individual the capacity of reasoning to distinguish between right and wrong and to place responsibilities before rights.

In this way, education is a life-long process of growth and development. Such education is not confined to the limits of time, place and individual. Education is the means to acquire the present-day wisdom. Literate and educated people are a prerequisite for both preserving and developing the society. In rural India, access to education in various spheres such as social, political, economic and scientific and others can act as a catalyst to change.

University Education Commission (1948) rightly points out that the purpose of all education is to provide a coherent picture of the universe and an integrated way of life. The Committee on Higher Education for Rural Areas (1955) clearly mentions that there is no difference between rural and urban education. The aims and objectives of higher education in rural areas are not fundamentally different from those of higher education in urban areas.'

The right for education is fundamental Human Right. Education is crucial for development of women. Rural women's access to education and training can have a major impact on their potential to access and benefit from income-generating opportunities and improve their overall well-being.

In India, the status of the girl child has been a subject of much discussion, controversy and debate. There has been increasing proportion of women, who are literate in just 20 years. Despite the improvements, there continues to be a large gap between the educational levels of men and women in rural India.

Numerous studies show that illiterate women have high levels of fertility and mortality, poor nutritional status, low earning potential, and little autonomy within the household. A woman's lack

of education also has a negative impact on the health and well-being of her children. For instance, a recent survey in India found out that infant mortality is inversely related to mother's educational level.

Therefore, there is a need for minimum threshold of education that must be achieved before bringing about significant improvements in female autonomy. Of the literate women in India, 59 percent only have primary education or less. This level of education may not be sufficient to meaningfully improve the status of these women.

WOMEN EDUCATION AND EMPOWERMENT:

Women education and empowerment are the indicators of development. Women education ensures the holistic and long development. It includes equitable and increased access to technical and vocational education and training, higher education and research with due attention to quality assurance. This communication has taken a look on women participation through women higher education institutes, women enrolment as compared with population.

As a human being women needs to be educated to become a better person who in turn will make valuable additions to their own life and to the society. Women 'Education' would act as a catalyst in their status upliftement. Since the Vedic period women education has been a major concern in India. Women were always denied access to education which further lead to decreased empowerment and the right to take decisions and power to lead. Major reason for all this was the social structure of the country where women were always treated as inferior to their counterparts. Post independence the scenario changed and today we have reached a stage where the constitution of the country inhibits equal opportunity for both men and women with regards to education.

Acts like Right to Education have certainly been helpful in raising the participation level of women in education. But the important issue is that which needs to be addressed with regards to women education is "How important is Higher Education for Women?" It is not just Schooling or secondary education that solves the purpose of individual development.

Various schemes are being launched by the Government and especially by UGC (apex body of Higher Education) to promote and ensure participation of women in good numbers. Higher Education which precedes Secondary Education leads towards development of specialized skills and knowledge. Individuals attaining Higher Education become competent enough to raise their socioeconomic status and solve moral, social, economic and cultural problems. Despite of the necessity of attaining Higher Education it is generally observed that men and women in India do not attain Higher Education in the same numbers. This gender gap is evident from the enrolment figures of Higher Education. .

Education without any doubt positively impacts the wellbeing of women in rural areas by enhancing their entrepreneurial skills and income. Education among rural women also benefits the rural economy in form of increased agricultural productivity.

In developing countries, limited or no access to education for women is one of barriers that hinder overcoming hunger and providing healthy life for children.Women education becomes a key determinant in their children's survival and their maternal health. Lack of awareness is one of the causes of lack of education among rural women in developing countries. Similarly, women education is very important for their welfare. Education has direct effect on income level.

Again education encourages girls to marry later, have fewer children, and educated girls are less likely to experience violence at home. This is even more relevant for rural women.According to 2010 report by FAO, IFAD and ILO, women make up over two-thirds of the world's 796 million people who are illiterate, and many of these live in rural areas.

Barriers for girls' education in India:

The major educational problem faced by girls, especially girls from rural areas, is that although they may be enrolled at the beginning of the year, they do not always remain in college. It is estimated that 45 percent of girls dropout of college in the final year. Girls are often taken out of college to share the family responsibilities as they get them married.

Priority to Son's Education Compared to Daughter's Education:

If a family has to choose between educating a son or a daughter because of financial restrictions, typically the son will be chosen. Negative parental attitudes towards educating daughters can also be a barrier to a girl's education.

Many parents view educating sons as an investment because the sons will be responsible for caring for aging parents. On the other hand, parents may see the education of daughters a waste of money as daughters will eventually live with their husbands' families, and the parents will not benefit directly from their education. In addition, daughters with higher levels of education will likely have higher dowry expenses, as they will want a comparably educated husband.

LITERACY AND EDUCATION OF RURAL WOMEN IN INDIA:

Education is regarded as a key instrument for the empowerment of women. Education changes their worldview, improves their chances of employment, facilitates their participation in public life, and also influences their fertility. Several studies indicate that educated women have, on an average, fewer children and they take good care of their socialization.

Although considerable progress has been made with regard to literacy and education, the overall picture still remains unfavorable to women. Measures are to be taken to reduce the dropout rate, which is fairly high, particularly among village girls. The government realizes the importance of education in bringing about basic change in the status of women. Education is seen as a major contributor to the empowerment process.

India has come a long way in gender equality and breaking the stereotypes changing the lives of millions of women.In spite of prominent examples from Indian history that have remarkable achievements such as Mother Teresa, Indira Gandhi, Kalpana Chawla and Sania Mirza, it is outrageous that a large part of women population in the rural areas of the country are still being denied basic quality education.

Undoubtedly, Right to Education has entitled girls to receive the free and compulsory education but still, there are numerous hurdles that hold them back.Women constitute the majority of country's population. According to Census 2011, the female literacy rate is only 65.46% (as opposed to the male literacy rate of 82.14%) of the total female population of India. Though there has been a substantial increase in the number of literate women and this gap is narrowing, it still persists.

It is disheartening to know that still large womenfolk of our country are illiterate, backward, weak and exploited immoderately. Sadly, even in the 21st century where we plan to colonize the moon, conversely we do not even consider women education a basic human right but a luxury bestowed on them!

Although the number is declining, early marriages are majorly responsible for depriving girls of attending school. The conservative mentality of parents who don't want their daughters to work does not feel the necessity to educate them.

The programmes undertaken by the government to encourage the rural women are:

1. Mahila Samakhya: Started in 1989, used education as a tool for empowerment. This scheme was carried out in 8,000 villages in 53 districts in the states of Andhra Pradesh, Assam, Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, and Uttar Pradesh.

2. Sarva Shiksha Abhiyan:

This campaign was for universal primary education, as part of the international programme of Education for All (EFA). It is inspired by UNESCO's regional programme called APPEAL – Asia Pacific Programme of Education for All.

In addition, there were other programmes of the Ministry of Human Resource Development, which also covered women's education. These included Operation Blackboard, Non-Formal Education, District Primary Education Programme, National Literacy Mission, Navodaya Vidyalaya, and Vocational Education.

ADVANTAGES OF EDUCATING RURAL WOMEN:

Educating rural women will not only change their life but of the entire family and in turn, the entire country.

According to UNESCO's Education for All Global Monitoring Report 2013, the crucial changes that educated rural women will bring in their lives are as follows-

- **Girls with higher levels of education are less likely to have children at an early age**– 10% fewer girls would become pregnant under 17 years in if they all had a primary

education. Almost 60% fewer girls would become pregnant under 17 if they all had a secondary education.

- **Mothers' education improves child nutrition-** If all women had a primary education, 1.7 million children would be saved from stunting from malnutrition. If all women had a secondary education, 12 million children would be saved from stunting from malnutrition
- **Educated girls can save millions of lives**– If all women had a primary education, there would be 15% fewer child deaths. If all women had a secondary education, child deaths would be cut in half, saving 3 million lives.
- **Educated women are less likely to die in childbirth**– If all mothers completed primary education, maternal deaths would be reduced by two-thirds, saving 98,000 lives.
- **Educated women are more likely to find work** – the percentage of working women with less than primary education rises by 50% if they have a primary education and 60% with a secondary education
- **Educated women will have a better awareness of personal hygiene, menstruation and childbirth** – One woman dies of cervical cancer every 8 minutes and ten women die of unsafe abortions every day in India. Women having at least basic education about menstruation and personal hygiene have lesser chance of developing cervical cancer. With better awareness of contraceptive and birth control options, they can prevent avoid unwanted pregnancies and life-threatening unsafe abortions.

Girl Education is the most powerful tool to change their position in the society. In addition, Education also reduces inequalities and functions as a means of improving their status within the family.Education is considered as a milestone for women empowerment because it equips them to respond to the challenges, to confront their traditional role and change their lives.

CONCLUSION:

'Raising girls is like watering someone else's lawn'. From the start, girl children are seen as burdens rather than blessings, bearers of exorbitant dowries, who will eventually move into the homes of their husbands. The result is low literacy rate among women. In rural India, an exclusive emphasis on girl's education is necessary.

The enrolment rate of women in Higher Education clearly shows that improvement has happened over the years with regards to considering specialized education as an important part of 'Women Development'. But the picture still remains bleak. Factual indicators like Gross Enrolment Ratio make it evident that women are moving on the path of attaining Higher Education but the rate at which it is happening is not robust enough to cover the gender disparity and lead the nation towards sustainable development. Out of all the literate women only a handful have obtained specialized education to acquire economic independence, for majority, literate women receive education only to become more eligible for marriage .

Society at large both at the rural and the urban level will have to understand that today women constitute 48% of the total population and if this 48% is debarred from attaining specialized skill, knowledge and develop caliber to deliver their best, a huge amount of Human Resource will go waste and this will ultimately act as a major hurdle in the development of the nation. It is essential

that every girl child is given complete school education and once that is through she is enrolled timely for Higher Education as per her competence and interest. It is a pre-requisite for the socio-economic development of the women and for the society at large.

The women participation in higher education is increasing in almost all states. The women enrolment in higher education is also increasing. The rate of increase is slow in almost all the states of India. The expectation is still to achieve. Thus, establishment of higher educational institutes for women especially in rural areas are still in dearth and women enrolment is still low as compared to men enrolment.

In the last 60 years, the women's status has received a lot of attention as reflected in the national policies, plans, programmes and schemes resulting in advancement of women in all fields. Besides, special committees and commissions on women have been set up from time to time resulting in policy changes and setting up of institutional structures for implementing programmes and schemes. The Indian women appear to have come a long way from an obscurantist past and complete subordination to a position where theoretically they are the equals of men and there is a vast array of laws, policies, and programmes trying to contend with the cumulative disadvantage of women arising out of the predominant patriarchal family and kinship structures, customs, traditions, and beliefs. Women are marking a mark in all fields among the middle classes and the elite. Yet at the level of reality, the promise of equality and dignity remains an unfinished agenda.

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55. HIGHER EDUCATION FOR URBAN AND RURAL CONNECT

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ABSTRACT

Our immediate surroundings will affect the kind of education we will receive, the opportunities available to us and the kinds of people we will meet and be influenced by. In the era of the internet or online facilities, however, this is being changed. No longer does geography confine us, as we can communicate and learn from people across the globe – all we need is some kind of device and an internet connection. This creates unprecedented challenges and opportunities for education. Particularly in a time when we are seeing the arrival of megacities. By 2030, It's predicted that two thirds of the world's population will live in cities, with only one third living in more rural locations.The difference in opportunities between urban and rural communities has always existed, but the rapid expansion of urban populations is creating a huge attainment gap between rural and urban dwelling children. Rural communities often face teacher shortages, dangerous or long journeys to school.

Even though we are one nation, we still continue to have a rural-urban divide in every aspect. Education also falls in that sphere. There are a number of studies which have demonstrated a wide gap coming in between rural and urban education. The gaps can be witnessed in various ways. In urban India, the number of schools are way higher in number as compared to rural India. Almost all the patches of the city have schools which makes education more accessible. The way of teaching also differs in urban schools. While the teaching methodology in rural schools is still primitive, the urban schools are keen on adopting modern ways of teaching like concept learning and focus on development of each student.

The focus of this paper is to highlight the growing educational gap between rural and urban areas, the government initiatives towards fill up these gaps followed by the arguments how the connectivity could help to remove the disparities in educational facilities between them.

KEYWORD: Government Initiatives, Rural Education, Rural-Urban Divide, Urban Education, Urban-Rural Connect

Introduction:

India is facing a huge rural-urban divide with regard to learning achievement at the school level. Even after significant educational expansion in the recent years—including physical infrastructure

of schools and enrolment of students (at primary and secondary levels)—dropout rates in rural India are substantially high (at 40% and 57%, respectively). The major reasons behind this unfortunate outcome—in spite of large investments in traditional classroom programmes—are teacher absenteeism, and poor quality of teaching due to non-availability of trained teachers and attractive teaching materials in rural schools.

Our immediate surroundings will affect the kind of education we will receive, the opportunities available to us and the kinds of people we will meet and be influenced by. In the time of the internet, however, this is changing. No longer does geography confine us, as we can communicate and learn from people across the globe – all you need is some kind of device and an internet connection. This creates unprecedented challenges and opportunities for education. Particularly in a time when we are seeing the arrival of megacities. It's predicted that by 2030, two thirds of the world's population will live in cities, with only one third living in more rural locations.

However, the current age of digital connectivity can enable us to address this problem in innovative ways, paving the way for access to quality education universally. The internet plays an important role in connecting students to an ever-expanding information base that is now easily available owing to the presence of free cyber knowledge repositories like YouTube, Wikipedia, Khan Academy. Numerous e-learning platforms are using crowd-sourced educational materials where knowledge seekers can connect to a pool of knowledge providers, with the internet serving as an intermediary. This crowd-sourced knowledge base of the internet can effect positive change in communities by allowing people to connect and experience uniform knowledge exchange. Social interactions via technologies allow people to raise questions, share knowledge, ideas and discover human skills regardless of hierarchy.

Rural-Urban Education System Gap:

The difference in opportunities between urban and rural communities has always existed, but the rapid expansion of urban populations is creating a huge attainment gap between rural and urban dwelling children. Rural communities often face higher teacher shortages, dangerous or long journeys to school, and can receive an education that is lacking in comparison to their city-dwelling peers.

Despite many impressive leaps in the education sector and the attention it is receiving from recent government policies, a lot remains to be accomplished. In terms of access to quality education, there is a massive gap between rural and urban India which requires immediate attention. The good news is that India's growing optical fiber network is allowing the tech wave to quickly penetrate the nation, allowing innovative Edutech startups to bring some relief to this challenging sector. Digitization of schools is proving to be the answer to bridge this divide caused primarily by the under mentioned factors:

- **Lack of Easy Access-** The ease & accessibility of tech driven education solutions, whether through computers, or smartphones, allows it to permeate a much larger audience. Students

have 24/7 access to the digitized course material and can subscribe to the self-taught approach. Children, especially girls working to support their families, might be unable to attend regular school. Tech solutions can be curated to offer culturally flexible, inclusive and problem solving answers to these complex scenarios; for instance distance learning night-schools for girls unable to attend school during the day

- **Lack of Trained teachers-** There is reluctance in qualified teachers to work in remote areas. And there is a dearth of quality educators in rural areas. eLearning technology offers a solution to this problem as course material from qualified teachers can not only reach seeking students, they can also help to train the existing teachers working in rural areas, refining the quality of material delivered.
- **Lack of Interest-** Computers have an instant draw with students. Computer aided education brings confidence to students and also works to generate interest in parents who resist sending their children to school, owing to the promise of employment they hold. Material delivered through audio visual aids is far more interactive, virtual classrooms create a bigger platform for these students increasing exposure through discussions, and simulated classrooms bring greater awareness to students cooped up in far corners of the country helping them feel more connected with the outside world of rainforests and world museums.
- **Lack of Infrastructure-** Infrastructure must be strong for the success of any tech based education program. Lack of proper infrastructure also means that sometimes students have to travel miles to reach schools. Creative building of appropriate content through technology, will help enhance skill and broaden horizon for these students, making the trouble of traveling to school seem worthwhile and thereby reducing absenteeism.

Challenges of Urban and Rural Education:

The challenges of urban and rural education include:

- **Rural-urban divide:** Even though we are one nation, we still continue to have a rural-urban divide in every aspect and education also falls in that sphere. There are a number of studies which have demonstrated a wide gap coming in between rural and urban education. The gaps can be witnessed in various ways. In urban India, the number of schools are way higher in number as compared to rural India. Almost all the patches of the city have schools which makes education more accessible. The way of teaching also differs in urban schools. While the teaching methodology in rural schools is still primitive, the urban schools are keen on adopting modern ways of teaching like concept learning and focus on development of each student.
- **Lower literacy rate in Rural India:**As per a survey revealing, India's organized sector has only 34 million people which forms a very small strata of the total population. This statement itself says a lot about the Indian literacy rate and the education system. Even though India’s literacy rate has registered some growth over the last few years, but it has not been able to impart the kind of education that modern times demand. Literacy rate in rural areas was pegged at 71 per cent last year, compared to 86 per cent in urban areas, while

among the age group of seven years and above, male literacy rate was found higher than the female literacy rate, according to NSSO survey. Similarly, it was found in the rural areas, nearly 4.5 per cent of males and 2.2 per cent of females completed education level of graduation and above, while in urban areas 17 per cent of males and 13 per cent of females completed this level of education

- **Poor Rural Education:** There are several issues that the Indian education system is undergoing and the major one is the poor rural education scenario. According to a survey report called the Annual Status of Education Report (ASER), more than 50% of the students in 5th standard attending rural schools are not capable of reading a second standard textbook and do not to solve basic mathematical questions.

Government Initiatives For Better Scenario:

The digital revolution in India in recent times have evolved every sphere of life, and higher education is also not an exception to it. The government has taken various initiatives, specifically by the Ministry of Human Resource and Development (MHRD) to promote and spread digital education. The primary aim is to increase the gross enrolment ratio (GER) to 30 by 2022. The initiatives like SWAYAM, Swayam Prabha, National Digital library (that contains around 7 million books), The National Academic Depository etc. are few of the recent initiatives introduced by the government. The technological development has many benefits, such as need for the teacher to be physically present with the students at the same time making quality education reach the masses. The use of technology is imperative due to many reasons. A few among them are:-

- High quality
- Affordable
- Quicker access
- Wide reach
- Bridging the rural-urban divide
- Ending the gender bias
- Use of internet

Below mentioned are the few important initiatives in recent times that focus on digital education and the twin principles of accessibility and affordability:-

1. National Programme on Technology Enhanced Learning (NPTEL): It is a mission by the seven Indian Institutes of Technology (Bombay, Delhi, Kanpur, Madras, Guwahati and Roorkee) and IISc in 2003. The primary objective of this mission was to develop courses for core subjects in engineering. At present, we have Phase II of NPTEL running (2009-2014). It now has more than 600 video courses with 471+ million views.

2. National Mission on Education through Information and Communication Technology(NMEICT): It is a centrally sponsored scheme which was launched to realise the potential of ICT in research. The T10kT project at IIT Bombay permits thousands of teachers to benefit from this program. The use of online and blended approach allows participants to complete a significant part of their training online, thus reducing the time which is usually spent on face-to-face interaction. A-View software has been developed under the program for teacher's training.

3. SWAYAM: It is a programme initiated by the Government of India and designed to achieve the three aims of the Education Policy that are, access, equity and quality. The objective of this effort is to take the best available teaching-learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for the students who are untouched by the digital revolution. There are four important parts of Swayam namely video lectures, specially prepared reading material that can be downloaded/printed, self-assessment tests through tests and questionnaires and finally an online discussion forum for clearing the doubts of the students.

4. E- Kalpa: This is the digital learning environment for Design in India. A full-fledged digital design resource database has been created under it for crafts along with the social networking and collaborative learning space for design.

5. National Academic Depository: It is an MHRD initiative for keeping, issuing and accessing of the academic awards issued by the academic institutions. It is an initiative toward the government aim of " Digital India". It removes the need to physically carry academic records like degree, certificates and diplomas. The employer can access the documents when and where required with due permissions.

6. e- Shodh Sindhu: Under this initiative, International electronic journals and e-books are made available to all the higher education institutions. The concept of equality and accessibility to quality resources is the main aim here.

7. SWAYAM Prabha: This is a subcategory of the SWAYAM portal which consists of 32 educational DTH channels. Several high-quality education programs are telecasted 24*7 through this channel. It is transferred through GSAT-15 satellite. There is a new content generated every day of 4- hours and which is repeated five times a day.

8. e- Yantra: This comes under the NMEICT with the aim to include Robotics into the engineering curriculum. It creates projects to train teachers and require good knowledge of mathematical knowledge.

9. Talk to a teacher: It is an initiative by IIT Bombay, which is funded by MHRD. It provided free access to many graduates and postgraduate courses. The collaboration tool is developed by the Amrita University for virtual classrooms across the country.

10. National Digital Library (NDL): This program deals with the building and integrating of all the libraries across India, to build a national asset. It is developed by IIT- Kharagpur under NMEICT by MHRD. More than 72 lakh digital books are available through the NDL.

11. e- Acharya: It is called as " Integrated e-content portal of NMEICT. It is the official repository of all the content produced and is put under the Repository platform at INFLIBNET centre Gandhinagar.

These are some of the initiatives under the digital programs launched by the Government of India. The aim of all of these it to provide quality education to everyone in the country without any barrier of place, age or finance.

Suggestive Measures to Connect Urban and Rural Education :

The problem of shortage of quality teachers in rural areas can be solved by online teachers from urban areas using e-learning. The trending 'smart classrooms' supported by MNCs aim at improving learning outcomes among affluent urban school children. On the contrary, these online initiatives at a relatively lower cost pioneered by social entrepreneurs can spread 'smart classrooms' to remote rural areas. At its heart, the disparity of educational quality between rural and urban areas is due to unequal access to quality learning in its traditional form. This problem can be addressed by utilising the massive potential of the internet and cyber knowledge resources. Conceptually, three models of e-learning are available that connect knowledge seekers with knowledge providers over the internet. **Asynchronous**: This mode of e-learning allows students to access educational resources from the internet in the form of pre-recorded video lectures, images, assignments at any time and from anywhere. The potential shortcoming is its inability to address student queries immediately, and it is not a replacement for the traditional face-to-face model of teaching.

Synchronous: It connects students and instructors live and online at a predetermined time using video-conferencing with associated tools such as Skype, Adobe Connect, etc, where queries and doubts of students get addressed immediately.

Blended: Blended learning systems use social technologies to combine synchronous interactions in a virtual classroom with asynchronous access to pre-stored teaching-learning materials in the cyberspace, created by individuals (Khan Academy) or by anyone who is qualified to do so (OER Commons).

In order to connect rural-urban education, it is suggested to make

- Efforts to digitize rural areas to ensure students receive the same science-based technology-driven education urban students do, requires immediate attention from government, NGOs, startups, Corporates and individuals alike.
- Digitalizing education will reduce cost & effort, minimizing infrastructure costs of education and making it more affordable
- Strategic planning & implementation are the need of the hour to bridge this chasm between the urban upwardly mobile 20% who have access to quality education & opportunities, and the remaining 80% who are scattered across rural schools in India
- There's a growing educational gap between rural and urban areas, connectivity could help solve it.

Conclusion:

To sum up, Technology, more so the Digital Technology, by itself has a great democratising impact over society. It has linked insulated communities with information highways and World Wide Web networks. It has delivered the power of knowledge to people on their handheld smart phones. Quality education with the help of digital technology can be delivered on various mobile devices. It will make quality education widespread and inclusive. It will open new horizons and enhance access to knowledge to school students in remote villages. Technology helps us transcend the limitations of space and time. One can now learn anywhere, anytime and virtually in any language one wants.

The solution to improve the rural education is introducing modern and better techniques to the education system which can help rural students come on par with the urban students. It is very important for rural schools to lay emphasis on technology, especially basic computer knowledge so that they are not left far behind. Also, in the digitally growing world, it is very important for every child to be aware of basic technologies and their usage.

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महाविद्यालयाचे वैशिष्टे :

१. भव्य इमारत व क्रीडांगण
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प्राचार्य

डॉ. आर.जी.टाले

शुभेच्छुक :–समस्त प्राध्यापक व शिक्षकेत्तर वृंद

56. IELTS: THREAT TO HIGHER EDUCATION IN PUNJAB

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Higher education is broadly defined as one of key drivers of growth, performance, prosperity and competitiveness. UNESCO says its social role provides the link between the intellectual and educational role of universities on one hand and the development of society on the other. It is looked as a way to improve the quality of life and address major social and global challenges. The emphasis on higher education in India can be understood by the number of universities currently present in India and the quality of education they provide. Total number of universities in India as on November 1, 2019 as per UGC is 920 (pdf University Grants Commission, November 1, 2019).According to Press Trust Of India (PTI), latest updates (PTI, August 22, 2019), the University Grants Commission has set a target to increase the Gross Enrolment Ratio (GER) in higher education to 30 per cent by 2020 from the present 25.4 per cent,

Punjab has witnessed the duality of globalization as it has come as a boon as well as a bane. The contribution of agriculture to Punjab's economy in terms of Gross State Domestic Product (GDP) has declined steadily year by year due to the process of globalization of the Indian economy. The agriculture of Punjab saw a relative slowdown after 1991 liberalization reforms. When Punjab got connected to the global market after these reforms, there was another change seen in the state. More and more people got awareness to exit Punjab and migrated to countries like Canada, Australia, Middle-Eastern and European nations. This exodus of the youth to these countries was partly due to the lack of opportunities in the agriculture, which was the main familial occupation in Punjab. The present day Punjab has still not become attractive enough to stop this exodus of skilled and unskilled youth to foreign shores. Punjab has 2.9% of India's population while it contributes close to 10% in the number of workers migrating from India to other countries (Brar, November 5, 2019, The Indian Express).

IELTS, the International English Language Testing System is deeply embedded into Punjab's present day culture. Before the youth of the state can migrate to any English speaking nation, they have to get a minimum score or bands in the IELTS test. India is currently the second-largest sending country of international students worldwide after China, and outbound student flows are surging. While India has seen an overall increase of 22 per cent in the visa applications during the last two years, Punjab is far ahead of any other state with a 66 per cent growth in the number of visa applicants (Grewal, June 26, 2019, SBS Punjabi).About 10,000 young people, most of them from rural areas or towns such as Mansa or Sirsa (Haryana) have been studying in Bathinda alone, each paying a fee of Rs 9,000 for IELTS classes and Rs 7,000 for their PG accommodation, which means

a monthly turnover of Rs 16 crore for the coaching centres and PG owners, as per report of Prabhjit Singh in Hindustan Times (Singh, June 19. 2018, The Hindustan Times).

The figures can be disputed but it's clear that Punjab is staring at a huge demographic crisis. Today, the preferred countries are Australia and Canada but Canada has far outstripped Australia due to its liberal policy and large Punjabi diaspora. It is being reported that around one lakh students have gone abroad especially to Canada to study and then to find employment. But the majority does not want to return. Most educational institutions here are complaining of a sharp drop in admissions whereas admissions in foreign institutions is making those countries richer by billion dollars. According to a report, Punjab has lost Rs 25000 crores to foreign admissions. The Canadian government has listed 250 colleges where these students can get admission and this has given a fillip to the exodus(Grewal, June 26, 2019, SBS Punjabi).

It's a tragedy of Punjab that every young person who can, wants to move out of the country. This will have very adverse social consequences in the future but both the Central and Punjab government seem oblivious to the emerging crisis. Not everyone who has gone abroad to study will get job and when they would return after exhausting their reserves, Punjab would have a bigger socio-economic problem on hand.

A few years ago, we had a reverse brain drain with the youth returning home to India as things had started improving here. But now because of the prevalent atmosphere of intolerance, violence, and hatred with restrictions being imposed on how you even live or what to speak, many are going back. The drug problem has reached every village and mohalla of the state and is leading to violence, lawlessness, and indiscipline with unemployed and unemployable youth running amuck. The general impression is that you cannot get anything done in the government without greasing a few palms. Though this is not restricted to Punjab, it is adding to the frustration here (Mohan July 31, 2018, The Times of India).The food we eat and the air we breathe in are other very sensitive issues which have started bothering the people everywhere. Under such circumstances, parents prefer to send their sons and daughters abroad to keep them away from such mess.

In 'Ease of Doing Business', while neighbour Haryana has come 3rd, Punjab is way behind at the 20th spot. Even, the state of Bihar ranks ahead of Punjab. Governments come and go but none of them has ever taken this problem seriously and done good for the youth. This has led to resentment amongst the youth. They face a bleak future here hence the tendency to run away to an uncertain future, some legally many illegally is increasing tremendously (Mohan, July 31, 2018, The Times of India).

Recently, Punjab Chief Minister Amarinder Singh has reiterated his demand for a national policy to tackle drug abuse. In a letter to Prime Minister, he has urged him to advise ministries of Home, Social Justice and Empowerment, and Health and Family Welfare to address the issue (PTI, June 2, 2019, The Economic Times). Hoping to tap into the emigration craze, the state Education Department has come up with a plan to improve their English skills by launching a programme called the 'IELTS'. Only in this case it stands for "Interactive English Language Training for

Students". Even as Bindu Gulati, Assistant Director of the State Council of Education Research and Training who has designed this programme, says they do not claim to help students emigrate, the fact is that the course is designed such that it will improve their chances of success with the test (Bariana, October 4, 2018, The Tribune).

The National Education Policy (NEP) document is now up for discussion. The section on higher education starts with the agenda of a "revamp" of the sector to build a "world-class multi-disciplinary" system with a GER target of 50 per cent by 2035. Yet, it offers no guidance on what will happen to all these graduates or any analysis of employability. The NEP does offer the vision of India as a cultural, scientific and economic power. The task is of preparing well-rounded and creative individuals, who will also be ready for multi-disciplinary jobs. But State like Punjab has yet to tackle to some ground realities and make ground clear to impart a purposeful higher education to its youth.

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57. A STUDY OF E-LEARNING RESOURCES IN RURAL DEVELOPMENT

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ABSTRACT

The field of education emerge now information and communication technology and techniques that shows now terms of teaching and E-learning. Educational institutes had developed learning management system to facilitate e-learning. There are excellent digital split along with urban and rural areas. In this paper, we present a model for provide e-learning services in rural areas in order to encourage and facilitate most modern education. An agitated resource center, hosting the education management system, facilitates e-learning centers right through Internet. The generally goal of this model is to include a cost-effective learning environment set by latest technologies to give learners an occasion to get coming into new information and communication technologies and e-learning environment. The representation offers new education methodology with progress operation of learning management system in teaching and learning. Essential characteristics and technical aspects will be considered as well. The end will also encourage growth and tradition of open-source technologies.

Keywords

E-learning, ICTs, Higher Educational Technology, Learning Management System, Open-source Software/Technology.

INTRODUCTION

The incredible development in Information and Communication Technologies (ICTs) has covered the way for e-learning. Use of computers in education segment knows how to be traced back to the early 1980s when simple word processors are in use. The Internet has revolutionized the computer and transportation world like no one facing. This brings us great learning opportunities by having entrance to large amount of information with benefits in expressions of time and cost savings. This knows how to be face-to-face in a lecture hall, online, or amalgamation of both i.e. Education all the way through information and

communication technologies. E-learning facilitates preserve learning and provides resources to learners to proper to use learning substance any time and at any place.

A LMS is complete of existence the software convenience that makes possible e-learning. Multiplicities of practicable as well as open-source LMSs are obtainable nowadays which are existence form use in education institutions.

Conventional learning involves situation up communications of school/college and hiring of sense and employees. Students contain to attend school/college in order to learn. In the rural area, improvement of such institution and hiring of full-time ability requires a liberation of possessions. Professionally trained educators generally prefer to work and inhabit in urban areas. Accordingly, the population of rural areas is privileged of quality educators and thus quality education. The present work proposes development of e-learning centers based on ICT to present high-quality education with modern learning objects in rural areas. The models employ latest educational technologies that motivation improves the education standard and will be providing means to initiate educational technology to learners. The learners will cover a probability to get familiar during latest technologies which discipline give them bottomless understanding and efficiency in with it. The study will endorse e-learning platforms and similarly the progress and procedure of open-source technologies.

E-LEARNING

E-Learning is to modernize the learning process by usage of ICT resources. E-learning is generally used in distance learning, but it can also be used in combination with face-to-face learning. Learning models are described below.

Learning Models

There are three main learning models. A short-lived description of each is given below.

1. Traditional learning :

Students have to be present at lectures in a classroom. Present is a head to head interaction between teachers and students. Use of multimedia presentations can develop the learning knowledge of students.

2. Distance learning :

Teachers and students are at unusual places for all or the mass of the time. Students are provided with pre-recorded, packaged learning materials and communication between students and teachers take place through some form of communication technology. This model also requires special secretarial and organizational arrangements in order to provide an effective learning environment.

3. Blended learning :

It is the combination of conventional learning model with e-learning solutions. For example, learners attend a face-to-face session at the commencement and at the end of a program, with learning activities going on online in the middle.

LEARNING MANAGEMENT SYSTEM

LMS is the software used for managing e-learning with a deliverance mechanism, providing access to resources, tracking and assessing the academic activities. LMS provides surroundings in which learning filling are developed and organized by instructors. Interactions between instructors and students take place throughout communication tools. For the most part of LMSs are web-based in order to give support to online access to learning content. Features available by LMS include user management, content management, activity tracking, file storage, storing of grades, reports generation, and communication tools. A distinctive LMS with some features is shown in Fig. 1.

Fig 1: Learning management system

Instructors use authoring and publishing tools to create and issue learning filling. Courses are prepared more exciting and easy to understand with the help of enriched multimedia examples. The environment offer shared learning by assigning tasks to students, making assessments, assignment of grades, active contribution with synchronous or asynchronous communication tools, such as chatting, discussion groups, forums, email, video conferencing, and so on. Contact to learning resources is confidential to enrolled students. LMS is the interior of anticipated e-learning model as it will serve as platform for all learning activities.

LMS Resource Center

The central hub of the anticipated model is LMS resource center. The resource center is acknowledged in city/town where ICT resources are available. This center is outfitted with required resources to develop and distribute learning contents throughout Internet. The representation of resource interior is shown in Fig. 2. The main mechanisms of resource center are LMS server, LMS application, content development team and administrator. A brief description of each is given below

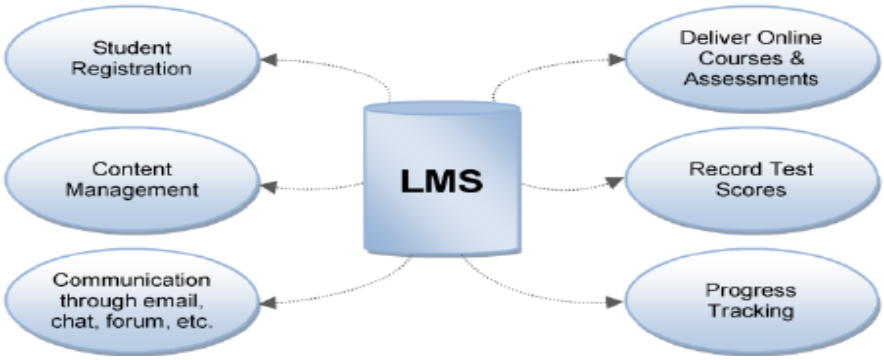

Fig 2: LMS resource center

LMS server

The LMS server consists of essential hardware and software to process requests and delivers content to clients through Internet. LMS server is shown in Fig. 3. Freeware/Open-source software is selected for the future study, due to their free availability and zero cost.

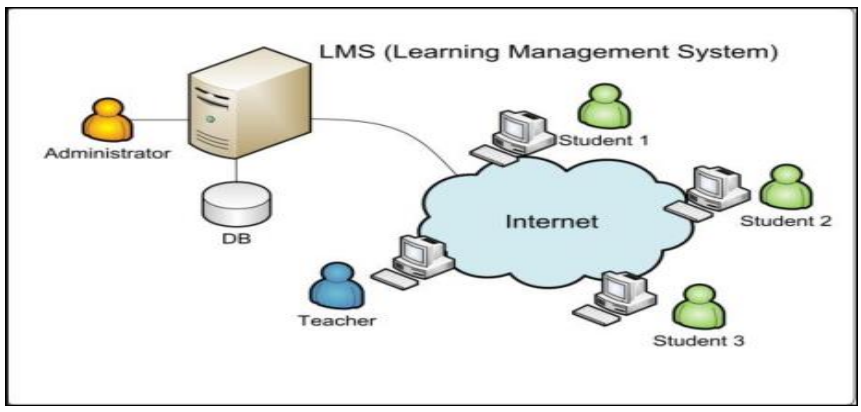

Fig 3: LMS server

Open-source software is not independent on a single entity and gives users the advantage of the area. A large amount of developers worldwide contribute and examine the code, making it more secure and continuously increasing the quality. Open-source provides stiffness, which is not available in closed products. There are a number of open-source LMS tools

available, such as ATutor, Chamilo, Moodle, E-Front, Claroline, Sakai and Bodington. The proposed e-learning model uses eFront LMS. E-Front LMS is discussed in later section.

Table1. Hardware requirements for LMS server

Hardware	Requirements
Processor	Intel Duo Core Processor or higher
Memory (RAM)	4 GB
Hard disk space	SAS/SATA RAID 1 (2 drives) 50GB, 10K RPM SCSI/SAS Hard Drive

Table 2. Software requirements for LMS server

Software	Requirements
Operating System	Linux/Windows/Mac
LMS	eFront Open-source version 3.6
Web Server	Apache 2+ recommended, although eFront can work with Apache 1.x, IIS, nginx or lighttpd
Language	PHP version 5.1+ (PHP 5.2+ recommended)
Database	MySQL Server 4+ (MySQL 5 is strongly recommended)

The hardware and software necessities that system must meet in order to install eFront LMS are presented in Table 1 and Table 2 correspondingly. It is complex to install and configure (Apache/MySQL/PHP) AMP manually. The solution is XAMP that is an incorporated server package of Apache, MySQL, PHP and Perl. XAMPP is freeware and configures the AMP environment in a computerized way. Storage space requirements rise with the increase in number of users as each user requires storage space for files/data storage. The server is competent to support rather a large numbers of registered users and potentially 400–500 corresponding users. Storage space and memory can be enlarged to add sustain for more users.

- E-Front LMS

Selection of eFront LMS is based upon the proportional study of open-source learning management systems. Beginning the study, it is experimental that eFront has more visually attractive icon-based user interface that gives a nice look-and-feel and is easy to use. Most of the options are self-explanatory. eFront is accomplished of fulfill a wide range of learning requirements by offering many tools for content management, assignments, projects, reports, chat, forums, file sharing etc. Some of the facial emergences of eFront are shown in Fig. 4. E-Front is user-friendly, extensible and appropriate for both academic and

organization use. E-Front offers three user roles in its environment, specifically Administrator, Professor and Student. User roles can be interchanged in different courses. EFront has multilingual support and can support more than forty Five languages.

- Content development team

This team consists of Subject Leader, Instructor and Teaching Assistant (TA). The subject leader plans and prepare the course summarize. After conversation with the instructor, guidelines are provided to TA for development of learning substance. TA's role is to support the focus leader and instructor in all academic activities. Once learning contents are arranged, the same are reviewed by subject leader and instructor. If there are some revisions required, assigned to TA otherwise forwarded to most important for analysis and final approval. After finalization of course contained by, the same are distorted into content package files which can be read and imported by LMS.

- Administrator

The administrator can control any portion of the system all the way during an easy to use edge. The LMS Administrator works in association with instructor and reports to Principal. The LMS Administrator oversees operation and preservation of LMS server, resolves user issues and assists with other help-desk duties. Due to the complication of hardware and software that make up the LMS infrastructure, it is the conscientiousness of the LMS Administrator to perform any patches, upgrades, service packs, hot-fixes, and other routine maintenance to ensure the highest possible uptime and consistency of the LMS service.

E-learning Center object areas for establishing of e-learning centers are based ahead the population rate and availability of communication infrastructure. In the primary stage, schools can be used to setup e-learning centers. There is no activity enchanting place after school hours and further it will reduce the initial setup cost. Only necessity is to add IT equipment and communication media to setup e-learning capability for learners. A model of e-learning center is shown in Fig. 4.

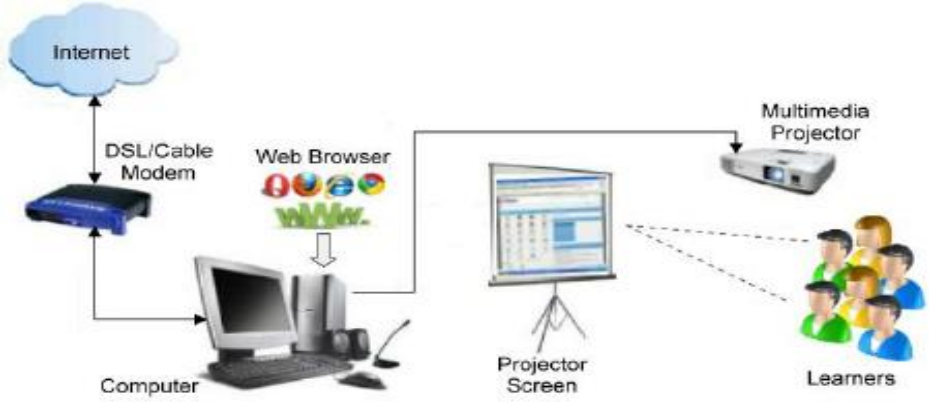

Fig 4: E-learning center

The e-learning center is outfitted with a computer having audio/visual accessories and connection to Internet through DSL/Cable modem. The e-learning center is supervised by an ICT Technician who is conscientious for operation and maintenance of IT equipment in e-learning center. Initial training will be provided to ICT Technicians to have hands-on comprehension of LMS. The responsibilities of ICT Technician include:

- Present technical support and determine ICT related issues at e-learning center.
- Communicate with the Administrator at resource center concerning ICT matters.
- Make certain the continued operation of IT equipment at e-learning center.
- Perform software upgrades/patches after endorsement from Administrator.
- Keep up to date with ICT developments, and bridge with the Administrator over future developments, Internet and video conferencing.
- Provide assistance to instructor in delivering of lessons through LMS and direction to learners in educational activities.

The essential goal of e-learning centers is to offer computer courses like basic IT essentials, programming, web development, network fundamentals, etc. In addition, language courses using e-learning environment is another interesting phase. For example, English language, japans language and many more language courses can be obtainable. An additional portion is use of e-learning for vocational training.

Learners

Learning is the process of acquiring or modifying comprehension, skills, and values by study. Learner is the person who learns or takes up knowledge or idea. The learner uses the proposal to get new competences. The target learners for e-learning centers are the students of age sixteen and above who have discontinued their study due to some reasons. Auxiliary, other students/persons who are interested in the courses to improve their skills can also promote from e-learning centers.

The future model is targeted for rural areas. In the increasing countries, rural areas embrace of major population. Generally these areas lack resources in access to health care, access to quality education, access to technology, transportation and communication. In these areas, it is observed that mostly students discontinue their study after secondary school. There are assured factors that have an consequence on dropout ratio of students including low household income, family size, lack of good education environment, lack of guidance, non-availability of qualified human resource and resources.

It is also conditional that in rural areas children often leave study to become skilled workers so that they can contribute to their domestic income. They start doing low paying jobs, mostly laborers, helpers or entourage. The goal is to develop their interest in latest educational technology and equip them with suitable skills. This could enlarge their capacity to learn, experience and master latest technology and technological applications. By utilizing their basic education and education skills they can find better jobs or start their own small business like computer sales, network design and maintenance, website development,

software development etc. By doing so, they can put in well in their income and move up their living standards and accordingly contributing in the largely economy.

CONCLUSIONS

It is sustain of the day that new educational technologies should be adopted in order to present a modern education with new teaching methodologies and shared learning. ICTs can play essential role by introducing new teaching and learning practices thus revolutionizing the educational system. The use of LMSs from higher education to schools is growing day-by-day, and LMSs are future of educational technologies with a great amount of new potential. We present a model for development of e-learning centers in rural areas based upon open-source LMSs with technical outline and features. The study may contribute in promoting education in rural areas by giving latest educational technologies and upward students' interest in e-learning. This will create efficiency and have a say to economy thus improving trade of rural population. The study may also encourage ICTs, e-learning and usage of LMSs. Use of open-source software in anticipated model may notify learners with potential benefits and motivate learning communities for use of open-source technologies. It may also help in encouragement and development of open-source software.

Considering the increasing popularity of e-learning, it is somewhat valuable to offer such facilities in rural areas in order to decrease the digital divide and to maintain in the process of rural development by causative in the socio-economic factors.

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58. A SYSTEMATIC REVIEW OF EDUCATIONAL REFORMS IN NATIONAL EDUCATION POLICY 2019

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Abstract:

Keeping in view to create a robust educational eco system in India for gearing up the progressive Gen-Next to face global as well as local challenges efficiently and effectively, a comprehensive education policy has been envisaged by systematizing and coordinating various educational bodies to work in tandem. The main aim of introducing this new National Education Policy 2019 is to ensure quality education in India for a span of 20 years starting from 2020 to 2040. Various drastic and futuristic changes have been suggested to bring in a complete rejuvenation of education system in general and Higher Education in particular in India for which a complete assessment of the present scenario has been conducted keeping in mind the focal and problem areas to be addressed for result-oriented solutions.The policy looks at education in a continuum. In the present paper a critical and systematic review of the educational reforms brought in by National Education Policy 2019 has been examined with a view to understand the policy in detail for transforming India into an educational superpower in the next 20 years.

Key words:

Gen-Next, Global, Local, National Education Policy, Rejuvenation.

Since our Independence in 1947, the Indian Government sponsored and conducted a variety of programmes to address the problems of illiteracy and challenges of multiplicity in India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system all over India. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission (1955-56) and the Kothari Commission (1964–66) to develop proposals to modernize India's education system. The Union Government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology in 1951. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organization that would advise both the Union and state governments on formulating and implementing education policies.

The first NPE was promulgated in 1968 by the government of Prime Minister, Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications. The National Policy on Education-1986 was modified in 1992. It is a comprehensive frame work to guide the development of education in the country. The principles included in the NPE-1968 are also included in the new policy with some modifications. Later, recently the government of India appointed a nine-member committee under Space Scientist Krishnaswamy Kasturirangan's leadership to prepare the final draft for the New Education Policy (NEP) in 2017. The National Education Policy on (NEP) 2019 covers elementary education to colleges in both rural and urban India. One of the goals of education that Prakash Javadekar, the then HRD Minister envisages in his message apart from Educate, Encourage and Enlighten is, *"to eliminate the shortage of manpower in science, technology, academics and industry" (p 1).*

Within a day of the declaration of the results of the momentous elections on 23 May 2019, the Hindu reported that **EducationalQuality Up-gradation and Inclusion Programme(EQUIP)** had prepared a project to invest Rs 1.5 lakh crore in higher education to improve the quality and accessibility of higher education over the next five years.The EQUIP project was made to bring transformation in the higher education system in the upcoming 5 years. The main objective was to improve access to higher education, especially for underserved communities, improve the gross enrolment ratio, improve teaching and learning processes, build educational infrastructure, improve the quality of research and innovation, use technology and online learning tools, and work on accreditation systems, governance structures and financing.

The extensive work on Education had already been started by the TSR Subramanian Committee, and the 'Some Inputs for Draft National Education Policy, 2016' brought out by the Ministry of Human Resource Development (MHRD) subsequently helped the new policy. The Government of India has brought out the National Education Policy (NEP0 2019 to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its student with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. It is rightly observed by the HRD Minister, Dr. Ramesh Pokhriyal Nishank, *"As educators, we need to stay ahead of the information curve and should be able to master the art of utilizing information for the betterment of our students."*

The Committee was constituted by the Ministry of Human Resource Development in June 2017 under the chairmanship of Dr. K. Kasturirangan. The panel, which has been asked to begin work immediately, includes members from across the country. The Committee for Draft National Education Policy submitted its report on May 31, 2019. Other panel members are Former IAS officer K J Alphonse Kanamthanam, who played a key role in helping Kerala's Kottayam and Ernakulam districts achieve 100 per cent literacy, Baba Saheb Ambedkar University of Social Sciences, Mhow's Vice-Chancellor, Ram Shanker Kureel, who is an agriculture scientist and a management expert, Guwahati University professor in Persian Dr Mzhar, who has mentored compilation of the first Persian-Assamese-English dictionary, Manul Bhargava, mathematics professor at Princeton University, who has been awarded for contribution to Gauss Number Theory,

M K Shridhar, a former Karnataka State Innovation Council member secretary, T V Kattimani, an expert on language communication, Former Uttar Pradesh education director Krishan Mohan Tripathi, Vasudha Kamat, former Vice Chancellor of Mumbai's SNDT University.The aim of the NEP in the words of the chairman, Dr Kasturirangan, is to attempt *"to create a new system that is aligned with the aspirational goals of 21st Century education, while remaining consistent with India's traditions and value systems"* (p 24).

The NPE proposes an education policy, which seeks to address the challenges of: (i) Access, (ii) Equity, (iii) Quality, (iv) Affordability, and (v) Accountability faced by the current education system. It also seeks to set up a National Education Commission, increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others. According to the **All India Survey on Higher Education**, the Gross Enrolment Ratio (GER) in higher education in India has increased from 20.8% in 2011-12 to 25.8% in 2017-18. It aims to increase GER to 50% by 2035 from the current level of about 25.8%.The following statement reflects the essence of the NPE*: "all children will be a part of an inclusive and equitable society when they grow up, which in turn will raise the peace, harmony, and productivity of the nation"* (p 138).

The 484-page draft (which includes 6 pages given to acronyms), consists of four parts: dealing with '*School Education,*' '*Higher Education,''Additional Key Focus Areas,'* and '*Transforming Education,*' with an addendum, and 14 appendices. It is animated by a vision to create an *'India-centred'* education system that will lead to the creation of an '*equitable and vibrant knowledge society*' (p 41) with a thrust on the three main types of education, namely, Formal, Informal and Non-formal.

The NEP provides for reforms at all levels of education from school to higher education. It seeks to increase the focus on early childhood care, reform the current exam system, strengthen teacher training, and restructure the education regulatory framework. It also seeks to set up a National Education Commission, increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others.

The Committee noted that the current education system solely focuses on rote learning of facts and procedures. Hence, it recommends that the curriculum load in each subject should be reduced to its essential core content. This would make space for holistic, discussion and analysis-based learning.According to sources, the government has received thousands of suggestions from educationists, teachers, experts, students and other stakeholders during a 30-month exercise. Consultations have also been held at tehsil and district levels and state governments have given their opinion too.

The prominent features of the NEP as observed are:

Curriculum Framework for School Education: The current structure of school education must be restructured on the basis of the development needs of students. This would consist of a 5-3-3-4 design comprising: (i) five years of foundational stage (three years of pre-primary school and classes one and two), (ii) three years of preparatory stage (classes three to five), (iii) three years of

middle stage (classes six to eight), and (iv) four years of secondary stage (classes nine to 12)Teachers will be required to complete a minimum of 50 hours of continuous professional development training every year.It suggests creating an independent State School Regulatory Authority for each state that will prescribe basic uniform standards for public and private schools.

Restructuring the Education Regulatory Framework: The NPE Committee noted that the current higher education system has multiple regulators with overlapping mandates. This reduces the autonomy of higher educational institutions and creates an environment of dependency and centralized decision making. Therefore, it proposes setting up the **National Higher Education Regulatory Authority (NHERA)**. This independent authority would replace the existing individual regulators in higher education, including professional and vocational education. This implies that the role of all professional councils such as AICTE and the Bar Council of India would be limited to setting standards for professional practice. The role of the University Grants Commission (UGC) will be limited to providing grants to higher educational institutions.

Revamping Structure of Assessment and Accreditation: Currently, the National Assessment and Accreditation Council (NAAC) is an accreditation body under the UGC. The NEP recommends separating NAAC from the UGC into an independent and autonomous body. In its new role, NAAC will function as the top level accreditor, and will issue licenses to different accreditation institutions, who will assess higher educational institutions once every five to seven years. All existing higher education institutions should be accredited by 2030.

Establishment of new Higher Educational Institutions: Currently, higher educational institutions can only be set up by Parliament or state legislatures. The National Education Policy proposes that these institutions could be allowed to be set up through a Higher Education Institution Charter from NHERA. This Charter will be awarded on the basis of transparent assessment of certain specified criteria. All such newly constituted higher educational institutions must receive accreditation as mandated by NHERA within five years of being established.

Restructuring of Higher Education Institutions: Higher education institutions will be restructured into three types: (i) research universities focusing equally on research and teaching; (ii) teaching universities focusing primarily on teaching; and (iii) colleges focusing only on teaching at undergraduate levels. All such institutions will gradually move towards full autonomy - academic, administrative, and financial.

Establishing a National Research Foundation: The NEP recommends establishing a National Research Foundation, an autonomous body, for funding, mentoring and building the capacity for quality research in India. The Foundation will consist of four major divisions: sciences, technology, social sciences, and arts and humanities, with the provision to add additional divisions. The Foundation will be provided with an annual grant of Rs 20,000 crore (0.1% of GDP). The Committee observed that the total investment on research and innovation in India has declined from 0.84% of GDP in 2008 to 0.69% in 2014. India also lags behind many nations in number of researchers (per lakh population), patents and publications.

Moving towards a liberal approach: The NEP recommends making undergraduate programmes interdisciplinary by redesigning their curriculum to include: (a) a common core curriculum and (b) one/two area(s) of specialization. Students will be required to choose an area of specialization as 'major', and an optional area as 'minor'. Four-year undergraduate programmes in Liberal Arts will be introduced and multiple exit options with appropriate certification will be made available to students. Further, within the next five years, five Indian Institute of Liberal Arts must be setup as model multidisciplinary liberal arts institutions.

Professional Development of Faculty: The Committee observed that poor service conditions and heavy teaching loads at higher education institutions have resulted in low faculty motivation. Further, lack of autonomy and no clear career progression system are also major impediments to faculty motivation. The draft Policy recommends development of a Continuous Professional Development programme and introduction of a permanent employment (tenure) track system for faculty in all higher education institutions by 2030. Further, a desirable student-teacher ratio of not more than 30:1 must be ensured.This concern is reiterated in the context of teacher education, where we are told: *"Teachers must be grounded in Indian values, ethos, knowledge, and traditions, while also being well-versed in the latest advances in education and pedagogy"* (p 283).

Optimal learning environment: The Committee observed that the curricula remain rigid, narrow, and archaic. Moreover, the faculty often lacks the autonomy to design curricula, which negatively impacts pedagogy. It recommends that all higher education institutions must have complete autonomy on curricular, pedagogical and resource-related matters.

Revamping the System of Educational Governance: The Committee observed that there is a need to revisit the existing system of governance in education, and bring in synergy and coordination among the different ministries, departments and agencies. In this context, it recommends creation of a **National Education Commission or Rashtriya Shiksha Aayog,** as an apex body for education, to be headed by the Prime Minister. This body will be responsible for developing, implementing, evaluating, and revising the vision of education in the country on a continuous and sustained basis. It will oversee the implementation and functioning of several bodies including the 1. National Council of Educational Research and Training (NCERT), 2. National Higher Education Regulatory Authority, and 3. National Research Foundation. The Ministry of Human Resources and Development (HRD) must be renamed as the Ministry of Education (ME) in order to bring focus back on education.

Renewed Financing Education: The NEP reaffirms the commitment of spending 6% of GDP as public investment in education. Note that the first National Education Policy (NEP) 1968 had recommended public expenditure in education must be 6% of GDP, which was reiterated by the second NEP in 1986. In 2017-18, public expenditure on education in India was 2.7% of GDP.The NEP seeks to double the public investment in education from the current 10% of total public expenditure to 20% in the next 10 years. Of the additional 10% expenditure, 5% will be utilized for universities and colleges (higher education), 2% will be utilized for additional teacher costs or resources in school education and 1.4% will be utilized for early childhood care and education. The Committee also observed operational problems and leakages in disbursement of funds. For instance,

it observed that District Institutes of Education and Training have about 45% vacancies which have led to their allocations not being used or being used ineffectively. It recommends optimal and timely utilization of funds through the institutional development plans.

Technology Based Education: The Committee observed that technology plays an important role in: (a) improving the classroom process of teaching, learning and evaluation, (b) aiding in preparation of teachers and continuous professional development of teachers, (c) improving access to education in remote areas and for disadvantaged groups, and (d) improving the overall planning, administration and management of the entire education system. It recommends focused electrification of all educational institutions as electricity is a pre-requisite for all technology-based interventions.

Further, it recommends: **National Mission on Education through information and communication technology (NME-ICT)**: The Mission will encompass virtual laboratories that provide remote access to laboratories in various disciplines.

A National Education Technology Forum will also be setup under the Mission, as an autonomous body, to facilitate decision making on the induction, deployment and use of technology. This Forum will provide evidence-based advice to central and state-governments on technology-based interventions.

National Repository on Educational Data: A National Repository will be setup to maintain all records related to institutions, teachers, and students in digital form. Further, a single online digital repository will be created where copyright-free educational resources will be made available in multiple languages.

Revision and Integration of Vocational Education: The Committee observed that less than 5% of the workforce in the age-group of 19-24 receives vocational education in India. This is in contrast to 52% in the USA, 75% in Germany and 96% in South Korea. It recommends integrating vocational educational programmes in all educational institutions (schools, colleges and universities) in a phased manner over a period of 10 years. Note that this is an upward revision from the **National Policy on Skills Development and Entrepreneurship (2015)** which aimed at offering vocational education in 25% of educational institutions. Key recommendations in this regard include: **Vocational courses in School**: All school students must receive vocational education in at least one vocation in grades nine to 12. The proposed school complexes must build expertise in curriculum delivery that is aligned to the competency levels under the existing National Skills Qualifications Framework. **Vocational courses in Higher education**: The proposed Higher Education Institutions must also offer vocational courses that are integrated into the undergraduate education programmes. The NEP targets to offer vocational education to up to 50% of the total enrolment in higher education institutions by 2025, up from the present level of enrolment of well below 10% in these institutions. **National Committee for the Integration of Vocational Education:** The Committee will be set up to work out the steps that need to be taken towards achieving the above goals. A separate fund will be setup for the integration of vocational education into educational institutions. The Committee will work out the modalities for the disbursement of these funds.

Focusing and Addressing Adult Education: As per Census 2011, India still had over 3.26 crore youth non-literates (15-24 years of age) and a total of 26.5 crore adult non-literates (15 years and above). In this regard, the NPE recommends: **Establishing an autonomous Central Institute of Adult Education,** as a constituent unit of NCERT, which will develop a National Curriculum Framework for adult education. The Framework will cover five broad areas: foundational literacy and numeracy, critical life skills vocational skills development, basic education, and continuing education. Adult Education Centres will be included within the proposed school complexes. Relevant courses for youth and adults will be made available at the **National Institute of Open Schooling.** A cadre of adult education instructors and managers, as well as a team of one-on-one tutors will be created through a newly-established National Adult Tutors Programme.

Language Policy: To promote Indian languages, a National Institute for Pali, Persian and Prakrit will be set up. All higher education institutes must recruit high quality faculty for at least three Indian languages, in addition to the local Indian language. Further, the mandate of the Commission for Scientific and Technical Terminology will be expanded to include all fields and disciplines to strengthen vocabulary in Indian languages. The NEP recommended that this three language formula be continued and flexibility in the implementation of the formula should be provided. *"All students in all schools, public or private, will take at least two years of a classical language of India in Grades 6-8"* (p87).

Moral Education and Ethics: There are, however, stray references to the Constitution in the discussion on language (p 83) and a more lengthy set of ideals, apparently derived from the Constitution, as part of a discussion on ethics (p 96). This, reiterated later as well, includes: democratic outlook and commitment to liberty and freedom; equality, justice, and fairness, embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty, scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation. And, amongst other things, faculty who train future teachers are expected to be rooted in constitutional values (p 289).

Financial Assistance to Students: For HEIs, there is a provision for a National Scholarship Fund for students who may need assistance (p 245). In the context of professional education, institutions providing these, *"will … be required to fulfil their social obligations and provide scholarships to students from the socially and economically weaker sections of society. Up to 50% of students qualifying for admission must receive some degree of scholarships, and a minimum 20% must receive full scholarships"* (p 300).

The Right to Education Act, 2009 (RTE Act) currently provides for free and compulsory education to all children from the age of six to 14 years. The NEP recommends extending the ambit of the RTE Act to include early childhood education and secondary school education. This would extend the coverage of the Act to all children between the ages of three to 18 years. It also states that there should be no detention of children till class eight. It also aims at equitable & inclusive

education for every child in the country, with a special focus on under-represented groups (URGs)by 2025.

Some points which missed the attention:

1. While the policy talks about the need to bring 'unrepresented groups' into school and focus on educationally lagging 'special education zones' **it misses a critical opportunity of addressing inequalities (Reservation) within the education system**.
2. It also misses to provide solutions to close the gap of access to quality education between India's rich and poor children.
3. **Sex/yoga education** which is the need of the hour is missed out too.
4. **Not specifying a common minimum standard below which schools/colleges should not fall,** creates conditions where quality of facilities in some schools will only sink lower, widening this gap.

However, there are other, fundamental issues that require attention. I have attempted to highlight some of these. This list is neither exhaustive nor comprehensive, just illustrative. Further, all districts will have HEIs, which will be completely *'autonomous'*, in terms of recruitment of faculty, and determining salary structures (p 263). Moreover, *"all currently existing genuine teacher education institutions must aim to become multidisciplinary higher education institutions by 2030"* (p 284). In the same year, *"all institutions offering either professional or general education must organically evolve into institutions offering both seamlessly"* (p 301). And 100% literacy should be achieved for youth and adults. By 2032, only accredited HEIs will be able to grant degrees or diplomas (p 219). This is the deadline by which affiliated colleges have to merge with universities or become universities (p 220). By 2035, the gross enrolment ratio (GER) for higher education is expected to be at least 50% (p 201). And, by 2040, the number of HEIs will decrease, but the clustering of students in them will increase (p 215).

Thus, the policy aims to bring out a paradigm shift in the field of education by empowering students, teachers and educational institutions. Given that a massive and rapid restructuring of higher education has been envisaged, it would be useful to know the needs to be clearly spelt out before the suggested remedies of standardized top-down administrative systems for all. Steps need to be taken to ensure that there is genuine autonomy in HEIs. This can be ensured by providing regular rather than sporadic financial support, based on accountability, and estimates of the requirements of institutions arrived at through discussion amongst faculty, students and administrators rather than through an arbitrary, top-down mode.There is of course, specificity and clarity in the policy with pointed suggestions for overall changes.

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59. RELEVANCE OF VALUES IN HIGHER EDUCATION

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Introduction

Values are very much valuable in any aspect of human life, whether it is educational aspect, industrial aspect, commercial aspect, political aspect or any other aspect. However values are much more important in education including higher education. Values in education as per Swami Vivekananda and Mahatma Gandhi, which teaches internal human values and those values teach the human minds the truth, non-violence and self control. We need "man making and nation building education", said swami Vivekananda. As per his philosophy, education is careful and systematic influence of a mature person through guidance, development of physical, intellectual, social and spiritual strengths of human beings. Value based education has to make the man to understand what is right and what is wrong and what is ethical and what is unethical. It is a process of converting population into good human being who subsequently take care of not only themselves but for the society in which they live. The fundamental and sole objective of higher education is to create and develop good human resources who will take specific responsibility like a teacher, a doctor, an engineer, an administrator, a banker, an entrepreneur, a politician, an educator, an advisor and so on in the society and work honestly, ethically work for the welfare of all. In short higher education has to develop body which means good health, mind which means skills, innovations and the soul which is concerned with spiritual values, culture values and ethical values

However, the present scenario in the society as a whole has been showing very discouraging events from local to global level. There has been huge exploitation of the resources of the society (nation) for personal (self) benefit by few selected and highly educated people. The present world has reached to stage at which of all the living things in a dangerous zone due to global warming. The intellectual minds with higher education but without values, like human values, spiritual values are responsible for the present situation at global level. Largest financial scandals in all types of banks, public sector banks, cooperative banks, private banks, in financial institutes like IL&FS, DHIFL, corruptions, land scams, non performing assets (NPAs), social problems, political issues and so on are some of the recent examples. The people who are responsible, directly or indirectly for the above events are highly educated people but there is absence of values, in that higher education.

Higher education itself has been facing many problems and challenges due to lack of certain values. There are many examples and cases of copy paste Ph. D thesis due to which the University Grants commission has changed the guidelines for award of Ph. D. degree. There are many cases of plagiarism in writing of research articles and publishing substandard articles in journals which eventually increased in number of publication of research journals. The University Grants Commission has come out with new list of research journals, CARE for publishing quality research

articles. These are the happenings due to very few people who are highly educated and intellectuals who have been neglecting some of the important values of higher education. All these instances have been leading to various types problems and inconveniences for the large section of the society. The people who have been following and adopting unethical and unfair practices have specific skills of adopting unethical (unfair) practices and it seems there is absence of development of soul in them."

Values are considered as certain standards or behaviors which are concerned with appropriate course of action of human beings. Values in higher education is associated with certain programs, methods, curriculum that teach the students about their responsible behavior towards others and about taking up some responsibility of the society and performing it well. The fundamental objective of higher education is to develop two important values in the students. One, the values which convert the youth into a responsible citizen of the society and the second value to make the student to become valuable work force for job market by learning certain skills to perform any specific work. The present study considers both the values of higher education, values toward being a citizen and values towards being good workforce. However more importance is given to value based education to generate good citizens. A good worker can create resources for the society but a good citizen with certain values can create a good society .

Review of Literature

1 "Higher Education without values may lead to a disaster" as per Dr. D. N. Tiwari, department of Philosophy & Religion, Banars Hindu University. In his article „Values in Higher Education" he has differentiated education from values. According to him, though higher education is a source of acquiring wisdom and ability to face the challenges faced at various stages of life, but, higher education without values may lead to disaster. A person due to education knows hot make a bomb but because of lack (absence) of values he could use the bomb for destructive purposes but not for the welfare of the society called as a Terrorist. Higher education may help an educated person to just satisfy his own needs but values in higher education will lead to satisfying individual needs and also needs of the society.

2 As per Jaggy Vasudevan, the founder of Isha Foundation Coimbatore, the present generation is most sophisticated generation in the history of mankind and this is due to higher education and innovations in information technology. The society has been enjoying many luxuries in the life, the world is connected with each other into a single global village. Life expectancy has increased to 70 years, poverty level has gone down. External life (physical) of citizens has become comfortable but majority people in the world live in uncomfortable environment due to discrimination, conflicts of interests, psychological problems and so on. Certain values like brotherhood, respect for others, acceptance, equity etc need to be taught in present higher education system.

3 Dr Shamenz, Department of applied sciences & Humanities from AIhabad in his article „the relevance of imparting value education on ethics and morality to the future technocrats for universal brotherhoods" has highlighted teachings of human values in higher education. Human values and professional ethics need to be incorporated in curriculum of higher education for individual as well as collective happiness and prosperity in a sustainable way. The author stressed on development of

youths with qualities like truth, non-violence, tolerance, brotherhoodness etc to make a happy society

4 Mahatma Gandhi on value education as per Ravindrakumar, „education means all round drawing out of the best in child and man particularly body, mind and spirit. The education is the basis of personality development of moral, mental and emotional which can be considered as value education. The author has analysed the concept of value education as per Gandhi. Moral and ethical Knowledge can be considered as the first step in value education. This knowledge is essential for self control (self-discipline) and to differentiate what is right and what is wrong. Gandhi expected, the students on one hand should learn self control, high morals, right thinking and on another hand they should respect parents, elders, teachers and love children as their duty. He also wanted students should learn technical knowledge useful for some productive work.

5 In an article „Educational thoughts of Dr. Sarvapalli Radhakrishnan" by Santoshkumar Behera, has reviewed the concept of education. Education is the instrument of social, economic and cultural change. It should teach use of some technical knowledge but also should help us discover lasting values. Thus as per him education is both knowing certain job oriented skills and learning certain values

6 Concept of value education according to Swami Vivekananda & Mahatma Gandhi, reviewed by Kuldeep Arya. The writer writes, true education teaches internal human values and those values teach the hands for truth, non-violence, self-control. We need man making and nation building education said Swami Vivekananda. Education is careful and systematic influence of a mature person through guidance, development of physical, intellectual, social and spiritual strengths of human being. Mind of the student has to be controlled through meditation, concentration and practice of ethical purity.

Objectives

The present study „Relevance of values in Higher Education" is done with the following two basic objectives

1 To analyse and understand „teaching of values through higher education" in India

2 To analyse present situation of teaching of values in higher education

3 To make some suggestions for teaching values in higher education

Methodology

The study on „Relevance of values in Higher Education" is based on both primary and secondary source of information. However it is descriptive type of study hence no numerical data is collected. The methodology used for data collection is mainly based on published information both in print form, new paper, articles in journals and softcopy form like e-journals, e-messages etc. through internet. Since the present era is the era of information explosion, lot of first hand information like

employability of graduates, unethical practices followed in the society etc is available on various sources like news papers, electronic media. And some of the information was relevant to the present study and it was authentic, hence such information is used for the purpose of analysis of values in higher education

Values in Higher Education

Higher education is one of the important and basic tools of Development of any nation. A nation is not just certain geographical boundaries or not just group people (society) who stay together in a particular geographical area. But it is the type and quality of people who stay together is more important and higher education has an important role in developing quality people. One of the researchers said development of a country depends around 20 percent of natural resources available in the country, depends around 10 percent on infrastructure and depends 70 percent on human resource of that country. Thus human resource plays a crucial role in making the country developed or underdeveloped and higher education has to take the responsibility of developing human resource. Higher education is expect teach two types of values, job oriented skills (values) to take up some job to create economic resource and human oriented values which lead to humanity, togetherness and well being of the society as a whole

Relevance of Values in Higher Education

The term value means worth or useful or to be strong. Values are certain standards or code of conduct and are concerned with appropriate course of action. Values include various types like ethical, moral, social, religious, political, and economical. The concept of values in the present study is considered those beliefs, behavior, skills etc learned from higher education and used for the betterment of the society. Thus two important values in higher education are considered for the study. The first value in higher education is to convert the youth into a responsible citizen of the society and the second value in higher education is to make the youth a valuable work force for the job market to take some work responsibility of the society. In short higher education is expected to develop valuable human asset for the nation

Present Scenario:

India is the second largest country in the world in higher education system after china. It is imparting higher education to more 37.4 million students with the help of around 1.4 million teachers through 993 universities and around 40000 colleges during the year 2018-19. Around 26 percent of the total youth (total 14 million) of India was in higher education during year 2018-19. All the institutes of higher education have been working and making efforts to teach the students both the values (skills) to become responsible citizen and to become valuable work force for the job market. Many of these institutes of higher education have been teaching the programs or curriculum on value education. The curriculum included the subjects like, foundation course, value education & skills development, environmental management, ethics and governance, human rights and so on. These subjects/curriculum are expected to make the students understand self responsibility towards him, towards the nature and towards the nation as a whole. The other subjects/programs like accountancy, management, engineering, science and technology, IT, architecture and many more

are being taught and expected to develop certain employability skills so that the youths who can take up some work. Huge quantity of resources, both by the public and private sector are being invested in higher education sector to develop human assets with certain values and can shoulder the responsibility of sustainable development

The Reality

The following are the examples to know the reality of values in higher education:

1 Job related values to make the youths as work force:

 Only around 15 to 20 percent of the management and engineering graduates (professional programs) are employable and they are accepted by the job market are capable becoming valuable work force of the society

 Only around 5 to 10 percent of the graduates from traditional programs (arts, commerce & science) are able to get job as per their expectations and accepted by the job market .

 There is wide gap and mismatch in demand and supply of work force in the job market, job market is in need and demanding right type of workforce and other side millions of graduates from higher education are searching for the right type of jobs but majority of them do not possess job related skills

2 Ethical and moral values in higher education:

 Large number of Ph. D. thesis is under the UGC scanner to check quality of research work. Content of majority of those thesis found just cut paste or copied from other thesis with minor changes in the scope, title, area etc. and very less part of the thesis is research work

 And the UGC has decided to conduct a study on quality of Ph. D. thesis accepted by all types of universities in last 10 years in different subjects. The study will be done by independent institutes. The UGC has created an open access portal "Shodhganga@INFLIBNET" on which all the universities have to deposit their Ph. D. thesis

 UGC also issued a public notice to publish research articles only in journals indexed in UGC-Consortium for Academic and Research Ethics (CARE) list for publication of quality research articles in quality journals

 CARE gas verified 5000 UGC listed journals and found 800 journals are genuine and 88 percent of the journals prior CARE are found unfit

 UGC also has passed a regulation (promotion for Academic Integrity and Prevention of plagiarism in Higher Education Institutions) Regulation 2018 to check the quality of research articles and check stealing of publication (plagiarism)

These are some of the examples that unethical practices are being adopted and followed by highly educated people and in higher education itself

There are many unethical practices are being adopted in all most all sectors (areas) of the nation, some of the examples are as under:

 Increasing percentage of Non-Performing Assets (NPAs) in banks, mainly in public sector banks

 Financial scams in banks and in financial institutes, recent examples are. PMC bank scam, financial scam in ILF & S, DHFCL

 Converting profit making business organizations into loss making and converting the business organization in to sick and not repaying the loans of public sector banks and not paying the dues of common people like creditors, employees e.g. Kingfisher Airlines

Suggestions

1. Though value education (values to become workforce & values to become good citizen) is included in higher education but should be implemented more effectively

2. There should be more weightage in higher education system on developing good citizen and less weightage on developing workforce

3. A good workforce without good citizenship (human values) is dangerous to the society and the nation hence more importance be given to valued based education for generating good citizens

4. Inculcation of value education should be practical, the students should actually learn by involving themselves in various activities during their college years to learn values

5. Evaluation (assessment) of students on value based learning should be fair and transparent

6. Award of any degree should be based on the level of learning of values by the student

7. There should be a provision in the education system of withdrawal of degree of a candidate who does don‟t follow the values in his/her daily life in the society

8. Institutes of higher education themselves have to become value oriented institutes in reality

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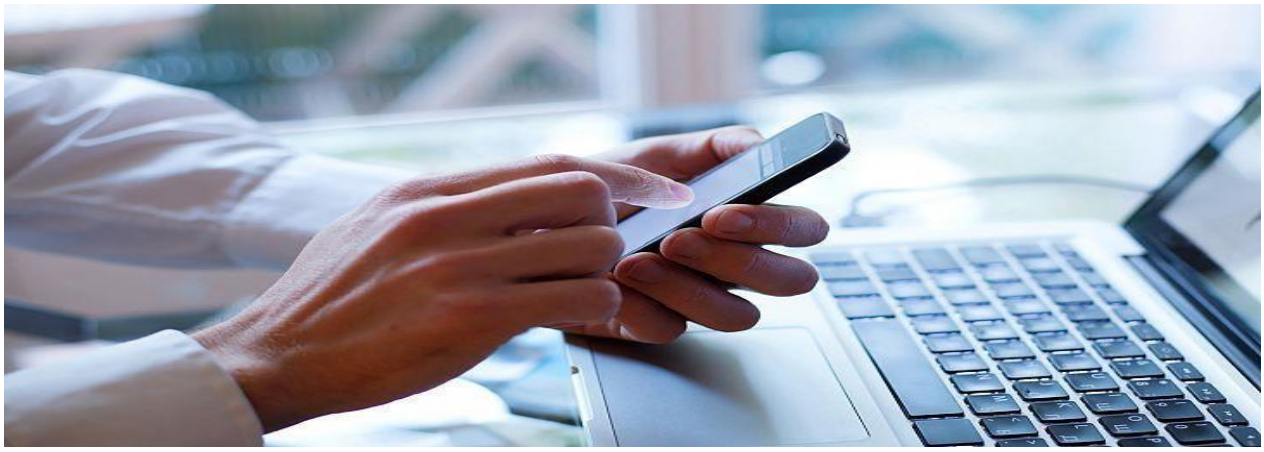
60. EMERGING TRENDS OF INFORMATION COMMUNICATION TECHNOLOGY IN HIGHER EDUCATION



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ICT is precise caring for the all learner as it takes several of encouraging impression on their teaching. Primarily, learners will be inspiring to assent to learn and to join in education events. Also, with the effect of ICT, the class of work of learners can be successful and which then given them the self-confidence or self-reliance to perform higher learning tasks. with the application of ICT, learners are agree more flexible and more adapted learning which allowed more work to be finished. ICT qualify two-way learning with little symptom of the isolated learner. ICT has an effect on increasing the learner motivation through hands-on-activity, visual demonstrations and improved modes of performance. By using the ICT, it also has an oversee result to change the value of learner's effort. For the student who has deprived writing and languages abilities, the ICT has the effect on it to recover such as using the word handling. Besides, the effect of ICT on student is to level single changes and has for the most part affected things for learners with special needs. As a learner can effort at the pace and strength suitable to their loads, ICT has an effect on improving self-pacing with improved skills to deal with separate learning styles. The make use of ICT has as well agree learner to create high worth multimediaproducts.

WHY IMPORTANCE OF ICT IN EDUCATION?

Information and communication technology in colleges can be used as a college communication tool to increase scholar learning and improved education methods. Through the development of technology in training, colleges adopt college communication software to spread, store, and share or conversation information. In this technical era, ICT in teaching has forced many colleges to get adapted to smart technology. This college communication software uses computers, the internet, and combination as the moderate of communication.

Here we have 6 of the latest technology trends that are at the forefront of the education ecosystem.Distance education:

Distance education or long-distance learning is the teaching of learners who may not always be physically present at a department. Usually intricate communication progresses wherein the learner matched with the department via support. Today it includes online teaching. A distance learning program can be totally distance learning, or a mixture of distance book learning and outmoded classroom teaching use of computers and the internet have made distance learning easier and faster, and today virtual colleges and virtual universities deliver full curriculaonline.

The capacity of Internet to support voice, video, text and immersion teaching methods made earlier distinct forms of telephone, videoconferencing, radio, television, and text based education somewhat redundant. However, many of the techniques developed and lessons learned with earlier media are used in Internet delivery.

Social media:

Social media is a differentiating topic in the field of education. Some feel that it is a commotion from real work. But there are ways that social media can advantage the laboratory.

For example, social media can bring apprentices together in a small online group to effort on an assignment together. You can create a hash tag for Twitter, make a Pinterest board, start a Facebook group and more. There are also social media platforms, like Kidblog, that is strictly monitored by teachers to make sure every post is safe for students.

Video conferencing:

This is yet additional medium of communication wherein learners can communicate with other learners or lecturers online. It enables learners to become active applicants in their own learning. Video Conferencing is a great communication tool that has the prospective to change the way we deliver information to learners. It is just one of the today's integrative tools that empower learners to organize for a improvedprospect.

Digital textbooks:

When I was in elementary school, the last few pages of my social studies textbook had pictures of all the presidents, but it was one president behind, even though the president at the time was in his second term. I didn't know it, but most textbooks are used for seven years before a new edition comes out. Textbooks are twice as expensive now as the one I had, and books are getting so heavy that they are giving students back problems.

That's changing. Schools like Archbishop Steiner High School in White Plains, New York, are eschewing dead tree books for digital textbooks. For the one-time cost of a tablet (which the student may already own) plus $150 formembership in the digital library, students are able to access every book they'll need for the year on a specially designed app students will be able to take the material anywhere, so they'll never forget a book at home again.

Observance Representing:

A way to inspiration and take notes. It's clear and visual, rather than direct and text-based. It is a type of spider table, so ideas are orbited or then demarcated and linked to each other with lines. Software that makes Observance representing, like Mindmeister, BigMind Pro, Brainstormer, and many others, make it probable for tutors to make presentations that are fun and easy to appreciate.

Observance representing work more closely like the human brain, with ideas linked to other ideas. It makes it a great tool to more easily recall information. It also can be used to generate both different notes and cooperate on ideas. Using mind-mapping software, you can share drawings as easily as you would send an email. Mind maps are another example of how learning can be cooperative and multi-dimensional rather than unidirectional and passive.

Big Data:

Big Data will be a main game changer. It'll let us see whatever works and what doesn't with surprising clarity. How well did a institute tour go? Did it make a change if two educators both gave pop puzzles on the same day? Does assignment get overlooked more easily when the season culmination of Singing Zombie Dragon Investigators is on? Did any of the techniques I talk about above help any learners get better occupations and compete in a global frugality? There's only one way to know, and that's to look at the data.

Secretly mine data about learners and turn that data into serviceable information for the parents, teachers, the school board, and other stakeholders in the schools. And it isn't just large trends each. For case in point, the data may disclose that a learner having worry with conversation problems in mathematics has decent math skills but is having trouble with reading. In the old system, the student would have to practice more math problems, but with the help of Big Data, the teacher would know the learners' needs a reading tutor. Big Data gives us the ability to dynamically adjust a course along the schoolyear.

ICT and Instructor Specialized Progress:

Tutors need detailed expert growth prospects in direction to intensification their aptitude to use ICT for decisive education charges, personalized instruction, accessing online resources, and for fostering student interaction and collaboration. Such training in ICT should positively impression educators' overall attitudes towards ICT in the classroom, but it should also provide specific guidance on ICT teaching and knowledge within each punishment. Without this support, educators tend to use ICT for skill-based applications, limiting learner practical philosophy. To support educators as they alteration their education, it is also important for education administrators, overseers, instructor professors, and resolution causes to be qualified in ICT use.

The Effect of ICT in Institute

In current existences, several of institute no stuff it is in resident nation or distant nation, ICT has been announce to college as it steadily become more progressive and also transports the excessive positive impact for colleges. The use of ICT can fund few of educational preparation in college. These academic practices will have helpful effect to the education environs of school which in turn can increase the learning of students. Firstly, ICT can investigate reality and build knowledge. it shows that ICT had been used by the learners to explore, organize and resourcefully represent real information in assembling the awareness.

It allows learner to reconnoiter more carefully real world and can more readily access information source, and also utilize the tools to analyze or interpret such information. The information is mostly access through online-system. The ICT allow them to obtain the feedback, refine their understanding, build new knowledge and transfer from school to non-school settings. In the past, it is impossible to offer in school due to logistical constraints and the amount of material to be concealed all of which can now be addressed with ICT maintenance. Secondly, ICT pedagogic practice has the impact of boosting active learning and authentic assessment inschool.

In many classroom circumstances, it is tough to allow student to be sufficiently active as participants. Typically, students are always passive, quiet and spend most of time on the listening and reading. As we know that, student who will achieve a wider range of learning outcomes or good academic performanceare more likely to be dynamic and interested in school or laboratory. Thus, student operates ICT to stand their works and produce their own knowledge representations and thereby engage with powerful learning experiences. Thirdly, the efficiency of student can be heighten as the ICT is a providing a tools for them to resolve the problem incollege.

Some of the unnecessary reiteration of low-level tasks is bungling, non-motivational and might obscure the real purpose of the learning activity. The application of ICT in institute will help the students in quickly to completing those low-level tasks which then can allow them to focus on the main persistence of learning or studying activity. This will increase their efficiency on the learning process and their ability to complete the tasks works given by theprofessor.

As the example from the associate research, students utilize an integrated learning system to assist the development skills in literacy which more current than other major initiatives. Fourthly, ICT has supplied a scaffolding to support higher level of thinking skills. In college, there are some of the instructions or experimentations are tough to carry out by actual, therefore, ICT has a great impact on this area for school as video or simulation can promote culture when the concepts or skills to be learned involve gesticulation or action.

The Promise of ICT on Education

For those of the agricultural countries, ICT has the probable for raising the admittance to tutoring and also could ameliorate the excellence and relevance of education. Therefore, it represents a potentially balancing approach for developing countries. The absorption and acquisition of knowledge has provided for developing countries a rare of chance to promote educational systems. One of the extreme destitutions bear by the poor, and by many others, who live in the poorest or

remote area, is their sense of isolation and the instruction of these remote areas majority are deteriorate or not pay attention by the people, thus, majority of them are lack with information. The appearance of ICT wills assurance to reduce that sense of isolation and to open access toknowledge.

However, the gap between those who have regulator of ICT and access to ICT with those who do not introduce and integrate of ICT at different levels and in various types of schooling will be a most challenging undertaking. Failure to meet the challenge would mean a further broadening of the knowledgegap.

How can ICT widen access to education?

Some of the rustic and disperse population or groups traditionally are preclude from the opportunity to receive the education due to the external factors. These external factors are mostly related to the cultural and social. Cultural factor has included the minority of ethnic, girls and women. The ethnic minorities are excluded from education is due to the majority of them live in remote areas and cause them lack with the realization on the importance of education for themselves, even for their next generations, they also get less attention from others people.

While, the factor of social encompasses the status of girls and women and the person with disabilities, as well as all others who for the reasons of cost or because of time constraints are unable to enroll on campus. Girls and women usually regard by others with a low status or identities in the social who are not necessarily have the education. As the promise of ICT on education state that the access of education could at anytime and anywhere. ICT let the asynchronous learning or the learning on a time lag between the transfer of instruction and its reception by the learners becomes possible. The material from the source of online can be accessed to 24 hours a day even for a long time of period. If ICT is adopted in education, it could dispense with the necessary for the learners and instructors to be in one physical location. Teleconferencing technology such a type of ICT, allow the instruction or information to be accepted simultaneously through multiple, geographically scattered learners. ICT also has promise with the access to remote learning resources. Sometimes, the printed books or the books in library will has limited in quantities, through ICT, instructors and students are no longer to depend on those books with the restricted quantities anymore. They can access to looking for the information and learning in anytime or anywhere with the exist of internet, a wealth of learning materials in practically every subject and in a variety of media that can be access complete. For many schools in emergent countries and also in the developed countries, it is veryrelevance.

How can the use of ICT benefit progress the excellence of education?

ICT constantly been used to improve the quality of educator training as to ensure the teachers could predominate the skills of ICT which in turn can teach the students to benefit them civilizing their academic performance. ICT also help the teachers to make possible for teaching process become efficiently. Besides, ICT will promote to obtain the basic skills by drill and practice. The basic skills and concepts are the foundation for higher thinking services and creativity. ICT also can encourage to learn. ICT technology such as networked computer with internet connectivity can increase learner motivation as it association media richness and interactivity of other ICT

machineries with the chance to connect with real people and to participate in real world events. Cooperating radio likewise makes use of sound effects and other performance conventions to compel the students to listen and developed involved in the lessons beingdelivered.

How can the ICT help to convert the learning atmosphere into one that is learned-centered?

If the ICT has been used appropriately, it can change the content and pedagogy of educational system. With the ICT-supported educational system, the acquisition of knowledge and skill can be boosted by it, which then can empower the students for lifelong learning. When the ICT can be used properly, some of the ICT technologies, such as computer and internet, has created new ways for the learning and teaching process. These new way of learning and teaching has shifted from a teacher-centered pedagogy to learner- centered. Teacher-centered pedagogy is an traditional pedagogy which the whole process of learning is rely on the memorization or has the characteristic of rote learning.

Active knowledge. ICT-enhanced learning mobilizes tools for examination, calculation and analysis of information, thus providing a platform for student inquiry, analysis and construction of new information. Learners therefore learn as they do and, whenever appropriate, work on real-life problems in-depth, making learning less abstract and more relevant to the learner's life situation. In this way, and in contrast to memorization-based or rote learning, ICT-enhanced learning promotes increased learner engagement. ICT-enhanced learning is also "just-in-time" learning in which learners can choose what to learn when they need to learn it.

Emerging approach

The emerging approach is linked with schools at the beginning stages of ICT development. such schools begin to purchase computer equipment and software or perhaps have had some donated. In this initial phase, administrators and teachers are just starting to explore the possibilities and consequences of adding ICT for school management and the curriculum. The school is still firmly grounded in traditional, teacher- center practice.

For example, teachers tend to lecture and provide content while students listen, take notes, and are assessed on the prescribed content. School organization provides discrete time periods for each subject. Learners' access to technology is through individual teachers. A curriculum that focuses on basic skills and an awareness of the uses of ICT assists movement to the next approach.

Applying approach

The applying approach is linked with schools in which a new understanding of the contribution of ICT to learning has developed. In this phase, administrators and teachers use ICT for tasks already carried out in school management and in the curriculum. Teachers still largely dominate the learning environment. For example, instructing may be supplemented with ICT such as electronic slide presentations and word- processed handouts.

Students receive instruction and add notes to teacher prepared handouts. They use ICT tools to complete required lessons and are assessed on prescribed content. School organization provides

discrete time periods for each subject with some flexibility to combine subjects and time periods. Learner access to technology is through one or two classroom computers and computer labs. Until now, ICT has been taught as a separate subject area. To move to the next phase, the school chooses to implement an ICT- based curriculum that increases ICT across various subject areas with the use of specific tools and software.

Infusing approach

The infusing approach is linked with schools that now have a range of computer-based technologies in laboratories, classrooms, and administrative areas. Teachers explore new ways in which ICT changes their personal productivity and professional practice. The curriculum begins to merge subject areas to reflectreal-worldapplications.Forexample,contentisprovidedfrommultiplesources,includingcommunity and global resources through the World Wide Web. Students' access to technology enables them to choose projects and ICT tools that stimulate learning and demonstrate their knowledge across subject areas. School organization provides the flexibility to combine subjects and time periods. Learners have more choices with regard to learning styles and pathways.

They take more responsibility for their own learning and assessment. ICT is taught to selected students as a subject area at the professional level. To advance to the next phase, schools choose an ICT curriculum that allows a project-based, ICT-enhanced approach. These schools begin to involve the community more in the learning environment and as resource providers.

Transforming approach

The transforming approach is linked with schools that have used ICT creatively to rethink and renew school organization. ICT becomes an integral though invisible part of the daily personal productivity and professional practice. The focus of the curriculum is now much more learner-center and integrates subject areas in real-world applications. For example, students may work with community leaders to solve local problems by accessing, analyzing, reporting, and presenting information with ICT tools.

Learners' access to technology is broad and unrestricted. They take even more responsibility for their own learning and assessment. ICT is taught as a subject area at an applied level and is incorporated into all vocational areas. The school has become a center of learning for the community.

Type of ICT Tools

Educational Networking:

A growing number of teaching space are using instructive networks to communicate and create an online attendance for their classrooms. However, many debate the merits of using such technology at all. Although the outlined social networking as one of its key trends in college education, schools are still struggling with how to have "sanctioned" spaces and others that are off limits.

Uses for EducationalNetworks

Create an environment that cannot be duplicated elsewhere for networking students that will not meet face toface.

Teachers retain administrative control (ban users, approve photos and videos, make the site public or private, add gadgets).

Students quickly learn to use such sites which give them a way to blog, share photos, share videos, join groups, and comment and rate the work of one another in peer review.

Private educational networks can be used to educate students on social networking safety in a classroom setting before they move personally to major platforms like Facebook and MySpace Organizations can create communities of learners that last beyond the span of a course, a grade, or even beyond graduation.

Obstacles to EducationalNetworking

Most people use the word "social" networking which denotes "play" and not classroom professionalism to many educators.

Use of "embedded" social networking platforms - some are using Facebook and MySpace as their classroom social networks causing an overlap between a space for friends and a space for classrooms.

Some technology specialists state that teachers have not asked for the technology in their classrooms. Perception that social networks are not used by teachers, only by youth.

Web based learning

Web-based training provides the ultimate in flexibility--learners can login and take their courses anytime, from anywhere. This means that employees can decide when they are best able to focus on their learning, rather than having to interrupt other important activities. It also means that employees can get the training they need, exactly when they need it, as opposed to learning something they may not need for another 6 or 12 months down the road.

Web-based training provides reliability.

One of the major challenges most training and development departments face is how to provide consistent training across the organization. Every trainer presents the material a little differently, and even the same trainer doesn’t do it the same way every time. For some training courses, this may not matter, but for others, like compliance training, it matters a great deal. Because all of the materials are online, web-based training allows trainers to deliver a course the same way every time.

Web-based exercise saves both time and money.

Web-based training translates into significant savings of both time and money. Research has shown that web-based courses can be delivered in about half the time as instructor-led courses, and that people retain the information better, so there is less need for retraining in the future. The course resources can also easily be reused, so running more sessions of a course is simple. In addition, while instructor-led training courses are usually capped at 20 or 25 people, web-based courses can be much larger than that. In the case of massive open online courses (MOOCs), the number of learners is potentiallyinfinite.

But there's even more to it. Traditional training courses take employees away from their jobs for significant amounts of time. Thus, the real cost of traditional training is much more than most people realize. In addition to paying the instructor and the costs of travel and entertainment, there is also a large cost associated with employees not engaging in revenue-producing work. For example, if your sales team is required to undergo one week of training per year, the real cost of that training also includes the sales they would have made during that week. Web-based training integrates learning into employees' daily activities, rather than taking employees away from those activities.

Web-based exercise gives students the opening to network.

Traditional computer-based training is an isolated activity. Even instructor-led training doesn't provide much opportunity for learners to interact--often there is so much material to get through that there is no class time left for questions, much less discussions.

But web-based training is excellent for networking. Because the learning takes place online, employees from different departments and different geographical locations can all participate at the same time. Via discussion forums, employees often have the opportunity to interact with experts within, and sometimes outside of, the company using employee training software. The knowledge-sharing aspect of web-based training is one of the aspects that makes it truly unique.

Web-based training uses real-world problems and examples.

Whereas instructor-led training often involves learning from lectures, web-based training usually focuses on practical applications. Rather than just listening to someone talk about a topic, learners have a chance to apply their new knowledge and practice their new skills by working through case studies and other real-world problems and examples. This experience is invaluable when employees encounter similar problems in the course of their work.

Many companies are nervous about moving to a web-based training format because it is unfamiliar. But the Internet is just as powerful a tool for learning as it is for business. If your company isn't yet using web-based training, you are missing out on the opportunity to both save time and money *and* provide better training experiences for your employees.

M-learning

Mobile learning (*m-learning*) is education via the Internet or network using personal mobile devices, such as tablets and smart phones to obtain learning materials through mobile apps, social

interactions and online educational hubs. It is flexible, allowing students access to education anywhere, anytime.

Mobile learning provides a way for educational institutions to deliver knowledge and educational content to students on any platform, anyplace and at the time of need. Students use mobile apps and tools to complete and upload assignments to teachers, download course instruction and work in online social groups to complete tasks.

The phrase mobile learning is most often used to describe the technology the mobile devices and apps used in the classroom, however it may also be used to describe the support of always-on learning with mobile technology.

Smart Classroom:

Smart Classroom Equipment is a solution designed to help teachers in meeting with new challenges and developing student's abilities and performance. It helps the teachers to access multimedia content and information that can be used for teaching students more effectively.

CONCLUSIONS:

Purpose of ICT is commonly to acquaint students and teachers with the use and workings of computers, related social and ethical issues. It is generally believed that ICT can empower both teachers and learners. It promotes change to education in 21st century. ICT not only transforms teaching but also the learning processes. The transformation gets to increase learning gains for students that provide learners an opportunity to develop creativity, communication skills, and other thinking skills. Moreover, smart solutions for the future including laptop learning, e-learning, smart classrooms, didactic equipment and inspirations is the key to education today.

An entire learning environment is needed in which learners, teachers, administrators, and parentages can easily communicate and collaborate with each other, share secure information around the clock, and, ultimately, access a world of information outside teaching space walls.

The aim of this report is to help **Emerging Trends of Information Communication Technology In Higher Education** and improve their assessment practices for the benefit of students.

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61. EMERGING TRENDS OF ICT IN HIGHER EDUCATION

(Sub Theme: Emerging Trends of ICT in Higher Education)

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ABSTRACT

India is known as one the world's top education destination in the global education industry. With some of the best universities and colleges India has been successful in attracting bright talents all over the world. Indian education system is robust and built on strong foundations. What's even more interesting is how technology has advanced rapidly to transform the way students in India consume educational content. India might not have readily adopted education technology but it's heartening to see how a traditional sector like education is using technology as an enabler so far. Today India is one of the fastest growing markets for e- learning based products and services. Use of ICT has both positive and negative impact on higher education. Technology has massively impacted every aspect of our lives over the past 30 years. It has become easier for students to research online (as well as to plagiarise), share and learn from each other. It can provide access to education regardless of time and geographical barriers. At the same time there are common challenges that make teachers and institutions slip away from the concept of use of ICT in higher education. Regarding future hold, many innovative start-ups as well as the big tech giants like Google, IBM, Apple, etc, are working on disruptive innovations in education, which makes the next decadeveryexciting for this important aspect of our lives. Hence it can be said that ICT enabled education will ultimately lead to the democratization of education and it has the potential for

transforming higher education in India. Hence in the present paper, an attempt has been done to examine emerging trends of ICT in higher education and for this purpose; the present paper is divided into five parts namely-

Uses of ICT in Higher Education

Benefits of ICT in higher education to stakeholders:

Challenges for use of ICT in highereducation

Futurehold

Conclusion

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oday, India is considered one of the world's top destinations for education. With some of the best colleges and universities, it is renowned for its excellence and high standards. What's even more interesting is how technology has advanced rapidly to transform the way students in India consume educational content. Additionally, the penetration of internet-based smart phones is taking quality learning to students across geographies in India.

Today, little children are watching their favorite cartoons and learning pictorial rhymes on the same device as well little young generation is watching social serials. Education is being imparted to them through flexible and non-intrusive formats. As a consequence, students across all age groups are discovering the joys of learning and having fun while at it. There has been a noticeable shift in the perception of parents and teachers view digital learning too. Today, institutions are making efforts to shift the focus back on students to reinvent the way they learn right throughout theirlife.

India might not have readily adopted education technology but it's heartening to see how a traditional sector like education is using technology as an enabler so far. Today India is one of the fastest growing markets for e-learning based products and services. High speed broadband internet, low lost computers and mobile devices have shown notable growth intheuse of technology for learning. Many entrepreneurs and startups have grabbed this opportunity to develop technology based educational products for private and government based schools, colleges anduniversities.

Hence it is more interesting first to know how ICT is useful in higher education i.e. the factors that are enabling the growth of digitaleducation

Uses of ICT in HigherEducation:

Here an attempt has been done to narrate different ways for use of ICT in Higher education.

Classroom basedlearning

Nowadays technology has become integral part of classroom based teachings. Today in many schools, colleges and universities in India instead of blackboard projector screens are used for

teachings. Hand writings of teachers are replaced by power point presentation. Student experience a different kind of set up in today's technology based classroom. Gadgets like tablets and laptops are used to take down notes. Animated content are created on various subjects and in different languages so that students can have better understanding of a complex subject in a simple way.

Technology enabled distanceeducation

Distance education is a way of learning where the students or working professionals can learn the courses remotely through online access and interact with faculty via online classroom. It helps students to interact with their mentors or tutors directly through chat, e-mail or phone call. Indian is a developing country and for many students who are living in remote places or villages getting degree for higher education is still a distant dream. In such instances technology enabled distance education can help them to complete their studies, upgrade their skills and get a degree. This gives the students or working professionals the flexibility to learn at their own time without the compulsion of going to aclass.

Online learning managementsystem

Many colleges and universities in India are integrating online Learning Management System or LMS platform into their web portal. Students can remotely login to access course material and also attend live classes with teachers. Pre-recorded lectures, videos can be uploaded on the LMS platform making it easy for students to go through it multiple times. LMS adoption is still poor in many parts of India where students do not have the access to computers or broadband internet. However, government is providing computers to remote areas and creating content that consumes less data and can be easily accessed on internet.

BISAG - SANDHAN VideoLectures:

Among several initiatives taken by vibrant Gujarat, the Knowledge Consortium of Gujarat established by the Department of Education, stands out prominently as a major response to the very theme of the current century, which is being rapidly characterized as a gateway to the future where the human world family will at last come to create the network of relationships through the harmonizing threads of knowledge. Knowledge has therefore become today the dynamic watchword, and major progressive steps of development are being measured in terms of advancing of knowledge and learning society. Indeed, the Department of Education, Government of Gujarat has manifested eloquently its commitment to the future by creating the Knowledge Consortium of Gujarat. Since the emerging world scenario is marked by various peaks of concentrated knowledge and excellence dotted across the world, it would be imperative for knowledge societies to innovate, cooperate and collaborate with other institutions of knowledge in theworld.

SANDHAN (All Gujarat Integrated Classroom) is an initiative by OCHE (Office of the Commissioner of Higher Education) and KCG (Knowledge Consortium of Gujarat), Department of Education-Government of Gujarat. Under SANDHAN program video lecture of various UG course are being telecasted since 2009. This innovative Academic Program “SANDHAN” through BISAG (Bhaskaracharya Institute for Space Applications and Geo- informatics), intends to benefit more than 1130 colleges across the state imparting education in the stream of Arts, Science and

Commerce, Home Science, Education and Law. Thus SANDHAN is creating a platform which provides an excellent opportunity for the use of the Audio-Visual medium for the telecast of lectures in a very innovative and interesting manner. These video lectures are available on web side - http://sandhan.kcgjournal.org/index.php/video-lectures/.

Mobile-basedlearning:

Over the past few years, mobile learning has picked up by the populaces who have gradually assimilated it in their lives. It has offered students the flexibility to access educational content seamlessly across multiple digital devices like desktops, laptops, tablets and smart phones. The Smart phone user's base in India continues to increase, in both urban and rural areas. The coming years will witness users accessing most of their educational content through internet powered smart phones in a massive way.

Today educational mobile apps are available on popular platforms like Android and iOS. Developers are creating educational apps based on particular subjects. They are simplifying complex concepts with easy to understand illustrations and animations, puzzles games etc.

There are apps available for grammar, physics, chemistry, mathematics and so on. With the prices of tablets and smart phone coming down people from villages and remote areas can also make use of this apps to learn and update their skills.

Usage of Virtual Reality (VR) and Augmented Reality (AR) forlearning:

Virtual Reality and Augmented Reality are already buzzwords in the technology space. Their advent in e-learning has massively impacted the efficiency with which it is offered to students and the way it assesses their performance. VR allows students using e-learning platforms on mobile devices to directly interact with study material. This keeps their engagement levels high and motivates them to learn more and better. On the other hand, AR facilitates teachers and trainers in performing tasks, they previously haven't or cannot, in a safe environment. Together, the both of them are engaging students in ways like never before and are poised to become a lot more widespread in their usage and impact in the future.

Blogs:

Like Podcast, wiki and other types of new technology, blogs can be use in classroom environment for diary entry; it also can be a useful tool to link communication between study groups within a class or other classes or even schools. If use effectively, blogs can create a learning environment that extend beyond the schoolyard.

There are a number of educational benefits of blogs like - blogs are highly motivating to students (Especially who otherwise might not become participants in classrooms), excellent opportunities for students to read and write, effective forums for collaboration and discussion, powerful tools to enable scaffolding learning or mentoring to occur etc.

OtherE-resources:

There are also certain websites like Khan Academy and various YouTube channels that offer video lectures by eminent scholars and teachers in various subjects.

Here use of ICT for learning purpose has been described. Administrative activities in higher education are also automated like business activities. Take the business process of education. If the various activities in higher education are viewed as business processes, then process and workflow Automation through ERP (enterprise resource planning) has gained substantial penetration across reputed HEIs around the world. All the processes including admissions, fee payments, course planning and scheduling, faculty and other teaching resource management, learning material distribution, student information tracking, etc, have all been automated usingtechnology

Thus technology has massively impacted every aspect of our lives over the past 30 years. It has transformed how we work, communicate, find information, stay in touch, travel, eat,shop, consume content, stay healthy and even get entertained. Remarkably, one of the most impactful aspects our life, namely higher education, has resiliently remained relatively undisrupted by technology. It has become easier for students to research online (as well as to plagiarise), share and learn from each other. And there are high tech projectors, computers, AV systems (and in some cases smartboards) in the classroom rather than slide projectors and chalk boards.

Benefits of ICT in higher education to stakeholders:

Here an attempt has been done to summarize benefits of ICT in higher education to stake holders especially students, teachers and government.

To students-

Increased access, Flexibility of content and delivery, Learner-centered approach and Higher- quality of education and new-ways of interaction

To teachers-

High quality, cost effective professional development in the workplace, Upgrading of employee skills, increased productivity, developing of a new learning culture, sharing of costs and of training time with the employees and Increased portability oftraining.

To government-

Increase the capacity and cost effectiveness of education and training systems, To reach target groups with limited access to conventional education and training, To support and enhance the quality and relevance of existing educational structures, To ensure the connection of educational institutions and curricula to the emerging networks and information resources and To promote innovation and opportunities for lifelonglearning

Challenges for use of ICT in highereducation:

Various uses of ICT in higher education are narrated under point no. -2. But it is not so easy to use ICT in higher education. Even today by and large, at most of the higher education institutions (HEIs), students still attend classes taught by knowledgeable faculty, read from textbooks and handouts, take tests and exams, do projects, get grades and a degree certificate. This was the case half a century back and still remains the case i.e. to say that there are common challenges that make teachers and institutions slip away from the concept of use of ICT in higher education. Below some of the challenges that are obstructing use of ICT in the class room arenarrated.

Lack of hardware and guidance to usethem:

Many institutions are still not sure as to what type of computers and other technological devices they should use. Institutions need to understand their requirement and workaccordingly. Availability of gadgets is important for proper and smooth functioning without any hindrances. Institutions and teachers need to prepare themselves to make students work together on one device as well as let them work individually on one device. Also there is a need for proper and timely guidance that should be provided to teachers for effective use of technology

Students will know more than meattitude:

Kids today are more active and pro when it comes to technical things. Teachers are afraid of the potential technology holds and the power of knowledge students can get with it. This attitude that kids may know more than me makes educators insecure and backs them up. Instead, teachers should interact and engage with other students and try to learn along with them. Teachers also have to become a learner in order to enjoy the benefits of this mix.

Fear oftechnology:

Educators have this Fear of the unknowns with new technologies. They are scared to experiment with new technologies. Also, this thought of having to learn it all at once slips them away from the idea of integrating technology. Thinking that a technology coach must have all answers is one other reason that leads them to get away from the idea.

Lack of training opportunities and rigid teachingmodels:

Educators aren’t provided with sufficient training and proper technical support. With so many roles to play, there is shortage of time to practice with new and ever-changing technologies. The already existing teaching models are rigid to be transformed.

Languageproblem:

Challenging task in the Indian context is language. It’s a multilingual country and resources, including reading material, are not available in these languages. So, often there are teachers who are trying to explain complex subjects in languages not understood by the students. Learning in your first language is the best way to lay a strong foundation and because of the lack in resources, this

seldom happens. Customization in the Indian context is very important because each student has her ownpace.

Infrastructurechallenge:

There is also an infrastructure challenge because teachers and students can't always download or experience heavy files because of internet speed constraints. So, there has to be a way to make lighter videos that are supported even on basic smart phones. Learners should be able to use these videos off line. So, the content has to be crisp, short but impactful. This involves a lot of nitty-gritties of the techteam

Immenseexpenditures:

Gone are the days where students have to depend on paper and pen. This is an advanced era of technology where machines like computers substituted the use of paper with its hi-tech features and to maintain them a huge sum of money is required colleges which can otherwise be spent to buy necessary resources. In addition to it an institute has to spend lacks of rupees to update the out-dated softwares which are incompatible with presenttechnology.

Transforming learners into inefficientlearners:

Very difficult to find the word "diligent" in learners now a days as most of the lessons can be easily accessible to them online through different websites in their computers which are making them inattentive in classrooms. Relying completely on computers are creating poor studying habits. Many students keep browsing websites to find the shortest possible way to solve problems in accountancy, mathematics etc instead of solving them in a traditional way which actually helps them to gain in-depth knowledge of the subjects. Spell-checkers prevents them from learning the correct spelling thus resulting infinite spelling mistakes in paper.

Waste of valuabletime:

It is the human being who built technology not the technology that created a human. As humans are not error-free, similarly technology too does not come error-free. There are lots of problems like server error and connectivity problems which take oodles of time to troubleshoot it, therefore, hindering the learning process which can sometimes be a matter of frustration both for the learners and the educators. Wastage of time because of unnecessary issues is not at all advisable in schools or any learning institutes where every second is valuable for thelearners.

Major sources ofdistractions:

Due to scheme of NAMO tablets, almost higher education institutions especially in Gujarat state issues laptops and tablets. As we all know that in present generation, social networking sites are literally ruling the world with its attractive innovations therefore students and learners are busy in

checking their posts and updates, counting the number of likes, checking the status that they themselves or any of their near and dear ones updated, engage in commenting on social sites etc. All these activities create a huge distance between them and their education.

Extinct of goodhandwriting:

As smart phones, laptops, desktops and tablets wholly replaced the use of paper and pen, therefore, finding a person with good hand writing is just like finding a needle in the haystack.Alltheimportantdocumentsarenowtypedandfittedinthatsmallfoldericoninyour laptop. Experts say that people are sacrificing their handwriting to adopt the technology for fast learning. Using of technology in place of handwriting slow down your thinking process by making your neurons lethargic.

Futurehold:

An emerging area ripe with potential is the use of augmented and virtual reality (AR/VR) to create immersive learning experiences that enable learning by doing rather than listening or watching, which can substantially improve learning effectiveness. Further, with a data-driven approach slowly beginning to take hold in higher education, there is a tremendous scope to have very impactful data-led innovations. Prime among them is the notion of an artificial intelligence (AI - enabled learning assistant. Think of your own Jarvis (from Iron Man) as a personal tutor who knows your learning preferences and behavior intimately, what and how much you have learned and can create a customized learning experience that best suit you. IBM Watson is working on this. Many innovative start-ups as well as the big tech giants like Google, IBM, Apple, etc, are working on disruptive innovations in education, which makes the next decade very exciting for this important aspect of our lives.

Conclusion:

Use of ICT has both positive and negative impact on higher education. ICT has no doubt brought about tremendous change in education, but we are yet to achieve the desired level of IT adoption in higher education in the country. The optimal utilization of opportunities arising due to diffusion of ICTs in higher education system presents enormous challenge. Nonetheless, it has become an indispensable support system for higher education as it could address some of the challenges facing higher education system in the country. Moreover, it can provide access to education regardless of time and geographical barriers. Similarly wider availability of course material in education which can be shared by means of ICT, can foster better teaching. While technology can influence the way how students are taught, it would also enable development of collaborative skills as well as knowledge creation skills. ICT enabled education will ultimately lead to the democratization of education and it has the potential for transforming higher education inIndia.

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62. NAAC QUALITY PARAMETERS IN HIGHER EDUCATION IN RURAL INDIA

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ABSTRACT

India has an exceptionally created advanced education framework which offers office of instruction and preparing in practically all parts of people imaginative and scholarly territories, for example, humanities, agribusiness, designing, prescription, dentistry, law trade and the executives and so on. Quality is a basic factor in affecting the instructive result of the instructive foundation. The different administrative bodies controlling advanced education in India have comprised self-ruling bodies for checking quality guidelines in the foundations under their domain. National Assessment and Accreditation Council (NAAC) is one of such bodies established by UGC, for observing quality benchmarks in advanced education. NAAC distinguished seven criteria for educator instruction organizations as the reason for its evaluation and accreditation. Different quality viewpoints identified with the recognized criteria are talked about in thepaper.

Keyword: UGC NAAC, Higher Education

ADVANCED EDUCATION IN INDIA

India has been a significant seat of learning for a huge number of years. The present configuration of Higher instruction in India was begun in 1857. At present, India has an exceptionally created advanced education framework which offers office of instruction and preparing in practically all parts of human's inventive and scholarly. India's advanced education framework is the third biggest on the planet, after China and the United States (World Bank). In future, India will be one of the biggest training center points.

In India, the focal and most state sheets consistently pursues 10+2+3 example of training. Subsequent to breezing through the Higher Secondary Examination, understudies may take a crack at general degree projects, for example, four year certification in expressions, trade or science. The other alternative is proficient degree programmess, for example, designing,horticulture, drug store, medication or law. Graduate degree is ordinarily of two-year term in both the general and expert fields of study. It could be coursework based with or without theory or research. Specialist of Philosophy (Ph.D.) is sought after bosses program and by and large takes two to five years to be granted. Understudies are relied upon to compose a generous postulation dependent on unique research. Certificate Courses are additionally accessible at the undergrad and postgraduate level. At the undergrad level, length of the confirmation program fluctuates from one to three years, while postgraduate certificate are of one year term.

College Grants Commission (UGC) set up under UGC Act 1956 is liable for coordination, assurance, and support of models and arrival of awards to colleges and research associations.

All India Council of Technical Education (AICTE) has been set up under the AICTE Act, 1987. The Council is liable for all means that are wanted for guaranteeing facilitated and incorporated advancement of specialized training and for upkeep of measures.

The higher instructive establishments experience the ill effects of enormous quality variety in to such an extent that a NASSCOM-Mac Kinsey Report-2005 has said that not more than 15per penny of alumni of general training and 25-30per penny of Technical Education are fit for business. The quantity of graduates leaving specialized universities expanded to more than 700,000 of every 2011 from 550,000 in FY 2010 (NASSCOM, Nanda kumar, 2011). Be that as it may, 75% of specialized alumni and over 85% of general alumni are unemployable by India's high-development worldwide businesses, including data innovation (Anand,2011).

Quality Parameters in Higher Education

The term quality has been characterized in various manners by different creators. Harvey and Green (1993) rather than characterizing one thought of value they gathered it into five discrete yet interrelated perspectives. Harvey (1995) characterized five interrelated ideas of value: remarkable (greatness); flawlessness (or consistency or perfect result); qualification for reason (satisfying a client's prerequisites); esteem for cash; and change.

UNESCO meaning of value (Vlãsceanu et al., 2007) as refered to in Analytic Quality Glossary depicts Quality (Academic) in advanced education as a multi-dimensional, staggered, and dynamic idea that identifies with the logical settings of an instructive model, to the institutional strategic goals, just as to explicit norms inside a given framework, organization, program, or control. Quality may accordingly take various implications relying upon: (I) the understandings of different premiums of various bodies electorate or partners in advanced education (quality necessities set by under study/college discipline/work showcase/society/government); (ii) its REFERENCES: inputs, forms, yields, missions, destinations, and so on.; (iii) the traits or attributes of the scholarly world which merit assessing; and (iv) the verifiable period in the improvement of advanced education.

Colleges UK (UUK, 2008) states Academic 'quality' as the adequacy of the learning experience gave by colleges to their understudies, for example the propriety and adequacy of getting the hang of, educating, evaluation and bolster openings gave to help understudies accomplish their learning goals.

The financial improvement of a nation to an enormous degree relies upon nature of instruction. The monetary advancement can be economical just if advanced education framework is outfitted with stringent quality confirmation forms. Quality is a basic factor in impacting the instructive result of the instructive establishment on one hand and employability of the alumni on the other. This thusly relies upon the nature of educators at all levels from school to higher instructive organizations. The difficulties looked by instructor training organizations bring up relevant issues for both the educational systems and the administrations. From one perspective, educational system needs to think about the issues of instructor quality and the expanding understudy and society desires and on

another hand governments are attempting to give the educator training framework a situation that advances development and match the necessities of the educational system (NAAC, India COL, Canada, 2007). This requires an achievement and intense deduction with respect to every one of the partners.

In this day and age the interests of partners like understudies, guardians, future managers, the State and subsidizing bodies should be dealt with while building up a system prompting quality in advanced education, (Barnett 1992, Staropoli, 1991). This requires for building up an effective observing instrument to keep up and improve the norms of instruction. In such manner, UGC has comprised National Assessment and Accreditation Council (NAAC) for checking quality gauges in advanced education. The quality confirmation structure planned and pursued by NAAC has all the fundamental components of value affirmation like accreditation, appraisal and scholarly review.

Quality Parameters

The Manual for Self-Studies for the colleges (NAAC, 2008) has given a nitty gritty rundownofcriteriathatmightbeutilizedforsettingqualityparameters–insights,markers andbenchmarks.

NAAC recognized the accompanying seven criteria for educator instruction foundations as the reason for its appraisal and accreditation with a presumption that these seven criteria envelop every one of the procedures of an organization:

Curricular Aspects

Instructing Learning and Evaluation

Research, Consultancy and Extension

Framework and Learning Resources

STUDENT Support and Progression

Administration and Leadership

Creative Practices

The appraisal by NAAC takes an all encompassing perspective on every one of the components of information sources, procedures and yields of a foundation.

Quality Concerns for quality yield from Teacher Education Institutions

Following concerns need consideration for improving nature of yield from instructor instructive organizations:

Get ready instructors for 21st century students at all degrees of training

Plan and audit educational program keeping in see needs of 21st century students

Empower utilization of intuitive instructional systems like centered gathering dialog, ventures, introductions and soon.

Advance methodologies for growing delicate abilities: figuring out how to learn, relational abilities, group building and soon.

Advance utilization of e-assets

Advance improvement of ICT based materials Give offices to creating ICT based materials

Furnish educators with abilities for utilizing ICT for appraisal and assessment of understudies

Utilization of appraisal and assessment results for improving execution of understudies Include school staff and coach educators for creating work on instructing plans Energize instructors for activity investigate

Embrace research to grow new and creative methodologies for educating Urge educators to try new instructing techniques

Disperse discoveries of research for more extensive utilization

Join discoveries of the examination embraced by instructors

Make helpful condition for workforce to give consultancy administrations to schools Work together with experts to improve instructing and learning

Manufacture better association with partner

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63. DECODING THE CRITERIA FOR GLOBAL RANKING AND ACCREDITATION FOR COMMERCE PROGRAMMES.

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"Without standards, there can be no improvement"

-Taiichi Ohno

Introduction

Accreditation is a quality assurance process that education institutions undergo to confirm that they meet a Global recognized set-of-service and operational standards. The global accreditation is carried out by non-governmental accrediting agencies that have been created specifically to review education institutions and programs. Government organizations in several countries recognize these external college accreditation agencies. The significance of accreditation is that it creates a set of quality standards for educational institutions, makes transferring credits easier and creates global employment opportunities to the students. The accreditation aims to improve public faith and confidence. The global accreditation is a continuous process and the agencies monitor, assess and evaluate the standards and quality of the programmes offered by the institution in every stage. In the Indian higher education system, we have NAAC, NBA for accreditation and NIRF for ranking. As there is a phenomenal growth in a higher educational institutions in India, the quality aspects of education are to be gauged by accreditation agencies. According to the latest All India Survey on Higher Education (2017-18), there are 903 universities and the total number of colleges stands at 49,061. The total number of students enrolled in colleges and universities is almost 36.7 million. This article, highlight the few Global accreditations for Commerce and Managementprogrammes.

QSRanking

Quacquarelli Symonds is a British company specialising in education. It was founded in 1990 by Nunzio Quacquarelli. The QS World University Rankings is an annual publication of university rankings. The rankings are segmented on the territorial limits also. At present, it is having six classifications such as - QS World University Rankings, QS University Rankings: Arab Region,

QS University Rankings: Asia, QS University Rankings: BRICS and QS University Rankings: EECA. The methodological framework consists of five criteria. They are academic reputation, employer reputation, faculty/student ratio, citations per faculty and international indicators; the weight of the criteria are 40%, 10%, 20%, 20% & 10% respectively. The academic reputation is calculated based on the expert opinions in the higher education space regarding teaching and research quality at the world's universities. The employer reputation metric is based on the QS Employer Survey. It is based on the reputation of an institution to employers. The faculty/Student Ratio assesses the extent to which institutions can provide students with meaningful access to

lecturers and recognizes that a high number of faculty members per student will reduce the teaching burden on each academic course. The institutional research quality is measured with the Citations per faculty. To calculate it, the total number of citations received by all papers produced by an institution across five years is used. The QS rankings employ two indices to measure the international indicators, such as -International Faculty Index (the proportion of international faculty members) and International Student Index (the proportion of internationalstudents).

THE Ranking

Times Higher Education World University Rankings is an annual publication of university rankings by Times Higher Education (THE) magazine. The THE World University Rankings judge the universities across the globe with the mission of measuring the teaching, research, knowledge transfer and international outlook. The performance indicators are rated by students, academics, university leaders, industry and governments. The performance indicators are grouped into five areas: Teaching (the learning environment); Research (volume, income and reputation), Citations (research influence); International outlook (staff, students and research), and Industry Income (knowledge transfer). The weight for each criterion is as follows.

Teaching (the learning environment):30%

Reputation survey:15%

Staff-to-student ratio:4.5%

Doctorate-to-bachelor's ratio:2.25%

Doctorates-awarded-to-academic-staff ratio:6%

Institutional income:2.25%

Research (volume, income and reputation):30%

Reputation survey:18%

Research income:6%

Research productivity:6%

Citations (research influence):30%

International outlook (staff, students, research):7.5%

The proportion of international students:2.5%

The proportion of international staff:2.5%

International collaboration:2.5%

Industry income (knowledge transfer):2.5%

The calculation of the Times Higher Education World University Rankings 2020 has been independently audited by professional auditing firm PricewaterhouseCoopers (PwC).

Accreditation Service for International Schools, Colleges andUniversities(ASIC)

It is an independent international educational standard assessment agency based in the United Kingdom. The purpose of accreditation is to assure the public, students, parents and other stakeholders as to the quality of a college and its commitment to high standards through a system of continuous improvement. The accreditation process consists of a set of key performance indicators split into eight standards. They are as follows:

A – Premises, and Health and Safety

B – Governance, Management and Staff Resources C – Learning, Teaching and Research Activity

D – Quality Assurance and Enhancement E – Student Welfare

F – Awards and Qualifications

G – Marketing and Recruitment of Students

H – Systems Management and Compliance with Immigration Regulations The accreditation process is a continuous one.

AACSB Accreditation

The Association to Advance Collegiate Schools of Business International (AACSB) is founded in 1916 and it is an association made up of higher learning institutions that are focused on business education. It has more than 1,100 members in 70 countries. At present it accredits the undergraduate, graduate and doctoral programs. It adheres to peer reviewed standards developed by a global network of 900 deans and university presidents. An institution must be an educational member of AACSB International to apply for accreditation. The criteria for accreditation are broadly classified under five major headings and 15 standards. They are as follows -

C1: Strategic Management and Innovation Standard 1: Mission, Impact, Innovation

Standard 2: Intellectual Contributions, Impact, and Alignment with Mission Standard 3: Financial Strategies and Allocation of Resources

C2: Participants – Students, Faculty, and Professional Staff

Standard 4: Student Admissions, Progression, and Career Development Standard 5: Faculty Sufficiency and Deployment

Standard 6: Faculty Management and Support

Standard 7: Professional Staff Sufficiency and Deployment C3: Learning and Teaching.

Standard 8: Curricula Management and Assurance of Learning Standard 9: Curriculum Content

Standard 10: Student-Faculty Interactions

Standard 11: Degree Program Educational Level, Structure, and Equivalence Standard 12: Teaching Effectiveness

C4: Academic and Professional Engagement

Standard 13: Student Academic and Professional Engagement Standard 14: Executive Education

Standard 15: Faculty Qualifications and Engagement.

As of 2019, AACSB has accredited about five percent of the world's business schools. The process of accreditation will go up to seven years.

AMBA Association ofMBAs(AMBA)

AMBA service is the global standard for all MBA, DBA and Master's degrees. It is registered in the UK. At present, only 2% of Business Schools in more than 75 countries are accredited.

AMBA is building an international force for good, championing best practices, responsible management and sustainability. The organizations have to register themselves before accreditation. The fundamental principles for accreditation are as follows.

The Portfolio (Structure ofCurriculum)

Institutional Integrity, Sustainability &Distinctiveness

Faculty Quality &Sufficiency

Programme Design & Leadership

The Student CohortExperience

Competences, Graduate Attributes & LearningOutcomes

Curriculum Breadth &Depth

Assessment Rigour &Relevance

Delivery &Interaction

Impact & LifelongLearning

AMBA membership means that Management graduates can network internationally, knowing that they are connecting with individuals from equally impressive programmes. They are providing career advice and support, a job portal, face to face events and access to the latest research.

Accreditation Council for Business Schools and Programs(ACBSP)

Accreditation Council for Business Schools and Programs (ACBSP) is a global business education accrediting body established in 1988 in the US. The accreditation is given to all business programmes from degree level to doctoral level. The accreditation process is based on the Baldrige Education Criteria., ACBSP assesses whether or not business programs offer a rigorous educational experience and commitment to continuous quality improvement. ACBSP has a global network divided geographically into eleven regions. Staff from the world headquarters of ACBSP, along with leadership from the areas, arrange and present workshops and seminars on issues relevant to the field of business education at a series of regional meetings. These meetings are open to all members. The criteria for the accreditation include the following standards.Leadership -The business unit must have systematic leadership processes that promote performance excellence and continuousimprovement.

Strategic Planning -The business unit must have a systematic process for developinga strategic plan that leads to continuousimprovement.

Student and Stakeholder Focus - The business unit must have a systematic process to determine the requirements and expectations of current and future students and other key stakeholders.

Student Learning Assessment - The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuousimprovement.

Faculty Focus - The business unit must have a systematic process to ensure current and qualified faculty members by- fostering teaching excellence, aligning facultycredentials and skillsets with current and future program objectives, evaluating faculty members based on defined criteria and goals and ensuring facultydevelopment.

Curriculum - The business unit must have a systematic process to ensurecontinuous improvement of curriculum and program delivery.

Business Unit Performance - The business unit must have a systematic process to identify and track key student performance measures for continuousimprovement.

At present, 16 B-schools in India have been accredited and SEAA trust, New Delhi, is providing support services for ACBSP in India.

EQUISAccreditation

European foundation for management development - Quality Improvement System (EQUIS), is the most comprehensive institutional accreditation system for business and management schools from the European Union. It is often a pre-requisite for entry to different global rankings. It is established in 1997 to develop an accreditation system aimed at business schools. Since then, EQUIS has

conferred 121 accreditations in 34 countries. The criteria for certification include the following standards.

Context, Governance and Strategy

The Programmeportfolio

Students Diversity

Faculty size, qualification andcomposition

Research andDevelopment

Executive EducationPortfolio

Resources andAdministration

Internationalisation

Ethics, Responsibility andSustainability

Connections with Practice withStakeholders

Conclusion

The Global accreditation agencies are giving importance to flexible curriculum, value-based teaching, faculty development, quality research and sustainable policies. According to Kevin, accreditation is not necessarily the end-all answer to everything, but at least there are some standards that labs have to adhere to. As the Indian sub-continent education reforms are moving in an upward direction, we need Global standards to preserve our values. However, the quality in higher education has to be caused, not controlled by anyone.

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Anamika Sahu
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64. SKILL EDUCATION AND ENTREPRENEURSHIP:A WAY FOR WOMEN EMPOWERMENT AND GENDER EQUALITY

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INTRODUCTION: Skill development refers to the production capacities acquired through educationandtraininginformal,non-formalandon-the-jobs settings.Skilldevelopment

Initiatives enable individuals' at all economic levels to engage productivity in livelihood.Thegovernment, from time to time, has taken initiatives to empower women through skill development by launching different schemes. The number of women entrepreneurs in India as a whole has been on the rise, and their success stories continues to inspire and motivates millions more. And this number has considerably increased in recent times, with women gettingbetterexposuretoseveralopportunitiesandavenueswithdifferentplatforms.There are several women on top who have written and re-written amazing stories of different entrepreneurship and grit through their business. But due to strict patriarchal mindset, women endure and accept the blissful ignorance believing they are incompetent to change their situations. Their low efficacy to control and influence their own lives and of other is also due to lack of education. To empower women is a basic need at this juncture. Women empowerment implies developing self enguinity among women for change and ability to learn skills the ability to make decisions of their own. It is not just saying yes or no but having a range of opinions and ability to change others' perceptions. Gender inequalities in education and employment have intensely damaging consequences for the life probabilities of individuals and national economies. Educational attainment and economic involvement are the key elements in insuring the empowerment of women by removing the issues of genderdifferences.

Objectives: 1. To discuss about the importance of Skill Development for socio economic development of the existing societies;

To analyse the value of Skill development in connection with entrepreneurial activities of women;

To highlight the importance of women empowerment for removing gender discrimination throughentrepreneurship.

SKILL DEVELOPMENT AND ENTERPRENEURSHIP: Skill can be acquired in many ways. Skill development takes place through vocational courses run by government and NGOs but real and sustainable growth of India depends on positive socio economic transformation with man and woman as partners in progress, reinforcing each other's effort in removing barriers to inclusive growth.

Close cooperation between industries and educational organizations with regard to vocational and skill training is essential to ensure that the education offered is relevant to the market demand and job expectations. More skills and knowledge based jobs will be generated in future. Education opens the door to lead a life of liberty, but skill development enables liberty meaningful by allowing one to accomplish prosperity. The expansion in the field of education in the recent past has been the result of projected demand for trained professional in various sectors such as engineering, environment, healthcare, tourism and futuristic courses in the changing global scenario. In spite of the diversity and various complexities, our education system has successfully grown by finding viable solution for challenges in the field of education. Mahatma Gandhi's views on education have inspired and invigorated several discussions and decisions on education policy and practice. Higher education is a rare opportunity to empower the human beings, so the institutions are expected to produce the quality human resource to meet the diverse needs. Higher education is expected to train the youth to make them the productive human resource. The young generation interested in mere degrees should be moulded with the skills to make them a productive human resource. So far as skill development in North East India is concerned a holistic approach seems more desirable taking into consideration the intra- region difference on account of topography, farm and non farm sector, literacy and education level, skill training infrastructure, job preference, traditional and modern occupations, self-employment and regular wage/salaried employment potential, rural urban etc. Those people who don't possess any skill and find it hard to enter into the world of work, it is necessary to provide them a minimum employment skill and upgrade the skills of those who possess someskill.

Skill–based education is a form of education that focuses on cultivating personal life skills such as self reflection, critical thinking, problem-solving and inter-personal skills. There is a misunderstanding about skilling that if you skill candidates for a longer duration of time they are productive on the job. This is a myth. Training should be connected to skill. The idea is to get people onto the first job as early as possible. Skill development has to be an integral part of education and it is not an isolated phenomenon. Lack of education and lack of skills is a pandemic that we need to overcome in the current scenario. It is also having access to resources and involving in the growth process. Every industry or company today is looking for skilled education helps students apply their learning practically and expertise in a specific field. It also gives opportunity to students who are unable to cope with academic education.

Today, we are at a critical juncture when it comes to reviewing interests in skills and vocationaltrainingandmakinglearningoutcome-basedandindustryrelevant.Oureffortsat rectifying the imbalance in our education system through empowering potential of skilling finds a deep connect with Gandhian principles of craft-centred education. Whatever we are striving for –learning by doing, work integrated learning, respect for manual skills, self – reliance through sustainable livelihood- concepts like these are deeply ingrained in Gandhiji's emphasis on manual and productive work as integral to basic education. Education reduces inequalities, gender biases and encourages women to make a good society and to become the most active part of the economy. Education empowers women to equip with the ability to enable them to explore the world and partake fully in the developmentprocess.

The number of women entrepreneurs in India has been on a rise in general and in the developing and underdeveloped states like Manipur, the number of women entrepreneurs has been increasing with extraordinary productions as well as maintaining their rich cultural traditions. Their success stories continue to inspire and motivates millions more. They won international and national awards from time to time. Ranjana devi, Imphal West District of Manipur won State Award in Embrodary in 2006, Sabitri National Award for Embroidery in 2007, Dr. Ambedkar Fellowship Award in 2007, First Prize in Handloom and Handicraft Exhibition in 2008, Chief Minister Entrepreneurship of Successful Award, Manipur with Cash Award Rs. 5 lakhs in 2013.the artistic design of Ranjana Devi is attracting national and international markets[1]. The main items of this Emporium are mosquito nets, cushion cover,kouna –roducts and many more. And, this number has considerably increased in recent times, with women getting better exposure to several opportunities and avenues with different platforms. Upto 8th March 2018, ministry of Skill Development and Entrepreneurship has transformed lives of over 35.56 lakhs women through skill training; empowering them for better and secured livelihood since its inception of July 2015. Women entrepreneurs are individual or group of women who initiate, organize and operate a business enterprise (weaving, embroidery, agriculture, animal husbandry etc). Small businessenterprises,runbywomen,playanimportantroleintheeconomicdevelopmentof Manipur. These enterprises, may be in informal economic sectors, are now being proposed as a way to achieved sustainable socio-economic development and eliminate poverty. Women entrepreneurs are mostly on their own initiatives to become self sufficient and to establish their own identity. They are both individual and collective depending upon the situation, i.e, work or family. They can take decision of their own by creating something on their own efforts and view success by achieving their targets even though they are coming out from the traditional patriarchal power structures and taking up new roles and sustaining even under adverse environmentalconditions.

More women entrepreneurs, and even the unskilled women, have set up small scale industries like pickle making, catering, weaving, juice making, jam and jelly making etc. to become economically independent. Meira Food of Imphal East District of Manipur was established with minimum amount for producing daily use food items, especially pickles, candies, salted dru fruit items prepared from the locally available fruits and vegetables. According to Subbra Devi, Proprietor Meira Food, in 2004-05, turn over was only Rs. 30000, that was increased year after year- in 2005-06- Rs. 100000, then in 2012-13- Rs 7500000/ and now it crossed over one crore per annum and giving employment to 162 women. Not only to earn money and giving employments, Meira Food is recognised as Industrial Partner of State RUSA Vocational Courses under UGC New Delhi[2]. This type of large scale participation by women at the top level in the industries and factories help to improve not only the women's self employment but also helps to develop the national economy.

Women established small enterprises which can provide their means of earning with theirownknowledgeandskills.Thistypeofactivitiesofwomenincludesalmostalltheitemsstarting from small daily basic needs of the people to the modern well design artistic goods which can attract in

the international markets too. In Manipur, for establishing small scale industries by encouraging the talent of the local women entrepreneurs the Institute of Cooperative Management, Imphal is taking a great role. The handloom and handicraft- small cottageindustries,mostlyoperatedbywomenarecontributinghandsomelyinthegrowthof GDP and GNP. Overall, it is seen in that there is dearth of enthusiasm and zeal among women of today to compete in the international arena. With the introduction of developmental measures, the production relations have been modified and distribution system is being influenced by the market forces. Thus, the situation has undergone sea- change since independence with the gradual transformation of the economy from the non- monetized to the market economy and the integration of the indigenous people in the national 'mainstream'.

Entrepreneurship is the most important determinant in the process of industrialization by covering all the length and breadth of any country. Entrepreneurship offers tremendous opportunities for women across the world by opening doors to greater self sufficiency, self steam, education and growth – not only for the women themselves who are involving in the entrepreneurship, but also for their families and employees. Economic independence access to an inherited or self generated income is considered to be the major means of empowering women[3]. Entrepreneurship activity is disproportionately low due to certain constraints and taboos in the Indian societies. The task of women entrepreneurship is full of challenges. They have to encounter public criticism, family prejudices and opposition and social constraints in the process of emerging as entrepreneurs. The process of urbanization provides an impetus to women entrepreneurship in developing and underdeveloped societies. Ruralites are comparatively slow in accepting entrepreneurial activities due to certain inhibitions. However recent trends show that women in semi-urban and rural areas have also started picking up the entrepreneurial activities. In Manipur women entrepreneurs are of any age group i.e, starting from young age like 20s and even 70s too. They are taking some new roles which are productive in nature, and which will also give them to establish their own identity, and again they are competitive to each other in all fields for the success of their business. Most of them were first generation entrepreneurs who have started their business on their owninitiatives.

In North East India, due to patriarchal social structure, women are found to be victims of discrimination, subordination and oppression as men exercise control over women, and restrict women's freedom of choice, behaviour and action. But starting and operating a business involves considerable risk and effort, because the entrepreneurs creates and builds everything on her own and assumes all the responsibilities. Moreover, this risk is perhaps even greater for a women entrepreneur, who has all the usual business problems as well as the problems associated with being a woman in male dominated society. In spite of this, increasing number of women are entering into the business world and starting and operating their own business. Women perform most of the work in the familybuttheyarealsotakingactivepartinbusinessandsettinguptheirownenterprises.

Thehardandtalentedactivitiesofwomenentrepreneurarefacingacuteproblemsin their production and marketingprocesses-

Infrastructural: The production process in the small scale industries greatly affected by lack of proper infrastructural facilities. Band, blockade, lack of water supply, good roads, medical facilities, sanitation etc also hampered the production process. Therefore, there is an urgent necessity to address this problem. Production processes in small scale industries suffer badly for want of adequate and unfailing supply of power. Frequent power cuts and load sending have affected the sectorbadly.

Economic: Non availability of funds, coupled with raw materials, is one of major problems of the small scale industries. In 1991, liberalization of the Indian economy had an important bearing on the financial sectors, banks which have turned weak, were confronted with the challenge of making themselves profitable while maintaining their prudential requirements and competing with private and foreign banks in a new liberalized milieu[4]. Moreover low labour productivity, coupled with problems of labour unrest, add to the woes of the small scale industrial units. If the small sector should move into progress rapidly both in modernization and diversification of production efforts should be made to improve the level of technology, by producing sophisticated machines within the country. On the questionofavailability of raw materials, which is the major bottleneck in the rapid expansionofsmallscaleunitproduction,theEightPlanobserved,"inthecase of critical raw materials, new enterprises face problems in obtaining these in the absence of a proper and equitable policy of raw material distribution. After the de-control of steel price, drying up of canalizing agencies, and the devaluation of the Rupee, the availability of raw materials, particularly to the small producer, has been severelyaffected.

Political: The solution suggested by the Eight Plan, to encourage Industry Association to evolve a suitable distribution mechanism of raw materials, to protect the interests of the small sector, is to say the least, a very undependable solution. It virtually amounts to leaving the allocation pattern to the dictates of the markets. But the market mechanism follows the rule of the jungles, which is 'survival of the fittest'. It is only with the help or the purposeful intervention of the society, that the survival of the weak or the unfitted small scale industries can be ensured. If civilization means, the survival of the weak, then the arm of the state must ensure, a policy of equitable distribution of raw materials, but the new economic policy which over bonds in favour of the market mechanism, cannot be trusted to protect the interest of the small scale industrialsectors.

The ongoing poverty alleviation programmes are expected to address specifically the needsandproblemsofsuchwomenaspovertyaffectswomenmorethenmen.So,thetenth plan proposes to ensure provision of training, employment and income generation activities with both 'Forward' and 'Backward' linkages with the ultimate objectives of making all women economically independent and self reliant through different programmes. No doubt there are some positive sides of globalization and the NEP which have contributed to bring about welcome changes in the lives of women but the gains are attained by those women who can afford them both economically and socially. But as we all know, about 80 percent of the population of our region stay in the rural areas and are mostly poor and hence the true character of the current globalisation and its negative impacts are borne by the weak, the poorandthebackward.Theremustbeequitabledistributionoftechnologicalprogresskeeping in view the fact that the human development must be strengthened in order to achieve social and gender

justice[5]. Organizing women into self help groups under various poverty alleviation programmes-1. Swarnajayenty Gram Swarozgar Yojana; 2. Swarnajayenty Shahari Rojgar Yojana; 3. Rastriya Mahila Kosh; 4. Support for training and employment programmes, 5. Training Cum Production Centers for women etc. and offering them a range of economic options along with necessary support measures to enhance their objective of making them economically independent and self relevant. Economic empowerment is an approach to enable women to realise this inherent knowledge, skills and competencies for creation of small business enterprises. In India various ministries, institutions and organizations have been working for the up liftment of women through implementing of various schemes like- SGSY, NORAD, IMY etc. (Bhuyan Dolly, Self Empowerment and Political Position of Women, July 2012, Indian Journal of Social Science and Sciencezs-A Half Yearly Multi Disciplinary Research Journal, Vol. 2, Issue II)

There are other capacity building schemes for women entrepreneurs like 'Stree Shakti', 'SEWA', 'Swayamsidha' and 'Swadhar', which have been launched with the idea of social and economic empowerment of women by ensuring direct access to and control over resources through a process of mobilization and convergence[6] Bharatiya Mahila Bank, Annapurna Scheme, Orient Mahila Vikas Yojana Scheme, Dena Shakti Scheme, Udyogini Scheme, Mahila Udan Midhi Scheme, Mudra Yojana Scheme for Women etc may also be mentioned in this context.

Government also encouraged women entrepreneurs to enter into various small scale industries or entrepreneurs which are reflected in various policies and programmes launched by them e.g, Prime Minister Rojgar Yojna. North Eastern Development Finance Corporation Ltd (NEDFI), established on August 1995, has some special scheme like Women Enterprises Development Schemes (WEDS) for the economic empowerment of women of North East India. The Ministry of Development of North Eastern Region (DONER), established in Sep 2001 and accorded the status of a full fledged ministry on may 2004 has been providing fund and finance management for improving the financial position of the stateincludingthesmallscaleindustries.Inthenameofencouragementandstrengtheningthe entrepreneurial talents of women both the state and central government offered award and grants to the women entrepreneur.

WOMEN EMPOWERMENT AND GENDER EQUALITY: The central purpose of social development is the creation of conditions for free and multi dimensional development of man and women in harmony with interest, needs and goals of human community at large. Men and women must therefore be subjects and not merely objects in the developmental process. They have the capability to contribute to creating their own reality. Development implies both material and immaterial betterments with the maintenance of human rights and equality by abolishing all forms of discrimination[7]. There is no force more powerful than a woman who is determined to rise. Glass ceiling, patriarchy, gender payment, sexist workplace policies and just a male privilege- a lot of

challenges dot a women's path to success, but many have taken on the mantle to power through them all and succeed against all odds. Indian women are now finally being acknowledged, appreciated and arrived for their new roles as entrepreneurs too. Women empowerment implies developing self- ingenuity among women for change and ability to learn skills the ability to make decisions of their own. It is not just saying yes or no, but having a range of opinions and ability to change others perceptions. It is also having access to resources and involving in the growth process. Women, by constituting an integral part of any society and culture, are often underestimated and discriminated in different forms and respects. Many a time, the contribution of women is neither given due attention nor marginalized while formulating socio-economic development plans. Being characterized by tradition of sex discrimination and social stratification, the Indian women also occupy a place of subordination to men in many occasions. Not only the point that both rural as well as urban female labour, but also that the lower and higher caste females respond favourably to labour market conditions if a specific socio-economic and historic environment becomes conducive to entry in the job market, is relevant. In general, the female labour market depends not only on good economic opportunities, but also on the kind of occupational avenues which are available for females. Given the biological and social construction of gender roles, women tend to concentrate in jobs where they can combine their household duties and 'work'. Thus, cottage and construction industries provide them with 'appropriate' chances. Interestingly enough, even, the recent changes in the labour market i.e increasing contractuallabour-essentially females and children working at home for the factory-based producers-seem to subscribe to the traditional order. The additional advantage is of course the fact that such labour is cheap and easily exploitable on various counts. This is true of all the countries across the sub-continent although the exact manner and degree to which this happens varies a greatdeal.

The status of women is key indicator to the progress of a society as well as of the country. They share distinct and equal footsteps along with the men folk of the society. Economic empowerment develops women's capability to impact, transform or form a better nation. Even after seventy years of Independence, India's development is slow due to the lack of women's participation. Women are often invisible in the development scenario. Development process without the participation of women, who formed a significant chunk of the society, will be lopsided. In maximum societies, women had been considered naturally unsuited to political activity and had been formally or informally excluded from it. The legacy of this old belief, reinforced by unequal domestic division of labour not only handicaps women in the pursuit of political office but also prevent them from being active in political participation of any type of nature. Women need protection of their rights and interests. Male alone should not make laws pertaining to the rights of women. Their active participation in law making is of vital importance as there are good reasons to believe that issues affecting women are not given adequate scope in public life. Being influenced by unique physical, racial and socio-cultural diversities quite different from the rest of the country, North East India witnesses a great variation in socio economic conditions of women in both spatial and social terms. It is obvious that discrimination exists.

Empowermentofwomenisessentiallyabroaderconceptheraldingashiftfromunjustto just, subservient to successful, passive to active womanhood. It refers to reversing gender base social, economic and

political inequalities. It involves a complex interplay of various factors like physical, social, economic, political, psychological andattitudinal.

Women empowerment has various dimensions and only change of law is not enough to bring about change in real condition. Every person in the society and in the family has to be awareoftherights,needs,wellandwoes,pleasureandpainaswellashonouranddignityof thewomen.Whenwomenbecamethedecisionmakersoratthemanagerialposition,theywould be able to break the glass ceiling around them and to create women friendly environment. Women in such position would also help to bring about change in attitude, beliefs and thoughts and in enhancing motivation and self confidence among them. If the small sector moves into progress rapidly both in modernization and diversification of production efforts should be made to improve the level of technology, by producing sophisticated machines within the country. In the spheres of social and household relations the important task is to raise the social awareness by continuous exhortation. Every person in the society and in the family has to be aware of the rights, needs, well and woes, pleasure and pain as well as honour and dignity of the women.

CONCLUSION:

So entrepreneurship, with proper learned or inborn, is the surest way which women have to organize themselves, to assert their rights and extract their economic rights. Though some benefits do accrue to middle class women in terms of more educational, health, jobs and professional advancements, the majority of rural and uneducated women are being deprived of even their traditional modes of occupations and employment in the wake of development. Therefore, serious attention and a fresh looks are require to reorient our developmental model and policies so that economic development and women's development do not work at cross purposes. A concerted attempt has to be made to evolve strategies for the economic independence and socio-political empowerment of the majority of poor, illiterate women, both in rural and urban areas. In the spheres of social and household relations the important task is to raise the social awareness by continuous exhortation. In the social life the bias against women and girl child has to be fought by social and economic movements and by ensuring freedom to women from the oppressive social codes. Both men and women will have to work together in this direction so that human resources are not wasted or exploited by the brutal forces.

Key Words: Business, Development, Economy, Employment, Entrepreneur, Factory, Government, Market, Skill, Trade

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65. INDIAN IDEALISM AND EDUCATION

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In India only that education which leads to salvation is real knowledge, i.e., in our country there is no difference in education and salvation or attainment of Brahma. Hence education is considered as a pious work in our country. Hence gift of education has been considered to be the best kind of charity. This notion embodies the duty of the society to provide the best possible education. Now, we shall try to understand different aspects of education according to idealism. As the main aim of idealism is development of personality, so the school organization, too, should help in the formation of personality. State, community and society have to provide necessary equipment for the school in such a way that it is able to realize this aim. The personality of the principal and teachers should be impressive.Thereshouldbeprovisionofhostelintheschoolandtheresidencesofteachers should also be in vicinity, to that the children are able to develop their personality by coming into contact with the personalities of their teachers. The student should work accordingtosomediscipline,butthereshouldbefreedomofchangeinthisdisciplineasand when needed. Idealism gives special attention to discipline. It requires much restraint. So idealism believes in giving limited freedom to the child. But this limited freedom is not meant to blunt the personality of the child in any way. The child is to be taught discipline. But this discipline is not to be imposed from above. In fact, it should grow from within the child himself. The child should not be under control due to some fear, rather he should be regular and restrained as a result of his inner voice orconscience.

According to idealism, the interest of the child will be developed in art, music and

literature for the formation of his good and personality. So he may be interested in good things only. The child should not do anything for the sake of reward. Doing good deeds should become his nature. He may be punished for bad actions, but he would get no reward forgooddeeds.Theteachermaypunishthechildinthesameway,asthefatherpunisheshis child. This punishment embodies no ill-will, but only the feeling of good of thechild.

Since idealism gives utmost importance to ideas and ideals, it considers the body as secondary and gives priority to human personality. No doubt, we should understand personality above physical level. Personality includes ideals and ideas. We should develop the personality by filling the environment with ideas and ideas. In fact, this doctrine includes the real philosophy of education. Formation of personality is the true aim of education.Environment,hereditvandwillpowerplayanimportant part intheformationof personality.Hereditvisinherent.Mancannothavemuchcontroloverit.Butitispossibleto provide proper

environment. Personality is developed on the basis of proper environment, but thewillpowerofmanisnolessimportantinthedevelopmentofpersonality.Ifthewill power is enlivened with pious ideas and ideas, the personality will develop in the desired way and ignorance of man will be removed. As a result of education, he will gain true knowledge, he will achieve self-realization or according to some people, he will attain Brahma.Accordingtoidealism,theaimofeducationshouldbeself-realization.Thegoalof man's life is to know his real nature. And it is possible for everyone, so the aim of self-realization is for every person. Self-realization will depend on heredity and environment. Through heredity we get Sankaras. These Sanskaras develop on the basisof environment. The environment is of two kinds: (1) Natural; and (2) Social or Cultural. The naturalist ignores social environment, depending more on natural environment. Idealism cannot afford this negligence. Idealism considers social or cultural environment. Idealism cannot afford this negligence.

The aim of education should be to make the child capable of achieving this goal. In theconstructionofcurriculum,idealismpaysattentiontotheentireexperienceofhumanity. Contary to this, naturalism considers only the present experience of the child as important. But for idealism both the present and the accumulated experiences of humanity are important. Man himself has created social and cultural environment. This environment should not be denied to the child, otherwise his personality will become dull. The function ofeducationistoacquaintthechildwellwiththisenvironment.Inperformingthisfunction, the teacher should pay attention to the needs of the child and society both. Paying attention to the needs of the child means that the curriculum should be constructed according to his capacityandinterests.Byfulfillingtheneed so thesocietywemeanthatthechildshouldbe familiarized with the whole treasure of civilization and cultural in order that he may understand that he is inheritor of such great treasure. This knowledge will take him to self-realization and then he will be able to enrich this treasurefurther.

Idealism emphasizes formulation of aims of education particularly. After determination of aims of education, the student may follow any method. In this regard, idealism gives full freedom to the teacher and the student. Any teaching-method may be selectedonthebasisofsituationandsuitabilityofthesubject.Theidealistwantstoacquaint small children with complex concepts through play-way of Froebel. Another idealist teacher Pestalozzi advises to adopt teaching methods according to the stage of mental development. Socrates wanted to engage the youth in the discovery of truth through question and answer. Idealist also believes in inductive and deductive method. In the deductive method we proceed from general to the particular and in the inductive method from particular to general. A method is determined according to the aim. Idealism lays stress on 'ideas'. Ideas and knowledge are subjective. But science claims to be objective. We accept it as objective, because there seems to be a general agreement regarding considering it so. But general agreement is simply 'agreement'. So 'idea' can only be 'Real Knowledge'. 'Idea' alone has existence. A thing that does not exist can not be known through anymethod.

According to the need, idealism may also accept lecture-method in teaching. Knowledge is unlimited. It is not always possible to learn by perception. Hence we shall have to accept the basis of experiences of others. Evidently, lecture-method may also be useful method in the teaching

process. For idealism, the ultimate aim is to establish harmony with the absolute existence (supreme power). The absolute existence is eternal, universal and indestructible. Man should continuously endeavour to achieve this aim. The aim of education is not limited and temporary. So man should continuously move forward to achieve this aim. Every step, will point to the other step, because the aim is unlimited, eternal and universal. Man learns every moment and at the time of learning he feels that there is still more to be learnt and he has to continue to learn. So according to idealism, no method may be perfect in itself. We should continue to select the method according to the time and subject.

It is clear from the description given in preceding pages that idealism is different from naturalism. Naturalism considers man as a creature of natural impulses, whereas idealism considers man full of imaginations, logical-decision, wisdom, sentiments and varietyofideas.Idealismgivesmoreimportancetothemindthantothebodyandconsiders thetruthembodiedinideasonly.Accordingtonaturalism,natureismatterandmatteralone is truth. According to this view, mind is the manifestation of matter. Quite contrary to this, idealism gives the prominent place to mind and considers the matter as secondary. The creation is the composition of mind. We give specific form to this creation because our mindconsidersitassuch.Thus,thebasisofcreationisnotthematterbutthemind.Idealism considers consciousness and self as primary, while naturalism considers matter to be the main. Because matter and consciousness are different, so naturalism and idealism are two different philosophies. Idealism considers consciousness or 'self' as the origin of nature or material-world.Inordertounderstandmatterorphysicalsubstancesconsciousnessormind is required. Thus idealism is different from naturalism. Here are some of the characteristics ofidealism.

Mind comes first. Mind is the basis of imagination of creation. Had there been no mind,therecould havebeenno schemeoftheworldorcreation.Sotheworldorthe physical world came aftermind.
Mind is not lifeless. It consists of consciousness. There exists life in it. It cannot be mechanical.
Mind has its independent existence. It is self-established and it is not an image of brain or body.
The action of mind is nature, because nature has no independent existence of its own.
Since the world is only a manifestation of mind, so there is a harmony between nature and man. Similarly intelligence of man and the process of and the world are related.
Only physical science cannot reveal all the secrets of the world, because matter or energy cannot explain the universefully.
The world has been created with some purpose. There is one purpose or the other embodied in all the processes of the world. Aesthetics, ethics and logic interpret values.
Only mind gives some meaning to this world, otherwise it (physical world) will become useless. So in the background of all the creations of the world, the imagination of the mind isimplied.
There is some aim behind the creation of man. So the life of man cannot be without purpose and nor can it bemechanical.

Stateissimplyanimaginationofmind.Itcannothaveanyphysicalexistence.State should not be considered as a 'human-community', but as 'wisdom'. In the base of the imagination of State, some moral beliefs are incorporated. State cannot be some artificial institution. It has its origin in human desire. State gives an idea of unity. The unity is the revelation of mind. Unity is born outconsciousness.

Idealism gives a prominent place to the teacher in the teaching-process, because it lays emphasis on bringing the child into contact with the personality of the teacher. The personalityoftheone affectsthe personalityoftheother.Childisultimatelyamanand not a body. So it is necessary that the personality of the teacher is impressive enough to mould the personality of the child in the right direction. In Indian idealism the teacher has been consideredequaltothreeGods.Theaimofthe teacher istodevelopthepotentialitiesofthe child. No knowledge can be gained without a teacher. True teacher removes all darkness, i.e., ignorance. Thus the place of the teacher is very high inidealism.
The idealist finds a close relation between education and society. If there is some evilpracticeinsociety,itshouldberemovedthrougheducation.Societyorganizesschools. So it is natural for society to expect from the school that it produces such efficient citizens whoareabletobringprogressinvariousfields.Inresponsetothis,theschooldoesnotwant any interference in its internal affairs and the society gives full help in providing physical means and school is not to waste its time for it. With this view-point the school may be called a miniature society. The society intends to shape the school according to its needs. Butschoolisnotonlyaminiaturesociety,butitscreator(reformer)also.Theresponsibility of removing the evil practices in society falls on the school to a great extent, because the schoolalonecanproducesuchefficientcitizens,reformers,scientistsandworkerswhocan guide the society in the right direction. The school has to give successful leadership to the society. School is not a place for the development of children only, but it is a place for the developmentofchildrenonly,butit isaplaceforsocialandculturalreforms.Itwillproduce efficient workers for leadership in various spheres of life and they will hold the responsibility of society after coming out of schools. The school will find out solutions of socialproblemsinascientificway.Inthisprocessnewtraditionsandbeliefswillbecreated in such a way that the society may make progress. Thus, the school makes valuable contributions towards a desirable socialdevelopment.

Idealismhasalwayslaidemphasisoneternalandabsolutevaluesoflife.Everything else is considered secondary. But it is very difficult to reach an agreement about these values. Idealism considers self-realization as the ultimate aim of education. But it is very difficult to achieve this aim. Most of the students are able to realize this aim only at the physical level. Even if they move forward they stop at the social level. So many teachers think that self-realization is merely imagination ant it is very difficult to turn the students towards it.

Idealism has placed lofty ideals before us but it has not suggested, suitable method for achieving the same. That is way idealism has played an important role in determination ofaims,butithaslaggedbehindindevising,teaching-methods.Somepeoplealsothinkthat inidealisticeducation,lecturesaregivenmoreimportance,andtheselecturesmaymakethe studentsinactive.Thoughidealismconsiderssocietyandindividualascomplementary,still itconsiderstheindividualabovethesociety.Hencetheindividualactivitiesarelikelytoget priorityoversocialactivities.Thesocialistsofto-daydonotlikethissituation.Somepeople say that since in idealistic education, the teacher is the main source of inspiration, the student may become dependent on them and onothers.

Some of the above arguments are powerful and some are weak. But we have to accept the point that good things of idealism should be incorporated and other necessary elementsmaybetakenfromotherphilosophies.Bydoingso,education,societyandstudent may be benefited more. We may say that we can take more help from idealism in the formulation of educationalaims.

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66. COMPARATIVE ANALYSIS OF THE UK, US, AUSTRALIAN WITH THE INDIAN CURRICULUM IN HIGHER EDUCATION AND SUGGESTIVE MECHANISM FOR ITS BETTERMENT

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ABSTRACT:

This systematic literature review portrays a critical and an analytical view of the education in India. A comparative analysis of the literature from UK, US and Australia provides a context to discuss what should be the present and future utility of curriculum in an Indian higher educational context. The paper has reviewed the curriculum in the school sector, relating it to the higher education. It has analyzed the recent international initiatives taken focusing on curriculum in higher education. Various mechanisms, suggestive models and application of different concept of curriculum in higher education is developed and presented for discussion.

INTRODUCTION:

Higher education systems around the world including both formal and non formal types of learning have experienced unprecedented change in the past few years. A wide range of activity is done to create a "co-created" curriculum in higher education in the last 5 to 10 years, but this is not innovative (Borill, 2013). Critical pedagogy challenges the traditional forms of knowledge among students and staff and is demanding them to collaborate to create new forms of knowledge from their own experiences so as to question, the day to day happenings in the world. (Darder et.al., 2003)

In higher education authors have argued that curriculum needs to focus more upon learning processes rather than just outcomes and that the curricular structures need to include more creativity ensuring relevance to learners (Bovill, 2017).

Research increasingly suggests that soft skills are important for college and career success as well as for promoting civic engagement. They need competencies in both interpersonal and intrapersonal skills. Recently Bloom's taxonomy has taken a new shape and colleges were instructed to work on the outcome based learning and to involve the curricula accordingly. But the real fact is that, this had a very minor effect on the skill development among the students. Hence curriculum as a construct could both consolidate such initiatives undertaken to date and highlight

coherent strategies or foci for the provision of more valuable and meaningful learning opportunities in higher education.

PROBLEM DEFINITION:

1. Limitation of Current Standard Academic Curriculum of Higher Education System to meet the need of the students.
2. Curriculum does not give the student the sense and knowledge to apply his own critical and analytical reasoning power.
3. Curricula focused on memorizations and low quality Education System.

OBJECTIVES OF THE RESEARCH:

1. To analyze the set back of the curricula in Higher Education.
2. To compare with the curriculum of UK, US & Australia with Indian curriculum to meet the future framework.
3. To review the curriculum of school sector relating it to higher education.
4. To suggest mechanism models and its application into the curriculum of higher education.
5. To redefine the purpose of the education system.

REVIEW OF LITERATURE:

A curriculum on one level as a simple framework is designed to act as a stimulus for constructive dialogue about how each programme is designed and about how students will learn.

Mostly the curriculum should be designed in such a way that a student should learn through research and critical enquiry rather than by passively receiving accepted knowledge. Let's review the various literatures worldwide on curricula of higher education in comparison with the Indian Education System.

UK Higher Education Academy:

One of the most progressive developments in curriculum of higher education can be found in the activities of the UK Higher Education Academy, Imaginative Curriculum Project (2007). It said that designing a curriculum is a creative process in which knowledge; skill imagination and passion for a subject come together.

The UK academy devises a curriculum that engages the student in the active process based learning and imaginative curricula that enable students to develop and apply their creativity. In their view the curricular embraces *what to be learnt (content), why it is to be learnt (rationale and underlying philosophy), how it is to be learnt (process), when it is to be learnt (structure of the learning process)* and it also includes consideration of how the learning will be demonstrated and its achievement is assessed.

Curricula at United States:

The Extensive work of Gaff and Ratcliff (1997) claim that the curriculum in universities and colleges is at present an intellectually rich concept that may be viewed and analyzed at angles like purpose, experience and the outcomes of the curriculum. According to their view curriculum should be shaped with a vision to inculcate disciplinary values, educational philosophy, and to match the diversity or homogeneity of the students enrolled and the social and institutional context.

Australian Curriculum:

Assessment of Australian curriculum literally defines that the curriculum for most students is like spelling out the learning is rewarded and which, is a potent strategic device for educators. The Australian curriculum is felt to be developed and delivered reflecting their own interacts with little attention to learning the coherence, or indentifying the aims and objectives of teaching.

Indian Curricula in Higher Education:

The Indian higher education system is one of the largest such systems in the world. It is estimated that there will be a pressure of numbers on this system and a large number of additional students will be knocking at the doors of higher education institutions in the country. New challenges of management and regulation faced by the institution require a serious attention in the private and the public sector. The old curricular structures have to undergo drastic changes in the curriculum planning. Curriculum management should be studied not only in the perspective of knowledge management but it should also ensure that the curriculum gives the student the sense and knowledge to apply using his own critical and analytical reasoning power.

REVIEW DISCUSSIONS

School Education System in India:

India started with the system of having a ‘Guru’ who once accepted a person as a student and would engage him in his day today life. Most of the subject matter was related to the concepts that could be applied in day to day life. Now the Indian education system has taken a turn, and is completely different from what used to prevail. We have now several boards, depending on the state. Each board has a different syllabus, some of them are advanced and most of them are not. Due to a lot of factors, the Indian Education system has lot of problems and is criticized by many.

The advantage of this educational system is that the student has vast knowledge since they are taught in different areas. But the disadvantages are enormous.

The government of every country including India always does amendments in the ongoing education programs and systems to improve the quality of education and its effectiveness. Mostly the curricula in schools and colleges are focused on memorization and low quality institutions play a major role in providing the poor education delivery to the students.

The Government Schools and Colleges although offers free education, students do no prefer to study there because of its poor quality. They are not focused to build the career of the student rather it offers them with a degree of no value.

Analyzing the Set Back of the Curricula in Higher Education

Students were taught Sanskrit to Sculptures to Mathematics to Metaphysics in the Gurukula system of education and the knowledge attained will be passed on to the future generations. During the Colonial era, the British Education system followed a curriculum confined to subjects like Mathematics, Science etc...

Among the Global rating in education, India slips down to more than 100 and the IQ of the students when checked were ranked very low. The trend shows that more and more students are opting to go to abroad for further studies after completing their under graduation in India. The statistics shows that admissions to post graduate courses in US have raised up to 35% for the academic year 2018 – 19 from the previous years when compared to the 9 percent increase from other countries

Indian Higher Education Enrollments in Top 7 Receiving Countries, 2005 - 1012

Year	USA	UK	Australia+	Canada	NZ	China	Germany	Total
2012	96,754	N/A	12,629	28,929	11,349	10,237	5,745	190,055**
2011	100,270	29,900	15,395	23,601	12,301	9,370	4,825	228,774
2010	103,895	39,090	21,932	17,549	11,616	9,014	3,821	253,743
2009	104,897	38,500	28,020	9,561	9,252	8,468	3,236	247,631
2008	103,260	34,065	28,411	8,325	6,348	8,145	3,217	216,516
2007	94,563	25,905	27,078	7,304	3,855	7,190	3,431	205,852
2006	83,833	19,228*	25,497	6,927	2,599	3,245	3,583	158,215
2005	76,503	16,872*	22,529	6,688	N/A	N/A	3,807	N/A

Sources: IIE Open Doors, UK Higher Education Statistics Agency, Australia Education International, Citizenship and Immigration Canada, New Zealand Ministry of Education, China Scholarship Council, DAAD/HIS (Germany).
** Inferred from percentage of total international student body*
*** Minus UK total for 2012, which is not currently available*
+Higher education (University) enrollments only; no VET

Suggestive Mechanisms and Models for Curricular Innovation in Higher Education System

Routine outdated curriculum still plagues our system, students study only to score marks in exams, if there are a few centers of educational excellence, for each of those, there are thousands of mediocre and low quality schools, colleges and now even universities that do not even meet the minimum standards.

If we find that some things are changed, else were we find some things get sunk because of inertia, corruption and lack of ambition. The mind numbing competition and outdated curricula crushes the creativity and originality of millions of students every year.

Here are the suggestive mechanisms and models for the curricula of Higher Education in Indian education system in comparison with the curricula of US, UK and Australian Education System.

- Let's reward creativity, original thinking analytical and research based teaching and frame a curricula which will help the student to have more hands on experience.
- Our curriculum and evaluation should be based on original contributions in the form of creativity, problem solving, valuable original research and innovation.
- Massive Technology in curriculum will improve the standard of education. The tools for this dissemination will be cheap smart phones, tablets and computers with high speed internet connection.
- The goal of our curricula for higher education should be to create entrepreneur, innovators, artists, scientists, thinkers and writers who can establish the foundation of a knowledge based economy.
- There is an urgent need for effective deregulation of the curricula in the Indian education sector of higher education.
- There could be an explosion of new and innovative courses geared towards serving various riches of learners.
- A game in curriculum has a large impact not only on how students perceive their education but also help in shaping their cognitive abilities and social behavior.
- Colleges and Universities need to configure programs and curricula that would be taught by aspiring professors
- The evidences state that the current gap in education can be nullified if the curriculum focuses on the ways of engaging students, identifying their difficulties in learning and by adjusting the teaching methods accordingly
- A brief orientation of the curriculum department wise in each college and University needs to be discussed by the subject experts in the relevant fields with the old and newly recruited faculties
- Enterprising donors might consider giving grants for enhancing the curriculum for the benefit of the younger generations
- Casually hired and Part time researchers also need to undergo a training and orientation on curriculum before they are on to their jobs.
- The emphasis on the major subjects and its embrace of distribution requirements and extensive electives was introduced by the research Universities and is designed to mostly satisfy the interests of a tenured, research – oriented faculty than to achieve the aims of a good higher education. The obvious remedy is to include a non University tenured instructors who can play a substantial part in trying to achieve the goals in higher education can participate in the process of creating the curriculum. Such a move would raise a serious discussion on the existing curriculum whether it truly serves the goal of higher education
- Colleges should also think of considering the meaningful participation of administrative staff who have influence over the students and who are involved in college life. Representatives from all groups responsible for the policies and practices that affect the

goals of higher education can place their reviews in the development of the curriculum in higher education

CONCLUSION:

The curriculum in the higher education of India suffers lacunae. The curriculum mostly deals in increasing the memorizing power of the student rather increasing the analytical reasoning and critical thinking power. Hence to enhance the knowledge of the students through curriculum, lot of skill based and technology based aspects have to be incorporated into the curriculum. Very little is known about the kinds of courses that contribute to the career and health benefits, greater civic participation and lesser self destructive behavior. The understanding of this would lead the educators to provide a stronger curriculum which will provide lifelong benefits by paving ways in preparing the students to obtain good jobs of immediate value to economic growth. More research work and cooperation from the Government in the form of grants , policies and implementation are required to prepare a curriculum for higher education which would not only develop the student learning process and critical thinking process but also for other purposes of higher education.

67. DECODING THE CONCEPT OF SATYAGRAHA: A CRITIQUE

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ABSTRACT:

There are a number of concepts that humanity has inherited from Gandhiji-the man of the millennium. And, it is important to periodically decode these concepts so that they easily **define Gandhiji**. Quintessentially, the meaning of these timeless concepts is not merely inherent within the test itself, but is also created within the relationship of the text and the reader. In this study, an effort is being made to decode Gandhiji's core concept of *Satyagraha* and thereby offer a critique to the informed reader about the multiplicity of codes embedded in the term.

I

Cowards die many times before their deaths;

the Valiant never taste of death but once. (Act II, Sc.ii, **Julius Ceasar**)

The term *Satyagraha* means *holding/Clinging on to Truth*. The practitioner insists upon following Truth irrespective of time, place or action. Mahatma Gandhi himself defines the term stating *Satyagraha means fighting injustice by voluntarily submitting oneself to suffering*.[1]The term originated in 1906, during Gandhi's sojourn of South Africa and meant *polite but firm insistence upon Truth*. Gandhiji described it as follows:

> I have also called it love-force or soul-force. In the application of satyagraha, I discovered in the earliest stages that pursuit of truth did not admit of violence being inflicted on one's opponent but that he must be weaned from error by patience and compassion. For what appears to be truth to the one may appear to be error to the other.

And patience means self-suffering. So the doctrine came to mean vindication of truth, not by infliction of suffering on the opponent, but on oneself.[2]

Keeping the above conceptual definition at the center, let us make an attempt to decode the concept of *Satyagraha*. Characteristically, three major premises are encoded in *Satyagraha*: **Force, Non-violence and Transformation/Purification**.

(i) **Force**: The very first premise reverberates on the idea of 'Force'. *Satyagraha* is a synonym for 'force' which is born of Truth and Non-Violence. It is not to be equated with 'Passive resistance' which is a weapon of the weak. On the contrary, *Satyagraha* is an instrument of the spiritually strong.

(ii) **Non-violence**: *Satyagraha* is based primarily on the idea of Non-violence. Only he is a true *Satyagrahi* who does not admit violence in **thought, word or deed** (*mansa-vaacha-karmana*)under any circumstance whatsoever. In fact, *Satya* (Truth) and *Ahimsa* (Non-violence) together encapsulate *Satyagraha*. It is the inseparable intrinsic presence of these two vital components that determine the essence of *Satyagraha*. They are the two sides of the same coin.

(iii) **Transformation/Purification**: The larger purpose of *Satyagraha* is to effect a disciplined transformation in the opponent. Gandhiji's *Satyagraha* is not just limited to socio-political-religious ends but it is educational-spiritual in character. Employing the right means is as important as achieving the right ends. It does not seek to end or destroy. Neither does it accommodate ills like impatience and intolerance. *Satyagraha* carries within it a parallel spiritual process of being-in-becoming which eventually transports one to a sublime state of existence.

II

THE THEORY OF SATYAGRAHA:

(a) *Satyagraha*: *Satyagraha* can also be referred as Truth-force or Soul-force or Love-force. It is also a process of Self-purification; an Attitude of mind, a form and tool of Education. Gandhiji discovered this term during his relentless struggle against racial discrimination in South Africa. Gandhiji states:

> Satyagraha is a new law for the law of suffering. It is a relentless search for truth and a determination to reach truth without resorting to hatred, rancour, ill-will or animosity. It is an action-oriented search & adherence to truth and a non-violent fight against untruth.(https://www.youtube.com/watch?v=mgRK9Pn_wVA&t=520s/17/10/2019[3])

For Gandhiji, *Satyagraha* is a way of life; of living in truth. It is a force that works silently and slowly. It can be used by individuals as well communities. It can be used alike by common men, women and children. In fact, *Satyagraha* is the highest form of **self-effacement** (conceptually quite like Keats' doctrine of **Negative Capability**)and can be only used by those who are strict adherents of the ethical way of life. It is gentle and never wounds. It was conceived as a substitute for violence. It teaches us the art of living as well as dying. *Satyagraha* is the unification of two important principles - *Sathya* and *Ahimsa*. **The** word *Sathya* is derived from **Sat**which means **being.** Nothing exists in reality except truth. In fact, God is truth and truth is God. Devotion to this truth is the sole justification for our very existence. All our activities should be centered on truth. Truth should be the very breath of our life. There should be truth in thought, speech and action. Gandhiji compares *Satyagraha* to a banayan tree, where in *Satya* (Truth) and *Ahimsa* (Non-violence) represent the parent trunk with countless branches.

Gandhiji says Truth is impossible without love; hence Satyagraha is truth force or love-force. *Satyagraga* in its spirit is nothing but the introduction of truth. Gandhi mentions that there are **three** principles of *Satyagraha*.

(i) the first principle deals with the **Goal**;

(ii) the second with the **Means**and

(iii) thethird with the **Results** of *Satyagraha*.

The goal, from the lower point of view could be interpreted as *Seva* (**Service to Man)** andfrom the higher as ***Moksha***. Regarding means and ends, Gandhiji says that,

> Whatever is achieved by certain means can be retained by the same means and that which has been won by love can only be retained by love.
> (https://www.youtube.com/watch?v=mgRK9Pn_wVA&t=520s/30/10/2019[4])

Hence whatever has been achieved by *Satyagraha* can only be retained by *Satyagraha.* And it is impossible to retain by physical force what has been achieved by *Satyagraha*. The result of *Satyagraha* is invariably good if the principles are followed strictly.

(b) ***Satyagrahi*:** The person who practices *Satyagraha* is a *Satyagrahi*. A *Satyagrahi* is one who gives up his everything for the sake of truth. He renounces his property, parts from his relatives and sacrifices his own life. He enjoys the highest degree of freedom as he is fearless and never becomes a slave of another. **Strictadherence** changes the *Satyagrahi* into a realized perfect man. No power can intimidate him from completing his work since he is afraid of none but God. A *Satyagrahi* must have faith in truth and pursue only truth; he should be indifferent to wealth as truth and wealth do not co-exist. He must be a man of God who will compel reverence and love even of the opponent by the purity of his life, the utter unselfishness of his mission and the breadth of outlook. His goal is to build a classless society by means of a constructive programme. It is a breakaway from family attachments. He alone is a *Satyagrahi* - who lives contented and happy.

(c) **Qualifications of a *Satyagrahi***: The following is the list of attributes that a *Satyagrahi* should possess.

(i) He must have a living faith in God & True religion.

(ii) He must believe in truth and non-violence.

(iii) He must be leading a chaste life.

(iv) He must be a habitual *khadi*-wearer and spinner.

(v) He must be free from the use of intoxicants.

(vi) He must not harbour ill-will or bitterness.

(vii) He will always try to overcome evil by good, anger by love, untruth by truth,

himsaby ahimsa.

(d) Basic Postulates of *Satyagraha*: The basic postulates of *Satyagraha* are as follows:

1. **Truth**: *Satyagrahi* minus truth is zero. According to Gandhi God is truth and truth is God. For bringing about social-change we must hold fast to truth and truth alone.

2. **Non-Violence**: The path of truth is narrow and straight. As a result truth and non-violence are inseparable. It is impossible to realize perfect truth without non- violence. *Satyagraha* is impossible without non-violence. Non-violence literarily means 'non-killing' or 'non-injury'. It is a state of mental and physical discipline that can move the cords of the human heart and thus bring about a change of heart in the so-called enemies.

3. **Faith in God**: Gandhiji emphasizes that a *Satyagrahi* must be a believer in God. He states:

A Satyagrahi has no other stay but God, and he who has any other stay or depends on any other help, cannot offer Satyagraha.

(https://books.google.co.in/books?id=18usiYo63WIC&pg=PA129&lpg=PA129&dq=A+Satyagrahi+has+no+other+stay+but+God,+and+one+who+has+any+other+stay+or+depends+%09on+any+other+help,+cannot+offer+Satyagraha.&source=bl&ots=KUKjkuiYg8/30/10/2019[5])

4. **Brotherhood of Man**: To Gandhiji Brotherhood of man means we are one of another. It means that you cannot injure others without injuring yourself or vice- versa. *Satyagraha* aims at change of heart through noble and friendly action. In fact, this idea of fraternity is an offshoot of the Christian concept of the Fatherhood of God and the brotherhood of Man

5. **Supremacy of moral law**: *Satyagraha* is a way of life based on the laws of love and holiness. Insistence upon morality was essentially to fight the vices of evil, injustice, tyranny and exploitation.

(e) **Vows of *Satyagraha*:** In order to make the *Satyagrahi* intellectually, morally and spiritually strong and withstand all provocations, Gandhiji prescribed seven principles or cardinal vows to be observed as a code of conduct:

The vows fall into two categories, Principal and Subsidiary.

(a) The Principal vows are: Truth (*Satya*); Non-Violence (*Ahimsa*); Celibacy (*Brahmacharya*); Control of the Palate (*Ankush*); Non-stealing (*Asteya*) and non-possession (*aparigraha*)

(b) The Subsidiary vows are: Social and Religious equal-mindedness, bread-labour, *Swadeshi*, fearlessness, humility.

(c) Forms of *Satyagraha*: There are three forms of Satyagraha, namely:

(a) Non-cooperation,

(b) Civil disobedience, and

(c) Fasting.

Thus, a *Satyagrahi* must be truthful in thought, word and deed. Truth has to be realized by constant practice and s/he should be indifferent to all other interests in life. The realization of truth can only be attained by the man of pure detachment. Similarly, non-violence or non-killing is a vow that must be maintained at all times and with all persons irrespective of caste, creed, race or religion. He must maintain Celibacy and never look towards any woman with a lustful eye. Maintaining utmost restraint the *Satyagrahi* must eat not to satisfy his/her palate but for health. And above all, s/he should practice the principles of Non-Stealing (*Asteya*) and Non-covetousness (*Aparigraha*) and believe in the principle that that **Accumulation of wealth above man's requirements amounts to theft**. Furthermore, the *Satyagrahi* should aim at (What Gandhiji had visualized through the concept of Basic Education) the all-round development of man and thereby establish a just social order through constructive programmes. He must be persuasive enough to reason and effect a change of heart through self-suffering unto death. For him, Fasting was for self-purification or self-restraint.

CONCLUSION:

Gandhiji's concept of *Satyagraha* is comprehensive and universal in nature. It is a constructive method that could resolve social, religious and international conflicts. In fact, Gandhiji's *Satyagraha* aims to foster dialogue, understanding, cooperation and mutual trust among peoples and nations. For instance, during the freedom struggle, Gandhiji's led a number of agitations as the non-cooperation movement, the non-payment of taxes, the boycott of schools and offices, economic boycott etc. and these were efforts to resolve social conflicts through *Satyagraha*. It thus becomes a dynamic form of conflict prevention and resolution. Thus, the codes immanent in *Satyagraha* are as follows:

S :***Satya*** or Truth

A: ***Ahimsa*** or Non-violence

T: **Temperance** or equal-mindedness

Y: Steadfast **Yearning** for social/religious goodness

G: Steadfast belief in **God**

R: Practicing **Righteousness** orJustice

A: **Abstinence** or Practicing self-discipline

H: **Humility** or *Vinamrata*

A: *Asteya* or Non-Stealing and *Aparigraha* or Non-covetousness

All the above codes are suggestive of the **Value-system** that makes Gandhi - Mahatma Gandhiji. In fact, these are universal codes found in every religion and which carry relevance for all times.

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68. AN ANALYSIS OF REVISED ASSESSMENT AND ACCREDITATION FRAMEWORK OF NAAC (NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL)

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At the time when India got freedom the number of educational institutions was very less and so was the population of the country as compared to present times. Slowly and slowly there has been multifold increase in the number. So initially the aim has been to impart education to everyone but then it was realised it is not only education but quality education which is needed. So the concept of assessment and accreditation is meant for improving the quality of Higher Education. So National Assessment and Accreditation Council came in to existence in 1994 which is an autonomous body of University Grants Commission. The Organisation framed its rules and regulations of Assessment and Accreditation of Higher Education Institutions like Universities, Colleges, Autonomous Colleges, Deemed Universities etc. They are evolving the process learning from the experience as well as inviting ideas from the academicians, education administrators, and other stakeholders as well as looking in to the global scenario. In the present paper I will be discussing the latest Framework of Assessment and Accreditation and my experience of dealing with quality as Assistant Professor , Associate Professor , Professor , Head of the Department , then Principal of Government Colleges , my interaction and dealing with the process of Assessment and Accreditation of different institutions . Since late nineties to present times I have been involved in the process by one way or the other. Even as DPI Nominee interacted with lot many Peer Teams. As an Academic Consultant with NAAC has been associated with Awareness Programmes, Assessors Orientation Programmes, interaction with high level Academia (Vice Chancellors and Principals) and activities associated with Assessment and Accreditation. The outcome of all this is to be discussed in this paper.

69. GOVERNMENT INITIATIVE FOR HIGHER EDUCATION: DIGITAL DIRECTIONS FOR EXCELLENCE IN TEACHING LEARNING

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Key words: Digital initiatives, Educational Excellence, Higher Education

The technology of online education and all the digital revolution in India have the possibility to revolutionize higher education scenario in the near future .A large scale expansion of the knowledge and high quality education opportunities and reaching the unreached is the need of the hour. The Government launched the National Mission on Education through ICT (NMEICT) to translate the power of IT into expanded learning opportunities. The aim was to raise the Gross Enrolment Ratio (GER) in the higher education from 24.5 (2015-16) to 30 by 2020. The quest to enhance the quality of education would require a large scale expansion of the high quality education opportunities and the Digital Technology to address these twin concerns of enhancing access and quality. Over the last 5 years, the NMEICT has made significant gains by developing IT interventions that have potential to change the Higher Education scenario. Significant Digital initiative in higher education dedicated to change the higher education Scenario are e-PG Pathshala, SWAYAM, SWAYAM Prabha, e- Shod Sindhu,virtual lab, National Academic Depository and National Digital Library. Digital learning enables new strategies and formats, such as online and blended learning and competency-based learning. These digital way of learning have the potential to contribute to deeper learning and also going to bring in sweeping changes in the Higher Education landscape. This paper is an attempt to explain effective use of some e learning platforms to bring excellence in Higher Education.

70. THE ROLE OF HIGHER EDUCATION IN THE CHANGING LANDSCAPE OF RESKILLING AND UPSKILLING OF THE WORKFORCE IN THE EMERGING DISRUPTIVE TECHNOLOGIES

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Abstract:

There is rapid development and integration of disruptive technologies like Cloud Computing, Artificial Intelligence,IOT,Data Analytics and other digital technologies at modern workplaces. These technologies are rendering most of the manual and cognitive skill based jobs redundant and new jobs are created which are highly skilled and advance. Most of the companies are forced to shift to the new technologies to remain relevant and competitive in the markets. As per the World Economic Forum Report of 2018, almost 89 % of the US based companies will be integrating new technologies at the workplaces by 2020, there will be transformation in the skills landscape thereby widening the huge mis-match for demand and supply of the new emerging job roles.

This paper highlights the changing role of the Higher Education Institutions (HEIs) in India to identify the critical job roles which will be redundant due to disruptive technologies and challenges of reskilling and upskilling of the modern workforce. There is an urgent need forindustry to collaborate with HEIs in upskilling and reskilling of the employees to remain globally relevant.

Key words: Artificial Intelligence, Cloud computing, IOT, Data Analytics, upskilling and reskilling

71. ROLE OF INFORMATION COMMUNICATION TECHNOLOGIES IN EDUCATION

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ABSTRACT:

Information communications Technologies are the power that has changed many aspects of the lives. The impact of the ICT on each sector of the life across the past two-three decades has been enormous. The way these fields act today is different as compare to their pasts. Across the past twenty years the use of ICT has basically changed all forms of Endeavour within business, governance and off-course education!

The education is a socially oriented activity. It plays vital role in building the society. The quality education traditionally is associated with strong teachers having high degrees. Using ICTs in education it moved to more student centered learning.

As world is moving rapidly towards digital information, the role of ICTs in education becoming more and more important and this importance will continue to grow and develop in 21st century.

This paper highlights various impacts of ICT on contemporary higher education and also discusses potential future developments. The paper argues the role of ICT in transforming teacher-centered learning to competency based learning. It also explores some challenges in higher education like cognitive tutors, need for developing a model, collaborative authoring etc.

KEY WORDS:

Implementation of ICT, online learning

Introduction:

The education has vital role in building the society. Education determines standard of society. The quality education helps empowering the nation in all aspects by providing new thoughts, the ways of implementation of various technologies and so any such things.

The quality education is basic need of the society. There are number of effective teaching & learning methodologies in practice. Technology is the most effective way to increase the student's knowledge. Here comes the role of ICT in the education sector! Being an academician I cannot

imagine education without ICT. Nowadays ICT (specially an internet) plays imminent role in the process of integrating technology into the educational activities.

Objectives of ICT Implementation in Mgt. Education:

1. Improvement in learning achievement;
2. Reduction of adult illiteracy rate, with sufficient emphasis on female literacy;
3. Expansion of provisions of basic education and training in other essential skills required by youth and adults;
4. Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development.

Role of ICT in Higher Education:

1. To increase variety of educational services and medium.
2. To promote equal opportunities to obtain education & information.

To develop a system of collecting & disseminating educational information

3. To promote technology literacy;
    a. To support "Distance Learning."
    b. To support sharing experience & information with others.

ICT as a Change Agent In Learning Process:

Conventional Learning Process:

It follows the particular course structure/syllabus for many years. Accordingly the subject wise textbooks and reference books have been written. By suing relevant material to the subject teachers supposed to teach through lectures and presentation. Teachers used their lesson plans, tutorials, different way of assessment to evaluate student performance etc.

Competent Course Structure/Syllabus:

It is the needof the day improve quality & structure of the syllabi by enforcing competency & performance based approach towards it. To include advance technology and practical approach is also on the imp. One such curricula requires,

1. Access to information types & different forms.
2. Student-centered learning though information access.
3. Learning environment concentrated on information access & inquiry.
4. Redal life examples.
5. Teachers as mentors rather that content experts.

The role of ICT in the education at higher lever recurring and unavoidable. It is challenge to integrate ICTs with universities, into their strategies and educational process. It should be implemented at national & international level. It will be helpful to improve qualify and

flexibility, the widening access to the field of tuition. Many universities are providing distance education by creating N/w through mutual partnership.

Change In The Way of Learning:

We discussed ICTs are cause to make a move form a teacher centered learning to competency based learning. Universities are also responsible to make supporting changes in the way students are learning.

Traditional way of learning is based on Tran missive modes. Use of ICT in education also affects the way students learning. The following points are particular forms of learning.

a. Students Centered Learning:

With the help of technologies it is possible to promote transformation of education from teacher centered inst. To students centered inst. e.g. 1) Increased use of web as a source. 2) Internet users can select the experts from whom they will learn. 3) Process bill become problem based learning. 4) The proliferation of capability, competency and outcomes oriented curricula.

ICTs in education acts as a change agent. It supports independent learning students become immersed in the learning process by using ICT.

b. Supporting Knowledge Construction:

The emergence of ICTs as a learning technology unknowingly insists to think on alternative theories for learning.

The conventional teaching process has focused on teachers planning and leading students through a series of in structural sequences to achieve desired outcome. This way of teaching follows the planned transmission of knowledge through some interaction with the content as a means to consolidate the knowledge acquision. It depends on the process of personal understanding. In this domain learning is viewed as the construction of meaning rather than memorization of facts. Use of ICTs provide many opportunities through their provision and support for resource through their provision and support for resource based, student centered learning. It acts to support various aspects of knowledge construction and as various aspects of knowledge construction and as more and more stud. Employ ICTs in their learning process, the more pronounced impact of this will become.

The Impact of ICT on place ‘When’ & ‘Where’ to learn:

In the past, there was no or little choice for students in terms of method & manner in which programs have been delivered. Students typically being forced to accept what have been delivered. ICT applications provide many option & choices in the same case.

a. Any place learning:

The uses of ICT has extended the scope of offering programs at a distance. The off-campus delivery was an option for students who were unable to attend the campuses. Today, many students are able to make this choice through technology-facilitated learning settings. e.g.

1. In many instances traditional classroom learning has given way to learning in work-based settings with students able to access courses and programs from their workplace. The advantages of education and training at the point of need relate not only to convenience but include cost savings associated with travel and time away from work, and also situation and application of the learning activities within relevant and meaningful contexts.
2. The communications capabilities of modern technologies provide opportunities for many learners to enroll in courses offered by external institutions rather than those situated locally extended course offering and eclectic class cohorts comprised students of differing backgrounds, cultures and perspectives.
3. The freedoms of choice provided by programs that can be accessed at any place are also supporting the delivery of programs with units and courses form a variety of institutions, there are now countless ways for students completing undergraduate degrees for example, to study unit for a single degree, through a number of different institutions, an activity that provides considerable diversity and choice for students in the programs they complete.

b. Any time learning:

In case of geographical flexibility, technology, facilitated educational programs also remove the temporal constraints. It is the good opportunity for stud. To undertake education anywhere, anytime & any place.

1. Through online technologies learning has become an activity that is no longer set within programmed schedules and slots. Learners are free to participate in learning activities when time permits and these freedoms have greatly increased the opportunities for many students to participate in formula programs.
2. The wide variety of technologies that support learning are able to provide asynchronous supports for learning so that the need for real-time participation can be avoided while the advantages of communication and collaboration with other learners is retained.
3. As well as learning at anytime, teachers are also finding the capabilities of teaching at any time to be opportunistic and able to be used to advantage. Mobile technologies and seamless communications technologies support 24X7 teaching and learning. Choosing how much time will be used within the 24X7 envelope and what periods of time are challenged that will face the educators of the future.

The role of ICT in enhancing the development of basic education and Literacy:

We take the same broad definition of ICT of include radio, television, satellite, fixed and mobile telephone, fax, computers and CD-ROMs and the internet. The ICTs and be divided into two groups: traditional or old ICTs (namely, radio and TV) and the new ICTs (namely, the Internet and telecommunications). Learning through new ICTs is also e-learning. Recent studies show the enormous potential of e-learning, especially in industrialized countries.

In April 2001, MIT announced that learning materials and syllabi for all courses where being put on the Internet for anyone to use recognizing the power of the internet and that knowledge is for sharing. E-learning has the following **advantages**:

1. Access to the learning programme any time convenient to the learner.
2. Learners can be at any place to log on.
3. Asynchronous interaction providing participants and tutors with time to prepare their responses leading to succinct and to-the-point interaction and on-track, thoughtful and creative conversations.
4. Enhanced group collaboration creating shared electronic conversations which can be more thoughtful and permanent than voice conversation. Aided by group coordinators, these sessions can be powerful for learning and problem solving.
5. New educational approaches can be used. For example, faculty from anywhere in the world, faculty teams with different specialties can be shared along themselves for improvement and adaptation.

The Use of ICTs to support basic education:

We shall examine below how and where ICTs, both new and old can enhance education for all in education mentioned in the previous section, there are four ways ICTs can support basic education- (i) supporting education in schools, (ii) providing non formal education for out-of-school children and adults, (iii) supporting pre-service professional development, and (iv) enhancing the management of schools. These are detailed below.

(i) Supporting Educational in Schools:

ICT can provide access to information sources, enable communications crate interacting learning environment and promote change in methods of teaching. Quality and process to up-to-date and relevant materials can be improved while offsetting some costs of textbooks. However, the improvement in quality resulting from the new ICTs is yet to be justifiedwith the cost in developing countries Radio is still the most cost-effective ICT for enhancing quality in school education. However, with the falling cost of hardware, maintenance and internet access and increasing e extension of telecommunications and power infrastructure, it is expected that the benefits of using new technology in the schools of developing countries will exceed the costs.

(ii) Supporting non-formal education for out of school children and adults:

Empirical evidence demonstrates that radio and television, the traditional ICTs are cost effective means to reach out-of-school children and adults where the costs are spread over a large number of learners, in the regions of conflict and for refugees. If the purpose of ICT is to reach children and adults who cannot go to school for remoteness and/or for opportunity costs, radio and television re more likely to widen access than the new ICTs which may not be available to them. However, basic education is more successful when delivered in the mother tongue and traditional ICTs may be less economic because of the small number of learners. The possibility of two-way communications with new ICTs makes them more attractive where the target group has easy access to them, for example, in peri-urban areas.

(iii) Supporting pre – and in-service teacher education./ the high demand for teachers calls for the rapid supply of trained teachers. Distance education of teachers is an essential medium to achieve education for all. Radio and television (radio more than television) still remain popular means because of low costs. However, teacher education using new ICTs are increasingly becoming popular because of the possibilities of the 'multiplier effect', greater interactivity between students and tutor, opportunities for learners to proceed at their own pace, at any place and at any time, the possibilities of combining video, audio and texts to improve delivery and quality of instruction and finally the possibilities of establishing teacher resource centers with access to power and telecommunications equipped with computers and internet facilities. Regional initiatives.

Enhancing Educational Management

In this area new ICTs are more relevant. Computer software programs are being used in time tabling and school management to improve the use of staff time, student and space, thus reducing costs significantly. Only a few computers necessary for this type of application. It is noted that ICTs in school can improve quality with less cost. Old ICTs are still cost-effective for provision of education to out-lf-school children and youth in developing countries. New ICTs have a very large potential for teacher education in large quantity and better quality. A combination of old ICTs to widen coverage and access and new ICTs to provide interactivity are supposed to be cost-effective for teacher education. If a nation wide network of community learning centers equipped with computer laboratories with broadband access and trained staff to access online distance learning and to provide tutoring support could be set up in developing countries until a computer is available at home, there possibilities for these countries to take advantage of the benefits of e-learning mentioned above. Some of the E-9 developing countries are already taking a step in this direction as will be noted in the following section.

CONCLUSION:

The role of ICTs in the education is recurring and unavoidable. Rapid changes in the technologies are indicating that the role of ICT in future will grow tremendously in the education.

1. By observing current activities and practices in the education, we can say the development of ICTs within education has strongly affected on
    a. What is learned?
    b. How it is learned?
    c. When & where leaning takes place?
    d. Who is learning and who is teaching?
2. ICT also focuses modification of the role of teachers. In addition to classroom teaching, the will have other skills and responsibilities. Teachers will act as virtual guides for students who use electronic media.

3. Ultimately, the use of ICT will enhance the learning experiences of students. Also it helps them to think independently and communicate creatively. It also helps students for building successful careers and lives, in an increasingly technological world.

FUTURE SCOPE:

1. To harness the modern information and communication technologies for all. The potential of these technologies must be exploited in order to broaden the basic education, particularly in the direction of the excluded and under privilege groups; and to enhance and improve classroom teaching.
2. To replace costly, rigid and culturally alienating educational structures with less expensive delivery systems that are more flexible, more diversified and universally affordable, without ever sacrificing quality.
3. To develop basic education services accessible to all including the poorest, illiterate adult , children outside the school system- whether at work in the street of refuges- through a strategy involving both the formal education system and all the alternatives offered by the non formal sector. Basic education must become a field which is free of all forms of exclusion and discrimination.

These are the ways of achieving an education that is authentic, accessible to all without exclusion or discrimination, modern and universally affordable, will provided each individual with the keys to diversified and virtually limitless knowledge.

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72. “ग्रा मण क्षेत्र में उच्च शक्षा का महत्व”

प्र.डॉ.के.एल.पटेल

महिला आर्ट्स कोलेज

मोतीपुरा, हिंमतनगर (गूजरात)

भारत कृ षप्रधान देश हे। भारत के करीब ८० प्रतिशत लोग कृ ष पर जिवनयापन करते है। शहरों में प्रशासन के द्वारा वकास की नई योजनाएँ, शक्षा के महत्म संसाधन मानव जीवन के वकास की सु वधाएँ भरपुर मात्रा में बढती जा रही है। ले कन ईक्कीसवी शताब्दी के दो दशक बितने पर भी भारत के ग्रा मण क्षेत्रो में अनेक समस्याएँ देखने को मलता है।

वर्तमान समय में आवश्यकता ईसी बात की है क ग्रा मणक्षेत्रोमें शहरों की तरह सु वधाये मलेगी तो गाँवो की समृ द्ध बढेगी और देश के वकास की पटरी तेज दोडेंगी। देश के कई पछडे हुए ईलाके है, जहाँ बिजली, पानी, घर और उत्तम शक्षा के प्रावधान मोहताज नहिं हुए है। अतः प्रशासन के द्रारा ईन्ही प्रावधानों की सु वधाएँ उपलब्ध कराने के इंतजाम करने चाहिण । ग्रा मण इलाको में कृ ष और पशुपालन से संलग्न आधुनिक शक्षा और उद्योगो का सर्जन करना चाहिए। इससे ग्रा मण लोगों को शक्षा भी मलेगी, काम भी मलेगा, दाम भी मलेगा और प्रगति भी होगी।

देश के प्रगतिशील राज्य गुजरात, महाराष्ट्र, दिल्ही, हरियाणा, पंजाब में प्रशासनके द्वारा काफी सु वधाएँ उपलब्ध की गई है। अन्य राज्य बिहार उत्तरप्रदेश, झारखंड, छत्तीषगढ, जम्मुकाश्मीर आदि के गाँव पछडे हुए है। ऐसे राज्यो के गांवोमें संचाई, बिजली, गेस, टेकनोलोजी और उच्च शक्षा से काफी बदलाव हो सकेगा। एक ओर देश का युवाधन वदेशो की ओर दौड रहा है, दूसरी और देश के गाँवों में उच्च शक्षा या रोजगार की कमी है। ऐसे क्षेत्रो में उच्च शक्षा का प्रावधान करने से युवाधन को हम प्रगति पथ पर खडे कर सकेंगे। देश में ग्रा मण क्षेत्रों में तकनीकी उच्च शक्षा की व्यवस्था होगी तो लोगों को और अ धक लाभान्वित कर पायेगे। जिससे ग्रा मण लोगों की जिंदगी खुशहाली से भर जायेगी।

महात्मा गांधीजी ने भी कहा है क हिन्दुस्तान की असली तस्वीर गाँवों के दर्शन करने से देखने को मलेगी । हिन्दुस्तान का इतिहास देखने से पता चलता है की देश का सुकान गाँवों की श्रेष्ठ प्रतिभाओंने ही सफलता पूर्वक संभाला है। ऐसी प्रतिभाओं में महात्मा गांधी, स्वामी ववेकानंद, सरदार पटेल, धीरुभाई अंबानी, अब्दुल कलाम और नरेन्द्र मोदी जैसे अनेक नाम लए जा सकते है। उन्होंने देश में उच्च शक्षा और

वकास के लए अपना पुरा जीवन सम र्पत कर दिया है। ऐसी प्रतिभाओं के उच्च आदर्श ग्रामीण लोगों के लए प्रगति के राह बने है।

ग्रा मण प्रतिभाओं के लए समस्या यही है क, श्रेष्ठ से श्रेष्ठतम् हो सके ऐसी प्रतिभाओं को उ चत मार्गदर्शक मल नहीं पाता, तब उनका वकास अवरो धत हो जाता है। ऐसी प्रतिभाऐ असमय की कुंठित हो जाती है। यह उस प्रतिभा को भी नुकसान है, साथ-साथ देश को भी नुकशान होता है।

अतः यदि हमें भारत को और अ धक ऊँचाइयों पर और स द्धओं पर स्थित करता है तो गाँवों की ग लयों में बिखरे पडे रत्नो को प्रोत्साहित, लाभान्वित करने पडेगें। उनको उच्च अभ्यास नई तकनीकका इस्तेमाल, राजकीय हिस्सेदारी जैसे क्षेत्रों में खास तौर पर लानें होंगे। देश के वकास की सच्ची धरोहर गाँव है, अतः अलग-अलग क्षेत्रों के बडे-बडे सेमीनार, शबीर, तालीम जैसे कार्यक्रम, गाँवों के नजदिक आयोजित करके भी ग्रा मण लोगों को हम देश- वकास में जोड सकेगें।

73. HIGHER EDUCATION FOR URBAN & RURAL CONNECT

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• Introduction – Todays, Education is the most important factor in society development and school has to a bright role in eusuring the successful of the allround development. Therefore education is the key to success in life and teacher make along lasting impact in the loves of their students. It is useful for the personal, economic and social development of the nation and to live the gladness and prosperity. As for students, they to have good skills and have to proactive with proper futuristic set of mind besides that the students are also need to be abundant achievement to days. Higher Education In India suffers from several such deficiencies. The student of academic research are low. As well as unwieldy afflition method, in flexible academic student, low level of public funding are well example. Higher Education in India has developed gradually during last decade. But there are numbers of problems in educational system. One of it is in equalities Urban & Rural areas. We can also imagine there is a major difference between urban and rural education.The student who also attend school, colleges & Universities in urban setting comes from more advantaged socio-economic backgrounds – besides, they have higher students teachers ration than colleges in rural areas & towns. The rural – urban interface is a cone of interdependence not a transparent border that neatly separates rural from urban peoples & places.

• No adequate infrastructure the colleges

The colleges in rural areas in India have weak infrastructure, do not have proper space of classrooms, No clear drinking water, packing space, boy's & girls common rooms with separate toilet, bathrooms, poor libraries, no separate reading room, well equipped laboratories, music & games materials, indoor game facilities, art & craft materials are not adequate numbers – sufficient play ground, problem faced to all kinds amenities.

• Problems of Faculty : It has more important as the qualities of teaching the depends upon the quality of teaching faculty. Good and qualify teachers always offers in better college in terms of better achievements input. Therefore quality and good teachers are not interested to work in rural areas. In this way this leads to poor quality of education being imparted.

• Development of Skills of teachers :

In India higher education is very problematic matter therefore Govt. of Consulting state and educational institutions come together to wipe out this problems as early as possible to save the future of our nation. Action must be taken to develop the skills of teachers for improving teaching, learning, transaction, improving infrastructure, placement of teachers, creating conductivity and also introducing technology enabled learning wherever possible because in our country there are no adequate intelligent and qualified staffing persons that can give best ideas to society but due to less payment such people migrated to others countries several such institutions are runs only beneficial ways. Institutes taking larger number of admissions of students but authorities of institutions do not provides innovative facilities. As per to fees collected from students good education is a right of each & every students but

students are not getting facilities as the ratio of fees paid by students. The institutions must be appointed professional and qualified staff to offer quality of education to student, to made their carrier concrete and happy.

- Change the traditional teaching methodology - the level of education in India never change. Several such state of teaching and techniques being in still traditional in rural areas. These colleges must starts to adopting new concept of teaching and learning to develop their students.

- Improvement of computer literacy - Implementation of computer literacy no reached to the rural and remote areas. Several such State in India. But there is a necessity to required to get well equipped with computer education and need to imparted innovated technological education as well. And this will supported them being at par with parallel level at urban education and develop them.

- Adequate strong infrastructure : Now this is innovative technological era therefore infrastructure must be strong in every educational system and also be made a lot of travelling facilities because several such students are up and down for learning in rural areas if not such facilities provides the result is numbers of students attendances physically being reduces.

- Attitude of trained and renowned teachers : In remote and rural area there is not ready to go such types of teachers easily. Therefore well qualified teachers are lesser numbers in rural area. But qualified teachers in urban area they can help to train the teachers those working in rural area and filtering the quality of materials delivered. The problems of shortage of quality teachers in rural area can be solved by online teachers from urban areas using E-learning and also several such innovative technique and tools. Similarly the digitized learning and social technologies may be fulfil the gap between urban and rural educational system.

- Needful the research Center in rural areas – Research pay a vital role in the higher education for all kinds of development of any country. Therefore the need arises for the establishment of research centers in the rural area as well as also need of higher quality Govt. educational institutions must be available a part from general and private educational institutional because the private education are beyond the pocket of common peoples and over expensive education and such education may be subsidiary cost. The high cost of education is major obstacles in higher education

therefore drop out problem is more in rural area. Than urban areas and only few student can seek higher education in this way there are also so many factors are responsible

- Difficulties of equity in urban and rural areas : As per the Indian constitutions each and every individual has basic right to education and also girls may have free education at our concerning state level. But irregular distribution and grand's of several such institutions of higher education, due to this competition higher education facilities are not equally available to all categories of society.

- Conclusion : If we start recommendation a proper step can be initiated for moving higher education in a correct direction with the passing tine. When changing the unnecessary negative thinking it will mandatorily then the gap between urban and rural attitudes of institutions, parents, students, teachers and Govt. also. All of them must be positive and not only oral significance but by changing proper amendment. Therefore special efforts have to be made to solve this problems.

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